

North Lakes
STATE COLLEGE



Year 10

CURRICULUM HANDBOOK

2025

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INTRODUCTION

At North Lakes State College, we are committed to providing a seamless journey for students through their transition from Junior Secondary (Year 9) into Senior Secondary (Year 10). Our school programs are aligned to the Australian Curriculum and designed in consideration of the Senior Syllabi (Year 11 and Year 12) for Queensland Curriculum and Assessment Authority (QCAA) Subjects.

The intention of our Year 10 courses is to create a strong ‘bridge’ between Junior Secondary and Senior Secondary subjects. The year 10 subjects supportively introduce students to the assessment techniques and course specific cognitions required for successful engagement in the range of QCAA Subjects available in Years 11 and 12. Students will gradually develop their understandings of the rigour and demands of these syllabi.

Students will engage in Core Subjects of English and Maths; with a range of elective subjects then able to be chosen from the elective options. These electives include opportunities to study Vocational Education and Training (VET) subjects, which upon completion allow students to achieve nationally recognised qualifications.

| CORE SUBJECTS (COMPULSORY) | ELECTIVE SUBJECTS (SELECT ANY 4) |
|--|---|
| <ul style="list-style-type: none"> • English (Semester 1) • Preparatory Essential English (Semester 2) • Preparatory English (Semester 2) • Preparatory Literature (Semester 2) | <ul style="list-style-type: none"> • Visual Arts • Visual Arts in Practice • Media Arts • Drama In Practice • Drama In Preparatory • Music In Preparatory • Business • Business Connections • Digital Enterprise • Computer Science • Introduction to Recreation • Introduction to Physical Education • Sports Fitness and Performance • Historical Studies • Global Studies • Justice Studies • Chinese • Childcare Studies • Food and Nutrition • Hospitality Studies • Industry Skills • Design Enterprise • Physical Science • Natural Science • Science Around Us |
| <ul style="list-style-type: none"> • Mathematics (Semester 1) • Preparatory Essential Mathematics (Semester 2) • Preparatory Mathematics (Semester 2) • Preparatory Math Methods (Semester 2) | |
| VET COURSES | |
| <ul style="list-style-type: none"> • SIS10122 – Certificate I in Sport and Recreation • SIT10222 - Certificate I in Hospitality • BSB20120 - Certificate II in Workplace Skills & FNS20120 Certificate II in Financial Services • CUA20120 - Certificate II in Dance | |

WHAT WILL YEAR 10 STUDENTS STUDY?

- Students will study **one** English Subject, **one** Mathematics Subject **and** ACCESS (FSK20119 – Cert. II Skills for Work).
- In addition, students will choose four electives for the year - they will have three sessions per week, per elective.
- Students are encouraged to study their elective all year with a focus on an in-depth study in their chosen field.
- There will be a two week change period allowed at the beginning of each term (*only if class space permits and students have met prerequisites*). A subject change form, and associated processes, will need to be followed to ensure that any changes support student pathways and are viable within the timetable.

DEVELOPING THE SET PLAN

Students will be guided through a decision-making process to develop their Senior Education and Training (SET) Plan. They should also discuss all issues and intended pathways with parents/guardians as they work towards completing their SET Plan. The process of completing the SET Plans may include, but is not limited to, the following:

1. Investigating and considering a range of circumstances that may impact on their Senior course selections, including:
 - past subject results/achievement
 - activities and learnings they enjoy
 - how students think that they best learn
 - general career aspirations
2. Accessing career information so they can respond to those issues identified above - including prerequisite subjects needed for post-secondary study.
3. Accessing information on learning opportunities available in the Senior Phase of Learning and sketching a learning pathway leading to a Senior Certificate and a QCE or QCIA.
4. Discussing with school support staff their intended pathway.
5. Discussing intended pathways with parents.

Students will engage in the SET Planning process through Access in Term 2 and Term 3. All students will engage in a SET Planning Interview conducted in Term 3, to discuss their senior education and training options. This process involves the student, parents and carers and the School.

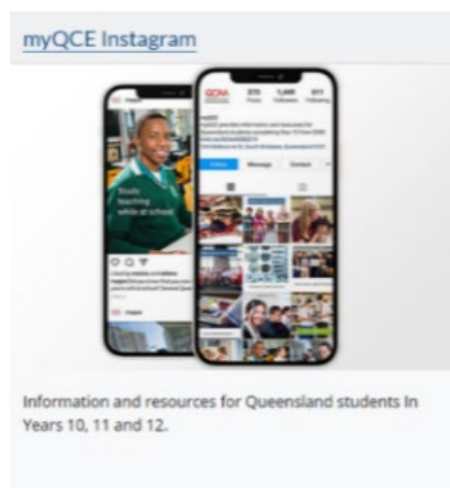
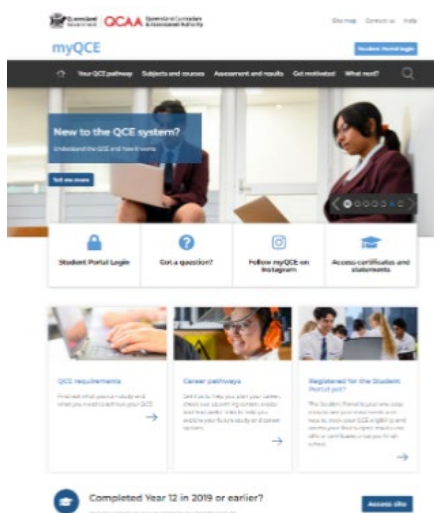
PLEASE NOTE

- Subjects listed in this guide are dependent upon student numbers, teacher availability, resourcing and QCAA requirements. In the event a subject cannot run, students will be requested to select another subject.
- Some subjects will incur additional costs. The details of these costs are in the State Schooling and fees document that is published on our College website each year.
- The continued implementation of the Australian Curriculum may result in changes to some of the subjects in this guide. All information is correct at the time of publication.



USEFUL LINKS

- **MyQCE Website** - <https://myqce.qcaa.qld.edu.au/index.html>
- **QCE Planner Template** - <https://myqce.qcaa.qld.edu.au/guide-to-planning-qce-pathway.html>
- **Queensland Tertiary Admissions Centre (QTAC)** - <https://www.qtac.edu.au/>
- **QTAC Australian Tertiary Admission Rank (ATAR) Information** - <https://www.qtac.edu.au/atar/>
- **TAFE Queensland** - <https://tafeqld.edu.au/home.html>
- **Unique Student Identifier (USI) Website** - <https://www.usi.gov.au/>
- **QUT Match-My-Skills Quiz** - <https://match-my-skills.qut.edu.au/>
- **MyFuture Career Service** - <https://myfuture.edu.au/>
- **School Based Traineeships (SBT) or School Based Apprenticeships (SAT)** - <https://education.qld.gov.au/careers/apprentices-and-trainees/school-to-work/school-based-apprenticeships-and-traineeships#:~:text=School-based%20apprenticeships%20and%20traineeships%3A%201%20support%20transitions%20from,qualification%20while%20still%20at%20school%20More%20items...%20>
- **VET in Schools (VETIS) Funding** - <https://desbt.qld.gov.au/training/providers/funded/vetis>
- **School Leavers Kit** - <https://yourcareer.gov.au/school-leavers-support/>
- **North Lakes State College Assessment Policy (7-12)** - https://northlakescollege.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Curriculum/Assessment%20and%20Testing/2022-2023_AssessmentPolicy_Secondary_Students-Parents.pdf
- **North Lakes State College – Senior Secondary – Careers & Pathways information** - <https://nlsccareers.com.au/>
- **NLSC Careers Website** - <https://nlsccareers.com.au/>
- **NLSC – SET Planning Padlet or QR Code** - <https://padlet.com/vetnlsc/nlsc-set-planning-2024-year-10-tqcaaw4o7cp88jif>



PREREQUISITES – YEAR 10 STUDY - 2025

- Prerequisites are expected levels of achievement prior to the commencement of study.
- Prerequisites indicate the rigour and demands required for success in the particular subject.

| FACULTY | SUBJECT | PREREQUISITE |
|---|-----------------------------------|---|
| English <i>(All students will study English in Semester 1, 2025 and make a English Selection for Semester 2, 2025)</i> | Preparatory Essential English | |
| | Preparatory English | Level of Achievement of a B or higher in Semester 1, 2025 in English |
| | Preparatory Literature | Level of Achievement of a B or higher in Semester 1, 2025 in English |
| Mathematics <i>(All students will study Mathematics in Semester 1, 2025 and make a Mathematics Selection for Semester 2, 2025))</i> | Preparatory Essential Mathematics | |
| | Preparatory Mathematics | Level of Achievement of a B or higher in Semester 1, 2025 in Mathematics |
| | Preparatory Mathematical Methods | Level of Achievement of a B or higher in Semester 1, 2025 in Mathematics |
| Science | Science Around Us | |
| | Natural Science | Level of Achievement of a B or higher in Semester 1, 2024 in Science |
| | Physical Science | Level of Achievement of a B or higher in Semester 1, 2024 in Science |
| Humanities & LOTE | Historical Studies | |
| | Global Studies | |
| | Justice Studies | |
| | Chinese | Level of Achievement of a C or higher in previous language study |
| Health & Physical Education | Sport & Recreation | |
| | Preparatory Physical Education | Level of Achievement of a B or higher in Semester 1, 2024 in Health & Physical Education if studied |
| | Sports Fitness & Performance | Level of Achievement of a B or higher in Semester 1, 2024 in Health & Physical Education if studied |
| | Certificate I Sport & Recreation | |
| The Arts | Visual Arts | |
| | Visual Arts in Practice | |
| | Media Arts in Practice | |
| | Drama | |
| | Drama in Practice | |
| | Music | Preferred Prior Study of the Subject Area |
| Business | Business | Preferred Prior Study of Economics and Business, and a Level of Achievement of a C or higher in English in Semester 1, 2024 |
| | Business Connections | |
| | Certificate II Financial Services | |
| Digital Technologies | Digital Enterprise | |
| | Computer Science | |
| Hospitality and Health | Childcare Studies | |
| | Hospitality Studies | |
| | Certificate I Hospitality | |
| Industrial Technologies | Industrial Skills | |
| | Design Enterprise | |

CORE SUBJECTS

ENGLISH

PREPARATORY GENERAL ENGLISH, PREPARATORY LITERATURE, PREPARATORY ESSENTIAL
(ALL STUDENTS WILL STUDY YEAR 10 ENGLISH IN SEMESTER 1, 2025 AND MAKE THESE SELECTIONS FOR SEMESTER 2, 2025)

(PREREQUISITE FOR PREPARATORY ENGLISH & PREPARATORY LITERATURE - LEVEL OF ACHIEVEMENT OF B OR HIGHER IN SEMESTER 1, 2025 IN ENGLISH)

PREPARATORY ESSENTIAL ENGLISH (ENF)

SUBJECT INFORMATION

The Essential English Preparatory course prepares students for Essential English in Year 11 & 12. Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Please note that Essential English may not be a prerequisite for university entry.

Studying English supports:

- lifelong learning across a wide range of contexts.

COURSE OVERVIEW

| SEMESTER 1 | |
|---|--|
| UNIT 1 | UNIT 2 |
| <p>TEXTS TO INFORM</p> <p>What does it take to succeed? In this unit, we try to find out the qualities that will set you up for life beyond school.</p> <p>Students analyse text structures and language features in a range of texts offering advice to teens and evaluate their effectiveness in achieving their purpose.</p> | <p>TEXTS TO PERSUADE</p> <p>Spending time in nature is known to improve our health, especially our mental health. Unfortunately, the environment is in trouble, especially our oceans. In this unit, students explore texts that reflect this connection with the natural world. They plan, create, rehearse, and deliver a spoken presentation, experimenting with rhetorical devices, and the organisation and development of ideas, to engage and persuade audiences to do something about an environmental issue.</p> |
| SEMESTER 2 | |
| UNIT 3 | UNIT 4 |
| <p>TEXTS TO ENGAGE</p> <p>I hope you are lucky enough to never have to test your survival instincts. Stories of survival remain popular. They allow us to peel away the trappings of modern life and live a simpler life, or to imagine how we might respond to the same challenges.</p> <p>Students analyse and evaluate how people, places, events, and concepts are represented in texts and then create their own using sustained "voice," to imagine themselves in a survival scenario.</p> | <p>TEXTS TO REFLECT</p> <p>Technology is changing rapidly, and it is changing us rapidly as well. While our visual skills have improved, others have declined. Understanding how technology affects us is crucial. In this unit, students analyse and evaluate how technology shapes texts and how texts shape technology and how these influence audience responses.</p> |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <p>Preparatory Essential English course is designed for students to be able to complete work in class.</p> <ul style="list-style-type: none"> Students with a Vocational Pathway engaged in TAFE or Certificate courses will need to complete class work missed Students with a Vocational Pathway engaged in TAFE or Certificate courses will need to complete class work missed. | <ul style="list-style-type: none"> Extended response - Multi modal Extended response – Written Extended response – Spoken/signed Short response – Written |

PREPARATORY ENGLISH (ENG)

(PREREQUISITE - LEVEL OF ACHIEVEMENT OF B OR HIGHER IN SEMESTER 1, 2025 IN ENGLISH)

SUBJECT INFORMATION

The General English Preparatory course prepares students for General English in Year 11 & 12. English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Studying English supports:

- pathways beyond school that lead to tertiary studies, vocational education or work
- open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship
- lifelong learning across a wide range of contexts.

COURSE OVERVIEW

| SEMESTER 1 | |
|--|--|
| UNIT 1 | UNIT 2 |
| <p>REPRESENTATIONS IN TEXTS “For poetry makes nothing happen”: so wrote W.H. Auden in his tribute to W.B. Yeats. Yet poets, artists and writers have often led the way in making us pay attention to the issues in the world and inspired people to make something happen. In this unit, students analyse how text structure, language features, literary devices, and intertextual connections shape interpretations of texts. They examine a range of short poems, a short story, or extracts from a novel or film to find and discuss examples of how language devices layer meaning and influence the responses of listeners, viewers, or readers to an issue.</p> | <p>ANALYSING PERSPECTIVES In this unit, students examine a range of texts and consider how the narrative position of a child evokes reader sympathy towards an event or issue. Students analyse and evaluate how language features are used to represent values, beliefs, and attitudes implicitly or explicitly. They explore how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience responses.</p> |
| SEMESTER 2 | |
| UNIT 3 | UNIT 4 |
| <p>DEVELOPING PERSPECTIVES Ever wondered what you would do? What could you do? Survival stories fascinate us and remind us that we have the resources to confront challenges. And often these stories take us into the wildest places on earth. In this unit, students analyse and evaluate how people, places, events, and concepts are represented in texts and reflect contexts. They plan, create, rehearse, and deliver a spoken presentation, experimenting with rhetorical devices, to engage and persuade audiences in response to an issue.</p> | <p>CREATING PERSPECTIVES Students analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response. They create and edit their own literary text with a sustained “voice,” selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences.</p> |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <p>Preparatory English course is designed for students who are considering an ATAR pathway.</p> <ul style="list-style-type: none"> • Homework – 2 hours a week (minimum) • Additional time to ensure the reading of texts | <ul style="list-style-type: none"> • Extended response - Multi modal reflective • Extended response - Written analytical • Extended response - Spoken/signed persuasive • Extended response - Written imaginative |

PREPARATORY LITERATURE (ELI)

(PREREQUISITE - LEVEL OF ACHIEVEMENT OF B OR HIGHER IN SEMESTER 1, 2025 IN ENGLISH)

SUBJECT INFORMATION

The Preparatory Literature course prepares students for Literature in Year 11 & 12. Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Studying English supports:

- pathways beyond school that lead to tertiary studies, vocational education or work
- open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship
- lifelong learning across a wide range of contexts.

COURSE OVERVIEW

| SEMESTER 1 | |
|--|--|
| UNIT 1 | UNIT 2 |
| <p>CRITICAL RESPONSES TO TEXTS Students begin to explore critical literary theories with a popular fiction text and explore how looking at a text through critical lenses can make for a richer and more rewarding reading. Students analyse critical responses to popular texts to identify how the theoretical lens has been applied to the reading of the text.</p> | <p>INTRODUCING INTERTEXTUALITY Students explore how literary texts connect with each other and how understanding the allusions to other texts provides possibilities to create new meanings by reinterpreting texts for new contexts.</p> |
| SEMESTER 2 | |
| UNIT 3 | UNIT 4 |
| <p>CRITICAL ANALYSIS OF TEXTS Students apply a critical theory lens to a text and write an analytical essay in response to a seen question for an audience with a deep understanding of the studied text/s. The question or task must relate to how a particular literary text, addresses issues and ideas related to culture and identity, and must allow students to critique others' interpretations or responses to literary texts.</p> | <p>CREATING TEXTS Students develop and compose an original, imaginative written text in which they purposefully manipulate aesthetic features and stylistic devices to shape representations and perspectives and achieve effects. Students may respond in any imaginative form that is prose. For example, students could write a short story, a memoir, interior monologue, a chapter for a novel, a drama script, a screenplay for a short film.</p> |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <p>The Preparatory Literature course is designed for students who are considering an ATAR pathway.</p> <ul style="list-style-type: none"> • Homework – 2 hours a week (minimum) • Additional time to ensure the reading of texts | <ul style="list-style-type: none"> • Extended response - Written Analytical • Extended response – Written analytical • Extended response – Spoken/signed imaginative • Extended response – Written imaginative |

MATHEMATICS

PREPARATORY ESSENTIAL MATHEMATICS (MAF), PREPARATORY GENERAL MATHEMATICS (MAT) AND PREPARATORY MATHEMATICAL METHODS (MAX)

(ALL STUDENTS WILL STUDY YEAR 10 MATHEMATICS IN SEMESTER 1, 2025 AND MAKE THESE SELECTIONS FOR SEMESTER 2, 2025)

(PREREQUISITE - LEVEL OF ACHIEVEMENT OF B OR HIGHER IN SEMESTER 1, 2025 IN MATHEMATICS)

SUBJECT INFORMATION

Throughout the year 10 curriculum students will explore a range of mathematical concepts. The content builds on the knowledge learnt in Year 9 but will require a significant amount of effort to be successful. They will use their progress in semester one, and their intentions for senior, to decide which of the three strands is most applicable for them in semester two.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

COURSE OVERVIEW

| SEMESTER 1 | | |
|---|--|--|
| By the end of semester one, all year 10 students solve measurement problems involving the surface area and volume of composite solids. They identify the impact of measurement errors on the accuracy of results. Students apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles. They will use mathematical modelling to solve practical problems involving proportion and scaling. Students will compare the distribution of continuous numerical data using various displays, and discuss distributions in terms of centre, spread, shape and outliers. They will apply conditional probability to solve problems involving compound events. | | |
| SEMESTER 2 | | |
| PREPARATORY ESSENTIAL MATHEMATICS (MAF) | PREPARATORY MATHEMATICS (MAT) | PREPARATORY MATH METHODS (MAX) |
| TERM 3 | TERM 3 | TERM 3 |
| DATA AND LINEAR EQUATIONS <ul style="list-style-type: none"> Bivariate data Tables, scatterplots (by hand and with technology) Comment on association Line of best fit Simultaneous equations graphically FINANCE <ul style="list-style-type: none"> Wages, salaries, overtime Piecework and commission Budgeting | DATA AND LINEAR EQUATIONS <ul style="list-style-type: none"> Bivariate data Tables, scatterplots (by hand and with technology) Comment on association Line of best fit, interpolations and extrapolations, equations Time series Simultaneous equations graphically and algebraically Arithmetic sequencing FINANCE <ul style="list-style-type: none"> Simple interest (rearrange / excel) | DATA AND LINEAR EQUATIONS <ul style="list-style-type: none"> Bivariate data Tables, scatterplots (by hand and with technology) Comment on association Regression line Linear equation Parallel and perpendicular lines Time series Simultaneous equations graphically and algebraically Exact values and trig review Unit circles |
| TERM 4 | TERM 4 | TERM 4 |
| Finance <ul style="list-style-type: none"> Simple interest Buying on terms Compound interest Discounts | Finance <ul style="list-style-type: none"> Wages, salaries, overtime Piecework and commission Buying on terms, discounts Compound interest Growth and decay Loans | <ul style="list-style-type: none"> Expanding and factorising Quadratic functions and transformations Cubic and quartic functions Finance <ul style="list-style-type: none"> Simple interest Compound interest Logarithms |
| HOMEWORK/STUDY REQUIREMENTS | | ASSESSMENT TECHNIQUES |
| You should expect your child to have on average 30 minutes of homework for Mathematics, three nights per week in the form of Education Perfect, worksheets or Qlearn | | Practical skills assessment, tests and assignments |

Successful engagement in MAF prepares students for Senior Subjects: Essential Maths

Successful completion of MAT prepares students for the senior subject: General Maths

Successful completion of MAX prepares students for the senior subject; Maths Method and Specialist Maths

ELECTIVE SUBJECTS

SELECT ANY FOUR

VISUAL ARTS (ART)

SUBJECT INFORMATION

In Year 10, students develop their capability and confidence across the practices of Visual Arts. They use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice.

COURSE OVERVIEW

| SEMESTER 1 | |
|---|--|
| TERM 1 | TERM 2 |
| TRANSFORMATION I: CHANGING STATES <ul style="list-style-type: none"> • Visual Diary and written responses (200 – 400 words) • Print-Making Folio <ul style="list-style-type: none"> • Etching inspired by nature (series of 4 prints) • Lino Block inspired by biomechanical art (series of 4 prints) | TRANSFORMATION II: METAMORPHOSIS <ul style="list-style-type: none"> • Visual Diary and written responses (200 – 400 words) • Key Artist Studies (400 - 500 words) • Metamorphosis Canvas (40 x 50 cm) • Artist Statement (100 – 150 words) |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| CERAMICS WITH A CONSCIENCE <ul style="list-style-type: none"> • Visual Diary and written responses (200 – 400 words) • Cultural Report (400 – 500 words) • Global Issue Ceramic Sculpture (20 x 20 cm) • Artist Statement (100 – 150 words) | ASSEMBLED IDENTITY <ul style="list-style-type: none"> • Visual Diary and written responses (200 – 400 words) • Key Artist Studies (400 - 500 words) • Personal Identity Assemblage Sculpture (20 x 20 cm) • Artist Statement (100 – 150 words) |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Complete Visual Diary tasks, if not completed in class. | RESPONDING <ul style="list-style-type: none"> • Visual Diary • Key Artist Studies • Artist Statement • Cultural Report MAKING <ul style="list-style-type: none"> • Individual assessment folio includes planning, development and resolved artworks. <ul style="list-style-type: none"> ▪ Including 2D media and 3D objects |
| WORK PLACE HEALTH AND SAFETY REQUIREMENTS: Visual arts activities involving the use of low or moderate hazard chemicals, sharp hand tools (e.g. craft knives, hand saws) and medium risk equipment (e.g. hot glue guns) and machinery. | |
| SUBJECT SPECIFIC CONSIDERATIONS: This subject incurs a higher subject fee, some Senior (10-12) subjects are very resource intensive and to meet their higher costs there is an additional invoice. The costs have been determined by the Heads of Department as the annual cost per the curriculum. | |

Successful engagement across this subject prepares students for Senior Subjects: General Visual Art

VISUAL ARTS IN PRACTICE (ARV)

SUBJECT INFORMATION

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

COURSE OVERVIEW

| SEMESTER 1 | |
|--|---|
| LOOKING INWARDS: MAPPING THE ABSTRACT | |
| RESPONSE REQUIREMENT 1. Experimental folio <ul style="list-style-type: none"> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) 2. Planning and evaluations <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media | RESOLVED ARTWORK One of the following: <ul style="list-style-type: none"> 2D, 3D, digital (static): up to 4 artwork/s |
| SEMESTER 2 | |
| Clients: Marvel Munnies | |
| RESPONSE REQUIREMENT 1. Prototype artwork <ul style="list-style-type: none"> 2D, 3D, digital (static): up to 4 artwork/s 2. Planning and evaluations <ul style="list-style-type: none"> Written: up to 600 words (Marvel Competition Submission) | RESOLVED ARTWORK One of the following: <ul style="list-style-type: none"> 2D, 3D, digital (static): up to 4 artwork/s |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| Homework assignments for Year 10 Visual Arts often encompass both practical and theoretical aspects, which may include the following components: <ul style="list-style-type: none"> Journal work Research Annotations Reflections through written responses or essays | <ul style="list-style-type: none"> Plan artworks Communicate ideas Evaluate artworks Evaluation is part of a cyclical art-making process and may be assessed at various stages of a project. |
| WORK PLACE HEALTH AND SAFETY REQUIREMENTS: Visual arts activities involving the use of low or moderate hazard chemicals, sharp hand tools (e.g. craft knives, hand saws) and medium risk equipment (e.g. hot glue guns) and machinery. | |
| SUBJECT SPECIFIC CONSIDERATIONS: This subject incurs a higher subject fee, some Senior (10-12) subjects are very resource intensive and to meet their higher costs there is an additional invoice. The costs have been determined by the Heads of Department as the annual cost per the curriculum. | |

Successful engagement across this subject prepares students for Senior Subjects: Visual Art in Practice

MEDIA ARTS IN PRACTICE (MED)

SUBJECT INFORMATION

Students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

COURSE OVERVIEW

| SEMESTER 1 | |
|---|--|
| TERM 1 | TERM 2 |
| <p>ADVERTISING How advertising works, viral marketing, culture jamming, advertising techniques and appeals. Assessment: Discuss the history of a brand, how advertising choices change across different time period.</p> | <p>MUSIC VIDEO Introduction to photography and basic animation. Storytelling through visuals and audio. Assessment: Photograph and Album Cover or Animate a Song Visualiser for an existing album or song and create visuals to evoke the artistic expression of the music.</p> |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| <p>CREATIVE COMPOSITION Camera and editing techniques, how social and cultural values and beliefs inform media texts. Assessment: Video self-portrait - Film a short clip that demonstrate your social and cultural values and beliefs for a specific client.</p> | <p>VIDEO GAMES Genres of video games, roles of video games, Roles of characters in video games, appealing to the audiences of video games. Assessment: Construct a playable character and an NPC for an existing video game that appeals to a diverse audience.</p> |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Production log book • Complete filming for productions and editing film, if not completed in class • Complete assessment, if not completed in class • Students are encouraged to have their own laptop device to complete editing. | <ul style="list-style-type: none"> • Photography • Animations • Storyboard • Film productions • Written analysis |
| <p>WORK PLACE HEALTH AND SAFETY REQUIREMENTS: Working with specialist equipment including electrical cords, power-points, and lighting.</p> | |

Successful engagement across this subject prepares students for Senior Subjects: Media arts in Practice

DRAMA (DRA)

SUBJECT INFORMATION

Drama is a one-year developmental course that is skills based and aims to blend academic and practical elements, learning from a wide range of issues, themes, situations, characters, use of ICT, texts and styles of drama. The skills developed will enable you to form, present and respond to drama performances, whilst increasing your knowledge and understanding of the world you live in, gaining opportunities to build your social, emotional and personal skills. This course may include excursions to live theatre productions, therefore incurring a cost as per ticket.

Students will learn:

- Performance techniques
- Management skills
- Communication and Team Work
- Cinematic and Multi-Media
- Research skills
- Evaluative Writing
- Analytical Skills
- Theatre and Social History

COURSE OVERVIEW

| SEMESTER 1 | |
|--|---|
| UNIT 1 | UNIT 2 |
| GREEK THEATRE This unit focuses on the historical perspectives of Greek Theatre. Students explore inherited texts with a focus on Chorus and ensemble work. | CHILDREN'S THEATRE This unit encourages students to develop their own artistic vision creating concepts and performances to engage young audiences. |
| SEMESTER 2 | |
| UNIT 3 | UNIT 4 |
| PHYSICAL THEATRE Students explore text and experiment with form and style through an exploration of Physical Theatre. Physical Theatre explores storytelling with an emphasis on movement with minimal language to tell a story. | CINEMATIC THEATRE Students incorporate aspects of film and live performance in this hybrid style of theatre. Activities include scriptwriting, film-making, design and acting |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none">• Rehearse performance tasks• Complete written assessment items if not completed in Class | <ul style="list-style-type: none">• PerformingFormingResponding |

By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

MUSIC (MUS)

(PREFERRED PRIOR STUDY OF THE SUBJECT AREA)

SUBJECT INFORMATION

At North Lakes State College, we hope to shape the music maker by developing the ability to think and express themselves in sound. Meaning is constructed through engagement with music that is carefully chosen for its musical content, with the abilities, experience, needs and prior knowledge of the student in mind.

To achieve this vision, this course has been developed so that the value of providing opportunities for students to acquire knowledge, practices and dispositions that can be used to develop self-awareness, aesthetic awareness and the ability to solve problems, make decisions and communicate effectively can be realised and achieved.

This course will centre upon the way people interact with each other, and with a variety of environments (*physical and social*). It will create a lifelong learner who is:

- A responsive creator
- An active investigator.
- A reflective and self-directed learner.
- A knowledgeable person with deep understanding
- A complex thinker.
- An effective communicator
- A participant in an interdependent world.

A study of Music can lead to careers in performing, music tuition (both private and formal education systems), A/V industry, entertainment, music therapy, speech pathology, child care and arts administration. Music is also an effective outlet for students with creative and analytical potential.

COURSE OUTLINE AND ASSESSMENT SUMMARY

Year 10 Music will prepare students for the senior subject - Music. Students will be encouraged to pursue an instrument to learn.

| SEMESTER 1 | |
|---|---|
| UNIT 1 | UNIT 2 |
| <p>PRACTICAL MUSICIANSHIP An exploration of guitar, vocals, keyboard and drum kit instruments across various styles of music, with opportunities for students to develop and specialise in practical skills. Musicology introduces the analysis and evaluation of music in paragraph format. Students focus on their analysis and performance skills in this unit.</p> | <p>STORIES Students will develop a more details understanding of how music is used to convey story. Students will increase their familiarity with compositional devices as they work on their skills in the areas of composition, analysis and evaluation.</p> |
| SEMESTER 2 | |
| UNIT 3 | UNIT 4 |
| <p>REVOLUTIONS Students will develop a more detailed understanding of works created from 1901 – 2000. The traditional idea of composition will be challenged as this part of music history is explored. Students focus on their composition and analysis skills in this unit.</p> | <p>MUSIC FUSIONS Students will be exploring the fusing of genres. Students will look at a wide range of music from across the globe and how these music have been mixed to create new artforms. Students will be developing their performance skills during this unit.</p> |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Complete instrument rehearsal • Complete assessment tasks | <ul style="list-style-type: none"> • Performance • Composition • Analysis and Evaluation |

By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

BUSINESS (BUN)

(PREREQUISITE - PREFERRED PRIOR STUDY OF ECONOMICS AND BUSINESS, AND A LEVEL OF ACHIEVEMENT OF A C OR HIGHER IN ENGLISH IN SEMESTER 1, 2024)

SUBJECT INFORMATION

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace, and prepares them as potential employees, employers, leaders, managers and entrepreneurs. Students will be introduced to the key theories, processes and skills needed to prepare them for studying Year 11 and 12 General Business.

Students will require a suitable device for a number of applications within the subject including:

- The internet for online research and to access class materials on QLearn
- Microsoft Word for the creation and presentation of business reports and completion of worksheets
- Microsoft PowerPoint for in-class activities and presentations
- OneDrive for draft work

COURSE OVERVIEW

| SEMESTER 1 | |
|--|--|
| TERM 1 | TERM 2 |
| BUSINESS FUNDAMENTALS <ul style="list-style-type: none"> • Types of business ownership • Stakeholders • Business life cycle • Key functions of business • SWOT analysis • Exam | MARKETING <ul style="list-style-type: none"> • Marketing Mix • Competitive environments • Influences on consumer decisions/spending • SWOT analysis • Interpretation • Excursion to IKEA • Business Report |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| ECONOMICS <ul style="list-style-type: none"> • Circular Flow of Income • Economic indicators eg. Inflation, unemployment • The Trade (Business) Cycle • Government Intervention • Fiscal Policy • Monetary Policy • Exam | ENTERING INTO BUSINESS <ul style="list-style-type: none"> • Ways of entering into business • Franchises • Funding options • Evaluating using criteria • Feasibility Report |
| HOMework/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Review of notes each evening • Completion of research and written homework tasks • Study for written exams • Work on assignments | <ul style="list-style-type: none"> • Examination – Combination response • Assignment - Investigation Business Report • Assignment – Feasibility Report |

Successful engagement across this subject prepares students for Senior Subjects:

- Business (General)

BUSINESS CONNECTIONS (BUC)

SUBJECT INFORMATION

Business meets tourism in this subject, whereby students will be provided with opportunities to develop practical business and tourism knowledge, understanding and practical skills for a range of business and tourism contexts.

Students will require a suitable device for a number of applications within the subject including:

- The internet for online research, survey development and to access class materials on QLearn
- Microsoft Word for the creation and presentation of business reports and completion of worksheets
- Microsoft PowerPoint for in-class activities and presentations
- OneDrive for draft work
- Canva for video presentations

COURSE OVERVIEW

| SEMESTER 1 | |
|---|--|
| TERM 1 | TERM 2 |
| BUSINESS SUCCESS & FAILURE <ul style="list-style-type: none"> • Business life cycle • Features of business success and failure • Responding to internal and external influences • Managing change effectively • Case studies • Examination – Short Response | TOURISM & EVENTS <ul style="list-style-type: none"> • What is Tourism • Inbound and outbound Tourism • 2032 Olympic Games in Brisbane • Visitor experiences • Impacts of tourism on the local area • Gold Coast Commonwealth Games • After-effects of large events • Assignment - Project |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| SOCIAL MEDIA & MARKETING <ul style="list-style-type: none"> • Customer relations • Social media public relations (disasters and complaints) • Legal issues and ethical dilemmas • Intellectual property and liabilities • Marketing strategies and techniques • Social media marketing plans • Assignment - Investigation | INTERNATIONAL BUSINESS <ul style="list-style-type: none"> • Itineraries • Language and cultural Differences • Currency, time zones, climates, etc • Meeting deadlines • Scheduling • Assignment - Project |
| HOMework/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Completion of small tasks e.g. Worksheets/Case Studies • Work on assessment | <ul style="list-style-type: none"> • Examination – Short Response • Assignment – Project • Assignment – Investigation |

Successful engagement across this subject prepares students for Senior Subjects:

- Business Studies
- Tourism
- Certificate III in Business

DIGITAL ENTERPRISE (DIG)

SUBJECT INFORMATION

Year 10 Digital Enterprise allows students to learn about digital design for a variety of different contexts with a client focus. This course of study focuses on providing students with a comprehensive understanding of various aspects of digital design and development, including graphic design, website design, logo design, layouts, animations, and mobile apps. The course aims to equip students with the necessary skills and knowledge to create visually appealing and user-friendly digital products. Throughout the course, students may work on individual and group projects to apply their skills and knowledge in practical scenarios. They may create digital assets, design websites, develop logos, produce animations, and build mobile apps. The course may also emphasize industry best practices, design trends, and real-world case studies to provide students with a well-rounded understanding of digital design in the context of enterprise-level projects.

COURSE OVERVIEW

| SEMESTER 1 | |
|---|---|
| TERM 1 | TERM 2 |
| <ul style="list-style-type: none"> Graphic Design Introduction to file and project management | <ul style="list-style-type: none"> Website Design Client focus |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| <ul style="list-style-type: none"> Interactive Media File, project management Client focus | <ul style="list-style-type: none"> Integrated project Promotional products for a client, including analysis of needs |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> A laptop is mandatory for all students in this subject, with the capacity for Adobe software to function A minimum of 2 hours per week home study will be required, including assessments and homework | <ul style="list-style-type: none"> Project and file management Creation of assets eg logos, websites, animations, image manipulation, interactive displays Promotional materials Folio of items |
| This course of study would complement subjects like Business, Tourism, Fitness. | |

Successful engagement across this subject prepares students for Senior Subjects:

- Information and Communication Technologies (Applied subject)
- Certificate III in Screen and Media (VET subject)

COMPUTER SCIENCE (CPS)

SUBJECT INFORMATION

Year 10 Computer Science provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions within an ethical framework, considering Safety by Design principles. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

COURSE OVERVIEW

| SEMESTER 1 | |
|--|---|
| TERM 1 | TERM 2 |
| <ul style="list-style-type: none">User Design and Programming – learn and refine object-oriented programming skills; design a digital solution to suit an identified need or solve a problem | <ul style="list-style-type: none">User Design and Programming – plan and manage a group project in response to a problem, including a media plan, campaign and associated content |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| <ul style="list-style-type: none">Data – use tools to organise data and make sense of complex data to identify patterns and trends; data driven innovation | <ul style="list-style-type: none">Digital Systems – networks, protocols, role of software and hardware, security of data through access controls, virus checking and encryption |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none">A laptop is mandatory for all students in this subjectA minimum of 2 hours per week home study will be required, including assessments and homework | <ul style="list-style-type: none">Multimodal presentations (3 – 5 mins)PrototypingDesign and code a solution to a problemExams - written |

Successful engagement across this subject prepares students for Senior Subjects:

- Digital Solutions (General subject)

INTRODUCTION TO PHYSICAL EDUCATION (HPE)

(PREREQUISITE - LEVEL OF ACHIEVEMENT OF B OR HIGHER IN SEMESTER 1, 2024 IN HEALTH & PHYSICAL EDUCATION IF STUDIED)

SUBJECT INFORMATION

Year 10 Introduction to Physical Education is a subject designed to provide students a taste test of the Senior Physical Education (PED) subject in years 11 and 12. Students will begin learning the basic content required in senior covering topics such as exercise physiology, movement sequences and strategies, anatomy and biomechanics. Students will learn through practical application of the theory in a variety of sports. Assessment techniques will mirror Senior PED assessment. Any students interested in studying Physical Education in senior should consider this subject.

COURSE OVERVIEW

| SEMESTER 1 | |
|--|--|
| TERM 1 | TERM 2 |
| MOTOR LEARNING BASICS <ul style="list-style-type: none"> • Motor Patterns • Types of Practice • Movement Sequences vs Movement Strategies. • Practical Topics – Touch Football/Ultimate Frisbee/End Ball • Assessment Multimodal – Evaluate personal performance in sport (5-7 min) | SOCIOLOGY OF SPORT <ul style="list-style-type: none"> • Equity in Sport • Sports Psychology • Practical Topics – Volleyball • Assessment Report – 1000wds • No Practical mark |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| EXERCISE PHYSIOLOGY <ul style="list-style-type: none"> • Components of Fitness • Energy Systems • Training Principles • Practical Topics – Running Fitness (3km) • Assessment Exam – evaluate training program | FUNCTIONAL ANATOMY <ul style="list-style-type: none"> • Bones and Muscles • Biomechanics principles • Practical Topics – Tee Ball/Tennis • Assessment Multimodal – Evaluate biomechanical performance in sport (5-7 min) |
| HOMework/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Performance video analysis • Study for written exam • Log book entry – digital and paper | <ul style="list-style-type: none"> • Report – 1000 – 1200 words • Physical performance in two sports (20%) (one per semester) • 2 x Multimodal – 5 to 7-minute pre-recorded PPT presentation. • Exam - 10 Multiple Choice Questions - 3 Short Response – 1 Extended Response |
| SUBJECT SPECIFIC CONSIDERATIONS: Students will be required participate in a variety of physical learning activities. They will be assessed in two sports only for a practical mark. This mark represents only 20% of the final grade. All other assessment is theory based and contributes 80% of final grade. This mirrors senior PED assessment. | |

INTRODUCTION TO RECREATION (IRS)

SUBJECT INFORMATION

Year 10 Introduction to Recreation is a subject designed to provide students a taste test of the Senior Recreation (REC) subject in years 11 and 12. This subject has a high physical participation component (75%) linking to interesting sport related theory concepts (25%). Students will begin learning the basic content required in senior covering topics such as team sports, navigation, swimming, sports injuries and the Recreation Industry. Any students interested in studying Recreation in senior should consider this subject. Senior Recreation is an applied subject that can be counted towards an ATAR and is worth 4 QCE points.

COURSE OVERVIEW

| SEMESTER 1 | |
|--|---|
| TERM 1 | TERM 2 |
| PERFORMANCE IMPROVEMENT <ul style="list-style-type: none"> • Self-analysis of physical abilities – strengths and weaknesses. • Strength Training – gym, TRX, body weight • Cardio Training – swimming, walking/running | NAVIGATION <ul style="list-style-type: none"> • Basic map reading • Compass Navigation • GPS Navigation • Navigation Excursion – venue TBC |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| INVASION GAMES <ul style="list-style-type: none"> • Basic attacking and defending strategies • Understanding rules and officiating • Round Robin Competitions - Netball, Tchoukball, Ultimate, Capture the Flag • Basic sports injuries and treatments | SWIMMING IN SOCIETY <ul style="list-style-type: none"> • The importance of swimming in Australia - skill development targeting pool games. • Round Robin Pool Competitions – volleyball, water polo, team relay challenges |
| HOMework/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Personal reflection log book • Study for written exam • Additional exercise sessions • Complete assessment, if not completed in class | <ul style="list-style-type: none"> • Log book completion • Navigation course completion • Sports injuries exam • Written physical performance evaluations (500 words) |
| SUBJECT SPECIFIC CONSIDERATIONS: <p>This subject is based on high participation. Fees will be required for activities such as swimming – 2 units x \$20.00 ea and the Navigation excursion \$15.00.</p> <p>The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.</p> <p>Students must swim if they select this subject. Students are not assessed on how well they swim but how they can improve their ability.</p> | |

SPORTS FITNESS AND PERFORMANCE (SFP)

(PREREQUISITE - LEVEL OF ACHIEVEMENT OF B OR HIGHER IN SEMESTER 1, 2024 IN HEALTH & PHYSICAL EDUCATION IF STUDIED)

SUBJECT INFORMATION

Any students wishing to understand more about improving physical sporting performance should consider this subject. Students will extend their knowledge and skills to establish a repertoire of strategies and techniques to develop movement skills and enhance their capacity to participate and perform. This subject is designed to improve individual athlete performance both on and off the field. It is strongly recommended that Signature Sport students select this subject. All course units will comprise both theory and practical components. For practical components, students will be required to participate in and perform a range of skills and movement activities.

This course is also a valuable pathway for students wishing to undertake a SIS20321 Certificate II in Sports Coaching or SIS30315 Certificate III in Fitness in Year 11 and Year 12. The unit content will give a good insight into the knowledge required to work as a Personal Trainer, Coach, HPE Teacher, Sport Scientist or in many other health science fields.

COURSE OVERVIEW

| SEMESTER 1 | |
|---|---|
| TERM 1 | TERM 2 |
| HEALTH & FITNESS PROFILE Students develop an individual profile and assess baseline in health <ul style="list-style-type: none"> • Includes Fitness testing • Data analysis • Personal goal setting | NUTRITION FOR YOUR SPORT <ul style="list-style-type: none"> • Fuelling the body • Nutrition demands of your sport • Diet analysis • Goals for specific nutritional needs |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| PHYSICAL TRAINING <ul style="list-style-type: none"> • Training principles and energy systems analysis • Basic Gym equipment safety • Enhancing participation and performance • Phases of young athlete training • Resistance training for individual needs | TRAINING FOR MY SPORT <ul style="list-style-type: none"> • Using technology to enhance performance – video and statistics • Training Plan Development for achieving performance goals • Sports Psychology for leadership and motivation • Sport in society |
| HOMework/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Log book entry (hard copy and digital) • Study for written exam • Video game analysis • Physical training session completion | <ul style="list-style-type: none"> • Health Profile completion • Training Principles exam • Physical performance checklists • Training Plan completion |
| WORK PLACE HEALTH AND SAFETY REQUIREMENTS: Students will be required to complete a gym induction at beginning of the course. | |
| SUBJECT SPECIFIC CONSIDERATIONS: The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year. | |
| Students will be expected to participate in the physical training sessions. Additional costs will include gym access - \$50 and University of Queensland excursion - \$50. Access to a laptop is essential as individual data will be recorded and analysed on line. | |

HISTORICAL STUDIES (HIS)

SUBJECT INFORMATION

Historical Studies in Year 10 will be focused on up-skilling students with an eye towards studying Ancient and/or Modern History in Year 11 and 12. The focus is very much on hands practical skills being developed to help students understand why the “stuff which happened” happened; how it was reported and what impact it has now and the future. Students will be encouraged to develop their ideas and opinions by analysing and evaluating sources of evidence and presenting their findings in a variety of ways. The emphasis is on student centred learning with teachers playing the role of guide and facilitator.

Students who are considering careers in Journalism, the Law, Politics, Economics, Social Sciences, Sociology, Psychology as well as History and Archaeology should consider selecting Historical Studies for Year 10.

COURSE OVERVIEW

| SEMESTER 1 | |
|--|--|
| TERM 1 | TERM 2 |
| <p>DIGGING UP BRISBANE</p> <ul style="list-style-type: none"> What are Brisbane’s hidden mysteries? <p>Investigating Brisbane’s historical past.</p> <p>Themes covered:</p> <ul style="list-style-type: none"> Archaeology Migration Conflict Development. | <p>DESPOTS, DICTATORS AND DEMOCRACIES</p> <p>Who were the most powerful leaders and why?</p> <ul style="list-style-type: none"> Determine factors that influence the rise and fall of powerful leaders and their influence on society. <p>Themes covered:</p> <ul style="list-style-type: none"> Power Politics Revolution Development of Rights |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| <p>THE ART OF WAR</p> <p>How has warfare changed throughout time?</p> <p>Themes covered:</p> <ul style="list-style-type: none"> Tactics and goals Famous conflicts Weapon development Impact of war | <p>HOLLYWOOD AND HISTORY</p> <p>Is it fact or fiction the representation of historical figures in movies and the media?</p> <p>Themes covered:</p> <ul style="list-style-type: none"> Perceptions Entertainment v reality Telling a story Who owns the past |
| HOMework/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> Study for written exams Research for research essay and report Complete assessment, if not completed in class | <p>Short Response exam</p> <p>Multimodal Presentation</p> <p>Source Analysis Folio</p> <p>Story Maps</p> |

Successful engagement across this subject prepares students for Senior Subjects:
Ancient and/or Modern History

Students will require a suitable device for a number of applications in this subject including: using subject specific Apps, researching, writing and submitting assessment, accessing Qlearn and to engage with 21st Century Learning.

GLOBAL STUDIES (GLS)

SUBJECT INFORMATION

Year 10 Global Studies allows students to explore how the interaction between humans and the environment have created opportunities and challenges locally, nationally and on a global scale. They will develop essential inquiry skills and undertake relevant field work where appropriate to inform propose strategies that promote sustainable futures.

COURSE OVERVIEW

| SEMESTER 1 | |
|--|--|
| TERM 1 | TERM 2 |
| <p>FEEDING THE WORLD Is there enough for everyone? If so, why does famine exist?</p> <ul style="list-style-type: none"> Investigate the challenges and constraints on expanding food production in the future. Evaluate strategies to increase food production and the impact on people and the environment. | <p>THE GEOGRAPHY OF DISEASE Why can certain diseases can be in one place, but not another? How did “geography” influence the pandemic?</p> <ul style="list-style-type: none"> Determine geographic factors that influence the health of people and the movement of disease. Manipulate data to represent spatial patterns and explain responses to health hazards or disasters. |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| <p>DESTINATION CONSERVATION Adventure awaits, but are we loving our planet to death? How can we be responsible travellers?</p> <ul style="list-style-type: none"> Consider the growing demand for responsible travel and its effects on the environment. Undertake field work to develop a plan to promote ecofriendly tourism. | <p>BEHIND THE BRAND Is the ‘swoosh’ worth its price tag? What’s the true cost of that bargain?</p> <ul style="list-style-type: none"> Understand the impact of consumer choice and action on the planet. Investigate the role of governments, businesses and individuals in promoting fair trade. |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> Study for written exams Research for research essay and report Complete assessment, if not completed in class | Short Response exam Field Report Data Response |

Successful engagement across this subject prepares students for Senior Subjects:
 Geography, Earth Science, Business, Tourism

Students will require a suitable device for a number of applications in this subject including: using subject specific Apps, researching, writing and submitting assessment, accessing Qlearn and to engage with 21st Century learning.

JUSTICE STUDIES (JUS)

SUBJECT INFORMATION

In Year 10 Justice Studies, students explore the Australian Legal System, learning fundamental skills and then move on to criminal and civil law. They learn to apply legal principles to scenarios, analyse alternative outcomes, and justify their decisions. This course equips students with the knowledge and skills to navigate and critically engage with the Australian legal framework.

COURSE OVERVIEW

| SEMESTER 1 | |
|--|---|
| TERM 1 | TERM 2 |
| LAW AND ORDER 101 <ul style="list-style-type: none"> • Foundational unit • Understanding the key features of Australia’s legal system • Fundamentals of legal research | CRIME AND CONSEQUENCES <ul style="list-style-type: none"> • International Crime • Federal Crime • State Crime • Reasons for punishment <ul style="list-style-type: none"> ▪ Police powers and responsibilities |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| YOUTH IN FOCUS: JUVENILE JUSTICE <ul style="list-style-type: none"> • Australia’s juvenile justice system • Legislation, court processes, and sentencing principles • Rehabilitation, diversion, and restorative justice | TECHNOLOGY AND THE LAW <ul style="list-style-type: none"> • Cyberbullying and other technology dependant crimes • Copyright, Trademark and Patents • Artificial Intelligence and the Law |
| HOMework/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Study for written exams • Research for research essay and report • Complete assessment, if not completed in class | <ul style="list-style-type: none"> • Exam – Short Response • Exam – Long answer response to stimulus • Report • Research essay |

Successful engagement across this subject prepares students for Senior Subjects: Legal Studies, Certificate IV in Justice Studies

Students will require a suitable device for a number of applications in this subject including: using subject specific Apps, researching, writing and submitting assessment, accessing Qlearn and to engage with 21st Century learning.

CHINESE

(PREREQUISITE - LEVEL OF ACHIEVEMENT OF C OR HIGHER IN PREVIOUS LANGUAGE STUDY)

SUBJECT INFORMATION

Students of a second language typically demonstrate higher levels of literacy, improved problem-solving skills and a greater appreciation of diversity than their peers. Our approach to language teaching is highly communicative with an emphasis on authentic materials and realistic contexts.

We have endeavoured to design learning tasks that are engaging and challenging for all students and which encourage them to understand and appreciate diversity. Units of work are designed in such a way that language is regularly revisited and enriched. We understand that broad exposure and opportunities to use language in a number of contexts are important.

Chinese cultural content is embedded in all units. Linguistic features will also reveal aspects of culture by highlighting the ways in which meaning is encoded in language, values, social relationships and conventions. We endeavour to expose students to rich, comprehensible language input from which they can recognise patterns and make sense of the language as a system.

COURSE OVERVIEW

| SEMESTER 1 | |
|---|--|
| TERM 1 | TERM 2 |
| MY WORLD Students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world | DIRECTIONS I am lost. Students learn to communicate meaningfully across linguistic and cultural systems, and different contexts using the theme of direction. |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| BEST JOB IN THE WORLD Using the vocabulary of employment opportunities around the world in the 21st Century to develop linguistic skills | FUTURE PLANS Exploring student future plans to develop career and financial goals. |
| HOMEWORK/STUDY REQUIREMENTS <ul style="list-style-type: none">• Completion of assignment tasks• Weekly task to practice skills learnt in class. | ASSESSMENT TECHNIQUES Students are required to complete a variety of assessment tasks in reading, writing, speaking and listening. These tasks include both exams and pre-prepared pieces of work. |

Students will require a suitable device for a number of applications in this subject including: using subject specific Apps, researching, writing and submitting assessment, accessing Qlearn and to engage with 21st Century learning.

CHILDCARE STUDIES (CCS)

SUBJECT INFORMATION

Year 10 Childcare Studies is a foundational course designed to build essential knowledge and skills in providing care for children. Students will focus on developing a basic understanding of play and learning, health and developmental needs of young children, with a view to further studies in education and care.

Students will require a suitable device for a number of applications within the subject including:

- Using the internet to research things such as child safety legislation and stages of child development
- Microsoft word to complete class tasks and assessment
- Other programs for producing a multimodal.

COURSE OVERVIEW

| SEMESTER 1 | |
|---|--|
| TERM 1 | TERM 2 |
| <p>INTRODUCTION TO CHILDCARE Exploring WHS and Child Protection</p> <ul style="list-style-type: none"> • Health and safety of children • Providing care for babies/children including providing basic needs • WHS when working with children • Child protection Act – Legal obligations when working with children eg supervision, mandatory reporting, staff-child ratios etc | <p>WELLBEING THROUGH PLAY AND LEARNING Activities to support child wellbeing through play and learning</p> <ul style="list-style-type: none"> • Types and purpose of play • Theories of play and styles of learning • Aspects of child wellbeing • Designing play activities to enhance wellbeing & learning through play |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| <p>CHILD DEVELOPMENT Understanding child development and designing Play activities to support play and creativity</p> <ul style="list-style-type: none"> • Theories of child development • Aspects of child development through 0-6 years • Linking play activities to child development • Designing play-group projects for multi-ages to enhance development and creativity | <p>INDOOR AND OUTDOOR ENVIRONMENTS FOR PLAY Understanding the different physical environmental setups for indoor and outdoor play.</p> <ul style="list-style-type: none"> • Analysing indoor and outdoor play environments for children • Examining features of play environments and their purpose in providing opportunities for all types of play. • Designing indoor and outdoor play spaces to enhance development and provide multiple opportunities of play and learning. |
| HOMework/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Weekly questions • Reflections • Research | <ul style="list-style-type: none"> • Implement a play-based learning activity • Explore plan and evaluate play-based learning • Written questions • Multimodal tasks |

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all resources required. Invoicing will occur in approximately Week 5 Term 1 of each year.

Successful engagement across this subject prepares students for Senior Subjects:

- Early Childhood Studies
- Opportunities to complete a School Based Traineeship and receive a Certificate III in Early Childhood Education and Care

HOSPITALITY STUDIES (HPS)

SUBJECT INFORMATION

Year 10 Hospitality Studies allows students to gain the basic cooking and hospitality skills to experience and prepare for the hospitality industry. Students will gain an understanding of safety, hygiene and equipment, then put these new skills to use in practical assessment.

Students will require a suitable device for a number of applications within the subject including:

- Completing online OnGuard safety course
- Using the internet to research things such as hygienic and safe working practices
- Microsoft word to complete class tasks and assessment
- Other programs for producing a multimodal.

COURSE OVERVIEW

| SEMESTER 1 | |
|---|--|
| TERM 1 | TERM 2 |
| INTRODUCTION TO HOSPITALITY <ul style="list-style-type: none">• Pathways into the industry• Safety and hygiene in Hospitality | USING HOSPITALITY FOOD PREPARATION EQUIPMENT <ul style="list-style-type: none">• Basic cooking skills• Safe use of equipment |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| PLATTERS, SANDWICHES AND BEVERAGES <ul style="list-style-type: none">• Preparing and serving a range of platters and sandwiches• Preparing and serving a range of beverages | FOOD FROM AROUND THE WORLD <ul style="list-style-type: none">• Exploring cuisines from around the world• Learning about different native ingredients |
| HOMEWORK/STUDY REQUIREMENTS <ul style="list-style-type: none">• OnGuard safety course• Online quizzes• Reviewing recipe cards | ASSESSMENT TECHNIQUES <ul style="list-style-type: none">• Practical assessment• Written tasks• Projects |

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all resources required. Invoicing will occur in approximately Week 5 Term 1 of each year.

Successful engagement across this subject prepares students for Senior Subjects:

- Certificate III in Hospitality

INDUSTRY SKILLS (IDS)

SUBJECT INFORMATION

Industrial Skills is a subject aimed at students considering a career in trades or Industry. The focus is on learning time management, Quality Assurance and Employability Skills in preparation for the world of work. This subject aligns closely with the senior subjects of Building and Construction and the Engineering Pathways certificate II offered by the Technology Faculty at NLSC.

COURSE OVERVIEW

| SEMESTER 1 | |
|---|---|
| <ul style="list-style-type: none"> • Workshop Safety and Induction • Industrial Careers • Calculations • Project planning and engagement • Industrial rapid prototyping-3d Printers, laser cutters, CNC machinery • Project work | |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| <ul style="list-style-type: none"> • Construction tools and materials • Tool skill development • Project work | <ul style="list-style-type: none"> • Engineering Tools and materials • Welding skills • Machining skills • Project work |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Online safety activities to be completed at home • Evidence folios and multimodal Presentations to be completed at home and in class time | <ul style="list-style-type: none"> • Practical Demonstration- Digital portfolio • Projects- Multimodal presentation • Exams |
| <p>WORKPLACE HEALTH AND SAFETY REQUIREMENTS Students are required to purchase steel capped safety shoes. Safety glasses, dust masks and earplugs will be provided and are expected to be worn.</p> <p>SUBJECT SPECIFIC CONSIDERATIONS Students will be required to use and have permission from parents to operate High risk plant and equipment in the workshop.</p> | |

Successful engagement across this subject prepares students for Senior Subjects: Applied subjects- Building and Construction and Certificate 2 Engineering Pathways.

DESIGN ENTERPRISE (DAT)

SUBJECT INFORMATION

Design Enterprise is a Preparatory course for students interested in following the design subjects and considering a career in a design. Students will focus on Client needs, developing a range of solutions to Client problems. They will learn basic concepts such as unity and harmony, visual hierarchy, typography, colour theory, illustration, composition, and ergonomics. Students will develop a strong understanding of the Double Diamond of Design and use the process to develop these solutions and prototype using a variety of materials and practical, real-world technology such as laser cutters and 3D printers. Design Enterprise aligns with the Senior Design subject.

COURSE OVERVIEW

| SEMESTER 1 | |
|--|---|
| TERM 1 | TERM 2 |
| <ul style="list-style-type: none"> • Careers in Design • Sketching skills • Understanding clients and stakeholders • Working in teams • Client Briefs | <ul style="list-style-type: none"> • The double Diamond and the design process • Exploration, ideation, Iteration and synthesis/reflection • Project 1 • More Sketching |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| <ul style="list-style-type: none"> • What is Prototyping? • Prototyping methods and materials • Prototyping skills • Evaluating and improving prototypes | <ul style="list-style-type: none"> • Presentation Modes • Post Prototype Design • Circular design |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Weekly Sketching homework • Video's for pre learning • Assignment work | <ul style="list-style-type: none"> • Projects/Assignments • Practical Demonstrations • Exam |

Successful engagement across this subject prepares students for Senior Subjects: General Subject- Design

PHYSICAL SCIENCE (PCS)

(PREREQUISITE - LEVEL OF ACHIEVEMENT OF A B OR HIGHER IN SEMESTER 1, 2024 IN SCIENCE)

SUBJECT INFORMATION

Students will develop their understanding of atomic theory within the periodic table. They understand that motion and forces are related by applying physical laws. Students will also study mechanics and materials science through real world engineering contexts where students engage in problem-based learning. Students should complete the entire year to be exposed to all assessment types.

COURSE OVERVIEW

| SEMESTER 1 | |
|---|--|
| TERM 1 | TERM 2 |
| <ul style="list-style-type: none"> • Physics • Energy, Forces, Motion | <ul style="list-style-type: none"> • Chemistry • Chemical reactions |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| <ul style="list-style-type: none"> • Physics/Engineering • Material properties • Experimental testing | <ul style="list-style-type: none"> • Chemistry • Periodic table and atomic structure |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • An electronic device such as a laptop is mandatory for all students in this subject. • Students should be prepared for on average, 2 hours of homework per week. | <ul style="list-style-type: none"> • |

Successful completion across this subject prepares students for the Senior Subjects:

Engineering
Physics
Chemistry.

NATURAL SCIENCE (NAS)

(PREREQUISITE - LEVEL OF ACHIEVEMENT OF B OR HIGHER IN SEMESTER 1, 2024 IN SCIENCE)

SUBJECT INFORMATION

Students will learn about the relationships between aspects of the living world that are applied to systems on a local and global scale and this enables them to predict how changes will effect equilibrium within these systems. Students will develop their understanding of the Human Body, including cellular processes, DNA, interactions of body systems and diseases. This subject will provide students with skills to independently design and undertake investigations. Skills taught include dissections, microscope skills and field studies.

Students should complete the entire year to be exposed to all assessment types.

COURSE OVERVIEW

| SEMESTER 1 | |
|--|---|
| TERM 1 | TERM 2 |
| <ul style="list-style-type: none"> • Biology • DNA, Genetics, Natural Selection, microscope skills | <ul style="list-style-type: none"> • Environmental Science • Impacts of Environmental hazards |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| <ul style="list-style-type: none"> • Environmental Science • Greenhouse effect, weather and meteorological hazards | <ul style="list-style-type: none"> • Biology • Human body systems • Plant systems |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • An electronic device such as a laptop is mandatory for all students in this subject. • Students should be prepared for on average, 2 hours of homework per week | <ul style="list-style-type: none"> • Exam • Data test • Experimental Investigations • Research assignment |

Successful completion across this subject prepares students for Senior Subjects:

Biology
Earth and Environmental Science

SCIENCE AROUND US (SCI)

SUBJECT INFORMATION

Students will develop skills and knowledge that will help them through life. Science Around Us is designed to create students that can apply science understandings to the world around them. This subject is designed to be more practical. Students would typically use this subject for careers that need a pass in Year 10 Science (examples are electrician, TAFE courses and military).

COURSE OVERVIEW

| SEMESTER 1 | |
|--|---|
| TERM 1 | TERM 2 |
| <ul style="list-style-type: none">• Home Science• Science of products found in the home• Electricity | <ul style="list-style-type: none">• Sustainability• Pollution, recycling |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| <ul style="list-style-type: none">• Human body• Diseases, body systems | <ul style="list-style-type: none">• World systems• Tides, weather, boating |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none">• Students should be prepared for on average 1 hour of homework per week | <ul style="list-style-type: none">• Folios• Projects• Experiment report• Quizzes |

Successful engagement across this subject prepares students for Senior Subjects:
Aquatic Practices

VET SUBJECTS

SIS10222 – CERTIFICATE I IN SPORT AND RECREATION (VSP)

QCE POINTS - 2



SUBJECT INFORMATION

This qualification allows individuals to develop basic functional knowledge and skills to prepare for work in the sport and recreation industry. It provides a range of real-world practical experiences that help develop the knowledge, processes and skills necessary to work in the industry. Likely employment pathways for someone with this qualification can include working in grounds and maintenance, various retail outlets, cafés, fitness centres, outdoor sporting grounds or complexes and aquatic centres. This course is also a valuable pathway for students wishing to undertake a SIS20419 Certificate II in Outdoor Recreation, SIS20321 Certificate II in Sports Coaching or SIS30315 Certificate III in Fitness in Year 11 and Year 12.

Through the completion of practical and theoretical tasks, students will collect and organise information individually and in teams. They will plan and organise activities, propose and implement solutions to problems and communicate ideas and information. Students will learn to use a range of strategies and skills to assist in conducting sports and recreation activities.

COURSE OVERVIEW

| SEMESTER 1 | |
|--|---|
| TERM 1 | TERM 2 |
| SPORT, FITNESS AND RECREATION (SFR) SAFETY <ul style="list-style-type: none"> • Workplace Health and Safety module • First Aid Certification | ASSISTING IN THE SPORT <ul style="list-style-type: none"> • Level O Officiating certification • Community Coaching qualification • Assist in conducting sports sessions module |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| OUTDOOR RECREATION INDUSTRY <ul style="list-style-type: none"> • Basic Navigation module • Bushwalk preparation module • Equipment maintenance • Assist in conducting outdoor activity sessions | FITNESS INDUSTRY <ul style="list-style-type: none"> • Training methods • Basic Anatomy • Basic Nutrition • Assist in conducting fitness sessions |
| HOMework/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Module workbook completion • Online module completion • Session planning • Complete assessment, if not completed in class | <ul style="list-style-type: none"> • Practical demonstration of physical competencies • Online module completion • Performance checklists • Written session plans and reflections |

SUBJECT SPECIFIC CONSIDERATIONS:

This subject requires students to be physical active and engaged in practical sessions each week. Course work will be 50% theory and 50% practical. Students will need access to a laptop to complete the online components of this course.

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

Additional fees required include; Gym Excursions - \$50, Navigation Excursion - \$15 and Bushwalking Excursion - \$20.

SIT10222 - CERTIFICATE I IN HOSPITALITY (VHH)

QCE POINTS - 2

SUBJECT INFORMATION

SIT10222 Certificate I in Hospitality is an introduction for students interested in pursuing a career pathway in hospitality. It provides students with a basic understanding and skills for entry level jobs in this field.



Students will require a suitable device for a number of applications within the subject including:

- Completing online OnGuard safety course
- Using the internet to research things such as hygienic and safe working practices
- Microsoft word to complete class tasks and assessment

COURSE OVERVIEW

| CORE UNITS | |
|--|--|
| CODE | UNITS OF COMPETENCY |
| BSBTWK201 | Work effectively with others |
| SITXWHS005 | Participate in safe work practices |
| SITXCCS009 | Provide customer information and assistance |
| ELECTIVE UNITS | |
| CODE | UNITS OF COMPETENCY |
| SITHCCC025 | Prepare and present sandwiches |
| SITHCCC026 | Use food preparation equipment |
| SITXFSA005 | Use hygienic practices for food safety |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| Students MUST wear leather shoes as stated in the North Lakes Uniform Policy. Failure to do so will result in restricted access to the kitchen. Students will be expected to participate in work simulated hospitality functions at school. | <ul style="list-style-type: none">• Practical observations• Written questioning• Third party reports• Project folio |

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all resources required. Invoicing will occur in approximately Week 5 Term 1 of each year.

Successful engagement across this subject prepares students for Senior Subjects:

- Certificate III in Hospitality

BSB20120 - CERTIFICATE II IN WORKPLACE SKILLS & FNS20120 - CERTIFICATE II IN FINANCIAL SERVICES (VFJ)

QCE POINTS - 4

This course provides students with a practical, skills-based business subject that helps prepare students to be job-ready. Students who enrol in this course will complete two certificates, including:

- BSB20120 Certificate II in Workplace Skills
- FNS20120 Certificate II in Financial Services



The BSB20120 Certificate II in Workplace Skills supports students who have not yet entered the workforce, and are developing the necessary skills in preparation for work. Students carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

The FNS20120 Certificate II in Financial Services will support students in developing knowledge of the Australian financial system and markets while developing knowledge of debt and consumer credit. Students will become confident in the application of financial management across industries while they gain skills to utilise technology in the workplace, and develop an understanding of how to effectively participate in safe work practices.

The Certificate II in Financial Services is delivered in semester one, and the Certificate II in Workplace Skills in semester two. There are five projects to be completed across the year.

Students will require a suitable device for successful completion of coursework, which requires work to be completed in Microsoft Word, Microsoft Excel, Microsoft PowerPoint and use of the internet to access research and resources.

COURSE OUTLINE AND ASSESSMENT SUMMARY

| CORE UNITS BSB20120 CERTIFICATE II IN WORKPLACE SKILLS | | | |
|--|--|-----------|---|
| CODE | UNITS OF COMPETENCY | CODE | UNITS OF COMPETENCY |
| BSBCMM211 | Apply communication skills | BSBCRT201 | Develop and apply thinking and problem-solving skills |
| BSBOPS201 | Work effectively in business environments | BSBTEC201 | Use business software applications |
| BSBPEF202 | Plan and apply time management | BSBTEC202 | Use digital technologies to communicate in a work environment |
| BSBSUS211 | Participate in sustainable work practices | BSBTEC203 | Research using the internet |
| BSBWHS211 | Contribute to the health and safety of self and others | BSBTEC302 | Design and produce spreadsheets |
| BSBTWK201 | Work effectively with others | | |

| CORE UNITS FNS20120 CERTIFICATE II IN FINANCIAL SERVICES | | | |
|--|---|-----------|---|
| CODE | UNITS OF COMPETENCY | CODE | UNITS OF COMPETENCY |
| BSBWHS201 | Contribute to health and safety of self and others | BSBTEC301 | Design and produce business documents |
| BSBWOR203 | Work effectively with others | FNSFLT204 | Develop knowledge of superannuation |
| BSBWOR204 | Use business technology | FNSINC301 | Work effectively in the financial services industry |
| FNSFLT205 | Develop knowledge of the Australian financial system and markets. | FNSFLT203 | Develop knowledge of debt and consumer credit |
| FNSFLT206 | Develop knowledge of taxation | | |

| PROJECT | NAME | PROJECT | NAME |
|-----------|--------------------|-----------|-------------------|
| PROJECT 1 | Software Solutions | PROJECT 4 | Aus. Government |
| PROJECT 2 | Australian Finance | PROJECT 5 | Health and Safety |
| PROJECT 3 | Sort My Money | | |

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all resources required. Invoicing will occur in approximately Week 5 Term 1 of each year.

CUA20120 - CERTIFICATE II IN DANCE (VDD)

QCE POINTS - 4

SUBJECT INFORMATION



This course targets those students who may be looking to pursue both practical and theoretical knowledge of the body mechanics and its aesthetic application through Dance. This subject will support students on pathways toward Senior Dance curriculum, fitness, nutrition, personal training and careers which utilise collaborative teamwork and clear communication skills.

The program will be delivered through class-based tasks that will simulate a specific industry environment. A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Activities in simulated work environments

COURSE OVERVIEW

| SEMESTER 1 | |
|--|---|
| <ul style="list-style-type: none"> • Follow safe dance practices (<i>Core</i>) • Develop a basic level of physical fitness for dance performance (<i>Core</i>) • Develop basic dance techniques (<i>Core</i>) • Perform basic jazz dance techniques (<i>Elective</i>) • Develop foundational jazz dance techniques (<i>elective</i>) • Incorporate artistic expression into basic dance performances (<i>Core</i>) | |
| SEMESTER 2 | |
| TERM 3 | TERM 4 |
| <ul style="list-style-type: none"> • Perform basic contemporary dance techniques (<i>Elective</i>) • Prepare for live performances (<i>Core</i>) • Work effectively with others (<i>Core</i>) | <ul style="list-style-type: none"> • Develop and apply creative arts industry knowledge (<i>Core</i>) • Introduction to Dance film-making |
| HOMEWORK/STUDY REQUIREMENTS | ASSESSMENT TECHNIQUES |
| <ul style="list-style-type: none"> • Complete tasks at home if not completed within class-time | <ul style="list-style-type: none"> • Response to DVD Stimulus • Observations of practical performances • Role Play/Oral Presentation • Written Responses to Exams and Questions • Folio/Diary/Journal/Workbook • Teacher Questioning / Online Courses |
| <p>WORKPLACE HEALTH AND SAFETY REQUIREMENTS In order to avoid injury and move easily, students are required to tie long hair up, remove jewellery and shoes, and engage in a warmup prior to practical activities.</p> <p>SUBJECT SPECIFIC CONSIDERATIONS Students will be required to dance and use gym weights in this subject.</p> <p>Options are available for Recognition of Prior Learning for students who dance externally or are part of the Signature program in Dance at the college.</p> | |

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all resources required. Invoicing will occur in approximately Week 5 Term 1 of each year.

Successful engagement across this subject prepares students for Senior Subjects: General Dance

ACCESS/TUTORIAL PROGRAM

The Senior School Access/Tutorial program has been designed to provide students with a meaningful program that complements and supports their learnings and helps to prepare them for the rigours of senior curriculum, further study, the workforce and life. Students undertake two lessons per week.

Each year level participates in a specialised program for their specific juncture within the Senior Phase of Learning. There will be a number of opportunities throughout the year where students will attend presentations from external providers/agencies (QTAC, Universities, TAFE, RACQ, etc).

| KEY TOPICS & AREAS OF LEARNING | |
|--------------------------------|---|
| YEAR 10 | <ul style="list-style-type: none">• Cert II Skills for Work & Vocational Pathways (FSK20119)• SET Planning Process & Mentoring• Wellbeing Initiatives• Independent Learner Growth and Awareness of Support Provisions• CPR for Life• Future pathways planning and work readiness• Resume writing and job interviews |

SIGNATURE PROGRAM

ENTRY IS BY APPLICATION ONLY. PLEASE SEE THE COLLEGE WEBSITE FOR APPLICATION PROCESSES

DANCE

As part of North Lakes State College's Signature Program, we offer a highly successful extension dance program from Prep to Year 12 for students who are considering the possibility of a career based around the dance industry.

Entry into this program is through audition only. There are three troupes running within the College: Lil/Mid Kicks (Prep to Year 6), and Kicks (Year 7 to Year 12). These troupes perform at various competitions and events throughout the year ranging from Eisteddfods to the North Lakes State College Arts Showcase evening. The troupes have demonstrated excellence in their practice, winning a multitude of awards since their inception in 2005. Within the troupes the students learn from qualified dance teachers with a program fee to cover costumes and eisteddfod entries. Students require a team uniform, tights and dance shoes at their own expense.

GOALS OF PROGRAM

- To continue the development of North Lakes State College Dance students to provide them with tools necessary to forge a career in Dance.
- To further develop the performance skills of Dance students through a variety of opportunities such as: Eisteddfods, Dance Camp (Year 7 to Year 12), Choreographic Development, Mentoring for younger students and other performance opportunities for various community and schooling events.
- To provide intensive specialised training for dance students and assist them in the understanding of how to improve and develop as a dancer.

ELIGIBILITY CRITERIA

Entry via audition showing:

- Demonstration of outstanding behaviour and understanding of Prep to Year 12 Culture in College life
- Evidence of high level of motivation and commitment to Dance through attendance, participation, personal philosophy and performance
- Commitment to academic studies
- High level of Dance and performance ability

GOLF

North Lakes State College offers the Signature Golf Program as part of the College's commitment to the development of sport. This program is currently available to all students in Year 7 to Year 12 who meet the selection criteria and standards set down by the College's coaching and management staff. Entry into the program is by application only. A small program fee is charged for all accepted students.

GOALS OF PROGRAM

Students will engage in specifically designed training sessions by a qualified Australian PGA Professional aimed at enhancing the student's knowledge, skills and attitudes important for participation at the highest level. The program provides students who have a genuine commitment to their chosen sport with an opportunity to pursue the sport along many pathways that now exist. This includes the option of pursuing the sport as a career. The program follows a holistic approach to student development and exposes the students to all facets of the game with the objective of assisting each student to be the best player they can be. The program is conducted weekly before, during and after school and includes the following sessions:

- **Fitness** (Wednesday Mornings Before School): Students will engage in a range of fitness sessions including, a fitness assessment, core, stability, strength and power development using various different golf specific equipment and training methods.
- **Skill Development** (Monday Before / After School): These sessions allow students to work on technical aspects of their game. Sessions are conducted both at the college and also at Nudgee Golf Club. Students will also have an opportunity to engage in a one on one lesson at least once per term.
- **On Course Play** (Thursdays – Session 4 and after school): Each week students are given the opportunity to hone their skills on the golf course. Students play under the supervision of PGA Professional, Anthony O'Connell. They work on their course management skills and learn the finer details of the rules and etiquette of the game.

BASKETBALL

The Signature Basketball program is available to students in years 5 to 12 who meet the selection criteria and standards set down by the College coaching and management team. A small program fee is charged for all accepted students.

The Signature Basketball Program allows a core group of dedicated members additional practical experiences in the sport of basketball, encouraging students to reach new levels of achievement. The Program is based on the operating principles of high-performance programs. Students engage in specifically tailored curriculum programs aimed at enhancing an athlete's knowledge, skills and attitude, important for successful participation at the elite level.

The program is conducted through before and after school training sessions each week. Students involved in the program will also be required to attend practice games, competitions and state tournaments both during and outside normal school hours.

PROGRAM OBJECTIVES

- To offer basketball as a pathway for students to engage in physical movement and build skills in teamwork, resilience, collaboration and communication.
- To provide a program that supports the physical, mental and emotional growth of each individual student, thus guiding all students to reach their full potential.
- Utilise community connections to enhance real world learning opportunities for students in areas beyond basketball, including, but not limited to strength and conditioning, sports nutrition, exercise physiology, injury prevention and sports psychology.
- To provide an avenue for students to engage in competitive basketball, competing at various high-level events, and enhance their skills and experience in such settings.
- To provide students with a holistic respect for the sport of Basketball and build knowledge and experience around the various facets necessary for game success, including coaching, officiating and team management.
- To develop a strong basketball culture within the College, and wider community, which strengthens student morals and values, and builds a positive ethos around global citizenship.

ELIGIBILITY CRITERIA

- High level of athletic ability as evidenced by fitness results.
- Experience in club and representative basketball is highly regarded.
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability
- Having a strong team focus and recognising the importance of being a team player

RUGBY

The Signature Rugby Program at North Lakes State College is designed to develop the sporting talents of students, and illustrates the College's commitment to excellence. The program is currently available to male and female students in Years 6 to 12, and incorporates U13, U15 and U18 age divisions. To be selected in the Signature Rugby Program students must meet selection criteria, maintain standards set by the College, and attend multiple trials. The program is conducted through before and after school training sessions each week. Students involved in the program will also be required to attend tournaments both during and outside normal school hours. A small program fee is charged for all accepted students.

GOALS OF PROGRAM

- To further create a positive sporting culture within North Lakes State College
- To develop personal fitness and health levels
- Have high standards both on and off the field
- Build self-confidence, and take pride in representing the school at events
- To help students achieve their personal goals in Rugby (i.e. Representative teams)
- Provide opportunities to play against schools/teams from across the state