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Introduction

Dear Parents/Guardians and Students,

The following information clarifies the curriculum offerings for Year 9 and 10 students at Redlynch State College.

All students will study the following Core Subjects:

- English
- Maths
- Science
- Health and Physical Education
- History (Semester 1) and Study of Society and the Environment (Semester 2) and
- Wellbeing (the College’s social and emotional care program)

Students also select three elective subjects from the list below:

- Business and IT
- Dance
- Drama
- Enrichment Science
- French (Year 9 only)
- Japanese
- Graphics
- Home Economics
- Hospitality
- Robotics / Programming
- Multimedia and IT
- Media Studies
- Metalwork
- Music
- Outdoor Recreation
- Visual Art
- Woodwork Metalwork
- Music
- Outdoor Recreation
- Visual Art
- Woodwork
- HPE Excellence

Students who are at Redlynch State College in Year 8 have already studied a LOTE subject and two electives. In Year 9 student no longer need to study either Japanese or French and we allow students to reselect three elective subjects. Students may continue with electives that they have enjoyed or select others that they may be interested in.

Students new to the school in Years 9 and 10 will be able to select electives of their choice.

Many of our elective subjects require the payment of elective subject charges. These funds support the additional materials required to provide extra opportunities for those students undertaking the subject. Elective subject charges will be invoiced early in the term. Student Resource Scheme contributions are required to be paid at the commencement of the school year. On receiving payment students will be issued with an ID card that will entitle them to collect textbooks from the textbook hire room.

The College runs 20 x 70 minutes lessons per week for Year 9 and 10 students.

Time allocations for subjects are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, Maths and Science</td>
<td>3 lessons per week each</td>
</tr>
<tr>
<td>HPE and History/ Study of Society and the Environment</td>
<td>2 lessons per week each</td>
</tr>
<tr>
<td>Three electives</td>
<td>2 lessons per week each</td>
</tr>
<tr>
<td>Wellbeing</td>
<td>1 lesson per week</td>
</tr>
</tbody>
</table>
Redlynch State College is committed to ensuring that all young Queenslanders have a right to and receive a quality education.

Redlynch State College creates a supportive school environment where all people feel respected, safe and committed to learning. A positive learning environment is created by building on quality relationships with students and parents. Our approach to developing responsible behaviour is focused on these relationships and takes place in a caring supportive environment. We believe that self-control is necessary for children’s welfare and happiness and their ability to function effectively in society. Students are encouraged to manage their thinking and own their behaviours and it is expected that they develop self-discipline and take responsibility for their actions.

Our Behavioural Expectations are: Respect, Safety and Commitment to Learning.

These values and beliefs are embedded in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our values and beliefs in all actions. These values and beliefs are the foundation of our Responsible Behaviour Plan for Students.
ENGLISH

COURSE OVERVIEW

The English curriculum in Years 9 and 10 is taken from the Australian Curriculum in English. It is built around the three interrelated strands of **Language, Literature and Literacy**. The English program balances and integrates all three strands. The focus is on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years and teachers will revisit and strengthen these as needed.

Students will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, nonfiction, poetry and dramatic performances.

AREAS OF STUDY

**Year 9 units of study**
- Term 1: Narratives, fairy tales & Australian stories
- Term 2: Speculative fiction
- Term 3: Cultural texts focusing on scripts
- Term 4: Novel study

**Year 10 units of study**
- Term 1: Political cartoons & short novel study
- Term 2: Detailed novel study & poetry
- Term 3: Shakespeare- Romeo & Juliet
- Term 4: News media texts

ASSESSMENT

Students are assessed on both their written and spoken skills in formative and summative assessment items. Students need to achieve satisfactory results in both written assessment and spoken tasks to pass the subject.

A range of texts are produced in students’ assessment including creating a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

REQUIREMENTS

Students are expected to have an exercise book for class work and paper for assignments. Students may be expected to provide display folders, poster paper and/or scrapbooks depending on individual teacher requirements. A home dictionary and thesaurus are highly recommended.

SENIOR PATHWAYS

English and English Communication
MATHEMATICS

COURSE OVERVIEW

The Maths curriculum in Years 9 and 10 is taken from the Australian Curriculum in Maths. It provides students with the skills to be confident, creative users of mathematics. The curriculum focuses on developing mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills.

AREAS OF STUDY

The curriculum is organised around three content strands and four proficiency strands. The content strands are:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The proficiency strands describe the actions in which students can engage when learning and using the content. The proficiencies are:

- Understanding
- Fluency
- Problem solving and
- Reasoning

ASSESSMENT

The course is assessed by exams, investigations, assignments and presentations.

SPECIAL SUBJECT ADVICE

Homework is set regularly and students are expected to do a minimum of 15 to 30 minutes per night after each lesson. Parents can help by offering encouragement, support and a suitable work area. Discussion about their work will help them better understand the topics they are studying. Students must bring a calculator to all maths lessons.

REQUIREMENTS

Scientific calculator, exercise pad, ruler, protractor, compasses and Mathomat.

SENIOR PATHWAYS

Maths A, Maths B, Maths C and Pre-vocational Maths.
SCIENCE

COURSE OVERVIEW

The Science curriculum in Years 9 and 10 is taken from the Australian Curriculum in Science. Science explores ways of answering interesting and important questions about the biological, physical and technological world. The study of science arises from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is revised, refined and extended as new evidence arises.

AREAS OF STUDY

Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Units of study in Year 9 include:
- Energy and the particle model – heat, light and sound
- Atomic Structure and Radioactive Isotopes
- Geology – tectonic plate movement and impact of natural disasters
- Homeostasis (Human anatomy)
- Sustainability of Ecosystems
- Chemical reactions

Units of study in Year 10 include:
- Genetics and Evolution
- Chemical Reactions and Reaction Rates
- Force and Motion – Newton’s Laws
- Senior Science Pathways

SPECIAL SUBJECT ADVICE

Due to safety regulations, students who study science are expected to wear satisfactory footwear. Department of Education regulations do not allow students to be in science rooms unless they are wearing shoes with impervious uppers. Thongs and sandals are unacceptable.

ASSESSMENT

The course is assessed by exams, research tasks, experimental reports, practical tests and presentations. Students will demonstrate evidence of their learning against criteria in:
- Knowledge and Understanding and
- Investigating skills.

REQUIREMENTS

Students should have a lined notebook for classroom work.

SENIOR PATHWAYS

Chemistry, Biology, Physics, Science 21 and Marine and Aquatic Practices
HISTORY

COURSE OVERVIEW

The History curriculum in Years 9 and 10 is taken from the Australian Curriculum in History. Students will study History in semester 1 and Study of Society and the Environment in semester 2.

History aims to ensure that students develop:

• an interest in, and enjoyment of, historical study for lifelong learning and work, helping them to become informed and active citizens
• a knowledge, understanding and appreciation of the past and the forces that shape all societies, including Australian society
• an understanding and use of historical concepts, such as evidence, perspectives and significance
• a capacity to undertake historical inquiry, including skills in analysing, explaining and communicating

AREAS OF STUDY

The History curriculum focus for Year 9 is ‘The making of the modern world’.

Within this students will study:

• Making a better world - The Industrial Revolution (1750-1914)
• Australia and Asia - Making a nation
• World War I

In Year 10 History students will study:

• World War II
• The Civil Rights movement
• Popular Culture

ASSESSMENT

Students are assessed on both their written and spoken skills. A range of assessment will be used to grade students throughout Years 9 and 10, including research assignments, essays and exams.

REQUIREMENTS

Students are expected to have the following equipment: an exercise book, A4 display folder, glue, ruler, pens, coloured pencils, eraser, sharpener and a black fine liner pen.

SENIOR PATHWAYS

Modern History, Ancient History, Geography and Legal Studies
STUDY OF SOCIETY AND THE ENVIRONMENT

COURSE OVERVIEW

The subject Study of Society and the Environment is taught in semester 2.

The principal aims of the Study of Society and the Environment course is to:

- increase students’ general knowledge about their own society and the world
- acquire an awareness of the total health of the planet and its people
- understand the effects of rapid change
- learn to respect and to tolerate the opinions of others
- realise that there are many ways of dealing with problems
- develop and practise the skills of data collection, analysis and reporting
- encourage the valuing of a diversity of values, ideas and beliefs in society

AREAS OF STUDY

The Year 9 SOSE units studied in semester 2 are:

Term 3 - Biodiversity/ Global warming
Term 4 - Tourism

The Year 10 SOSE units studied in semester 2 are:

Term 3 - The Law in today’s society
Term 4 - Geography unit (Countries around the world, capital cities, oceans, time zones etc.)

ASSESSMENT

Students are assessed on both their written and spoken skills. A range of assessment will be used to grade students throughout Years 9 and 10, including research assignments, essays and exams.

REQUIREMENTS

Students are expected to have the following equipment: an exercise book, A4 display folder, glue, ruler, pens, coloured pencils, eraser, sharpener and a black fine liner pen.

SENIOR PATHWAYS

Geography, Legal Studies, Modern History and Ancient History.
HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Students learn to develop knowledge, processes, skills and attitudes necessary to make informed decisions related to promoting the health of individuals and communities. They will develop concepts and skills relating to physical activity and personal development.

The Health and Physical Education program provides students with the opportunity to participate in a wide variety of physical activities. Within this program students will have the opportunity to apply specific strategies and skills taught to improve and evaluate physical performance.

AREAS OF STUDY

In Year 9 Students will study topics such as fitness, sexual health, nutrition, drugs and alcohol.

In year 10 students learn about party drugs, anatomy, sports injuries and stress.

In the practical aspect of the subject students will play sports such as soccer, athletics, European handball, softball, ultimate disc, dance and volleyball.

ASSESSMENT

Students are assessed using assignments, exams, work booklets and participation and practical performances.

REQUIREMENTS

All students are expected to participate in both practical and theoretical components of this course. Non-participation due to injury or illness requires a note or medical certificate. All students are required to ensure that they have the correct equipment for each lesson. This includes stationery, a bucket hat, running shoes and no jewellery.

SENIOR PATHWAYS

ELECTIVES

Students are required to select three elective subjects in Years 9 and 10. These electives will be taken for the whole of the two year course of study.

Available elective subjects are shown below:

- Business and IT
- Dance
- Drama
- Enrichment Science
- French (Year 9 only)
- Graphics
- Home Economics
- Hospitality
- Japanese
- Robotics / Programming
- Multimedia
- Media Studies
- Metalwork
- Music
- Outdoor Recreation
- Visual Art
- Woodwork
- HPE Excellence

Please note that many of our elective subjects require the payment of an elective subject fee. These funds support the additional materials required to provide extra opportunities for those students undertaking that subject. Costs for Electives are shown on the subject selection form. Elective subject charges will be invoiced early in term 1.
BUSINESS AND IT

COURSE OVERVIEW
In this subject students undertake the study of topics such as: business ownership structures, the stock market, marketing, banks and investing, the world of work and being a wise consumer. Students also undertake book-keeping tasks such as profit calculation, payroll preparation, balance sheets and business documents such as cheques and receipts. Students complete intermediate level tasks using Excel (spread sheets), Access (databases), PowerPoint (presentations) and Dreamweaver (web-sites).

AREAS OF STUDY
This course covers four strands of business:

- Business theory
- Book-keeping
- Enterprise activities
- Computing

ASSESSMENT
Students will undertake a variety of assessment tasks that may include:

- Short Answer Tests
- Written Assignments
- PowerPoint Presentations
- Bookkeeping Tasks
- Oral Presentations
- Website Development

REQUIREMENTS
All students will need a USB Stick

SENIOR PATHWAYS
Accounting, Business Communication & Technologies (BCT), Legal Studies, Cert II in ICT and Cert II in Tourism

DANCE

COURSE OVERVIEW
Students will learn about the art of Dance in a physically active class. Dance always begins with warm-up activities and then centres on developing movement awareness skills.

AREAS OF STUDY
The course will cover the following topics:

- Expressive Dance
- Musical Theatre
- Popular Dance
- Cultural Dance
- World Dance
- Contemporary Dance

ASSESSMENT
The assessment in Dance focuses on three main domains of Creating & Presenting, Responding & Interpreting and Reflecting on Creative Processes. Students will undertake the following assessment tasks:

- Written exams / assignments
- Performances
- Group and Individual Rehearsals
- Choreography

REQUIREMENTS
Students are required to participate in all lessons. At times, prior to a Performance being due, students will be required to attend additional rehearsals. These are usually held after school or during school lunch times.

SENIOR PATHWAYS
Dance
DRAMA

COURSE OVERVIEW
Students will learn about the art of Drama in a fun and safe school environment. Drama is mainly a practical subject with students concentrating on developing their team work and communication skills.

AREAS OF STUDY
The course will cover the following topics:
- Storytelling – a look at the history and art of storytelling
- Collage Drama – a look at issues that affect today’s youth
- Improvisation – students will engage in on-the-spot drama
- Clowning – students will learn about the three different types of clowns

ASSESSMENT
Students will undertake the following assessment tasks:
- Creating – written exams / scriptwriting / improvisation
- Presenting – rehearsed scripted texts
- Responding – written exams / written assignments / review orals

REQUIREMENTS
Students are required to participate in all lessons. At times, prior to a Presenting task being due, students will be required to attend additional rehearsals. These are usually held after school or during school lunch times.

SENIOR PATHWAYS Drama

ENRICHMENT SCIENCE

COURSE OVERVIEW
Students choosing this elective should have a keen interest and application in science. This elective will complement the existing Year 8, 9 and 10 science program with a particular focus on scientific method and testing protocols. There will be extensive laboratory investigations and skill development.

AREAS OF STUDY
Areas of study are determined by the classroom teacher in consultation with the students. The areas of studies will reflect the senior pathways (Biology, Chemistry, Physics and Science 21) with a focus on the assessment and practical aspects of these courses. Year 9 and 10 students will compete in the CSIRO CREST awards.

ASSESSMENT
Assessment will be extended assignment work to accompany the practical investigations carried out. It is expected that students in Science Enrichment will participate in external Science Competitions.

REQUIREMENTS
Students need to have passed Science in Year 8 and have demonstrated safe work practices in practical lessons. Students should have a lined notebook for classroom work.

SENIOR PATHWAYS Chemistry, Biology, Physics, Science 21 and Marine and Aquatic Practices
FRENCH

COURSE OVERVIEW (Year 9 only)

Students will study French through an exciting and modern curriculum that covers both formal and everyday use of the language. Students will become proficient in the written language and develop competent conversation skills.

AREAS OF STUDY

Term 1  What’s up?  Daily life, work and leisure
Term 2  Let’s go Somewhere!  Holidays and future plans
Term 3  Let’s eat and be healthy  Food, cuisine, health and sport
Term 4  What’s going on?  French media, life issues and relationships

ASSESSMENT

Each semester students will be exposed to tasks assessing the four key language learning areas of reading, writing, speaking and listening. Assessment tasks remain authentic with the students exposed to real-life scenarios to display their abilities.

REQUIREMENTS

Learning a language requires enthusiasm, diligence and patience. Students wanting to learn French must have a positive attitude and actively participate in classroom activities. Homework and independent study outside of school are essential to becoming a successful language learner.

SENIOR PATHWAYS  French

GRAPHICS

COURSE OVERVIEW

During this course students are taught the essential elements of drafting and graphics. Students are taught how to use traditional drafting tools such as drawing boards and T Squares as well as existing and emerging technologies such as Computer Aiding Drafting programs.

AREAS OF STUDY

The following elements are taught independently of each other and then in the context of a real life situation. ie Design all plans for a small beach hut and make a prototype.

- Isometric views  - Orthographic projections  - Cabinet projections
- Construction basics  - Geometrical constructions

ASSESSMENT

Assessment is made up of drawing portfolios, practical tasks and assignments.

REQUIREMENTS

Students will be expected to complete all assignments in both class time and their own time.

SENIOR PATHWAYS  Graphics and Technology Studies
HOME ECONOMICS

COURSE OVERVIEW
Students will undertake study in the areas of Textiles, Design, Nutrition and Practical cookery

AREAS OF STUDY  The course will cover the following topics:
• Smart choices for family meals – an introduction to cooking for the family.
• Textiles and design – an introduction to textiles and designs.
• Food at home and abroad – investigations into Australian food and international cuisine.
• Designing Textiles – developing design skills and making practical items.

ASSESSMENT
Students will undertake the following assessment tasks:
• Written tests
• Practical tests
• Weekly cooking practicals

REQUIREMENTS
Students will be charged an elective fee for this subject that will cover the cost of all cooking ingredients. Students will require fabric and notions for practical sewing. Safety regulations do not allow students to be in kitchens unless they are wearing shoes with impervious uppers. Thongs and sandals are unacceptable. Work Plans need to be completed prior to the lesson before students will be allowed to cook. Students will be required to have suitable take home containers e.g. a casserole dish with a lid.

SENIOR PATHWAYS  Home Economics and Certificate I, II or III in Hospitality

HOSPITALITY

COURSE OVERVIEW
Students will study catering and hospitality concepts in a school environment

AREAS OF STUDY  The course will cover the following topics:
• Kitchen Basics – a look at basic kitchen techniques including recipe preparations, measuring, knife skills, garnishing, decorating and cleaning
• Starters – foods that start a meal including appetisers, hors d’oeuvres, entrées and the importance of food presentation
• Main meals – poultry, red meat, fish, seafood and vegetarian
• Desserts and Beverages – fruit, hot and cold desserts, coffees, teas & milkshakes
• Catering practices - running a small catering function.

ASSESSMENT  Students will undertake the following assessment tasks:
• Written tests
• Practical tests
• Weekly cooking practicals

REQUIREMENTS  Students will be charged an elective fee for this subject that will cover the cost of all cooking ingredients. Safety regulations do not allow students to be in kitchens unless they are wearing shoes with impervious uppers. Thongs and sandals are unacceptable. Work Plans need to be completed prior to the lesson before students will be allowed to cook. Students will be required to have suitable take home containers e.g. a casserole dish with a lid.

SENIOR PATHWAYS  Home Economics and Certificate I, II or III in Hospitality
JAPANESE

COURSE OVERVIEW
Students will study Japanese through an exciting and modern curriculum encompassing both formal and ‘everyday’ language functions. Students will become proficient in the three forms of Japanese script and develop competent conversation skills.

AREAS OF STUDY
Students learn the language by studying the following:

Year 9 Japanese
- Unit 1: Let’s party
- Unit 2: Moving
- Unit 3: New School
- Unit 4: Seasons
- Unit 5: Let’s go shopping
- Unit 6: Friends and Fashion

Year 10 Japanese
- Unit 1: Let’s go shopping
- Unit 2: Student Exchange
- Unit 3: I’m lost
- Unit 4: Sports Hero
- Unit 5: Part time work
- Unit 6: Media

ASSESSMENT
Each semester students will be exposed to tasks assessing the four key language learning areas of reading, writing, speaking and listening. Assessment tasks remain authentic with the students exposed to real-life scenarios to display their abilities.

REQUIREMENTS
Learning a language requires enthusiasm, diligence and patience. Students wanting to learn Japanese must have a positive attitude and actively participate in classroom activities. Homework and independent study outside of school are essential to becoming a successful language learner.

SENIOR PATHWAYS
- Japanese

ROBOTICS

COURSE OVERVIEW
During this course students are taught the essential elements of programming and some basic elements of engineering. These elements may include:

- Gears
- Artificial intelligence
- Linkages
- Autonomous robots
- Algorithms
- Variables

AREAS OF STUDY
The above elements are taught by using a range of computer programs such as Lego Robotics, Karel the Robot, Game Maker and Alice. Some of the outcomes students will produce are:

- 2D and 3D games
- Mini Robots that replicate artificial intelligence
- Autonomous Robots that replicate the behaviour of current operational commercial robots.

ASSESSMENT
Will be made up of design folios, practical tasks and assignments.

REQUIREMENTS
Students will be encouraged to participate in national and international robotics competitions such as Junior Robo Cup and First Lego League.

SENIOR PATHWAYS
- Information Technology Systems
MULTIMEDIA

COURSE OVERVIEW

This subject provides students with some knowledge, skills, processes and understandings of the Multimedia computer industry. It aims to give students knowledge of some of the social and economic impacts of computers as well as give students a basic repertoire of multimedia skills.

AREAS OF STUDY

Students complete introductory tasks using Flash, Fireworks, Photoshop, InDesign and Dreamweaver. Following on from these basics, students will undertake advanced units in which they prepare multimedia products for a specific audience. Theory topics may include Privacy, Piracy, Workplace Health & Safety and Computer Networks.

ASSESSMENT

Students will undertake a variety of assessment tasks that may include:

- Short Answer Tests
- Written Assignments
- Website Development
- Oral Presentations
- PowerPoint Presentations

REQUIREMENTS

All students will need a USB Stick

SENIOR PATHWAYS

Information Technology Systems and Certificate II in IT

MEDIA STUDIES

COURSE OVERVIEW

Media Studies aims to develop visual and media literacy skills with regard to moving images. Students develop and apply Media Studies knowledge and skills through a range of different units.

AREAS OF STUDY

Topics of study during the two year course may include:

- Advertising
- Documentary films
- Animation
- Lifestyle programs
- Music video clips
- The History of cinema

ASSESSMENT

Assessment in Media Studies occurs in a variety of formats including:

- Tests, written journals and essays
- In-class presentations, discussions and debates
- Designs presented in various formats including synopsis, script and storyboard
- Practical production tasks, typically working in groups.

REQUIREMENTS

Production tasks and formal tests are completed within school time using specialised equipment. Due to the substantial cost of the equipment used, students and parents are required to complete an Acceptable use of Equipment agreement form.

SENIOR PATHWAYS

Film, Television and New Media Studies
METALWORK

COURSE OVERVIEW
This subject offers to students an introduction to the skills and materials used in the metalwork industries. Along with the practical aspects of metal work, students are also taught basic workshop graphics.

AREAS OF STUDY
Students will undertake project design activities that require the investigation of different materials and machines. Some materials, tools and machines that students may come into contact with are listed below.

- Sheet metal
- Solid Steel Bar
- Metal Shears
- Injection moulding
- Aluminium
- CNC lathe.
- Pipe/bar bender
- Low voltage electronics
- Vacuum forming
- Metal Lathe
- Art metal work
- Computer Aided Drafting
- Plastics
- Pan Brake
- Copper
- Hand tools

ASSESSMENT Is made up of practical (projects) and theory (assignment) components.

REQUIREMENTS Students are to at all times required to wear approved shoes and follow safety guidelines.

SENIOR PATHWAYS Technology Studies and Manufacturing

MUSIC

COURSE OVERVIEW
Students study the art of Music Making and Performance in a fun and safe school environment.

AREAS OF STUDY The course covers the following topics:

- Composition Basics – a look at the history and art of music composition. Students will study basic music writing techniques including how to create music using computer programs.
- Performance Basics – students will learn beginner piano/keyboarding skills using simple play by number methods. They will have the opportunity to showcase their newly found skills to a live audience of their peers.
- Listening Basics – students will be introduced to a wide variety of multicultural music from around the world both past and present. They will be taught to identify contemporary, traditional and genre specific musical forms.

ASSESSMENT Students will undertake the following assessment tasks:

- Creating – written exams/composition tasks
- Presenting – rehearsed performance tasks
- Responding – written exams/written assignments / practical aural exams

REQUIREMENTS At times, prior to presenting a task, students will be required to attend additional workshops/rehearsals. These may be after school or during lunchtimes.

SENIOR PATHWAYS Music
OUTDOOR RECREATION

COURSE OVERVIEW
Students will participate in a wide range of outdoor pursuits. Participation in the camp is an essential part of the program. Please be aware that this subject has an elective fee which covers the camp and associated costs.

AREAS OF STUDY  Include:
- Team building
- Environmental Education
- Camp skills
- Orienteering
- Bush Survival Skills
- Fitness

ASSESSMENT
Students will undertake a variety of assessment tasks including:
- Written tests
- Written assignments
- Journal writing
- Practical tasks

REQUIREMENTS  Students are required to ensure that they have the correct equipment for each lesson. This includes stationery, a hat and running shoes for practical lessons. Students need to demonstrate a high level of fitness. Due to the level of risk of some activities, students need to be well behaved and have the ability to follow directions at all times. A student’s behaviour and results in the subject will be considered before they are able to attend Outdoor Recreation camps.

SENIOR PATHWAYS  Certificate II in Outdoor Recreation.

VISUAL ART

COURSE OVERVIEW
Visual art is a fun and creative subject that allows students to show self-expression. In the first semester the subject is teacher directed and aimed at skill acquisition, in the second semester the projects have a greater degree of self-direction.

AREAS OF STUDY
Students will be involved in practical and theoretical projects, both individually and collaboratively, which develop their creativity, imagination and senses to express ideas. Much of this course of study is practical.

ASSESSMENT
Visual Art students also use varied ways of working to demonstrate their knowledge and understanding by:
- Creating – making and doing various practical projects – 2D & 3D
- Presenting – exhibiting works to audiences
- Responding – critically evaluating their own and others’ work
- Reflecting – developing the language of art for everyday use and communication.

REQUIREMENTS  Students must be prepared to develop creatively. Students must be prepared to undertake a Visual Diary of drawings and ideas and they must have the correct equipment – Visual Diary, A3 display folder and suitable art pencils.

SENIOR PATHWAYS  Visual Art and Visual Art Studies
WOODWORK

COURSE OVERVIEW
During this course students are taught how to safely and correctly use hand tools, fixed machines and portable electrical tools to make useful projects that they take home.

AREAS OF STUDY
Students are required to help solve a set of challenges or problems by designing and making a solution. The prominent materials used are timber, wood products and plastics. Along with the practical aspects of manual arts, students are also taught basic workshop graphics ranging in skills from sketching to Computer Aided Drafting.

ASSESSMENT is made up of practical (projects) and theory (assignment) components.

REQUIREMENTS Students are required to wear correct footwear and follow safety guidelines.

SENIOR PATHWAYS Technology Studies, Graphics, Manufacturing and Cert I in Furnishing

HPE EXCELLENCE

COURSE OVERVIEW
The HPE Excellence subject offers students opportunities to further develop both their theoretical and practical skills in Health and Physical Education.

AREAS OF STUDY
Students will study a range of theory topics including exercise physiology, sports psychology, biomechanics, sociology and health.

In the practical aspect of the course students will be engaged in a wide range of physical activities including hockey, touch football, volleyball, badminton, netball and futsal.

ASSESSMENT
Students will undertake a variety of the following assessment tasks:

- Practical Assessment
- Written Assignments
- Exams
- Reports

REQUIREMENTS Students need to have a strong interest in Health and Physical Education. Students should be achieving an A or B in HPE. Students will be required to participate in both the theory and practical aspects of the subject to the best of their ability. Students need to make sure they have the correct equipment for each lesson. This includes stationery, a hat and running shoes.

SENIOR PATHWAYS Physical Education, Health Education or Certificate III in Fitness.
Choosing what to study in Years 8, 9 & 10

Some of the most important decisions you make at school are choosing units of study or subjects to take in Years 8, 9 and 10, and later, the selection of a course of study for Years 11 and 12.

These are important decisions since they may directly affect your success at school and how you feel about school. They may also affect your career plans when you leave school.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects or units:
- you enjoy
- in which you have already had some success
- which will help you achieve your chosen career goals, or at least keep your career options open
- which will develop skills, knowledge and attitudes useful throughout your life.

If you follow the guidelines below and ask for help when you need it, you should come up with a course of study that is appropriate for you and that you enjoy.

GUIDELINES

Keep your options open
At the moment you may not know exactly what you want to do when you finish school. This is normal because at this stage in your life it is important to explore many options.

It is wise to keep your options open. This means choosing a selection of units or subjects that makes it possible for you to continue exploring your career options before making more definite decisions in the future.

Most schools require that your course include study in the following areas:
- English
- Mathematics
- Science
- Social science
- Health and physical education.

These study areas provide excellent foundation skills for your future career and for your personal life.

In addition, you will be able to choose from a range of electives that are designed to develop your interests and practical skills.

Think about career options
It is helpful to have some ideas about possible career choices, even though these ideas may change as you learn more about yourself and the world of work.

Your school may have a program to help you with career exploration. If not, talk to your guidance officer or career adviser and check the following sources of information on careers:
- Myfuture (www.myfuture.edu.au) – this website is Australia’s national career information service
- Job Guide – this book is available in all schools
- the Department of Employment and Training website at www.trainandemploy.qld.gov.au
- other career information such as brochures from industry groups which show the various pathways to jobs in these industries
- employers and people who are already doing the work in which you are interested.

After checking through this information, it is likely that you will come up with a list of prerequisite subjects needed for courses and occupations that interest you. If you are still unsure, check with your guidance officer or career adviser.

Find out about the subjects or units of study offered by your school
It is important to find out as much as possible about the subjects or units of study offered at your school. The following ideas will help:
• read the subject or unit descriptions in booklets provided by your school
• ask heads of departments and teachers of particular subjects or units
• look at books and materials used by students in the subjects or units
• listen carefully at class talks and course selection nights
• talk to students who are already studying the subjects or units.

When investigating a subject or unit to see if it is suitable for you, find out about the content (i.e., what topics are covered) and how it is taught and assessed. For example:

• does the subject or unit mainly involve learning from a textbook?
• are there any field trips, practical work, or experiments?
• how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

Your choice of subjects or units may affect your choice of a study program in Years 11 and 12. For example:

• it will be difficult in the future to take Mathematics B and C without a strong background in Years 8, 9 and 10 Mathematics
• Chemistry and Physics will be more manageable if good results are obtained in Years 8, 9 and 10 Mathematics and Science
• Music and languages in the Senior years almost always require previous study in Years 8, 9 and 10
• successful achievement in pre-requisite units or subjects in Year 10 may be required to enrol in particular Year 11 and 12 subjects
• subjects such as Graphics and Accounting are usually taken for the first time in Year 11, although it is useful (but not essential) to have taken related studies in Years 8, 9 and 10.

Make a decision about a combination of subjects or units that suits you
You are an individual, and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a study area because:

• someone told you that you will like or dislike it
• your friends are or are not taking it
• you like or dislike the teacher
• “all the boys or girls take that subject or unit” (all subjects or units have equal value for males and females).

Be honest about your abilities and realistic with your occupational ideas. There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort.

Also, if your career ideas require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help
If you need more help, then ask for it. Talk to your parents, teachers, guidance officer or career adviser, and principal.

Make use of the school course selection program. Look at the resources suggested in this handout. You’ll feel much more confident about your selection of a study program.