

Peregian Beach College



Year 10
Course Guide
2023

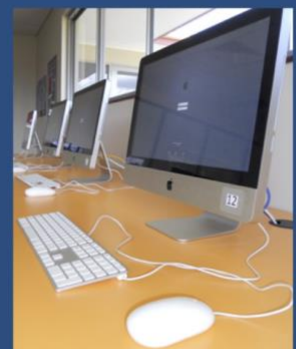


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Mission

"To enable each of our students to realise their full academic, social, cultural, sporting and community potential, and to assist them in becoming valued members of their communities."

Values

The following principles and values guide all we do at Peregian Beach College:

Reflective Practices

We encourage students, staff and families to reflect on the contemporary world in the light of social justice as the basis for individual and community growth.

Inclusivity

We are a friendly and inclusive College. We value each individual member and welcome all families.

Service of Others

We foster service of others by way of educational experiences that are based on justice and compassion.

Excellence

We encourage our students to be persons of integrity, who realise their potential, and strive for excellence.

Year 10 Subject Guide

This booklet has been compiled to assist students in understanding the requirements and possibilities for their education in Year 10 and to make informed decisions about their choice of subjects.

Students in Year 10 will need to choose subjects to study in Semester 1 and also choose subjects to study in Semester 2.

Semester 1

Students in Year 10, Semester 1, have a core and elective program. All Year 10 students in Semester 1 study:

- English (4 lessons a week)
- Mathematics (4 lessons a week)
- Science (General Science or Biology or, Physics) (4 lessons a week)
- Health and Physical Education (3lessons a week)
- Certificate II (2 lesson a week)

Students in Year 10 also choose **three** of the following **elective subjects** and study each one for 3 lessons a week:

- Visual Art
- Business Studies
- Digital Technology
- Art History
- Geography
- Music

Semester 2

Students in Year 10, Semester 2, have a core and elective program. Semester 2 will begin to replicate Year 11 studies.

- **Assessment:** All subjects will contain 2 summative assessment items.:
 - Term 3: Assignment
 - Term 4: Examination

All **Year 10** students in Semester 2 study:

- General English/Essential English (4 lessons a week)
- General Mathematics/Maths Methods (4 lessons a week)
- Science (General Science or Chemistry or, Psychology) (4 lessons a week)
- Certificate II (2 lessons a week)

Students in Year 10 also choose **four** of the following **elective subjects** and study each one for 3 lessons a week:

- Visual Art
- Legal Studies
- ICT
- Food and Nutrition
- Modern History
- Geography
- Music
- Physical Education

Making Choices

In making choices for your elective curriculum, it is important to consider subjects which:

- you enjoy
- reflect your ability and or aptitude
- reflect your interests
- provide appropriate challenge and engagement
- provide insight to possible education pathways in Year 11 and 12
- develop skills, knowledge and attitudes useful throughout life

It is also important to keep in mind that the subjects you choose will not limit or affect your future studies or career

Career Planning

In Year 10, students need to consider their career aspirations and possibilities. They should explore pathways to achieve their goals and formulate their Senior Education and Training Plan (SETP). Students and parents formulate and develop their plan, which can be reviewed and revised during Senior Schooling within parameters of the QCE and other constraints. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Our school will help students develop their individual plan through SET plan meetings in Term 2.

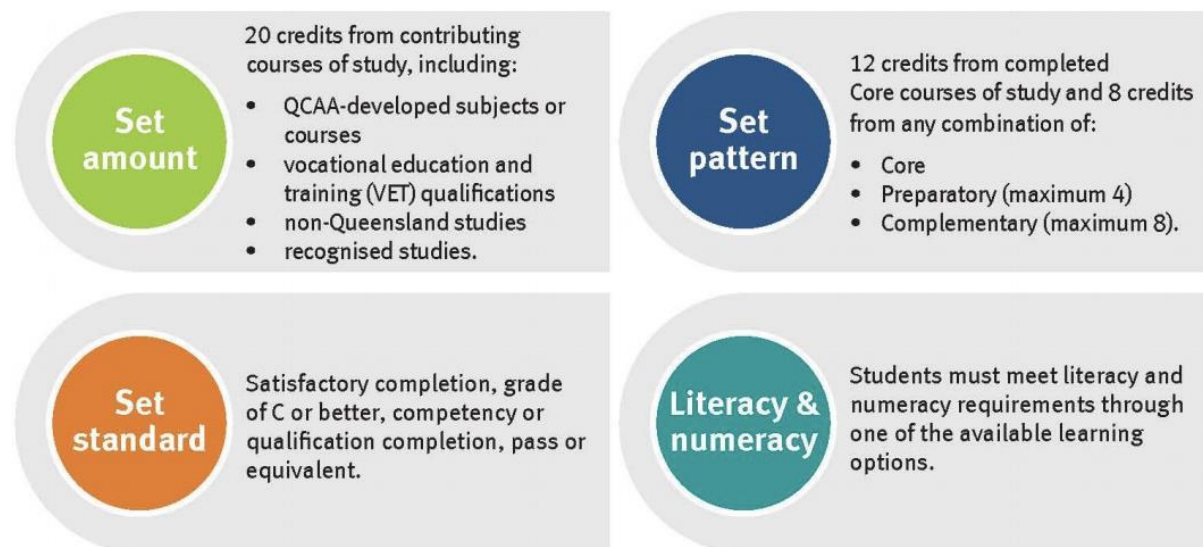
Student Education and Training Pathways

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. Students may be eligible for a QCE at the end of their senior schooling. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals.

QCE Requirements

To receive a QCE, students must achieve the **set amount of learning, at the set standard, in a set pattern**, while **meeting literacy and numeracy requirements and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.**



Australian Tertiary Admission Rank (ATAR) eligibility (Year 12 only)

This education pathway is suited to **students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies.**

The ATAR is used nationally and indicates a student's position relative to other ATAR-eligible students. Queensland ATARs are based on a student's:

- best five General subject results, or
- best results in four General subjects, plus one Applied subject, or
- best results in four General subjects, plus one VET qualification at Certificate III or above.

To be eligible for an ATAR, students must successfully complete an English subject.

Life Skills

Peregian Beach College has a highly valued Life Skills program that addresses the social and emotional well-being of our students. The Life Skills program is integrated into the curriculum from Prep to Year 12. Our College principles and values guide all that we do at school, both in the classroom and beyond. The College values are: **R**eflective Practices, **I**nclusivity, **S**ervice of Others and **E**xcellence.

The College has also implemented the You Can Do It! (YCDI!) Program, which focuses on building the social, emotional and motivational capacity of young people. The YCDI! Program is based on five foundations: Confidence, Persistence, Organisation, Getting Along and Resilience and within these foundations are supporting 12 Positive Habits of Mind. Students have one identified lesson of Life Skills each week although the college values and YCDI! Program are integrated in all learning. A major focus of the program is to teach young people to think more positively and confidently and take more responsibility for their learning.

The Life Skills program in the Primary school is directed by the classroom teacher and in the Secondary school, students have a Life Skills teacher according to their Year group.

In the Secondary school, students have Homeroom every morning for roll and announcements and a Life Skills lesson once a week, although the college values and YCDI! ethos are embedded in all learning. The Homeroom teacher is responsible for the general care and well-being of the students in their group and is the first point of contact regarding student-related issues (academic, behaviour, social, family matters, uniform standards, etc.).



SUBJECTS OFFERED IN SEMESTER 1 AND SEMESTER 2

English

The Year 10 English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs at PBC balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples and Australian identity, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

(Source: QCAA)



Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

English is a requirement for ATAR and QCE pathways, as well as a wide number of university courses.

Mathematics

The proficiency strands of 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. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their

graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments

- fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- problem-solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.



Certificate II

CHC22015 Certificate II in Community Services

CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
CHCCDE003	Work within a community development framework
FSKDIG03	Use digital technology for routine workplace tasks
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
BSBWOR201	Manage personal stress in the workplace

Please Note: By completing the Certificate II in Year 10, students will be utilising their VETiS funding. This means:

- No cost to parents or students for the above Certificate course.
- However, if students wish to complete another Certificate II or III at a later date, than a course cost will incur and need to be covered by the student.



General S.T.E.M Science

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems

on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Students develop questions and hypotheses and independently design and improve appropriate methods to conduct basic S.T.E.M investigations, including field work and laboratory experiments to explain and analyse:

- how chemical reactions are used to produce particular products and how different factors influence the rate of reactions
- relationships between force, mass and acceleration to predict changes in the motion of objects
- interactions and cycles within and between Earth's spheres
- the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth
- the processes that underpin heredity and evolution

Within student investigations and experiments, students will:

- explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data.
- analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty.
- evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.
- construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.



Geography

By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.

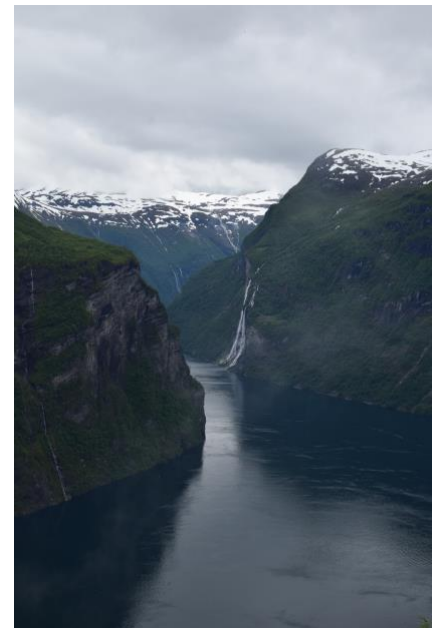
In year 10, students will focus their studies on the study of 'Environmental change and management' which investigates environmental geography through an in-depth study of a specific environment. Students explore the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. 'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. The unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries and evaluated the differences from a variety of perspectives.

Students will study topics that will include:

- Geographical inquiry into the environmental change and management of one affected area in Australia and around the world.
- Self-directed learning - research and investigation of how environmental change and management relates to our local area.
- Geographies of human wellbeing.
- Skills based unit with a focus on topographical maps.

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science. These pathways draw on the skills acquired through understanding and using spatial technologies.



Health & Physical Education

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions. Students learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities. Students acquire an understanding of how the body moves and

develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally.

The course involves both physical performance and theoretical work, with approximately equal time spent studying each. Students are required to submit a piece of theoretical work each term and participate in physical activities.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.



Music

In Year 10 Music, students compose musical works by manipulating music elements to express meaning in different contexts. Students perform musical works to particular audiences for a specific purpose, style and function, using music techniques and skills in their chosen instrument. Students respond by analysing musical works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, analysing the manipulation of musical elements and languages. They reflect on learning, apply new understandings and justify future applications.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Performance
- Composing
- Musicology

Examples of topics studied in Year 10 Music include:

- Pop music
- Vocal Music
- Jazz and its many styles



Pathways

The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Tertiary studies, vocational education or work experience in the area of music can lead to and benefit careers in diverse fields such as:

- arts administration and management, e.g. artist manager, arts administrator, booking agent, copyright/royalties manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager
- communication, e.g. music copyist, music editor, music librarian, print music manager, sound archivist
- education, e.g. arts educator, instrumental teacher, studio teacher, university music academic
- creative industries, e.g. backing musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, répétiteur, stage manager
- public relations, e.g. creative director, music lawyer, music merchandiser
- science and technology, e.g. music therapist, music video clip director, new media artist, producer, programmer, sound designer.

Visual Art

Visual Art students in Year 10 explore and express ideas from a range of contemporary and past times to explore differing viewpoints. They manipulate materials, techniques and processes to represent ideas and subject matter in their artworks.

Students expand their knowledge and understanding of their Art making to communicate and alter meanings for particular audiences.

They build and consolidate more complex understandings of design elements and principles and their function in visual communication in various media such as painting, digital imaging, ceramics, printmaking, and drawing. Students are required to submit documentation showing the development of their ideas, their completed portfolio and research tasks.

Depending on the individual and collective needs and wants of the student cohort, sample units of Visual Art study may include:

Examples of concepts studied in Year 10 Visual Art include:

- Making artworks by exploring elements and principles of art
- Print making by exploring 21st century social issues
- Materials and techniques used; painting, clay, screen and lino printmaking techniques, drawing, photography, and digital photo manipulation
- Responding to and critiquing own and others artworks
- Self-directed inquiry through the research of other artists
- Exploration of personal, formal, cultural and contemporary contexts

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions. The processes and practices of Visual Art, such as self-directed learning and creative problem solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.



SUBJECTS ONLY OFFERED IN SEMESTER 1

Biology

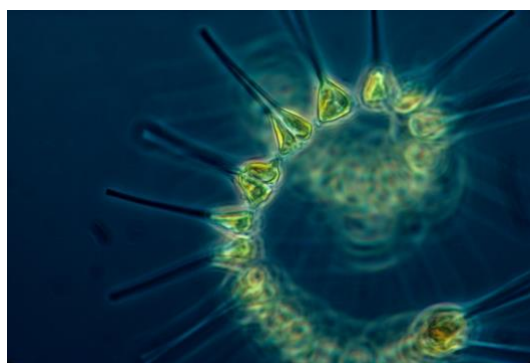
Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

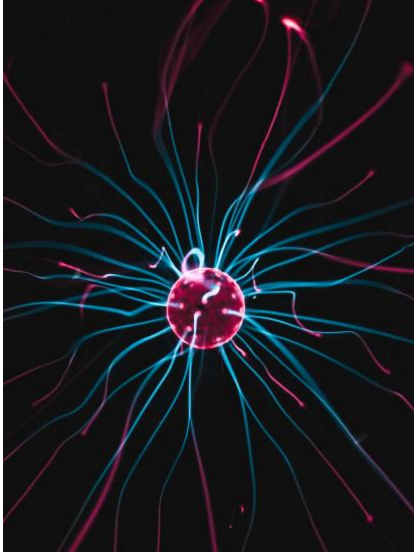
Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.



Physics

Physics provides opportunities for students to engage with the classical and modern understandings of the universe.



Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves, engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them.

Students will learn valuable skills required for the scientific investigation of questions, plan and carry out fieldwork, laboratory and other research investigations. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Pathways

Physics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.



Business & Economics Studies

Business Studies is designed to introduce students to areas such as Business, Marketing, Economics, Management, and Entrepreneurship. Assessment techniques include exams (unseen stimulus) and investigative business reports. Both assessment methods mirror those of Years 11 and 12, which creates a seamless transition from 9/10 to 11/12 Business. It is highly recommended that students wishing to take 11/12 Business undertake Business Studies in years 10 in order to develop a solid foundation of skills and knowledge.

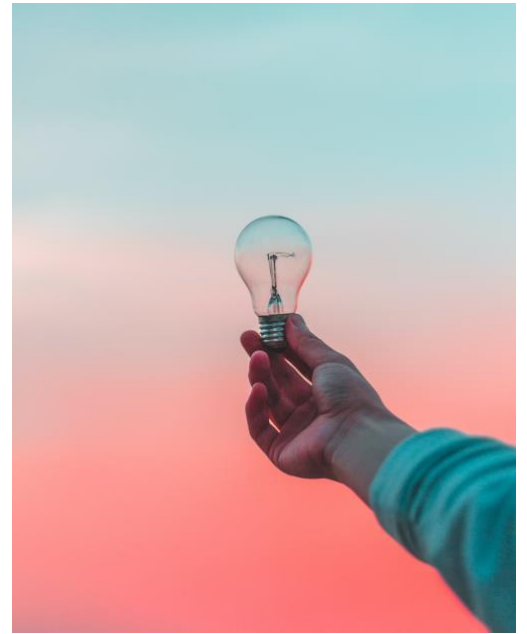
Examples of topics that may be covered in this subject are:

- Productivity, technology & ethics in the workplace

- How and why economic indicators influence economic decision-making for consumers and businesses
- Factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions, which may lead to the repositioning of a business within a competitive market place.
- Business Management practices that businesses use to manage the workforce, improve productivity and sustainability within the global business market place.

Pathways

The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.



Ancient History

Ancient History highlights how the world has changed, as well as the significant legacies that exist into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with and curiosity about stories of the past and the mysteries of human behaviour.

Ancient History is concerned with studying people, societies and civilisations of the past. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology,



history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.



Digital Technology

Digital Technologies is a specialised subject that focuses on further developing understanding and skills in computational thinking. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and games.

In Year 10, students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students develop modular solutions to complex problems using an object-oriented programming language where appropriate and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential.

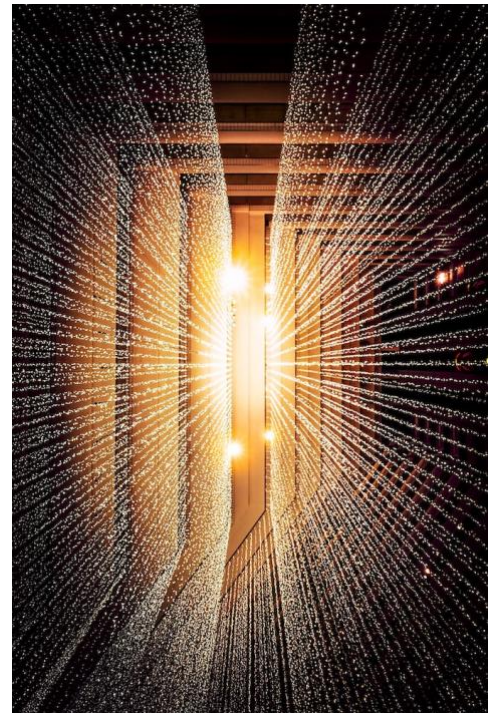
They consider the privacy and security implications of how data are used and controlled and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

To be successful in 10 Digital Technologies, it is recommended that students have obtained at least a B in Digital Technologies and Mathematics at Year 8 level.

Examples of topics that may be covered in this subject are:

- Robotics – Line follower, Sumo, Rescue
- Structures of Programming
- JavaScript and Advanced Web Programming
- Programming/Web Applications
- Data Security and Technology Impacts



SUBJECTS ONLY OFFERED IN SEMESTER 2

Essential English

The subject 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.

The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.



Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

Essential English is an

Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Please Note: English teachers will communicate with parents and students regarding the suitability for this subject.



Mathematics Methods

Mathematical Methods' major domains are algebra, functions, relations and their graphs, calculus, and statistics. This is an advanced course and should only be taken if students maths skills are advanced, i.e. **achieving an 'A' or high 'B' in Semester 1 Maths.**

Pathways

Where can Mathematical Methods lead?

- natural and physical sciences (especially physics and chemistry)
- mathematics and science education
- medical and health sciences (including biology, biomedical science)
- engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining)
- computer science (including electronics and software design)

Please Note: Maths teachers will communicate with parents and students regarding the suitability for this subject



Chemistry

Chemistry is the study of materials and their properties and structure. Students plan and carry out fieldwork, laboratory and other research investigations to study:

- atomic theory, chemical bonding, and the structure and properties of elements and compounds
- intermolecular forces, gases, aqueous solutions, acidity and rates of reaction.
- organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

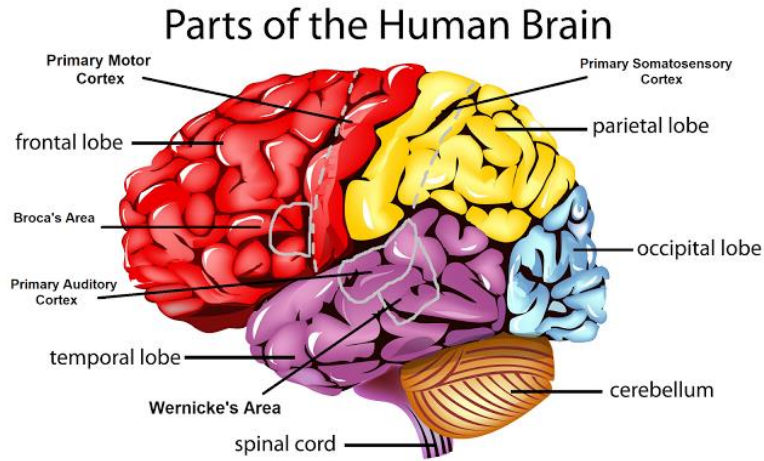


Psychology

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.



Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Food and Nutrition

Australia needs enterprising and innovative individuals with the ability to make discerning decisions related to the development, use and impact of technologies.

Food and Nutrition is the study of food in the context of food science, nutrition and food technologies, in conjunction with study of the food system.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development and the overarching principles of waste management, sustainability and food protection that have an impact on all sectors of the food system.



Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. This includes: exploring problems; developing ideas; generating, communicating and testing solutions; and evaluating the process and solutions. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.



Food and Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Pathways

A course of study in Food and Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Legal Studies

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students may study:

- the criminal justice system
- the civil justice system
- Australia's legal obligations as signatories to international treaties and conventions
- Governance within Australia- election processes, law reform recommendations and the structure of governance.

Students develop skills of:

- inquiry,
- critical thinking,
- problem-solving and reasoning to make informed and ethical decisions and recommendations.
- They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning.
- They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.



Modern History

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students think historically and form a historical consciousness in relation to these same forces.

The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World —

ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis. The skills developed in Modern History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.



Information and Communication Technology (ICT)

The subject Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today. This is a highly dynamic field, subject to unpredictable transformations by emerging technology and requiring constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovations.

Across business, industry, government, education and leisure sectors, rapidly changing ICT practices and protocols create corresponding vocational opportunities. To enable students to take advantage of these opportunities, this subject area will equip them with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems.



Students will develop knowledge, understanding and skills across multiple platforms and operating systems, and will be ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions. The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Semester 1:

Core Subjects:

✓	English	4 periods/week
✓	Mathematics	4 periods/week
✓	Health and Physical Education	3 periods/week
✓	Cert II Community Services	2 periods/week

Elective Subjects:

3 periods/week

Please highlight (circle) one subject from each line (e.g. if you choose Art then you will not be eligible for Business Studies...)

Line 1	General Science	Biology	Physics
Line 2	Business	Art	
Line 3	Music	Digi technology	
Line 4	Ancient History	Geography	

Semester 2:

Core Subjects:

✓	Pre-General English Pre-Essential English	4 periods/week
✓	Pre-General Maths Pre-Maths Methods	4 periods/week
✓	Cert II Community Services	2 periods/week

Elective Subjects:

3 periods/week

Please highlight (circle) one subject from each line (e.g. if you choose Art then you will not be eligible for Business Studies...)

Line 1	General Science	Chemistry	Psychology
Line 2	Pre PE	Pre Art	
Line 3	Pre-Modern History	Pre-Geography	
Line 4	Pre Music	Pre ICT	
Line 5	Pre-Food and Nutrition	Pre-Legal Studies	

Student Name:	Student Signature:
Parent/Guardian Signature:	Date:
	/ /2022

Please return to homeroom teacher no later than Monday 31st November.