

PEACE AND UNITY



Year 10

HANDBOOK

Student Subject Choices

2024

In One Spirit... we welcome · we nurture · we excel

HSC – Learning Community

WELCOME TO YEAR 10, 2024 AT HOLY SPIRIT COLLEGE!

HSC Learning Community has two fundamental goals: first, as a **SCHOOL**, to provide **quality education** for our Students, and second, as a **CATHOLIC SCHOOL**, to achieve **a sense of positive community** for our Students and between Staff and Parents.

The Year 7 Transition to Secondary Education is designed to help students adjust to the new routines of secondary schooling and to introduce them to the range of subjects available.

The Year 8 Program is focussed upon supporting students as they continue core subject development and exercise their first subject specialisation. The Year 8 Program is also designed to maximise the learning outcomes for each individual student and to promote positive attitudes to future schooling experiences.

Year 9 represents an important academic year which sees further development of core studies and full year extension in areas of interest and future potential. Students continue the journey to becoming successful Lifelong Learners.

The Year 10 Program is focussed upon providing opportunities for students to reflect further upon their academic and personal strengths in order to support them in making the wisest choices as they look toward Senior schooling. Students have the opportunity to take either academic or vocational electives, or to undertake a combination learning program. Staff give every attention to counselling students to choose a curriculum pathway that will satisfy their needs and provide the motivation for them to continue their schooling, whilst also enhancing their capacity to face life's challenges in productive ways.

What does a Lifelong Learner look like? Holy Spirit College embraces the 21st century skills identified by QCAA, which are considered the essential ingredients for post-school success in a rapidly changing and complex world – whether via study, apprenticeships, community service, paid or unpaid work. In addition to literacy and numeracy, these skills are:

- critical thinking,
- communication,
- personal and social skills,
- creative thinking,
- collaboration and teamwork, and
- Information & Communication Technologies (ICT) skills

At Holy Spirit College we are dedicated to establishing a health-promoting school culture characterised by:

- warmth and positive interest,
- authoritative adult-student interactions,
- the use of consistent non-hostile limits, and
- positive active support by parents with constructive interactions between Staff and Parents.

The Staff of HSC are committed to encouraging and supporting Students to achieve high academic standards and, also, to developing a sense of connectedness.

We are dedicated to developing a culture that holds, encourages, and supports our adolescent Students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning and Pastoral programs focus upon encouraging and supporting Students to

- set clear goals,
- plan strategies to achieve the results they want, and
- understand that effort is not merely an optional extra but rather is an essential ingredient to achieving dreams.

In short, at HSC, we are about

Launching Adolescents into Lifelong Learning!

I wish you well with your subject selection.

Alison Wales



Principal



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Curriculum

AN OVERVIEW

Layer I

All Year 10 Students study **English, Mathematics** and a **Religious Education** subject **all year** and **Science in Semester 1**.

Layer II – Semester 1

Students are asked to select **4 electives for Semester 1** – two will be studied in Term 1 and two will be studied in Term 2. These electives are chosen for **Terms 1 or 2** of Year 10. Electives for Semester 1 are chosen in Term 3 of Year 9.

Layer III – Semester 2 Introduction to Senior Subjects

Electives:

Students are asked to select their **3 electives for Semester 2 in May of Year 10**, based on their experience of Semester 1 electives.

Mathematics:

In Semester 2, students study an introduction to senior Mathematics subject as a continuation of their Semester 1 strand of Mathematics.

Religious Education:

In Semester 2, students study an introduction to senior Religious Education subject, based upon their senior subject selections and career goals on their Senior Education and Training Plan (SET Plan) submitted in May of Year 10.

Parents will be advised of a recommended subject choice in Mathematics and Religious Education subjects prior to the commencement of Semester 2 and are welcome to make contact with the Learning Pathways and Careers Program Leader to review or amend all their student's subjects. Family Mentoring Interviews are scheduled prior to Semester 2.

Once students have experienced their introduction to senior subjects, they may choose six (6) of these subjects (including an English and a Religious Education subject) for Years 11 and 12. (Other flexibilities are also possible.)

NAME	TERM 1/TERM 2	SEMESTER 2	LEADS TO SENIOR SUBJECT	ATAR STATUS*
English	English	English	English	• General • ATAR
			Essential English	• Applied • 5th ATAR subject
Mathematics	Accelerated Mathematics	Introduction to Senior Mathematical Methods	Mathematical Methods	• General • ATAR
	Extension Mathematics			
	Core Mathematics	Introduction to Senior General Mathematics	General Mathematics	• General • ATAR
	Foundation Mathematics	Introduction to Senior Essential Mathematics	Essential Mathematics	• Applied • 5th ATAR subject
	Offered in Semester 2	Introduction to Senior Specialist Mathematics	Specialist Mathematics	• General • ATAR
Religious Education	Religious Education	Introduction to Senior Study of Religion	Study of Religion	• General • ATAR
		Introduction to Senior Religion and Ethics	Religion and Ethics	• VET • 5th ATAR subject • Uni Option
		Compass (Certificate III in Christian Ministry and Theology)	Compass (Certificate III in Christian Ministry and Theology)	
The Arts	Art - Art in Everyday Life	Introduction to Senior Visual Art	Visual Art	• General • ATAR
	Communicating through Art and Technology (CAT)			
	Dance – Three Styles	Introduction to Senior Dance	Dance	• General • ATAR
	Drama – Realism	Introduction to Senior Drama	Drama	• General • ATAR
	Music - The Development of Popular Music	Introduction to Senior Music	Music	• General • ATAR



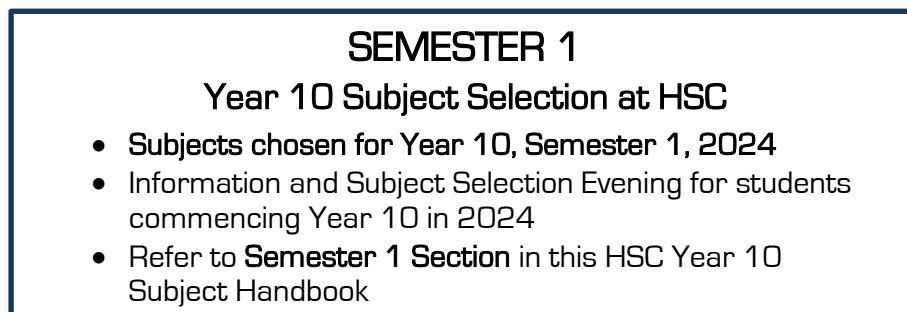
NAME	TERM 1/TERM 2	SEMESTER 2	LEADS TO SENIOR SUBJECT	ATAR STATUS*
Business	Small Business Management	Introduction to Senior Accounting	Accounting	• General • ATAR
		Introduction to Senior Business	Business	• General • ATAR
	The Wide World of Work	Business Skills and Practices	Certificate III in Business	• VET • 5th ATAR subject • Uni option
Design Technology	Design Technology	Introduction to Senior Design	Design	• General • ATAR
	Graphics	Graphics	Industrial Graphics Skills	• Applied • 5th ATAR subject
	Woodwork	Construction and Furnishing	Certificate I in Construction	• VET
	Metalwork - Sheet Metal and Fabrication	Welding and Small Engines	Certificate II in Engineering Pathways	• VET
Digital Technology	Interactive New Media	Introduction to Senior Film, Television and New Media	Film, Television and New Media	• General • ATAR
		Introduction to Senior Digital Solutions	Digital Solutions	• General • ATAR
		Aviation Remote Pilot	Certificate III in Aviation (Remote Pilot)	• VET • 5th ATAR subject • Uni option
Early Childhood Education	Early Childhood Education	Certificate III in Early Childhood Education and Care	Certificate III in Early Childhood Education and Care	• VET • 5th ATAR subject • Uni Option
Food Technology	Food and Nutrition	Introduction to Senior Food and Nutrition	Food and Nutrition	• General • ATAR
	Hospitality	Hospitality	Certificate II in Hospitality	• VET
Healthcare Services	Healthcare Services	Healthcare Services	Certificate III in Health Services Assistance	• VET • 5th ATAR subject • Uni option
Health and Physical Education	Sports Performance	Introduction to Senior Physical Education	Physical Education	• General • ATAR
		Introduction to Senior Sport and Recreation	Sport and Recreation	• Applied • 5th ATAR subject
	Sports Organisation	Fitness	Certificate III in Fitness	• VET • 5th ATAR subject • Uni option
Humanities and Social Sciences		Introduction to Senior Legal Studies	Legal Studies	• General • ATAR
	Geography	Introduction to Senior Geography	Geography	• General • ATAR
	History	Introduction to Senior History	Ancient History Modern History	• General • ATAR
Japanese	Who Do You Think You Are	Introduction to Senior Japanese	Japanese	• General • ATAR
	Media and Entertainment			
Science	Science is studied by all student's in Semester 1. Students may then choose to continue studying Science in one or more of the Semester 2 Introduction to Senior Subjects.	Introduction to Senior Biology	Biology	• General • ATAR
		Introduction to Senior Chemistry	Chemistry	• General • ATAR
		Introduction to Senior Physics	Physics	• General • ATAR
		Introduction to Senior Psychology	Psychology	• General • ATAR
		Aquatic Practices	Aquatic Practices	• Applied • 5th ATAR subject

* General Subjects were previously OP eligible, Authority Subjects. Applied Subjects were previously Non-OP eligible, Authority Registered Subjects. 5th ATAR Subjects are subjects which can be included with four General Subjects in the calculation of an ATAR (at lower scaling levels). VET Certificate III courses can also be used as a 5th Subject for ATAR calculations as well as direct university entrance in selected courses. VET Certificates I and II are nationally recognised qualifications for employment but are not used as 5th ATAR subjects.

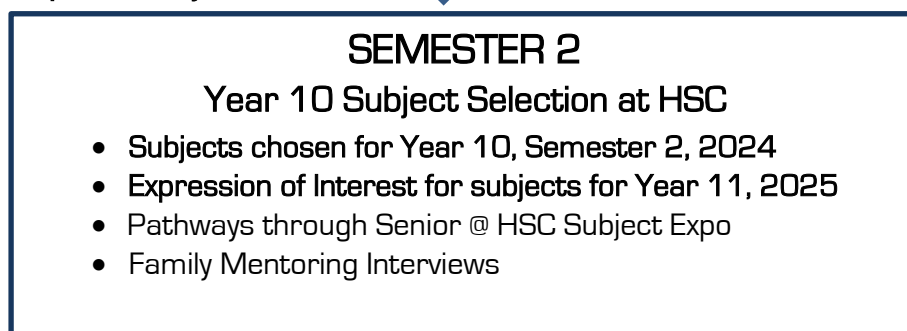
Curriculum

SUBJECT SELECTION TIMELINES

Stage 1 August 2023



Stage 2 April – May 2024



Change to Senior Studies in Queensland

In 2019, Year 11 students in Queensland commenced the new Queensland Certificate of Education (QCE) Senior System with Year 12 Graduates of 2020 being the first to receive an ATAR (Australian Tertiary Admission Rank) replacing the OP (Overall Position) score. Holy Spirit College has reviewed learning programs for Years 7 – 10, to ensure that students are well prepared for the new styles of teaching, assessment and new content when they reach Year 11. In your Information Pack, a brochure outlining the new Senior System for Queensland students is included. Our Senior Students have transitioned smoothly into the new system following a comprehensive preparation program designed by the College.

Cognitive Verbs

The QCE System uses Cognitive Verbs. These verbs can be found in tests, assignments and other forms of assessment. They are used to tell the student what type of answer is needed. These are also embedded in Years 7 – 10 teaching and assessment. A full list of Cognitive Verbs and their meanings can be found in Appendix 1 and in the Student Diary.

Academic Integrity

Holy Spirit College is committed to supporting students to complete assessment and to submit work that is their own, and to minimise opportunities for academic misconduct. This subject handbook contains an overview of the Queensland Curriculum and Assessment Authority (QCAA) Policy on Academic Integrity – refer Appendix 2.



Curriculum

SUBJECT SELECTION SUPPORT PROCESS

A Multi-Step Process at HSC

At HSC, we offer a comprehensive Subject Selection Support Process for Year 10 students as they begin to make choices for Senior.

Year 10 Career Sessions

During Careers Sessions in Terms 1 and 2, students begin learning about the world of Senior study and the new QCE Senior System and consider their strengths and interests to start forming the basis of future career options.

Year 10 Parent Information Session

This session is designed to assist parents to become familiar with the new system and have a good understanding of the decisions that lie ahead so they can guide their student through the subject selection process.

Year 10 Retreat

The Year 10 Retreat is conducted off-campus over two days with student-centered activities, including guest speakers, workshops, and reflection time. Students have the opportunity to step away from the normal routines of school life and reflect on important matters in their own lives, both as individuals and as a group, which helps them to achieve a 'bigger picture' view for their decision-making about subjects and career pathways.

Year 10 TOPS - 'Tapping Our Potential Sessions'

During TOPS day in Term 2, students are introduced to their Queensland Curriculum & Assessment Authority (QCAA) Learning Account and the Queensland Certificate of Education and meet Guest Speakers who provide connection with a wide range of career options. Practical sessions on interview skills and employment options are attended.

Pathways through Senior @ HSC Subject Expo

- Experiencing Senior at HSC
- Understanding the QCE Senior System
- Choices in Senior Schooling
- Pathways beyond Senior
- Department Subject Displays
- Displays from Industries and Professions
- Displays from Tertiary Institutions
- Local Senior Schooling Providers on hand to answer questions

Family Mentoring Interviews

These interviews are conducted with students and families to facilitate optimal decision-making regarding subject selection choices to best fit each **student's aspirations and learning needs**, prior to the commencement of Semester 2.

Try-a-Trade Day

Students will have the opportunity to spend a day trying a Trade.



AIMS AND OBJECTIVES

During Year 10, students begin to think seriously about career pathways and work and study options. They begin to form realistic understandings about their strengths, weaknesses, aptitudes, interests and abilities. Year 10 is a time when students make choices about post-compulsory schooling options. It is appropriate then for them to experience a little of what an academic or vocational course will entail.

In Year 10, students are at the crossroads; they are expected to embrace the work ethic and study patterns of Senior secondary education as they prepare themselves for further study, entry into the workforce, TAFE courses, apprenticeships or traineeships. Some students will need to consolidate parts of the foundational curriculum, eg. English and Mathematics.

At HSC, the Year 10 Curriculum is focussed upon providing opportunities for students to reflect upon their academic and personal strengths in order to support them in making the wisest choices for Years 11 and 12.

Students have the opportunity to take either academic or vocational directions, or to undertake a combination learning program. Staff give every attention to working with students as they choose a curriculum pathway that will satisfy their needs and provide the motivation for them to continue their schooling whilst also enhancing their capacity to face life's challenges in productive ways.

This thoughtful and innovative approach to learning and teaching seeks to optimise opportunities for Students, Staff, and Parents to work collaboratively in order to assist HSC's young adults to find a life course that integrates and utilises their strengths and ideals.

SUBJECT SELECTION GUIDELINES

It will be helpful to consider the following when deciding elective subjects for Year 10.

1. Which subjects am I **particularly good at**?
2. In which subjects do I want to **extend my knowledge**?
3. Which subjects do I **enjoy**?
4. What subjects do I need to continue, in order to keep a number of **career options open** (where students are undecided on their career path)?
5. What **types of occupations** might I like to enter after the completion of my education?
6. What were my **results on my last report**?



Curriculum

LOOKING AHEAD

Year 10 – Transitional Year

The table below is provided for the assistance of students who wish to consider university entrance as an option for the future. The table lists the General Subjects in Senior which contribute to the calculation of an Australian Tertiary Admission Rank (ATAR) and the offer of a university place, as well as the recommended results in Year 10 for success in these Senior subjects. Applied, Applied (Essential) and VET subjects do not have a recommended Year 10 overall achievement result. Please check with our Director of Learning Pathways and Careers, through the College Office, if you wish to obtain further information on Senior courses.

Year 11 Senior Subject		Recommended Year 10 Overall Achievement
Accounting		English C, Introduction to Senior General Mathematics C
Biology		English C, Introduction to Senior Biology C, Science C, Introduction to Senior General Mathematics C
Business		English C, Introduction to Senior General Mathematics C
Chemistry		English C, Introduction to Senior Chemistry C, Introduction to Senior General Mathematics B or Mathematical Methods C
Dance		English C
Design		English C, Graphics C and/or Introduction to Senior Design C
Digital Solutions		English C, Introduction to Senior General Mathematics B, Introduction to Senior Digital Solutions C
Drama		English C
General English		English C+
Film, Television and New Media		English C, Introduction to Senior General Mathematics C
Food and Nutrition		English C
Geography		English C
History (Ancient/Modern)		English C
Japanese		Japanese C and/or Introduction to Senior Japanese C
Legal Studies		English C
Mathematics*	General Mathematics	Introduction to Senior General Mathematics C
	Mathematical Methods	Introduction to Senior Mathematical Methods B
	Specialist Mathematics	Introduction to Senior Mathematical Methods B, Introduction to Senior Specialist Mathematics B
Music		Introduction to Senior Music C or Music qualification of similar standing
Physical Education		English C, Introduction to Senior Physical Education C, and a good Physical Education participation record.
Physics		English C, Introduction to Senior Physics C, Introduction to Senior Mathematical Methods B
Psychology		English C, Introduction to Senior General Mathematics C, Science C, Introduction to Senior Psychology C
Study of Religion		English C
Visual Art		English C

* General Mathematics (previously Mathematics A), Mathematical Methods (previously Mathematics B), and Specialist Mathematics (previously Mathematics C).



General Information

HOMEWORK

Your homework consists of:

- work set by the Teacher to be completed for a lesson in the next few days, and
- your own study, which includes revision of earlier work.

As you progress through the school and as you become a more efficient student, your own study should occupy more and more of your time. Homework assists learning in the following ways:

- ensures that the work taught in class is understood, learnt and practised,
- provides time for learning and memorising facts,
- gives practise in creative thinking,
- provides time for revision of knowledge already gained,
- provides the opportunity for you to learn to work alone, to help yourself, to think through academic problems, and to learn academic self-discipline, and
- reveals to you the weaknesses in your knowledge and understanding, so that you may ask your Teachers how to overcome such problems.

Year 10 students would be expected to complete ten hours of homework/study per week but this will vary depending on the nature of electives selected, when assignments are due, and prior to tests. Conscientious students often do more than this. It is important that all of this time is spent on active study. Discipline yourself to make up any lost time during the weekend.

ABSENCE FROM CLASS

Short Term Absences

If you miss lessons for reasons of illness, sport or cultural activities, instrumental lessons, or for appointments, it is your responsibility to catch up on any notes, tasks or homework that you have missed. Information and assistance can be accessed in a combination of ways, dependent on the type of learning in each subject:

- Check online platforms which may be available for your class (such as Google Classroom or OneNote). While not all learning experiences can be provided outside the classroom, online resources may assist.
- See your Teacher(s) when you return to school about what was missed or for an appointment for additional assistance. Attend tutoring sessions.
- Check in with another member of your class about what was covered in class and catch up as much as possible.

For situations involving **Long Term Absences**, please discuss with the Dean of Students - Year 10.

GUIDELINES FOR ASSIGNMENTS

The development of an assignment should be a learning experience for students, who need to be taught techniques for assignment writing. All students and parents are advised in advance of scheduled written assignments for each semester via the Assessment Calendar. Changes to scheduled assignment dates (where the change of date is greater than a week) will be recorded in the up-to-date copies of Assessment Calendars located in Student Café and Parent Lounge. Changes to scheduled assignment dates (where the change of date is less than a week) should be recorded in the Student Diary.

To help manage their time, details of assignments should be recorded by students in the Student Diary. If, because of illness or any other serious reason, a student is unable to meet the conditions of the assignment, they should see their subject Teacher and complete an Assignment Extension Form before the due date, where practical. The Curriculum Dean will then make a decision on the request. QCAA advises that assignments should be submitted on or before the due date where the reason for absence is a 'choice' rather than 'illness' or 'unexpected serious event'. Assignment Extension Forms are available from the College Office and online in Student Café and Parent Lounge.

Late Assignments: Assignments are expected to be completed. Students will be required to submit a checkpoint (which is a prescribed amount of preparation for the assignment) prior to the due date. For assignments where a long preparation period is involved, a number of checkpoints may be scheduled. In the event of an assignment being incomplete or not submitted by the due date, and no extension granted or exceptional circumstances, the subject teacher will mark the checkpoint and any other evidence of assignment preparation which can be provided by the Student. This procedure is in accordance with QCAA (Queensland Curriculum and Assessment Authority) policy.

Plagiarism

Where plagiarism is identified in a student's work, the sections which are not the student's original work will be deleted and any remaining portion, checkpoint, or other preparation the student may have completed, will be marked. Students may be requested to submit digitally prepared assessment work through the originality-checking software, Turnitin, which assists students to identify any sections of work which may not be sufficiently their original work.





Semester 1

Core Subjects

ENGLISH

Aims

The Australian Curriculum is designed to provide an opportunity for students, in the compulsory years of schooling, to develop their ability to use Standard Australian English effectively to:

- be confident communicators, imaginative thinkers and informed citizens,
- analyse, understand, communicate with and build relationships with others and with the world around them,
- develop the knowledge and skills needed for education, training and the workplace,
- become ethical, critically thoughtful, informed and active members of society,
- engage imaginatively and critically with literature to expand the scope of their experience,
- understand Australia is a linguistically and culturally diverse country,
- encourage empathy for others and appreciate different perspectives through the study of a range of texts from and about diverse cultures by Australian Indigenous and/or Torres Strait Islander writers/creators.
- participate with the global community as a whole.

In using English for each of these purposes, students will speak, listen, write, read and use associated non-verbal, visual and auditory language in accordance with the goals and aims of the Australian Curriculum framework. Students are encouraged to enjoy and appreciate texts while also understanding the power of texts to influence, tell stories of culture and promote shared understandings.

Overview of Units – Year 10 units of study are comprised of ten-week term units which include:

Going Gothic

Students evaluate the Gothic genre in a range of texts including short stories, film and digital texts, fiction, non-fiction, poetry, plays and dramatic performance and multimodal texts. As part of the course of study, students will examine the appeal of Gothic style literature and film, the use of symbolic and figurative language in Gothic texts, the use of visual codes in film and the social and moral positions represented in Gothic texts.

Mind over Matter

Students explore a range of texts including short stories, film and digital texts, fiction, non-fiction, poetry, plays and dramatic performance and multimodal texts. The unit involves students in the exploration of positive role models in our society, particularly focussing on people who have overcome adversity. In addition, students will become more critically aware of the way in which language, especially in the media, is used to position readers and viewers to take up particular positions in relation to people who may or may not be positive role models.

Power Plays

Students explore a range of texts in order to more effectively understand the conditions under which individuals and groups exert power over others. Students will be introduced to the literary device of rhetoric and come to understand the role it plays in manipulating people and beliefs. The importance of this unit is based on the role language, written and spoken, may play in manipulating people into positions where they are not able to make moral, responsible and ethical decisions in an appropriate manner. The unit also examines the role positive language can play in assisting just and beneficial social change.

Conflict and Change

This unit is a continuation, and an extension, of the previous unit, **Power Plays**. The focus of this unit is the use of language for the implementation of social justice in our own society and elsewhere, in the present and within the past. The unit explores through a variety of texts the conditions under which individuals and groups initiate social change. Students will examine the manner in which language influences and positions readers and listeners to be willing to accept and participate in positive social change as well as coming to appreciate the beauty of language when well-constructed.

[Note: The order of the units, across the year, may be subject to change to suit academic circumstance at the College.]

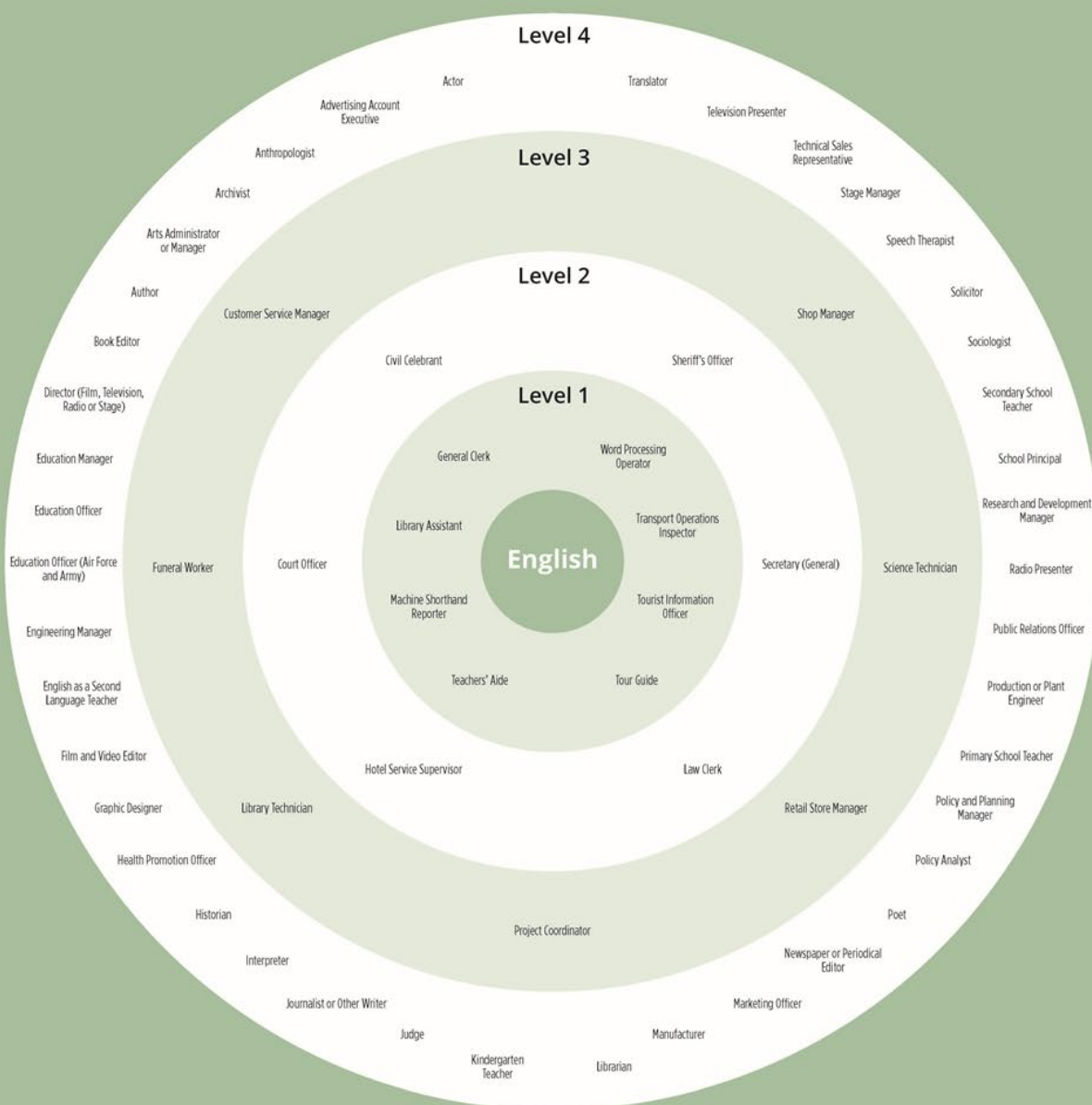
Leads to Senior Subjects

In addition to meeting the requirements of the Australian Curriculum, the Year 10 course draws on the critical literacy approach of the Senior English program in order to provide students with a basic understanding of critical thinking, writing and speaking for Senior English. The units and skills developed have been put in place to more effectively prepare for the Senior English program at Holy Spirit College. The compulsory units will provide students with the pre-requisite skills necessary to undertake Senior General English (ATAR) or Senior Essential English.





Do you enjoy or are you good at **English**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II, Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **English**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au



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Mathematics

MATHEMATICS

Aims

Learning Mathematics enriches the lives of, and creates opportunities for, all Australians. It has its own value and beauty with ideas evolving over the centuries, across all cultures and this evolution continues to this day.

Mathematics is composed of many concepts and systems which can be applied in other disciplines such as Science (understanding sources of error, mathematical modelling), Geography (interpretation of data), History (timelines and time frames) and English (quantitative and spatial information).

The Mathematics Learning Area aims to ensure that students are confident, creative users and communicators of Mathematics, able to investigate, represent and interpret situations in their personal and working lives and as active citizens. We aim to ensure students recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.

Course Overview

The Mathematics Learning Area is arranged into three Content Strands for organisational convenience. These strands are Number & Algebra, Statistics & Probability and Measurement & Space. These strands describe what is to be taught.

All students study core aspects of the strands and the topics within each strand. Organisational flexibility allows us to offer students learning opportunities that are suited to their particular abilities. The Core, Extension and Accelerated programs in Semester 1 continue into Semester 2 as Introduction to General Mathematics and Introduction to Mathematical Methods respectively, with particular emphasis on preparation for Senior studies in Mathematics. In addition, a Foundation level is offered in Semester 1 that continues to Essential Mathematics in Semester 2 to provide an opportunity for students to consolidate their basic numeracy skills. For those wishing to extend their skills, an Introduction to Specialist Mathematics subject is offered in Semester 2, which aims at extending student knowledge beyond the Year 10 curriculum in preparation for Specialist Mathematics in Year 11.

Learning Experiences

A variety of strategies is employed to allow a wide range of opportunities for students to learn. Online and digital exercises, puzzles, practical activities, problem solving tasks, open-ended tasks and technology applications are some such strategies. Technology is integrated fully in the teaching of Mathematics. Homework is set regularly to ensure students practise skills learnt and are able to build on them.

Students should spend time each night completing class work, practising previous work or completing required assessment items.

Assessment Overview

Written tests are set once per term and alternative assessment tasks such as assignments, projects and research tasks are set. The written tests at the end of each semester assess topics across a whole semester in order to prepare students for upcoming external exams in Year 12. Other assessment tasks are open-ended to allow students to prepare unique responses as required by QCAA guidelines.

Additional Information

The College sets high expectations for each student. Teachers consider the current levels of learning of individual students and the different rates at which students develop. In Year 10 Mathematics, the curriculum is designed to suit the diverse needs of students.

In consultation with parents, information regarding a student's progress in Year 9 enables Teachers to plan appropriate learning and assessment processes for Year 10 students. The College caters for the needs of all Learners by offering **Foundation**, **Core** and **Extension Mathematics** in Year 10. The most capable Extension students are invited to undertake more rigorous studies in the **Accelerated Mathematics** program.

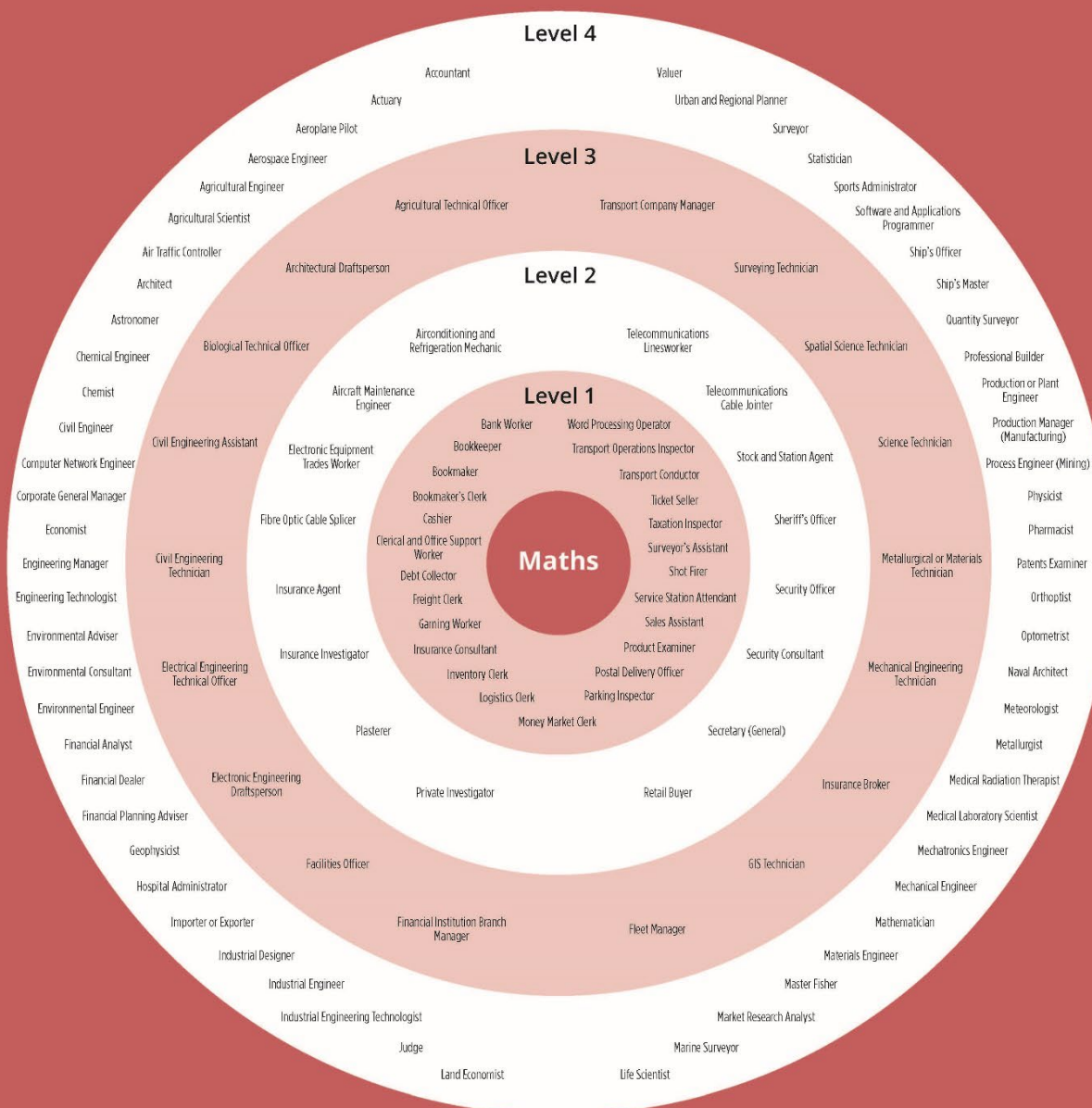
Leads to Senior Subjects

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





Do you enjoy or are you good at **Maths**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Maths**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au



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Religious Education

RELIGIOUS EDUCATION

Aims

All students at Holy Spirit College take part in the Religious Education program. The program aims to give students a knowledge of the beliefs, teachings and practices of Christianity and the Catholic faith. It aims to encourage students to develop their own personal relationship with God and challenges them to adopt and make Christian values a part of their everyday life. The second semester will develop specific skills preparing students for ATAR and Vocational Religious Education Pathways.

Course Overview

Topics of Study

Topics are term units and the order of study will vary from year to year.

Semester 1

Ultimate Questions and Destiny

- Destiny and Freedom
- Suffering and Meaning of Life
- Loss, Death and Grief

Justice in Action

- What is Good?
- The Common Good
- Dignity and Solidarity

Assessment Overview

Students undertake a variety of assessment tasks ranging from exams and written assignments to creative and oral presentations and portfolios of work.

Leads to Senior Subjects

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



SCIENCE

Aims

In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as understanding the phenomenon of light, motion and forces by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Course Overview

The Science syllabus identifies three strands:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Topics of Study

Term 1

- Gathering data to analyse everyday motions produced forces including speed and acceleration.
- Using Newton's Laws to predict how a force affects the movement of an object.
- Examining the phenomenon of light in order to investigate the laws of reflection and refraction.
- Applying these laws in terms of how human eyes work and how images are corrected using concave and convex lenses.

Term 2

- Examine the layers of the atmosphere and their significance to society.
- Investigate the Ozone Layer and the Greenhouse Effect.
- Examine the Carbon Cycle as one of the major Earth cycles.
- Develop an understanding of Carbon chemistry and bonding in organic structures .
- Develop an understanding of fossils fuels and alternative fuels in relation to the influence they have on the Enhanced Greenhouse Effect and the issue of Global Warming.

Assessment Overview

Students will be assessed through a variety of methods. These may include:

- Theory exams
- Practical investigation reports
- Research projects
- Oral presentations

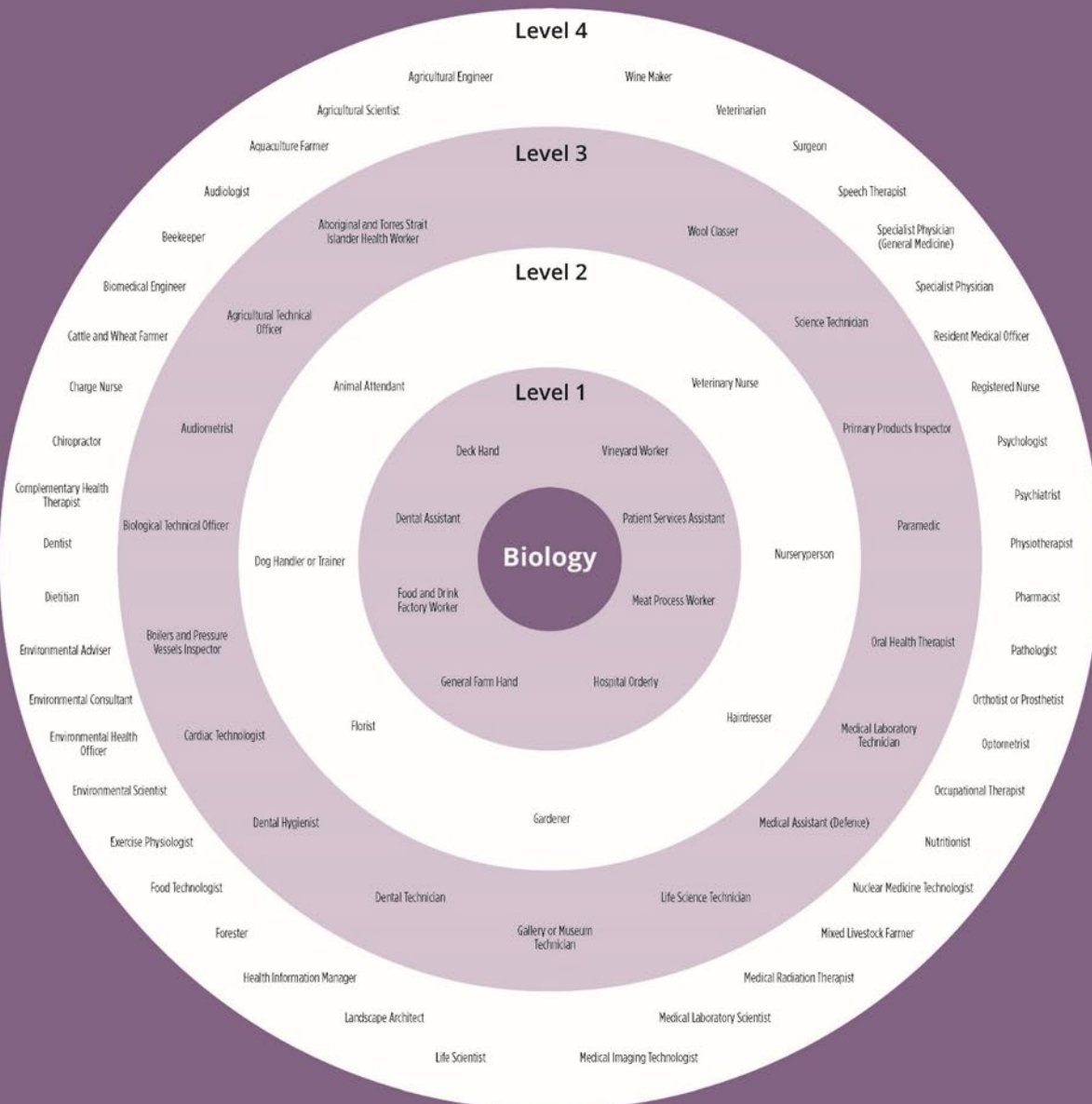
Leads to Senior Subjects

- Biology
- Chemistry
- Physics
- Psychology
- Aquatic Practices





Do you enjoy or are you good at **Biology**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Biology**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

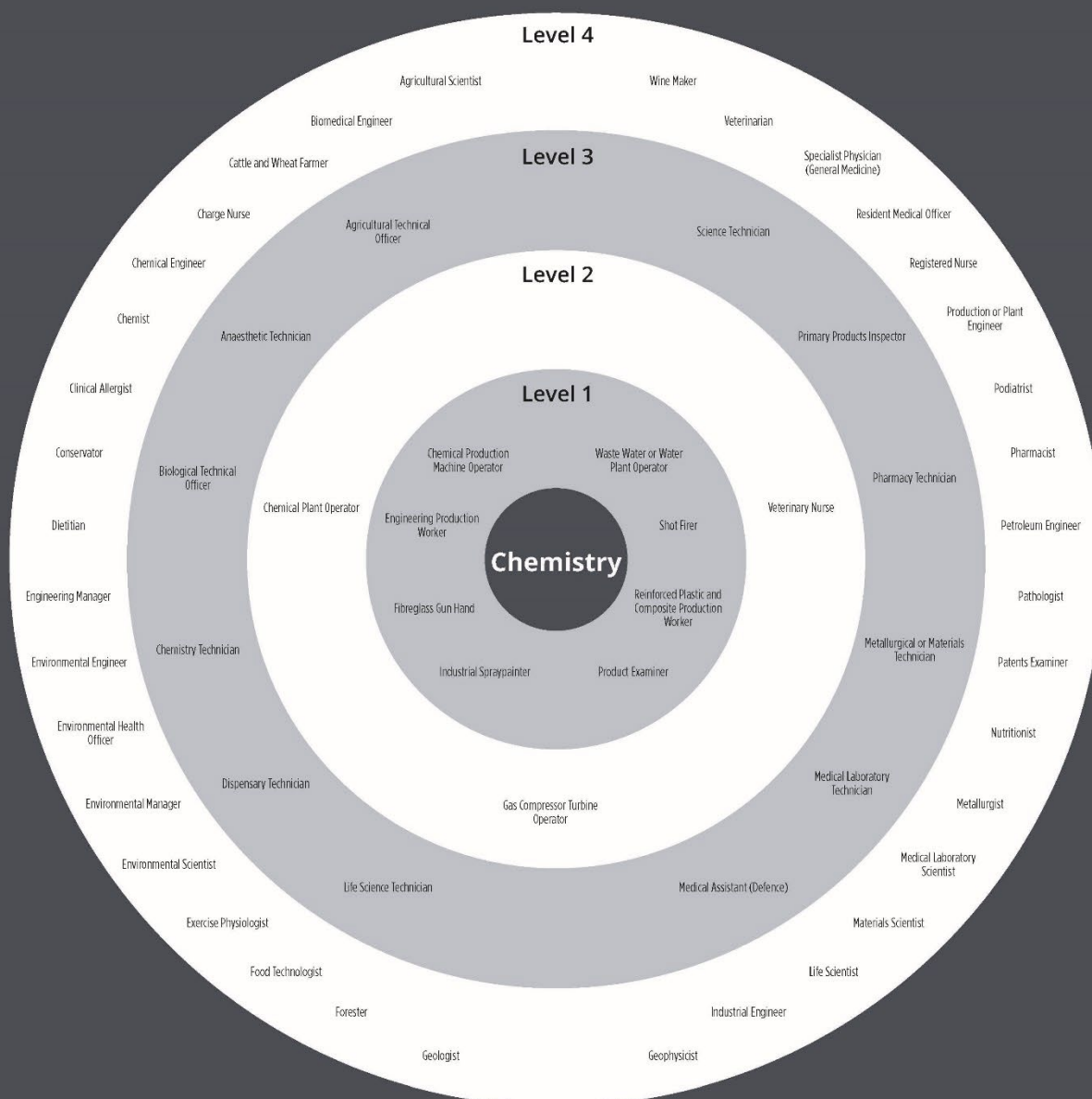
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Do you enjoy or are you good at **Chemistry**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

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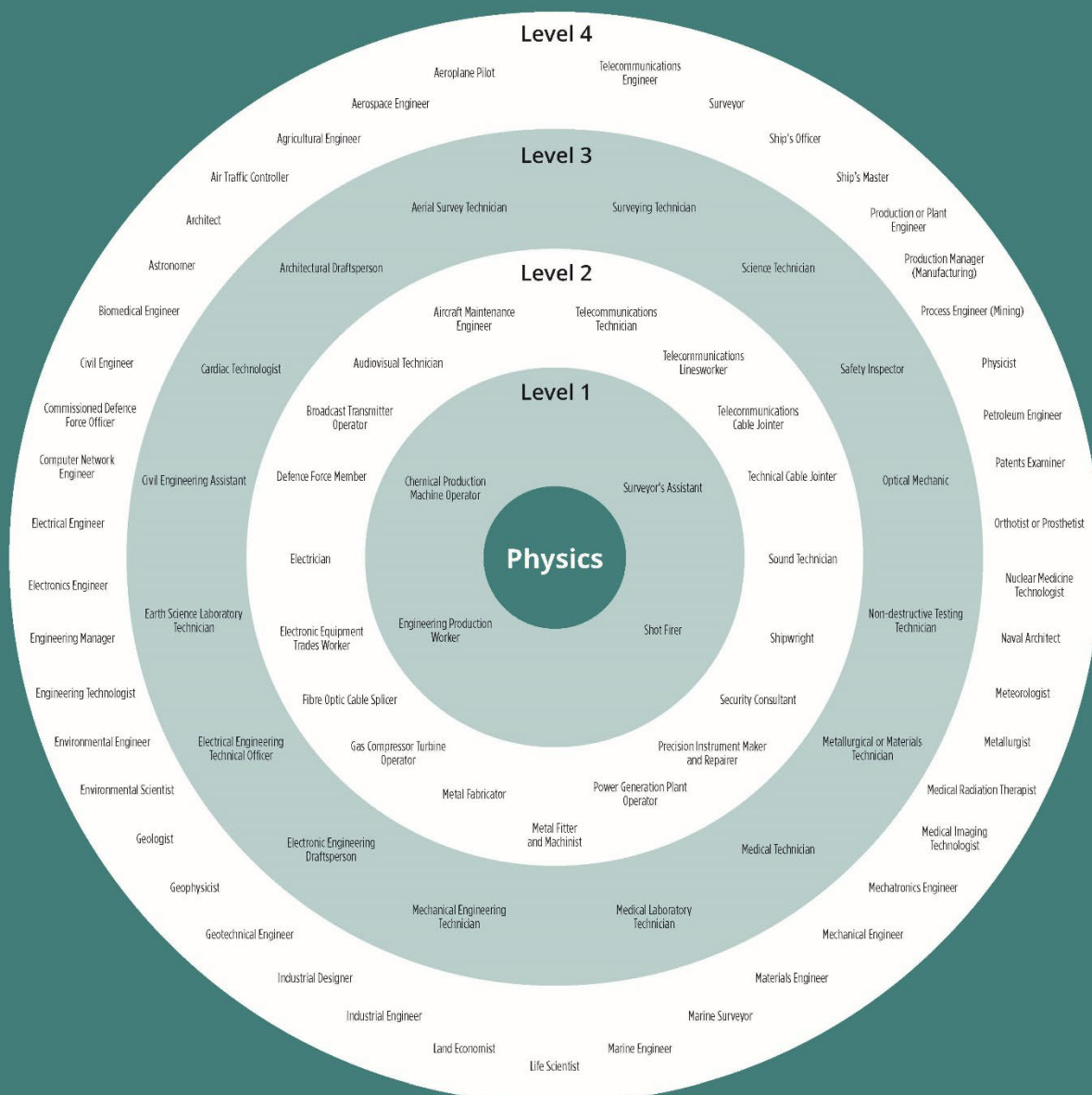
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Do you enjoy or are you good at **Physics**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Physics**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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Semester 1

Term 1 or Term 2
Elective Subjects

The Arts – Performing Arts

The Arts – DANCE – Three Styles

Aims

Dance education aims to improve the student's understanding of themselves, others and the world. More specifically, dance education aims to:

- provide opportunities for learners to achieve their creative, intellectual and physical potential through exploring, comprehending and altering movement in terms of time, space and energy,
- establish the value of dance as a performance art in which the body is the medium of expression,
- explore dance skills and concepts that allow expression of and reflection on life's issues,
- develop technique and experience in a wide variety of dance styles,
- cultivate learners' appreciation of their own and other cultures,
- foster social skills such as co-operation, collaboration and communication,
- develop personal attitudes such as self-esteem, confidence and individuality, and
- express their ideas, thoughts and values, to inform audiences.

The aspects and components of dance that are included as part of the Junior and Senior Dance programs studied within the College differ from what is offered by private Dance studios.

Dance education within the College aims to:

- allow students to experience a multitude of styles to increase their movement vocabulary and technical skills,
- encourage students to explore and manipulate movement through creating choreography that reflects their own ideas,
- actively develop diverse and well-rounded participators and supporters of dance through the equal study of choreography, performance and responding.

Unit Overview

From three different decades appear three different dance styles: Fosse Jazz, LindyHop and Contemporary. In this unit, students will travel through the decades and learn a teacher-choreographed dance from each style. Students are challenged to adjust their characteristics and movement to clearly show each style and perform to an audience to showcase their physical abilities and techniques.

Topics of Study

- Performance
- Choreographic statements
- History of a style

Assessment Overview

Students are assessed individually on their performance and technical skills.

Additional Information

Students are expected to approach Drama with a positive attitude, a willingness to work hard and the ability to communicate.

Pre-requisites – Past study of Junior Dance is encouraged.

Leads to Senior Subject

- Dance



The Arts – Performing Arts

The Arts - DRAMA – REALISM

Aims

Drama is one of the oldest art forms known. It has its origin in the impulse to imitate, symbolise and ritualise experiences in an attempt to understand and control them. Drama aims to provide a medium for exploration, social criticism, celebration and entertainment. It enables students to define and shape their own identity within social and cultural contexts. By blending intellectual and emotional experience, Drama offers a unique means of enquiry that contributes to knowing and understanding the world.

Through Drama education, students

- engage in aesthetic learning experiences,
- become critically and actively aware of themselves, of Australia and of the world in which they live,
- develop the ability to use the languages of drama to make and communicate meaning, symbolically represent the world in which they live and deepen their understanding of symbolic representations,
- value the range of social and cultural contexts in which drama is made in Australia and internationally,
- develop functional, critical and cultural literacies through drama,
- build self-discipline, confidence and communication skills and, in so doing be assisted to achieve their unique potential,
- develop skills and understandings that are transferable to a variety of artistic, social and work-related contexts,
- be encouraged to have ongoing involvement in dramatic activities, and
- be encouraged to use a range of technologies to support learning.

Unit Overview

Students will explore the concept of Realism Theatre. They will develop their acting skills by participating in class activities that are focused on knowledge and application of dramatic conventions as well as decision making, relationships, and mental health in a teen's life. They will perform a script in the style of Realism and use production technologies to enhance their performance.

Assessment Overview

Examples of assessment include:

Forming

- Creating a concept for a Realism performance

Presenting

- Performance of a published play script

Additional Information

Students are expected to approach Drama with a positive attitude, a willingness to work hard and the ability to communicate.

Pre-requisites

Past study of a Drama course is encouraged.

Leads to Senior Subject

- Drama



The Arts – Performing Arts

The Arts - MUSIC – THE DEVELOPMENT OF POPULAR MUSIC

Aims

As an essential form of expression and communication, music provides opportunities for aesthetic experiences. It accompanies the important social, cultural, technological, political and educational functions of existence and enhances our celebration of life; enlightening, inspiring, relaxing, entertaining and enriching our lives. Music contributes to learning through the development of aspects such as memory, coordination, concentration and inventiveness. Mastery of physical and perceptual skills gives students a sense of achievement, self-confidence and self-esteem. Studies in music, therefore, offer a unique form of self-expression and communication.

A course of study in music encourages students to

- develop an enduring love of and lifelong involvement with music,
- appreciate and study music for its aesthetic value,
- empathise with music in a variety of styles and contexts,
- become musically literate and capable of communicating through music, and become informed, articulate participants in the musical life of the community,
- develop social and personal skills that promote group co-operation, responsibility, confidence and self-esteem, and
- develop their critical faculty and intellect through activities that develop higher-order thinking skills and creative problem-solving abilities.

Unit Overview

Students study the birth and development of popular music. They trace the origins of this style and listen to and analyse the many genres that have developed out of this one style. Students develop compositional skills relating to this style and perform music from the popular music arena.

Topics of Study

- Jazz
- Rock 'n' Roll
- Classical & Art Rock
- Commercial Pop
- Modern Styles

Assessment Overview

Examples of assessment include:

Composing

- Composing a Pop song using the Pop music structure and characteristics

Performing

- Performing a popular song on an instrument of choice

Responding

- Analysing and responding to popular styles of music

The elements of music that are studied as part of Junior and Senior Music programs within the College are very different to those offered outside the College in private tuition.

Music education within the College aims to

- allow students to experience many different styles, genres and instruments in music, rather than a focussed study on one particular instrument, genre or style,
- encourage students to create original works, applying and analysing composition skills, and
- actively encourage the development of critical listening skills through aural and visual analysis.

Pre-requisites

It is recommended that students have the ability to play a musical instrument in order to fulfil the performance component of the course.

Leads to Senior Subject

- Music



The Arts – Performing Arts



Do you enjoy or are you good at **Performing Arts**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II, Australian Apprenticeships may be offered at this level.

Level 2

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Level 3

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Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Performing Arts**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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The Arts – Visual Arts

The Arts - VISUAL ARTS

Aims

Year 10 Visual Art subjects build upon studies in Years 8 and 9, and encompasses both Fine Art and Graphic Design disciplines. This enables students to gain experience in 2D, 3D and time-based media to lead into Senior Visual Art. Both subjects support the development of visual literacy, creative problem-solving and reflective practice needed in many subjects, including Senior Visual Art.

ART – ART IN EVERYDAY LIFE

Unit Overview

This unit introduces the use of the Inquiry Learning Model to develop ideas for artworks. The research, development and reflection process is fundamental to the development of more resolved artworks in this unit. Students will undertake the critical analysis of artworks and learn to communicate their ideas using symbols, taking their inspiration from everyday life.

Topics of Study

- Tools of the Artist: Elements and Principles of Design – exercises in composition and media
- Ceramics: Story Pots
- Screen Printing, Photography and Digital Imaging
- Responding Assignment – analysis of an artwork

Additional Information

Students need to have an active interest in learning to be creative and a preparedness to meet the demands of a rigorous academic course which encompasses both making and appraising.

Pre-requisites – nil

Leads to Senior Subject

Visual Art

COMMUNICATING THROUGH ART AND TECHNOLOGY (CAT)

Unit Overview

This unit focusses on using technology for practical artistic applications and developing communication skills in the Print Media field. It is designed to provide practical preparation for employment in the artistic field, namely the Graphic Design Industry. Students may participate in learning experiences relating to digital imaging, typography, advertising, promotion and desktop publishing.

Topics of Study

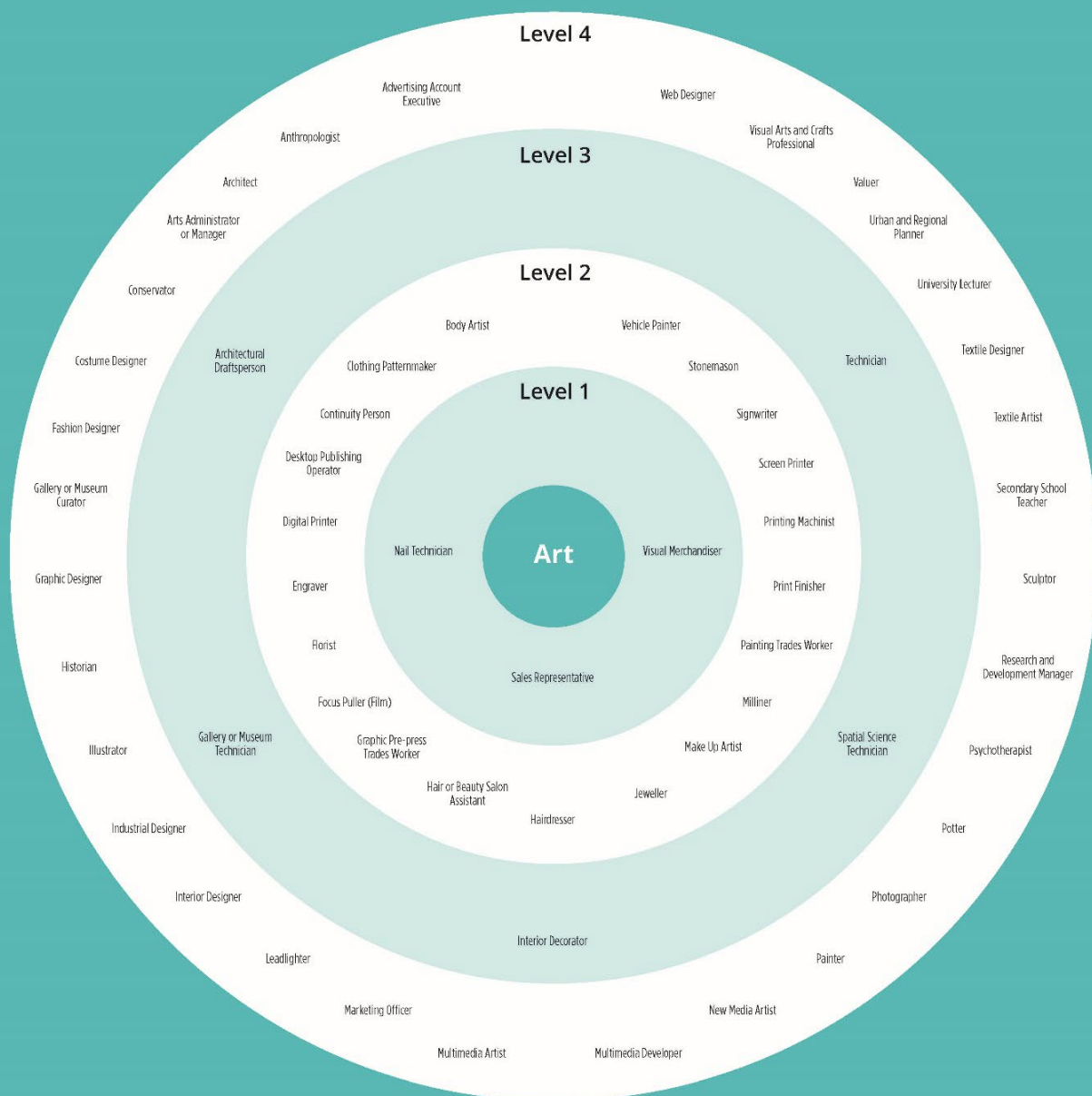
- Visual Literacy: Tools of the Designer – exercises
- Graphic Design – typestyles and their uses, designing logos, business cards, letterheads, advertising
- Design Commission Task – students acquire a real-life commission from an existing business eg. logo design, business cards, brochure
- Responding Test – visual analysis of an artwork



The Arts – Visual Arts



Do you enjoy or are you good at **Art**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II, Australian Apprenticeships may be offered at this level.

Level 2

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Level 3

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Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Art**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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SMALL BUSINESS MANAGEMENT

Aims

Courses in Business Education will

- provide the students with realistic commercial experiences and activities related to a 'real life' business environment,
- provide opportunities for students to engage in experiences which will promote their continuing growth towards effective communication using appropriate business terminology and decision-making,
- provide students with marketing activities related to promotion in the business environment,
- provide opportunities for students to engage in a SWOT (strengths, weaknesses, opportunities, threats) analysis to understand strengths, weaknesses, opportunities and threats within the business environment,
- provide knowledge and experience of business skills which will promote their continuing growth towards effective communication using appropriate business terminology and decision-making,
- assist students to become aware of qualities of a successful entrepreneur,
- provides opportunities for students to develop personal attitudes and values of resourcefulness, initiative, self-reliance, efficacy and a measure of personal responsibility when managing a business, and
- provide opportunities for students to develop personal attitudes and values to assist them to function effectively as adult citizens in the community.

It is inevitable that individuals will assume many and varied roles within the business world at some time in their lives. These roles include consumer, producer, worker, record-keeper, owner, company director, manager and taxpayer. A study of Business Education will guide students towards a thorough understanding of Australia's changing business environment and enhance their personal competence to participate responsibly in that environment.

Unit Overview

This unit examines the nature of small business in Australia. Students will consider the attributes of a small business owner and will answer questions such as 'What does it take to start your own business?' and 'What skills and qualities are needed?' It offers students an insight into the creation and running of a small business in Australia.

Topics of Study

- Qualities of a successful entrepreneur
- Starting a small business
- Types of business ownership
- Marketing your business
- Elements of a business plan
- SWOT Analysis
- Accounting Practices and the Financial Reports of a business

Assessment Overview

- A modified Small Business Plan – in-class assignment on own business choice

Career Paths

This subject will be of great benefit to any student who may be considering a future career in business or wishing to run/operate their own business in the future.

Pre-requisites – nil

Leads to Senior Subjects

- Accounting
- Business
- Certificate III in Business



THE WIDE WORLD OF WORK

Aims

This course aims to

- provide knowledge and experience of business skills which are valuable to students in developing their interests and aptitudes
- create an environment within which the student may develop qualities of resourcefulness, initiative, self-reliance, efficiency and a measure of personal responsibility
- provide opportunities for students to develop personal attitudes and values to enable them to function effectively as adult citizens in the community
- provide the student with realistic commercial experiences and activities related to types of work in the business environment
- assist students to become aware of workplace practices and regulations within the working world
- assist students to become aware of unions/workplace agreements, taxation and superannuation associated with the wide world of work
- provide opportunities for students to develop personal attitudes and values to enable them to enhance their employability skills
- interpretation of workforce trends

It is inevitable that individuals will assume many and varied roles within the business world at some time in their lives. These roles include consumer, producer, worker, record-keeper, owner, company director, manager and taxpayer. A study of The Wide World of Work will guide students towards a thorough understanding of Australia's changing business environment and enhance their personal competence to participate responsibly in that environment.

Unit Overview

The world beyond school requires students to equip themselves with a number of skills. This unit will offer students an opportunity to develop the personal qualities and competence required to be a valuable and responsible participant of the Australian workforce.

Topics of Study

- | | |
|--|--|
| • Why do we work? | • The changing nature of work |
| • The composition of the workforce | • The influence on work and overtime |
| • Types of work | • Finding work |
| • Employee/employer rights and responsibilities | • Workplace regulations and legislation |
| • Communication in the workplace (Cover letters/Resumes) | • Equitable work practices |
| • Industry awards | • Unions/workplace agreements |
| • Skills, qualities and qualifications needed in the workplace | • Taxation and superannuation |
| | • Tax File Number (TFN) declaration forms |
| | • Impact of Globalisation on the workplace |
| | • Government influence on the workplace |

Assessment Overview

- A Career Folio – in-class assignment (includes business report and preparation of a resume and cover letter).

Career Paths

This subject will be of great benefit to any student who may be considering a career in Business. It will also prepare students, as future employers and employees, with an understanding of their roles and responsibilities in the workplace.

Pre-requisites – nil

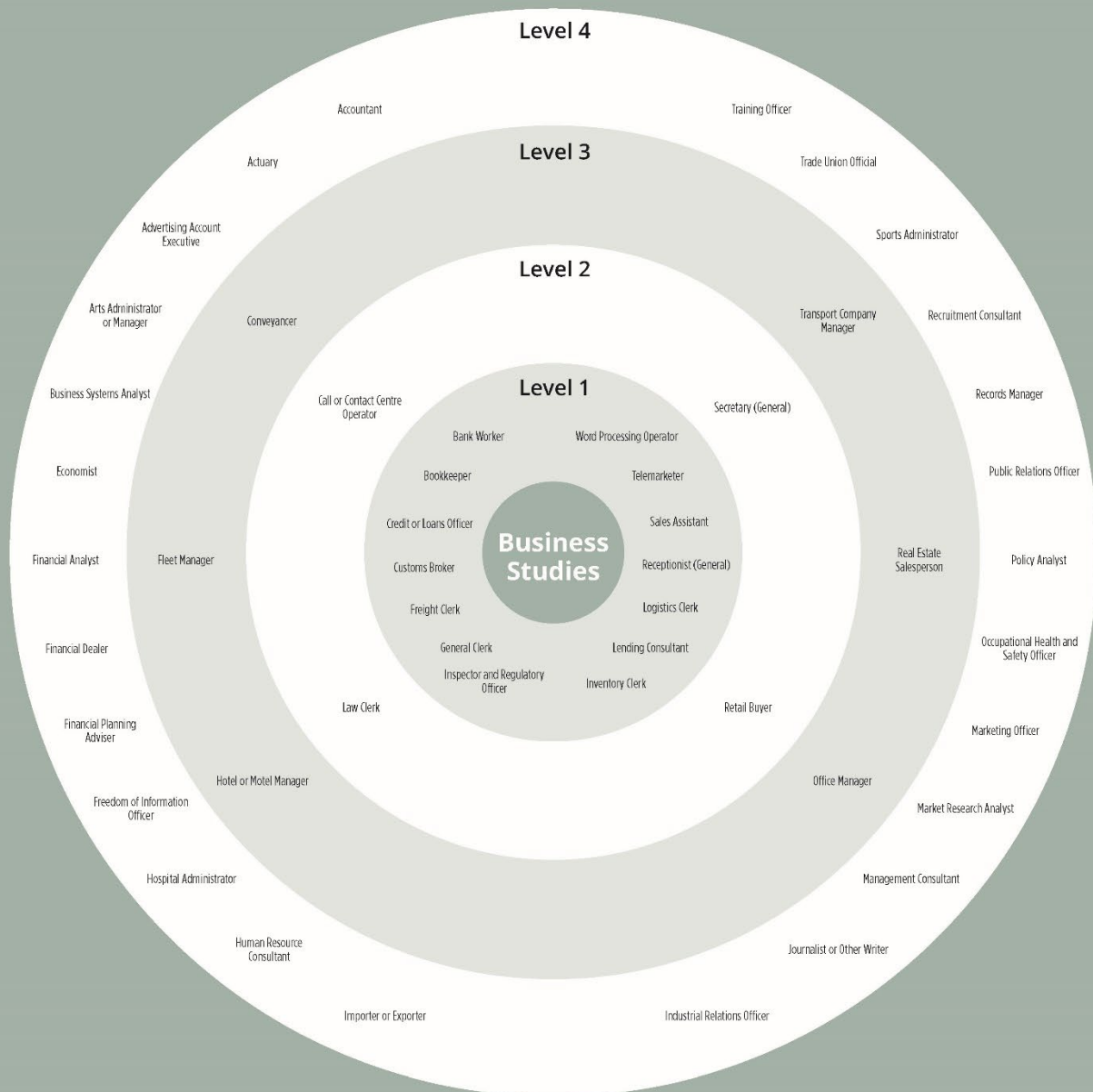
Leads to Senior Subjects

- Accounting
- Business
- Certificate III in Business





Do you enjoy or are you good at **Business Studies**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

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Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Business Studies**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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Design Technology

DESIGN TECHNOLOGY

Aims

Students investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to make designed solutions. Students should be able to explain how people working in design and technology occupations consider factors that impact on design decisions and the technologies used to produce products, services and environment. They identify the changes necessary to designed solutions to develop the desired outcomes they have described. When producing designed solutions for identified needs, wants or opportunities, students evaluate the features of technologies and their appropriateness for the purpose.

Unit Overview

- The Design process
- Design factors
- Sketching
- Design problem analysis
- Prototyping skills
- 3D computer modelling
- Testing
- Comparing and evaluation of design solutions

Topic of Study

- Hydraulics

Assessment Overview

Semester 1 [Studied in Term 1 or 2] – Assessment tasks could include, but are not restricted to:

- Project 1 – Hydraulic Robot Arm report

Additional Information

Projects listed are subject to change.

Pre-requisites

The student needs to have a creative flair and enjoy the creative process. Research skills as well as hand skills are necessary for the realisation of the design. Due to the report writing aspect of this course, it is recommended that students who have difficulties in this area consider selecting Woodwork or Sheet Metal and Fabrication.

Leads to Senior Subject

- Design



Design Technology

GRAPHICS

Aims

To provide enjoyable, challenging learning experiences which enable students to effectively communicate ideas through drafting or graphical means. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent some prescribed and some original ideas and production plans in two and three-dimensional representations using a range of technical drawings, suitable for industry.

Unit Overview

To introduce a variety of topics relative to computer aided drafting and sketching.

Topics of Study

- Presentation methods
- Plane Geometrical Drawing
- Orthographic Projection (sections)
- Pictorial Drawing (isometrics)
- Developments

Pre-requisites

- While it is not a pre-requisite to have completed Year 9 Graphics, this would be an advantage.
- Students need to be able to work independently to solve problems graphically.
- It is important that students be able to visualise objects and represent them graphically in two-dimensional and three-dimensional forms.

Leads to Senior Subjects

- Industrial Graphics Skills





Do you enjoy or are you good at **Industrial Arts**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

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Level 4

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Design Technology

METALWORK - SHEET METAL AND FABRICATION

Aims

To assist students to build on concepts, knowledge, skills and processes developed in earlier years. Teachers will revisit, strengthen and extend these as needed for a class or individual students as required. This course also assists students to gain the skills and knowledge necessary for everyday life and for apprenticeships or other related industrial work. Furthermore, it prepares students for their Senior studies in the Certificate II in Engineering Pathways at HSC.

Unit Overview

- Hand skills in sheet metal
- Using various machines
- Oxy-acetylene equipment
- MIG welding
- Safety
- Practical theory

Topics of Study

- Yabby pump
- Junior hacksaw
- Tool box
- Depth gauge

Additional Information

- Skills learnt may lead to a trade
- Acquired skills are useful in both commercial and domestic applications

Pre-requisites

The student needs to have an interest in working with his/her hands and the desire to make things.

Leads to Senior Subject

- Certificate II in Engineering Pathways





Do you enjoy or are you good at Metal Work and Engineering?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Metal Work and Engineering**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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Design Technology

WOODWORK

Aims

To assist students to build on concepts, knowledge, skills and processes developed in earlier years. Teachers will revisit, strengthen and extend these as needed for a class or individual students as required. This course also assists students to gain the skills and knowledge necessary for everyday life and for apprenticeships or other related industrial work. Furthermore, it prepares students for their Certificate I in Construction studies in Senior at HSC.

Unit Overview

- Hand skills in joinery
- Using various woodworking tools and machinery
- Wood Lathe
- Workshop and personal safety
- Practical theory

Topics of Study

- Deck chair
- Sandwich tray

Additional Information

- Skills learnt may lead to a trade
- Acquired skills are useful in both commercial and domestic applications
- Opportunity to be involved in interschool 'Try-a-trade' industry days

Pre-requisites

The student needs to have an interest in working with his/her hands and the desire to make things.

Leads to Senior Subject

- Certificate I in Construction





Do you enjoy or are you good at **Construction**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

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Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

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Digital Technology

INTERACTIVE NEW MEDIA

Aims

The aims of this course are to develop an awareness and understanding of the concepts, practices and effects of the interactive gaming elements of New Media.

The study of Interactive New Media will:

- equip students with problem-solving skills that allow them to design, develop and evaluate solutions,
- encourage students to think critically and purposefully about the uses of New Media in the 21st Century,
- promote responsible, discriminating and competent use of Technologies,
- foster personal development and social skills conducive to a concern for others, co-operation in the workplace and self-reliance, and
- develop the foundations for studying at a Senior level.

Unit Overview

The topics that students cover in this unit include the development of mobile phone/tablet applications (APPs).

Students will learn how specific APPs work for mobile devices such as phones or tablets. They will learn the fundamentals of developing a project by creating several APPs in training mode. For their assessment, students will create their very own APP, eg. platform game, scrolling shooter game, quiz, travel planner, information display etc.

To satisfy an ever-changing target audience, students will need to adapt their APP to take full advantage of the device's touch controls and accelerometer. Students will also be required to learn and understand how an APP runs on a mobile device operating system.

Pre-requisites

Whilst there are no pre-requisites for this unit, it is assumed that students selecting this unit will bring basic computer skills.

Leads to Senior Subjects

- Film, Television & New Media
- Digital Solutions



Early Childhood Education

EARLY CHILDHOOD EDUCATION

Aims

To develop:

- a respect for the importance of play as a learning experience for young children,
- an appreciation of creative self-expression that will nurture a young child's self-esteem,
- practical craft experiences that focus on physical development, fine motor skills, as well as social, language, intellectual/cognitive and emotional development for the young child, and
- the ability to recognise the importance of language, social, intellectual/cognitive, emotional and physical development through story time and theme-based activities.

Unit Overview

Craft Activities

- The importance of learning through play
- Social development via craft activities
- Fine motor skills and craft activities
- Learning through craft activities
- Nurturing self-esteem through creative self-expression

Story Time with young children

- Social development via stories
- Language development through stories
- Learning through stories and theme based activities
- Nurturing self-esteem through creative self-expression

Assessment

- Craft Folio
- Story Time Assignment

Additional Information

This subject is suited to students who are interested in working with children.

Pre-requisites – nil

Leads to Senior Subject

- Certificate III in Early Childhood Education and Care



Food Technology

FOOD AND NUTRITION

Aims

To introduce and provide students with opportunities to explore a range of Food and Nutrition contexts and to:

- provide a program that enables students to address simple and complex challenges related to nutrition, food science and food technology.
- develop knowledge, skills and attitudes in an integrated manner through a variety of food science projects.
- allow students to make informed consumer decisions, which enhances their knowledge of the science of nutrition.
- to develop the ability to think critically and solve complex problems.
- develop communication and management skills.
- work co-operatively with fellow students and teachers.
- create practical and enjoyable items of work via food experimentation.

Unit Overview

Students will:

- utilise the problem-based learning framework to recognise, describe and define food problems, and
- analyse and evaluate data in relation to whole food systems.

Topics of Study

- Food science through the practical investigation of the food system, labelling and food safety
- Developing innovative food products
- The nutritional and scientific properties of protein, vitamin and mineral-rich foods
- Food experimentation

Assessment

Project Folio: Experimental Research Task

Additional Information

- Students need to have an active interest in scientific food experimentation and a preparedness to meet the demands of a rigorous academic course.
- The majority of foods cooked at school will require students to bring the ingredients from home, then the food goes home for the family to enjoy.

Pre-requisites

English C

Leads to Senior Subject

- Food and Nutrition





Do you enjoy or are you good at **Food Studies**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Food Studies**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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Food Technology

HOSPITALITY

Aims

This unit provides students with opportunities to explore a range of contexts related to the Hospitality industry in Australia.

The study of Hospitality:

- fosters the development of students' knowledge and understanding of food and food handling,
- provides the student with opportunities to develop practical skills in the kitchen, and
- facilitates the development of teamwork, as well as the development of individual skills.

Unit Overview

Students will solve food and nutrition problems to improve nutrition, convenience and accessibility in Australia in relation to:

- the role and nature of Australian food suppliers.
- food habits and culture in Australia and other cultures,
- factors influencing changes in food and beverage consumption.
- the impact of food consumption patterns on the individual and on society.
- basic principles of food selection, preparation, service and storage.
- career possibilities within the hospitality sector.

Topics of Study

- The Australian Way of Eating
- Eating Patterns around the World
- Changing Food Habits – the impact the media and food producers have on food choices
- Practical cookery related to topics of study

Assessment

Practical Project / Design Folio – 2 Course Meal

Additional Information

- Theory work and planning are essential in order to enhance the quality of practical work.
- Ingredients are brought in from home, then the food goes home for the family to enjoy.

Pre-requisites – nil

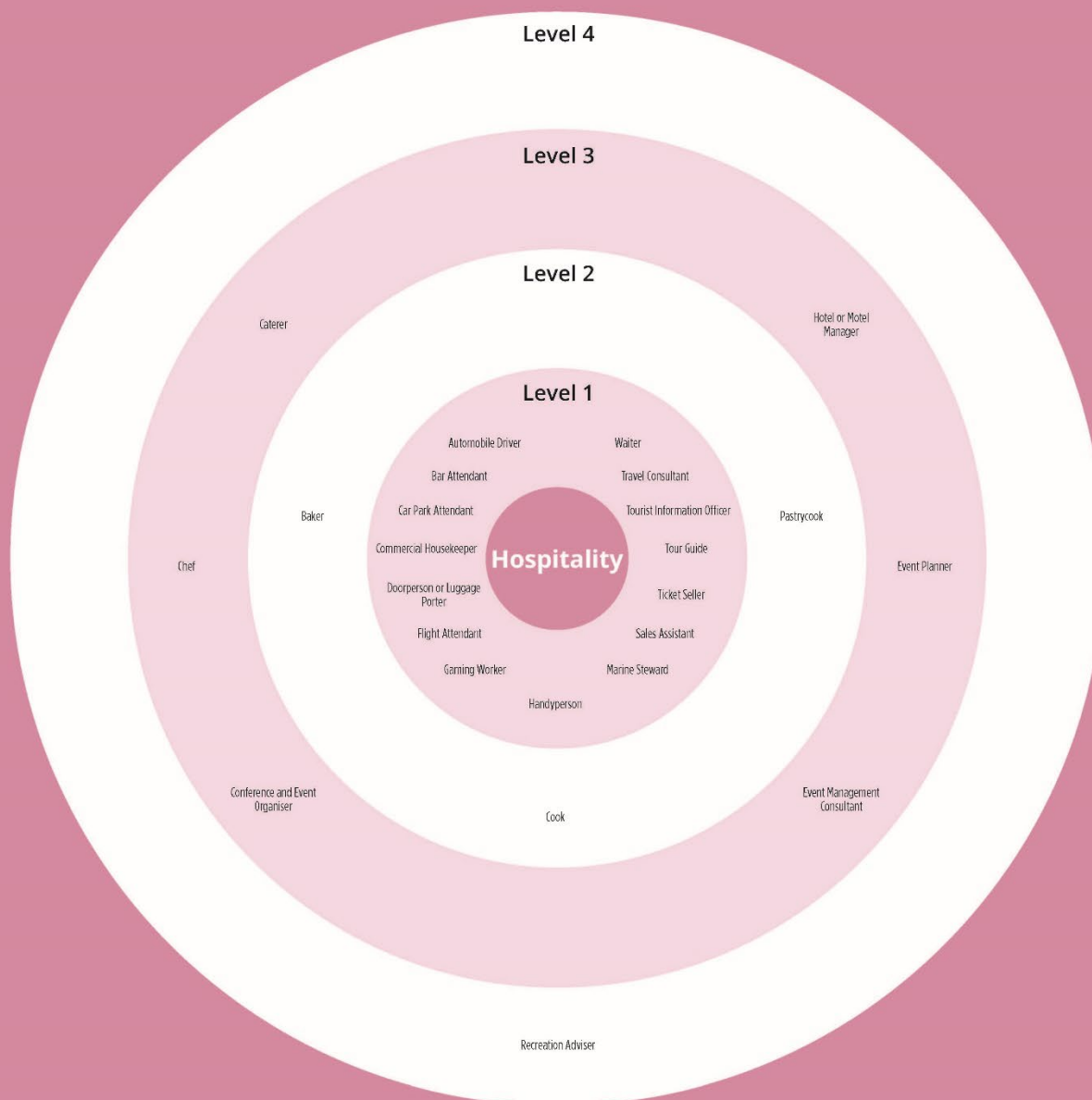
Leads to Senior Subjects

- Certificate II in Hospitality





Do you enjoy or are you good at **Hospitality**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II, Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Hospitality**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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Healthcare Services

HEALTHCARE SERVICES

Aims

This unit:

Develops knowledge and understanding of a variety of careers in the healthcare system, roles and responsibilities, entry requirements and pathways.

Develops skills in communication necessary for quality client service.

Fosters a respect for confidentiality and dignity in a healthcare environment.

Facilitates the ability to operate as reflective and self-directed workers.

Unit Overview

Careers in Health

In this unit, students explore the diverse range of career pathways within the healthcare industry including:

- Healthcare sectors
- Career opportunities
- Roles and responsibilities
- Future prospects
- Additional training and entry requirements

Communication with Care

In this unit, students will explore and develop skills in basic communication in a clinical setting which are essential for workers in the healthcare industry including:

- Basic communication
- Duty of care
- Informed consent
- Barriers to communication
- Behaviours of concern
- Dignity and Respect
- Legal and moral expectations

They will investigate and demonstrate these skills in theoretical and practical activities.

Assessment

Careers assignment

Communication exam

Pre-requisites

Nil.

Leads to Senior Subject

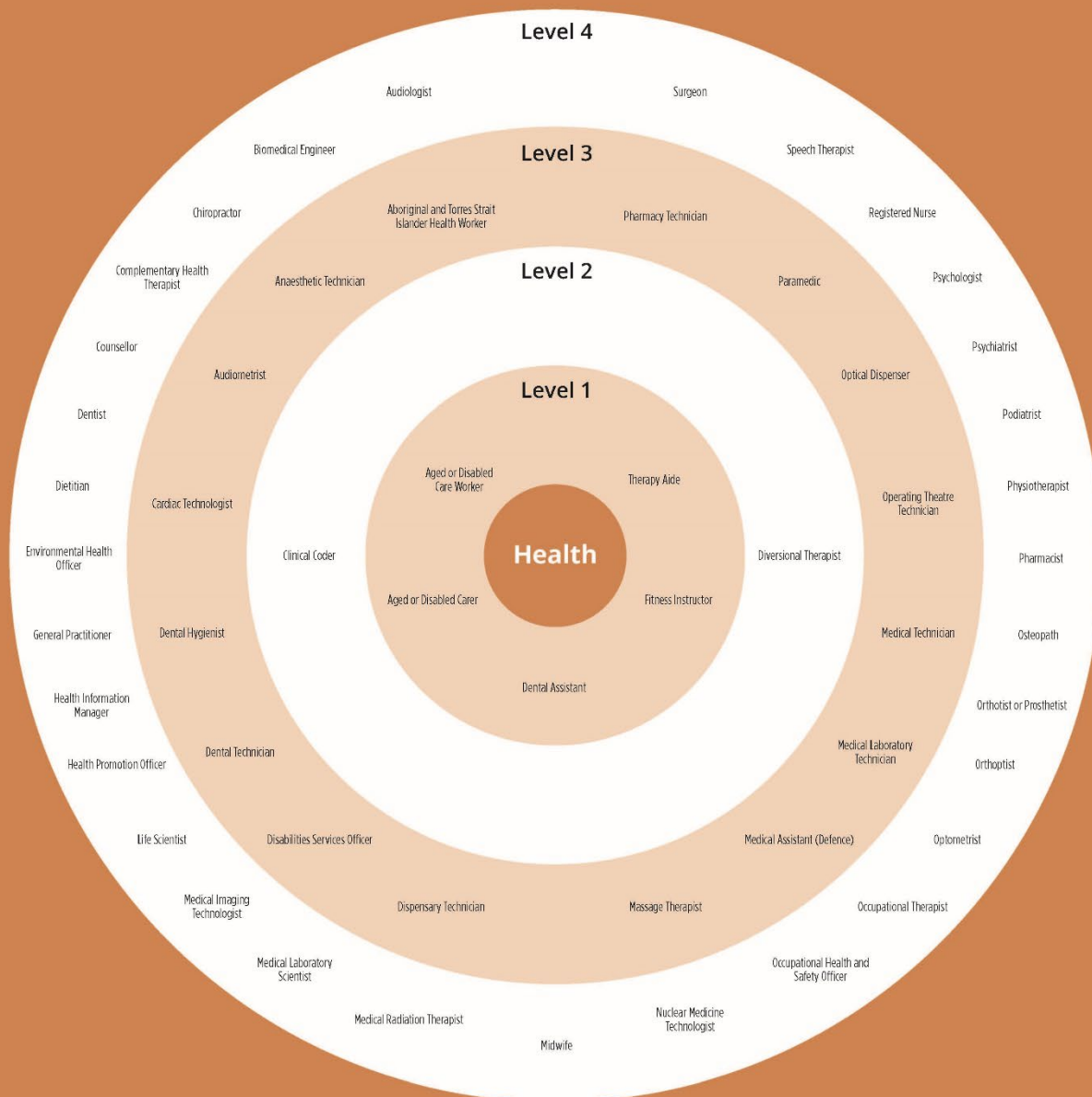
Certificate III in Health Services Assistance.



Healthcare Services



Do you enjoy or are you good at **Health**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Health**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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Health and Physical Education

SPORTS PERFORMANCE

Aims

The aim of this unit is to engage students in the basic fundamentals of anatomy. In doing so, they develop the ability to learn how to improve performance using their understanding of body structures to influence their movement.

Unit Overview

This unit includes 50% theory and 50% practical components.

The core study areas and key learning experiences include

- Applied Anatomy – various systems of the body [skeletal, muscular, respiratory, cardiovascular],
- how knowledge of anatomical structure can be used to maximise performance,
- aligning anatomy with physiology,

The practical units are based on individual and team sports, and are determined by Teacher expertise/experience and availability of facilities and equipment.

Practical choices may include Athletics, Netball, Touch, AFL, Football, Volleyball, Basketball and Badminton.

Additional Information

- Students will be expected to complete written and practical assessment tasks.
- All students are required to have appropriate sports shoes that provide cushioning and support for safe participation in physical activity.
- All students are required to have a College hat, sports uniform and water bottle to enable them to participate in practical classes.
- Students may require two sports uniforms if classes are held on consecutive days.
- If students are considering the Physical Education course in Senior, they are encouraged to complete this unit in readiness for the demands of Physical Education in Years 11 and 12.

Pre-requisites

Students need to show a dedicated approach to the subject through participation in all class activities.

Leads to Senior Subjects

- Physical Education
- Sport and Recreation
- Certificate III in Fitness



Health and Physical Education

SPORTS ORGANISATION

Aims

The aim of this unit is to engage students in planning, preparing, promoting and facilitating physical activities for small groups of children. In doing so, they develop the ability to work with others to organise and run sporting activity sessions for students from a local primary school. A student's basic understanding of sports organisation will also influence their appreciation of the work and resources involved in facilitating sporting clubs and organisations.

Unit Overview

This unit includes integrated theory and practical components.

The core study areas include

- event promotion and sponsorship,
- study of minor games,
- planning activities appropriate to age, culture and experience,
- risk management for activities undertaken,
- the health and safety considerations in organising a sporting event, and
- working with others to run a sporting competition.

The practical unit is determined by Teacher expertise/experience and availability of facilities and equipment.

Practical choices may include minor games.

Additional Information

- Students will be expected to complete written and practical assessment tasks.
- All students are required to have appropriate sports shoes that provide cushioning and support for safe participation in physical activity.
- All students are required to have a College hat, sports uniform and water bottle to enable them to participate in practical classes.
- Students may require two sports uniforms if classes are held on consecutive days.

Pre-requisites

Students need to show a dedicated approach to the subject through participation in all class activities.

Leads to Senior Subjects

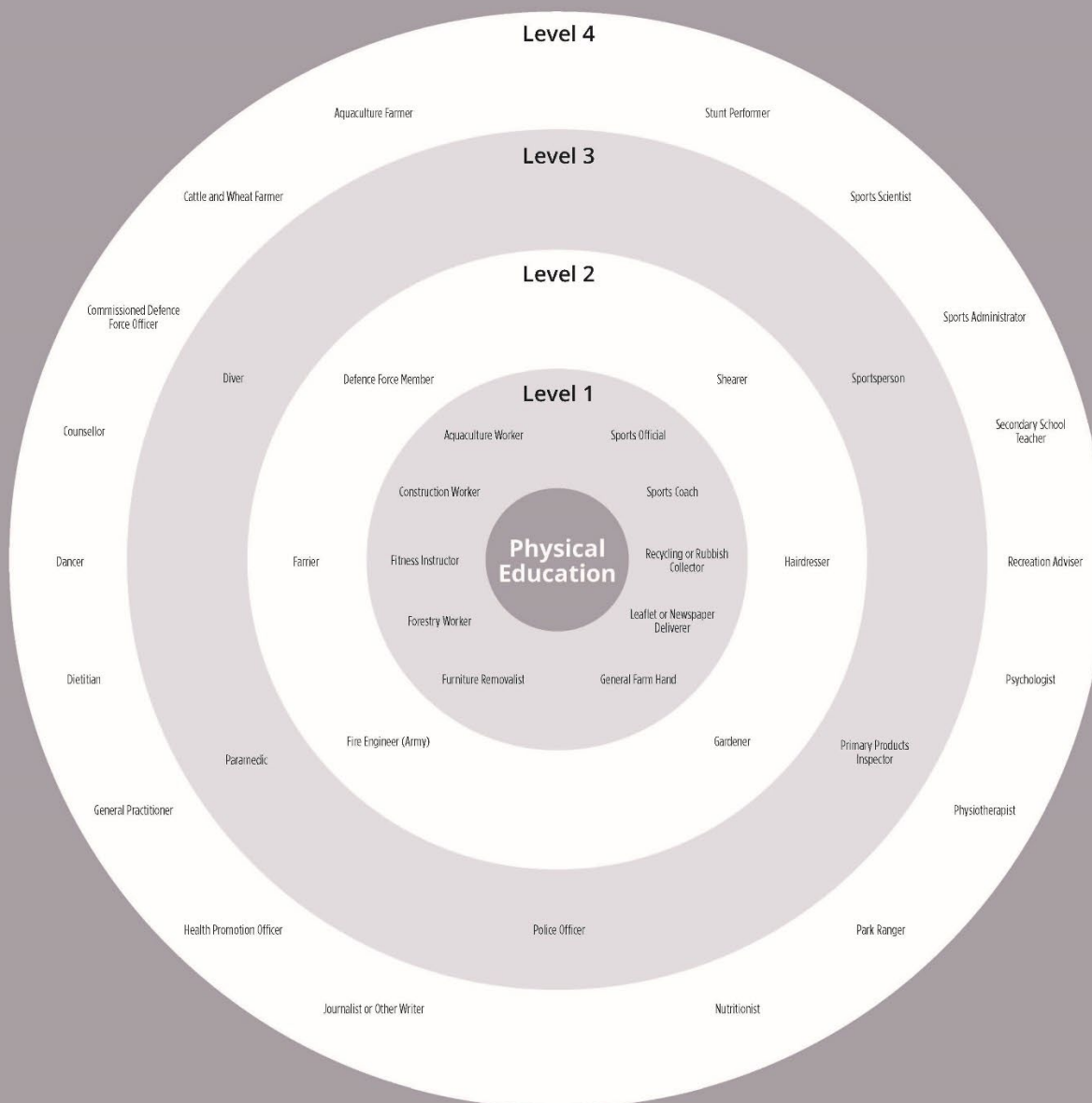
- Sport and Recreation
- Certificate III in Fitness



Health and Physical Education



Do you enjoy or are you good at **Physical Education**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Physical Education**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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Humanities and Social Sciences

GEOGRAPHY

Aims

In this course, students will

- use geographical skills and fieldwork to undertake an environment action plan,
- investigate the impact of change on environments,
- use maps, tables and statistical data to express impact or change on the environment, and
- investigate the relationship between global economic and ecological systems.

Unit Overview

The world is rapidly facing ongoing challenges as a result of global warming and climate change. This unit seeks to investigate environmental change and management. The unit will focus on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students will learn about the causes and consequences of change within the context of marine environments and the strategies to manage the change.

Topics of Study

- Climate change and global warming
- Human-induced changes to environments and ecosystems
- The use of fossil fuels and renewable energy alternatives such as nuclear energy, wind energy, wave energy and solar energy
- First Nations Australians approaches to custodian responsibility and environmental management
- Effects of climate change and global warming on marine environments
- Global perspectives on sustainable practices
- Sustainable development
- Pollution and its impacts on environments

Assessment Overview

- One research assignment

Additional Information

- Students will complete written or oral pieces of assessment, so a sound level of English is expected.
- Geographical skills will be taught in this unit along with the social science method of inquiry.

Pre-requisites – nil

Leads to Senior Subject

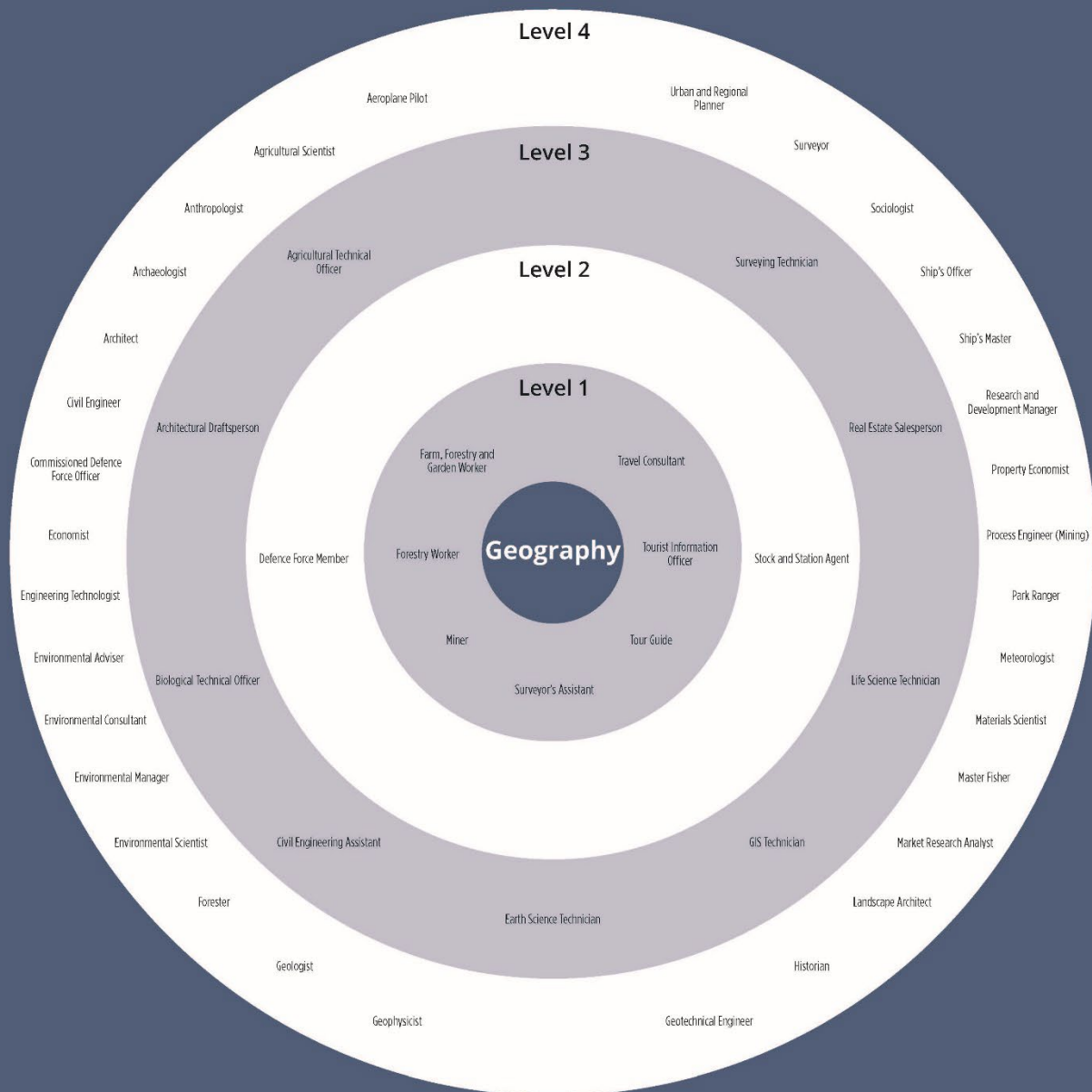
- Geography



Humanities and Social Sciences



Do you enjoy or are you good at **Geography**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Geography**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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Humanities and Social Sciences

HISTORY

Aims

History develops understanding of cultural, social and political events, processes and issues that have shaped humanity from earliest times. It enriches our appreciation of how the world and its people have changed, and the significant continuities that exist into the present. In this way, the study of history enables students to contribute more effectively to creating the future. The curriculum will take a world history approach. This unit of study will encompass a range of study including the earliest human communities, the establishment of major civilisations around the world and the causes and effects of contact between societies during the period from 650 – 1750 and emergence of the modern world and Australia from 1918 to the present.

Course Overview

Topics will vary according to the interests of the students, and will be selected from

- Ancient China
- The Ottoman Empire
- The Spanish Conquest of the Americas
- The Industrial Revolution
- Progressive Ideas and Movements from the 18th to the 20th centuries
- The Civil Rights Movement in America
- The inter-war years between World War I and World War II including the Treaty of Versailles, the Roaring Twenties and the Great Depression
- Migration Experiences 1945 to the present

Key Inquiry Questions

- What emerged as the defining characteristics of ancient societies?
- Which significant people, groups and ideas from the ancient and medieval worlds have influenced the world today?
- How did new ideas and technological developments contribute to change in the modern world?
- How did the nature of global conflict change during the 20th century?
- How was Australian society affected by significant global events and changes?

Students will engage in Historical Skills such as

- chronology, terms and concepts,
- identifying different kinds of questions about the past to inform historical inquiry,
- using primary and secondary sources and synthesizing information from a range of sources,
- identifying and analysing perspectives of people from the past, and
- developing historical arguments that use evidence from a range of sources.

Assessment Overview

- One Independent Source Investigation

Pre-requisites – nil

Additional Information

This unit will be beneficial to those students wishing to study Introduction to Senior History in Semester 2 and Ancient History or Modern History in Year 11 and 12.

Leads to Senior Subjects

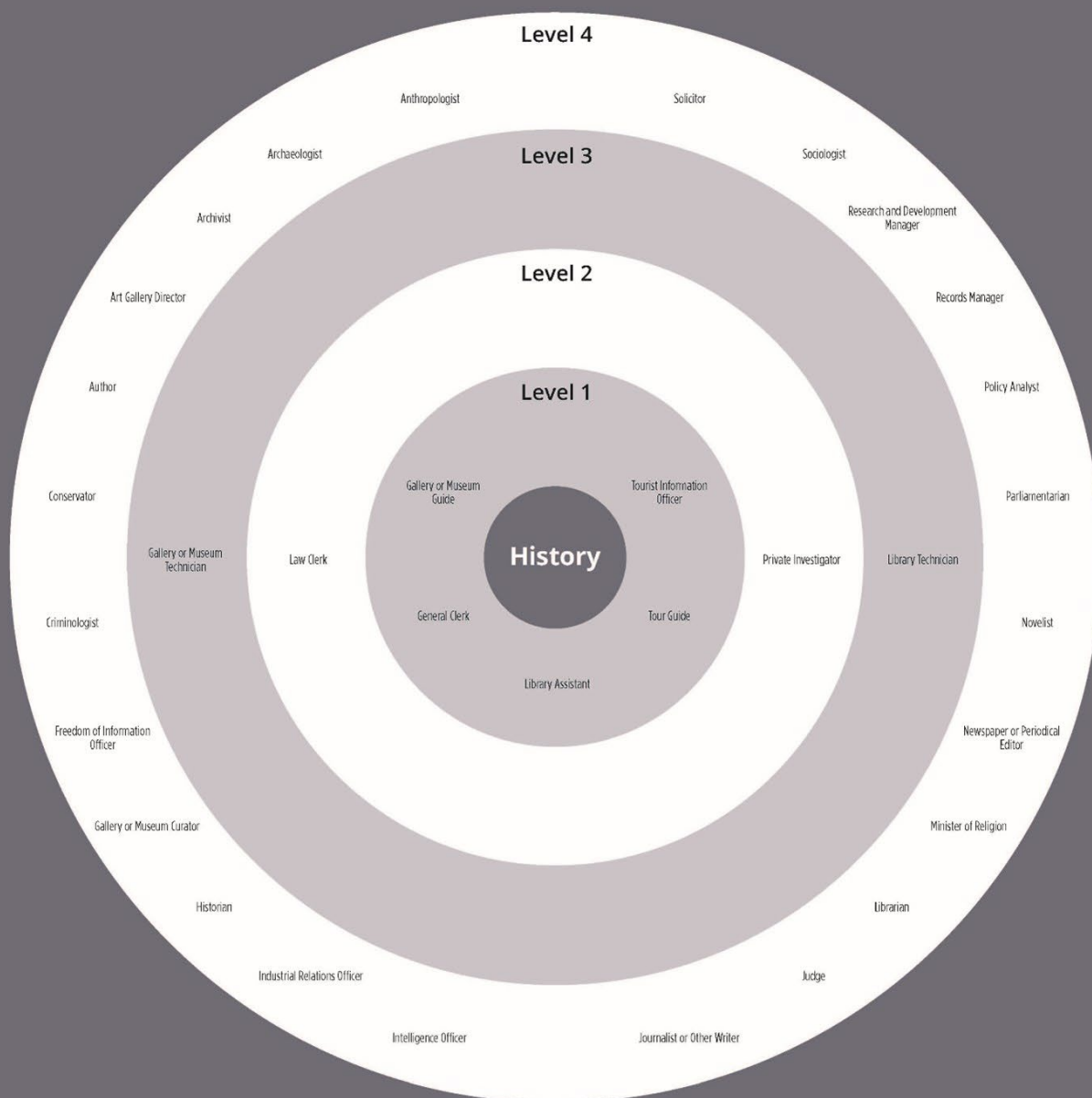
- Ancient History
- Modern History



Humanities and Social Sciences



Do you enjoy or are you good at **History**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **History**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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Japanese

JAPANESE

Aims

Asian languages have an important place in the Queensland school curriculum because of Australia's location in the Asia-Pacific region. For Queenslanders, the study of Japanese is especially important given the strong cultural, economic and political ties with Japan. Japanese lifestyle, culture, art and sport are becoming increasingly familiar to Australians through the media and personal contact.

Japanese offers an opportunity for learners to study a unique language that uses a variety of character-based scripts which deeply reflects the complexity and cultural heritage of Japanese society. Through studying Japanese, students are able to develop a sensitivity towards the values and perspectives of the Japanese people.

As Queensland students increasingly take the opportunity to travel to Japan, knowledge of Japanese is an advantage, both in enriching the travel experience and opening opportunities to develop long-lasting friendships.

In Semester 1, there are two Japanese units on offer. Due to the importance of continuation of Language learning, students are strongly encouraged to **choose Japanese in both Term 1 AND Term 2 where possible**. If in doubt, please don't hesitate to speak with your Japanese Teacher.

UNIT 1 WHO DO YOU THINK YOU ARE?

In this unit we look at a variety of occupations and what people do in their line of work. We also investigate what people like and dislike about their job, what they do before and after work and what activities they engage in on weekends.

Students will be provided with multiple opportunities to increase their communication and understanding skills.

This unit will also provide possible opportunities to Skype students in Japan, read manga and watch video clips in Japanese.

Pre-requisites

Year 9 Japanese or equivalent is recommended

Leads to Senior Subject

- Japanese

UNIT 2 MEDIA & ENTERTAINMENT

This unit consolidates knowledge gained in Term 1 Unit 1, while introducing a range of new vocabulary. Learning opportunities might include activities such as:

- reading Japanese stories, magazine articles, manga,
- talking, reading and writing about famous Japanese sportsmen and women
- watching Japanese advertisements and cartoons

Students will engage in multimodal activities to enhance their communication and understanding skills.

Pre-requisites

Year 9 Japanese or equivalent is recommended

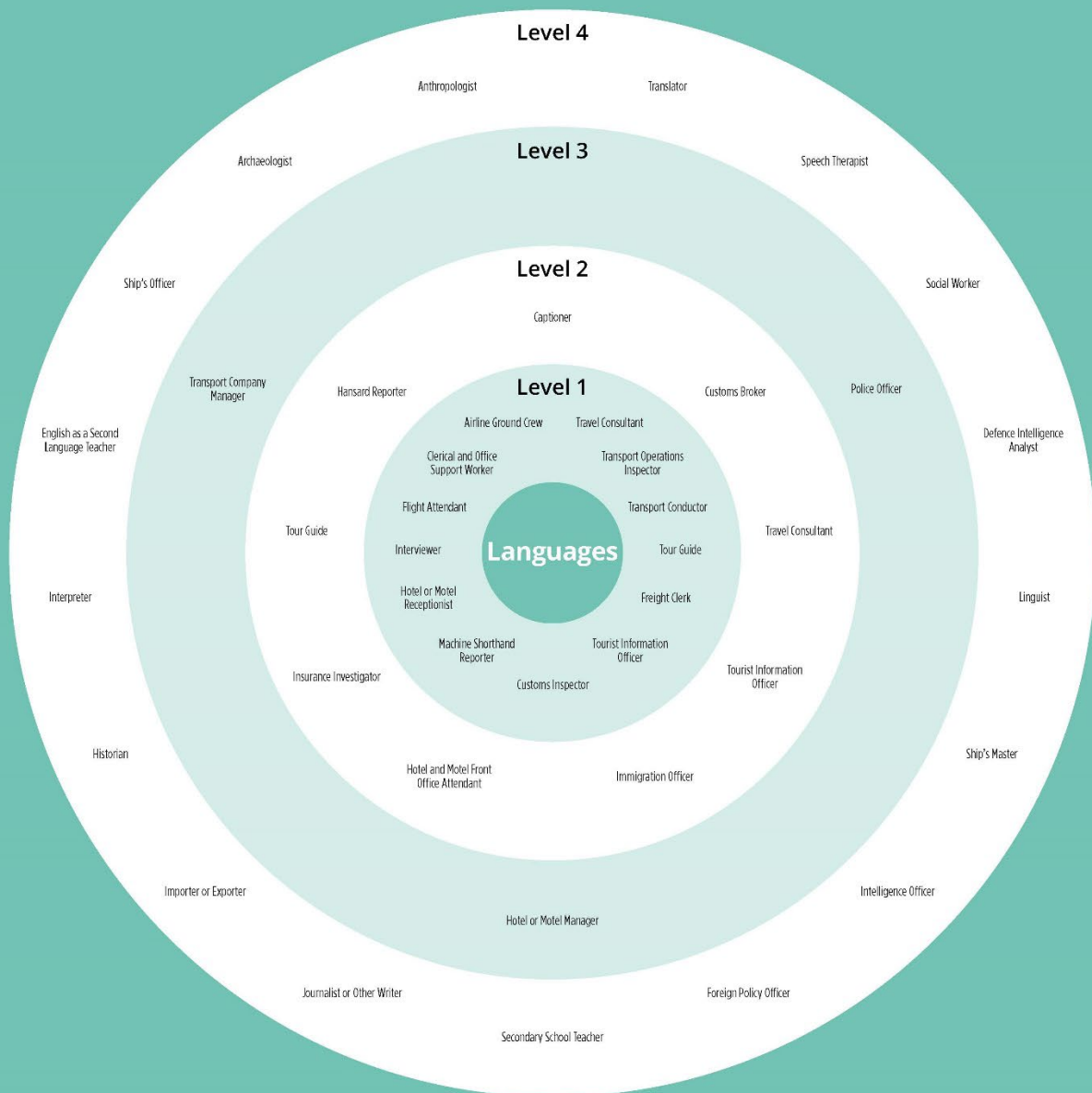
Leads to Senior Subject

- Japanese





Do you enjoy or are you good at **Languages**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Languages**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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Appendix 1 – Cognitive Verbs

Term	Explanation
A	
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
C	
calculate	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences
comprehend	understand the meaning or nature of; grasp mentally
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on



Term	Explanation
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
D	
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
deduce	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different



Term	Explanation
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
document	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
E	
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
execute	apply a procedure to familiar task; perform a procedure without significant error, but not necessarily understanding how and why the procedure works; produce in accordance with a plan or design; put into effect, e.g. a plan, order or course of action
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); (in words, art, music or movement) convey or suggest a representation of; depict
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
G	
generate	produce; create; bring into existence
H	
hypothesise	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds



Term	Explanation
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
implement	put something into effect, e.g. a plan or proposal
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
manipulate	adapt or change to suit one's purpose
modify	change the form or qualities of; make partial or minor changes to something
O	
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
P	
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way



Term	Explanation
R	
realise	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
reflect on	think about deeply and carefully
resolve	(in the Arts) consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
S	
select	choose in preference to another or others; pick out
sequence	place in a continuous or connected series; arrange in a particular order
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
structure	give a pattern, organisation or arrangement to; construct or arrange according to a plan
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
T	
test	take measures to check the quality, performance or reliability of something
U	
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
use	operate or put into effect; apply knowledge or rules to put theory into practice



Appendix 2 – Academic Integrity

Overview of Queensland Curriculum and Assessment Authority (QCAA) Policy

What is Integrity?

Acting with integrity means choosing to do the right thing, even when the choice isn't easy.
It means making the right choice no matter what – even when you think no-one is paying attention.
Those who act with integrity approach their decisions in an honest, moral and ethical way.
Choosing to do the right thing is an important behaviour, and one that applies to all aspects of your life, both now and into the future.
Acting with integrity is about making honest choices.

(QCAA Academic Integrity Course for Students)

What is Academic Integrity?

Academic Integrity is always acting with integrity in your learning and assessment work.
To not act with Academic Integrity is call **Academic Misconduct**.

How do schools help students practise Academic Integrity?

Holy Spirit College is committed to supporting students to complete assessment and to submit work that is their own, and to minimise opportunities for academic misconduct by helping students to:

- understand what academic integrity is and why it is important
- identify acts of academic misconduct and understand how to avoid them
- understand how to make sure the work submitted is their own – use of Turnitin software.
- understand how to improve their work and ensure it is in their own ideas in their own words by:
 - ♦ **time management** – creating a plan to complete the assessment in the time allowed so there is no need to take short cuts which may involve academic misconduct. Always ensure there is a backup of digital assessment in case of technical problems.
 - ♦ **note-taking and summarising** – synthesising research or gathering information into a new idea or summary
 - ♦ **referencing** – appropriately acknowledging the ideas, work or interpretation of others
 - ♦ **choosing appropriate examples** – selecting appropriate quotes or examples to support an argument or communicate meaning
 - ♦ **editing** – refining their own work as another step to ensuring it is in their own words.
 - ♦ **checking** – using the online plagiarism checking software, Turnitin, to identify any sections that may not have been in the student's own words so they can be edited before final submission.

What constitutes Academic Misconduct?

QCAA has provided schools with the following examples where Academic Integrity has been breached.

Cheating while under supervised condition

- begins to write during perusal time or continues to write after the instruction to stop writing is given
- uses unauthorised equipment or materials
- has any notation written on the body, clothing or any object brought into an assessment room
- communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.

Plagiarism or lack of referencing

- a student completely or partially copies or alters another person's work without referencing (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).



Self-plagiarism

- a student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.

Significant contribution of help

- a student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Collusion

- more than one student works to produce a response and that response is submitted as individual work by one or multiple students
- a student assists another student to commit an act of academic misconduct
- a student gives or receives a response to an assessment.

Contract cheating

- pays for a person or a service to complete a response to an assessment
- sells or trades a response to an assessment.

Copying work

- deliberately or knowingly makes it possible for another student to copy responses
- looks at another student's work during an exam
- copies another student's work during an exam.

Disclosing or receiving information about an assessment

- gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment
- makes any attempt to give or receive access to secure assessment materials.

Fabricating

- invents or exaggerates data
- lists incorrect or fictitious references.

Impersonation

- arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.
- completes a response to an assessment in place of another student.

Misconduct during an examination

- a student distracts and/or disrupts others in an assessment room.

QCAA Procedures for managing academic misconduct

For authorship issues

- When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. This may involve marking checkpoints and other evidence of work completed by the student and questioning by the teacher or additional writing to determine if the student could explain the work that was submitted.

For all instances of academic misconduct

- Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work that was completed with integrity, on or before the due date.

For instances of academic misconduct during exams

- Students may not be awarded a result for the exam. QCAA will be consulted to determine the outcome in senior studies. Where appropriate, the school's behaviour management policy will be implemented.

This document includes references from the QCE and QCIA Policy and Procedures Handbook 2019 v.1.2

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/print/13-administrative-processes>;

QCAA Academic Integrity Course for Students <https://myqce.qcaa.qld.edu.au/academic-integrity-for-students.html>; QCAA Website <https://www.qcaa.qld.edu.au/>



Mission Statement

Holy Spirit College is a Catholic co-educational college which nurtures learners through quality curriculum and supportive pastoral care based on the life and values of Jesus. Students are empowered and encouraged to recognise and develop their gifts so that they become involved as responsible community members.

