



# LOGANLEA STATE HIGH SCHOOL

YEAR 10 SUBJECT  
SELECTION



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The information contained in this booklet complies with information held by the school at time of printing.

On receipt of updated information from Authority bodies, the school reserves the right to alter courses to comply with changed requirements.

Subjects that deliver vocational education competencies comply with QCAA guidelines.

Subjects offered will only be timetabled if there are sufficient student numbers for the class to go ahead.

Loganlea State High School is a Registered Training Organization (RTO), national provider number 30072.

In the event a training package expires, students will transition to the new package at the earliest possible juncture.



# Year 10 - A Year of Transition

Year 10 is a transition year which provides a foundation for senior studies. All students study a core of English, Mathematics, Science (one semester), History (one semester) and Certificate II in Skills for Work and Vocational Pathways (one semester). In addition, students select 5 semesters of elective studies. Some subjects are offered as a single semester of study others for two semesters. Certificate subjects can be continued into Years 11 and 12 as required. Read through the subject descriptions in this book to ensure good choices that suit your needs and interests are selected.

***In making your selection of Year 10 subjects, ask yourself the following questions:***

- What subjects do I like?
- In which subjects am I most successful?
- Am I more suited to the practical subjects than the academic subjects?
- What subjects am I likely to be studying in Year 11?
- Have I made a balanced selection of subjects?

## ASSESSMENT AND REPORTING

In Year 10, curriculum performance in ACARA curriculum is measured against a standard and graded on a five point scale. Study in nationally accredited vocational studies begins for all students in Year 10. Vocational education subjects are competency based and recorded based on progress towards certificate completion. Assessment programs are referred to briefly in the subject descriptions, which follow later in this booklet.

Students receive a report at the end of each semester, similar to the reports received during Year 8 and 9. In addition, all students receive an interim report to indicate progress over the first 10 weeks of the semester. Successful completion of vocational certificates also contributes to Senior Exit results through the Queensland Certificate of Education QCE.

A synopsis of the QCE follows, however more information regarding this is available on the QCAA website.  
[www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

## How does the QCE work?

To receive a QCE, you must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

### Set amount

- 20 credits from contributing courses of study, including:
- QCAA-developed subjects or courses
  - vocational education and training qualifications
  - non-Queensland studies
  - recognised studies.

### Set pattern

- 12 credits from completed Core courses of study and 8 credits from any combination of:
- Core
  - Preparatory (maximum 4)
  - Complementary (maximum 8).

### Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

### Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

# Vocational Education and Training (VET)

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072.

In the event a training package expires, students will transition to the new package at the earliest possible juncture.

## VET Privacy Notice

Under the Data Provision Requirements 2012, **Loganlea State High School** is required to collect personal information about you and disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER) and the Queensland Curriculum and Assessment Authority (QCAA).

Your personal information may be used or disclosed by Loganlea State High School for statistical, administrative, regulatory and research purposes. Loganlea State High School may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and
- NCVER

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

- populating authenticated VET (Vocational Education and Training) transcripts;
- facilitating statistics and research relating to education, including surveys and data linkage;
- pre-populating RTO student enrolment forms;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

You may receive a student survey which may be administered by a government department or NCVER employee, agent or third party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at [www.ncver.edu.au](http://www.ncver.edu.au) (<http://www.ncver.edu.au/>)).





# School Based Apprenticeships and Traineeships (SATs)



Loganlea State High School offers a program which incorporates a School Based Apprenticeship or Traineeship in the Senior Phase of learning (Years 10, 11 and 12).

## Benefits of Completing a School Based Apprenticeship or Traineeship

- Students will be eligible upon completion of the Apprenticeship/Traineeship (SAT) to receive a nationally recognised vocational education and training qualification
- Contributes points towards their QCE (Queensland Certificate of Education)
- Training with a Registered Training Organisation
- An easier transition from school to work
- Payment for the time spent in the workplace
- VET qualification can lead to an entry into tertiary education
- Learning and Earning
- Real job skills in real work situations.

## Structure

There are a number of options for students who become a School Based Apprentice or Trainee. Each case will be determined individually to accommodate both the employer and the student needs.

Students may attend school 3 or 4 days per week studying. On the other day/s students will be employed in the workforce where they will be engaged in paid, productive work. They may also be involved in off-the-job training with a Registered Training Organisation. School-based Traineeships may be completed during the Senior Phase of Learning. Students completing a School-based Apprenticeship will continue either full time or part time after Year 12.

## Cost For Students/Parents

- If students are required to travel these costs must be met by the student/parents
- The off-the-job training with a Registered Training Organisation will be funded by the DETE (Department of Education Training and Employment) while students are school based.



# School Based Apprenticeships and Traineeships (SATs) Cont'd

## Possible Traineeships/Apprenticeships

NB: Employers have the right to choose the most appropriate applicant so the school can make no guarantees of placement. Examples:

Business Administration  
Refrigeration/Air-conditioning  
Multi-media/Information Technology  
Building and Construction  
Sport and Recreation  
Aged Care/Residential

Hospitality  
Horticulture  
Retail  
Education  
Manufacturing  
Mechanics

Furnishing  
Hairdressing  
Child Care  
Automotive  
Warehousing  
Engineering

Public Services  
Printing  
Tourism  
Medical and Dental  
Bakery/Pastry  
Plumbing

The School will accept applications for any other Apprenticeship or Traineeship that is currently available and will endeavour to find work place and training opportunities. If students have a particular area other than the above this would certainly be considered.

**It is important that students are very sure about their goals and career plans before signing up, and that they stay committed to completing their senior schooling, as well as completing all training and workplace requirements.**

**For further information for parents and students, application forms and brochures etc. contact the VET Co-ordinator in the Connections Office.**



## Career Advice

As you move into Year 10, it is important that you begin to explore the range of career opportunities in the light of your abilities, interests and achievements. If you can identify some career goals, it will put additional purpose into your schooling and give you something to strive for.

Students and parents are also invited to discuss, with the Guidance Officer or Teachers, any concerns, they may have about student progress at school or any difficulties that students may be experiencing. Students always have direct access to the Guidance Officer and can make appointments at times suitable to the student, the classroom teacher and the Guidance Officer.

During Year 10, you will be assisted in developing a "Senior Education and Training" plan (SETp or SET plan). This plan maps out how you will work towards a Senior Certificate, Certificate II vocational qualification and/or a viable work option.

The SET plan is designed to:

- work as a 'road map' to help you achieve your learning goals during the Senior Phase of Learning,
- include flexible and coordinated pathway options,
- assist you to examine further options across education, training and employment sections, and
- help you to communicate with your parents/carers or personnel from your school/learning provider.

In your personal plan, you will be able to list a variety of different learning pathways, some of which you may access outside the current formal structure of your school. This will allow you to create more options and flexibility in your learning. The plan can be altered if you decide to change direction and explore different learning pathways.

## Occupations Related to Subjects in Year 10

Have you thought about the type of work you would like to do when you finish school? It is wise to begin investigating possibilities early because the better informed you are, the better decisions you will make in the future.

You can use the table on pages 6 and 7 to investigate careers by relating your interest in school subjects to possible occupations.

You may wish to use the following steps:

- identify the subjects you enjoy and do best in
- use this table to identify the types of occupations that may be related to these subjects
- gather information about these occupations by reading the 'Job Guide', accessing information from the 'myfuture' website (<http://www.myfuture.edu.au>), going on work experience, and talking to people in the workforce
- talk to your Guidance Officer or Career Counsellor.

As you learn more about yourself and about jobs, you may change your ideas about the type of jobs you are interested in. This is part of the process most people go through before deciding on a post-school occupation or before changing from one occupation to another during their career.

Although subjects can be related to a number of jobs, very few of the subjects are pre-requisites for those jobs. A prerequisite subject is one which must be studied in Years 11 and 12 to gain entry to a specific tertiary course. However, a small number of Year 11 and 12 subjects require previous study in Years 9 and 10. Talk to your Guidance Officer or Career Counsellor about these prerequisites.



ENGLISH	LANGUAGES OTHER THAN ENGLISH
English	French, German, Italian, Japanese, Indonesia, Chinese, Korean, Spanish
Actor	Announcer
Archivist	Anthropologist
Author	Archaeologist
Book editor	Book editor
Broadcaster	Customs officer
Copywriter	Employee relations officer
Foreign affairs & trade officer	Flight attendant
Interpreter	Foreign affairs and trade officer
Journalist	Interpreter
Lawyer	Journalist
Librarian	Probation and parole officer
Management consultant	Ship's officer
Public Relations Officer	Social worker
Publisher	Sociologist
Receptionist	Teacher
Speech pathologist	Tour guide
Teacher	Translator
Teacher's aide	Travel consultant
Travel consultant	Writer
Writer	

MATHEMATICS	SCIENCE	
Mathematics (Some careers require core and extension)	Science	Agricultural Science
Accountant	Automotive electrician	Agricultural economist
Actuary	Chemist	Agricultural engineer
Bank officer	Computer programmer	Agricultural technical officer
Bookkeeper	Electrical fitter	Animal attendant
Credit officer	Engineer	Botanist
Economist	Electronics service person	Food technologist
Electrical Fitter	Environmental scientist	Forest technical officer
Engineer	Forensic scientist	Forester
Electrical Planner	Laboratory worker	Horticultural technical officer
Geologist	Medical practitioner	Pest and weed controller
Mathematician	Meteorologist	Sugarcane analyst
Motor mechanic	Nurse	Veterinary nurse
Physicist	Pharmacist	Wool classer
Programmer (information technology)	Refrigeration and air-conditioning mechanic	
Quantity surveyor	Sports scientist	
Statistician	Sugarcane analyst	
Stockbroker	Teacher	
Surveyor	Telecommunication technician	
Taxation agent	Veterinarian	
Teacher	Winemaker	

SOCIAL SCIENCE			
History	Geography	Civics, Study of Society & Environment	Business Education
Anthropologist	Agricultural scientist	Anthropologist	Accountant
Archaeologist	Biological scientist	Archivist	Bank officer
Archivist	Cartographer	Child care worker	Bookkeeper
Barrister	Environmental scientist	Community worker	Car rental officer
Community worker	Forest technical officer	Counsellor	Cashier
Criminologist	Geographer	Environmental scientist	Court and Hansard reporter
Foreign affairs and trade officer	Geologist	Geographer	Court officer
Geologist	Hydrographer	Library technician	Credit officer
Historian	Landscape architect	Police officer	Croupier
Journalist	Marine scientist	Probation and parole officer	Economist
Lawyer	Meteorologist	Public relations officer	Farm manager
Librarian	Ocean hydrographer	Recreation officer	Hotel/motel manager
Museum curator	Park ranger	Religious leader	Human resources officer
Public relations officer	Surveyor	Social worker	Office administrator
Religious leader	Teacher	Sociologist	Paralegal worker
Sociologist	Tour guide	Teacher	Real estate salesperson
Stage manager	Town planner	Town planner	Receptionist
Teacher	Travel consultant	Trade union official	Secretary
Writer	Water services officer	Youth worker	Stock and station agent
			Teacher
			Travel consultant



## THE ARTS

Dance/Drama	Media	Music	Visual Arts
Actor	Advertising officer	Announcer	Architect
Announcer	Announcer	Arts administrator	Artist
Arts administrator	Film and TV critic	Composer	Craftsperson
Choreographer	Film and TV producer	Conductor	Dressmaker
Dancer	Government administration	Film and TV producer	Engraver
Film and TV lighting operator	Journalist	Multimedia developer	Fashion designer
Film and TV producer	Marketing officer	Music critic	Florist
Make-up artist	Multimedia developer	Music therapist	Graphic designer
Model	Public relations officer	Musical instrument maker	Hairdresser
Public relations officer	Sales person	Musician	Interior decorator
Receptionist	Teacher – media	Piano technician	Industrial designer
Recreation officer	Writer	Recreation officer	Jeweller
Set designer		Singer/vocalist	Landscape architect
Speech pathologist		Sound technician	Make-up artist
Stage manager		Stage manager	Multimedia developer
Teacher – dance		Teacher – early childhood	Photographer
Teacher – speech & drama		Teacher – music	Screen printer
Tour guide		Teacher – primary	Set designer
Writer		Teacher – secondary	Signwriter
			Teacher

## HEALTH

Health	Physical Education
Butcher	Acupuncturist
Catering manager	Ambulance officer
Cook/chef	Beauty therapist
Craftsperson	Chiropractor
Dietician/nutritionist	Fitness instructor
Events manager	Hospital food service manager
Food technologist	Massage therapist
Home care worker	Nurse
Home economist	Occupational health and safety officer
Hospital food service manager	Occupational therapist
Hotel/motel manager	Physiotherapist
Nanny	Podiatrist
Nurse	Psychologist - sport
Teacher	Radiation therapist
	Recreation officer
	Sports scientist
	Sports coach
	Stunt performer
	Teacher



**Queensland  
Government**

Curriculum Division  
Education Queensland  
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Training and the Arts)

## TECHNOLOGIES

Industrial Technology & Design	Digital Technologies	Food and Textiles	Agriculture
Architect	Analyst (Information technology)	Butcher	Agricultural economist
Architectural drafter	Architectural drafter	Catering Manager	Agricultural engineer
Assembler	Business systems analyst	Clothing patternmaker	Animal attendant
Automotive electrician	Computer systems engineer	Cook/chef	Farmhand
Boilermaker	Computer hardware service technician	Craftsperson	Fisher
Builder	Computer systems officer	Dietician/nutritionist	Food technologist
Cabinetmaker	Data processing operator	Dressmaker	Forest technical officer
Carpenter/joiner	Database administrator	Events manager	Forester
Cartographer	Desktop publisher	Fashion designer	Gardener
Engineering associate (mechanical)	Help desk operator	Food technologist	Horticultural technical officer
Fitter	Information technology educator	Home care worker	Jackaroo/jillaroo
Graphic designer	Information technology manager	Home economist	Landscape gardener
Industrial designer	Multimedia developer	Hospital food service manager	Pest and weed controller
Landscape architect	Programmer	Hotel/motel manager	Stablehand
Leadlight worker	Software designer	Interior decorator	Stock and station agent
Metal fabricator	Software engineer	Nanny	Veterinary nurse
Panel beater	Systems designer	Nurse	Wool classer
Picture framer	Teacher	Pattern maker	
Sheetmetal worker	Training officer	Retail buyer	
Teacher	Telecommunications engineer	Tailor	
Wood machinist	Website administrator	Teacher	

# English

## 2 Semesters (Compulsory)

### Why study English?

To become a fully rounded person and an effective member of the workforce and society, it is important to be able to communicate in both the spoken and written forms. The study of English enables us to articulate our thoughts as well as critically analyse information presented to us by the media, politicians and others attempting to influence our thinking.

The study of English can also fulfil a personal, aesthetic role in providing students with opportunities to read and view a range of interesting texts from different genres and time periods.

This is a core subject which aims to develop students' skills and abilities in using English as active and informed citizens. The course enhances language growth through reading, writing, listening, speaking and viewing. Students will compose and comprehend English for a wide range of personal and social purposes. They will experience and explore a variety of communication forms in various relevant social settings.

### Course Outline:

Poetry - Novel Study - Satire - Shakespeare

### Assessment:

Students will complete a number of assessment tasks, both spoken and written. Genres include persuasive, narrative, analytical and multimodal.

### Future Pathways:

Senior General English fulfils the QCE literacy requirement and is required for ATAR eligibility. Students planning to pursue university study should aim to achieve a B or higher in Year 10 English to meet the General English pre-requisites. Essential English fulfils the QCE literacy requirement and students should aim to achieve a C or higher in year 10 to support senior schooling success.



# Mathematics

## 2 Semesters (Compulsory)

If you are planning to study Mathematical Methods in year 11 and 12 please advise Head of Department as this will impact your class placement.

### Why study Mathematics?

Mathematics has the power to shape the future of a society. It is the basis of many activities related to everyday living — from shopping to advances in space travel. Mathematics assists us to develop strategies for managing time and money, interpreting data, estimating and taking measurements, giving and following directions, making calculations and determining the probabilities of events.

The aims for students at Loganlea State High School are:

- to become resilient, confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- to develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability
- to recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

### Course Outline:

In Mathematics, the key ideas are the proficiency strands of understanding, fluency, problem-solving and reasoning. The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.

The content strands are **number and algebra**, **measurement and geometry**, and **statistics and probability**. They describe what will be taught and learnt.

### Assessment:

Students will be assessed each semester using a Problem Solving and Modelling Task (PSMT), end of term exam and end of semester Exam.

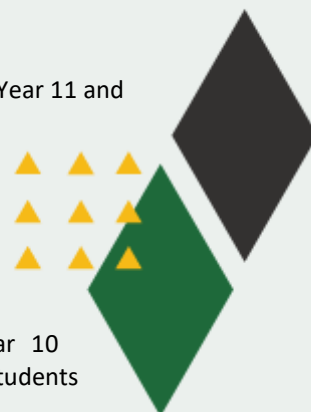
### Calculator:

A **scientific calculator** is an essential tool for every maths student – a two-line display calculator is preferred (recommended CASIO FX82AU PLUS II Scientific Calculator).

### Future Pathways:

Advanced Mathematics is a pre-requisite for Mathematical Methods and Specialist Mathematics in Year 11 and 12. Careers such as engineering, the physical sciences, some agriculture degrees, accounting, food technology, economics and management, psychology to name a few, require Mathematical Methods. Mathematical Methods is often recommended for access to engineering, electrical and other apprenticeships. Even if students choose to study General Mathematics in Year 11, they will have an advantage in the breadth and depth of mathematics studied if they pursue this course.

Students planning to pursue university study should aim to achieve a B or higher in Year 10 mathematics to meet the Mathematical Methods and General Mathematics pre-requisites. Students should aim for a C or higher to support senior school success in Essential Mathematics.







# Science 1 Semester (Compulsory)

## Why study Science?

Humans are innately curious about their world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries and solving problems. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science aims to understand a large number of observations in terms of a much smaller number of broad principles.

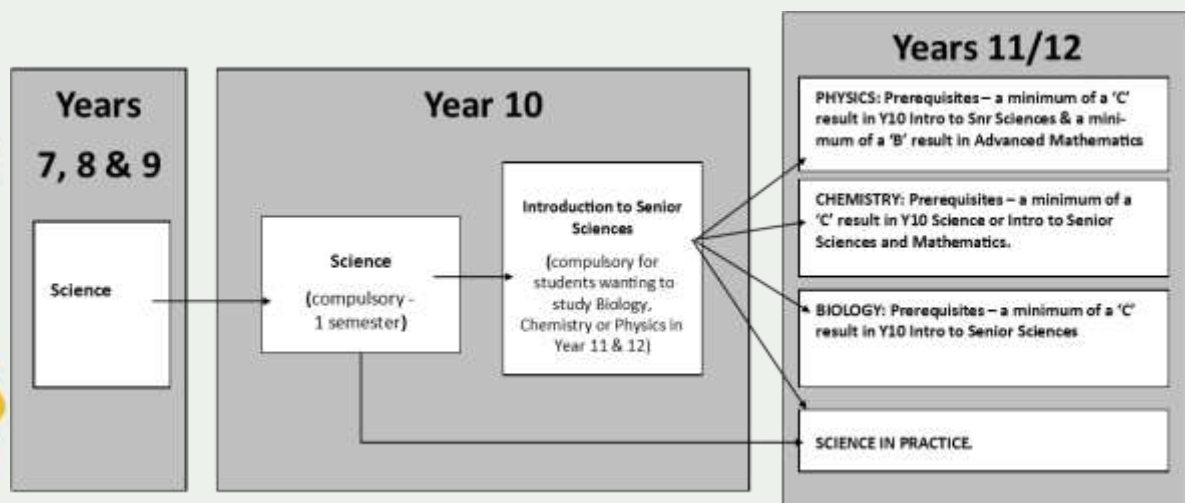
The study of science supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues. Science promotes the use of critical and creative thinking, problem solving and decision making. It encourages students to reflect on and monitor their thinking as they make decisions and take action. As students think and work scientifically, they construct understanding of scientific concepts.

## Course Outline:

Science has three interrelated strands:

- Science Understanding**  
 Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations. The Science Understanding strand comprises four sub-strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences, and Physical Sciences.
- Science as a Human Endeavour**  
 Through science, humans seek to improve their understanding and explanations of the natural world. This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account.
- Science Inquiry Skills**  
 Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence based arguments.

In year 10 students can choose to study Introduction to Senior Science in Semester 2, in addition to Science the choice they make should complement the learning pathways they will be undertaking in years 11 and 12.







# History

## 1 Semester (Compulsory)

### **Why study History?**

History aims to profile the rich tapestry of human endeavour, achievement and disaster from pre-history to modern day. Students will be required to develop higher order thinking skills by using the process of inquiry, providing excellent preparation for tertiary study. The course places a great deal of importance on literacy skills with a strong emphasis on research skills and the use of specific genres.

### **Course Outline:**

Australia and the Modern World - Rights and Freedoms

### **Assessment:**

Assessment focusses on the development of research and inquiry skills. Students will complete a range of written tasks and oral tasks. Genres include written research tasks and stimulus response tasks.

### **Future Pathways:**

This subject gives the student skills that transcend subject disciplines; Skills of critical inquiry, decision-making, hypothesis testing and synthesis, which are valuable in almost every tertiary degree or career. Students with a background in history are sought-after in a multitude of careers extending from finance, health sciences and the public service to education.

# Skills For Work & Vocational Pathways



## FSK20119 - Certificate II in Skills for Work & Vocational Pathways 1 Semester (Compulsory)

### Why study Skills for Work and Vocational Pathways?

This qualification is designed to prepare for workforce entry or vocational training pathways.

- A pathway to employment or vocational training
- Reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- Entry level digital literacy and employability skills
- A vocational training and employment plan.

### QCE Points:

Completion of this course contributes 4 QCE points.

### Course Outline:

This course is a compulsory work preparation program which will take most students 1 semester to complete (additional time is available on a case by case basis to address the needs of students).

#### CORE UNITS:

FSKLRG011	Use routine strategies for work-related learning
-----------	--------------------------------------------------

#### ELECTIVE UNITS:

FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM007	Interact effectively with others at work
FSKRDG010	Read and respond to routine workplace information
FSKWTG008	Complete routine workplace formatted texts
FSKWTG009	Write routine workplace texts
FSKLRG010	Use routine strategies for career planning
BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
AUMAF001	Apply for jobs and undertake job interviews
BSBTEC203	Research using the internet

### Assessment:

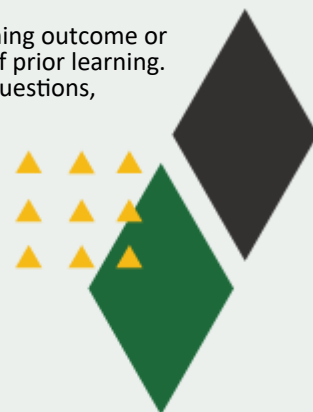
This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment may consist of observations, case studies, assignments, team projects, short answer questions, practical activities and portfolio.

### Future Pathways:

This provides a foundation for a broad range of entry level positions. Particular areas of employment will have been experienced during this training and could be followed up on successful completion.

Follow link for qualifications pathway information within the Training Package.

<http://training.gov.au/Training/Details/FSK20113>



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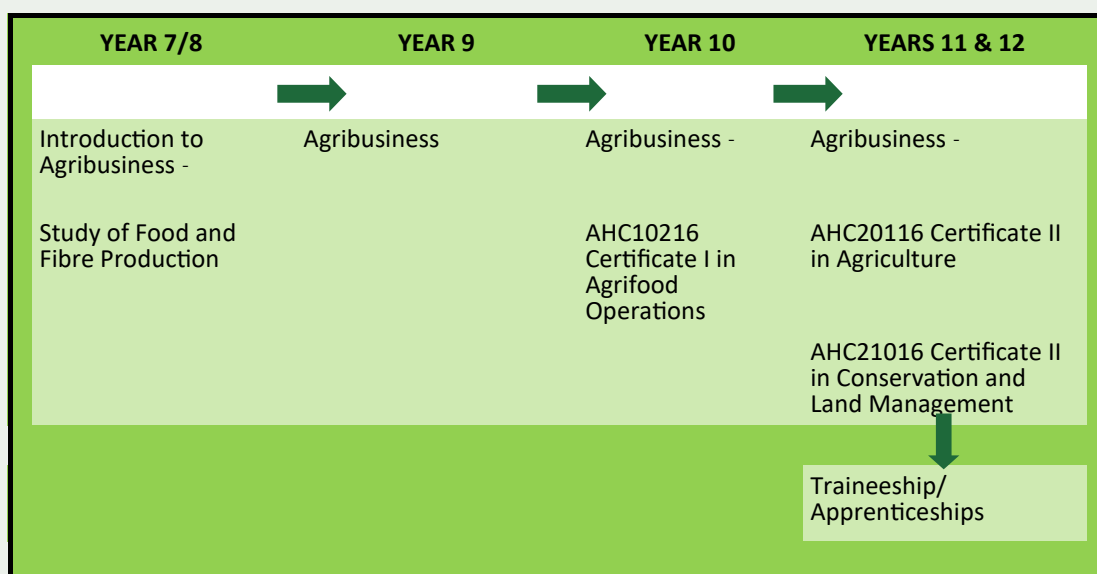
# Agribusiness

In the Agribusiness courses students have opportunity to complete industry relevant tasks in a practical setting. Our working farm provides students with the opportunity to learn about agriculture, the environment (including plants and animals) and machinery. Agribusiness offers real world experiences and a hands-on approach to study. Life skills and the ability to work as a team are important aspects of Agribusiness Studies at Loganlea State High School.

As students progress through courses, they will find that they will need to show practical skills and abilities in addition to theoretical knowledge. Competency based assessment in Agribusiness gives students several opportunities to show their knowledge, skills and abilities. In practical activities, if students do not succeed on the first attempt then they can try again, as we have ongoing assessment. Our subjects also offer a Recognition of Prior Learning (RPL) process which can assist students who study similar courses outside of Loganlea State High School.

Agribusiness at Loganlea State High School offers subjects on a yearly progression. While it is not compulsory to study these subjects in the junior subjects, it is of benefit to students to gain the basic knowledge and skill base required, before entering into the senior subjects. Students can choose to do multiple subjects in the one year.

The diagram below outlines the recommended progression through the current subjects offered.





# Agrifood Operations

## AHC10216 - Certificate I in Agrifood Operations 2 Semesters (Elective)



### Why study Certificate I in Agrifood in Year 10?

Studying rural operations will give students skills and knowledge related to the Agricultural fields. These skills are easily adapted and used later in life to maintain small machines and many other jobs around the home or farm.

This is a one year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

### Course Outline:

This course is essentially a practical-based course involving hands-on situations both on and off campus. It consists of core (i.e. compulsory) and selected units of competency. The core units of competency are varied depending on the level.

#### CORE UNITS:

AHCWHS101	Work safely
AHCWRK101	Maintain the workplace

#### ELECTIVE UNITS:

AHCMOM203	Operate basic machinery and equipment
AHCMOM101	Assist with routine maintenance of machinery and equipment
AHCLSK102	Support intensive livestock work
AHCLSK101	Support extensive livestock work

### Assessment:

Students must be prepared to "get their hands dirty". The assessment criteria and assessment methods are stated in each unit of competency. Competence will be achieved when the learner can successfully complete the learning outcomes. Students will be issued with a Record Book, which will serve to record competencies achieved during the course. All successful units of competency will be recorded with a Certificate I possibly being completed. Part-completion of the course will result in the student being issued with a Statement listing industry competency standards in which the student has demonstrated competence. The course allows for the recognition of a student's prior learning (referred to as "RPL") should the student proceed into a TAFE program incorporating units of competency already determined as competent while at secondary school.

### Future Pathways:

The school currently offers two Certificate II programs in Years 11 and 12. These programs extend what is learnt in Year 10 in a very practical, skills-based way. The skills and knowledge gained in this course are an advantage to students wishing to enter the rural trades as well as any of the higher education courses in agricultural colleges. The skills learned are also extremely useful in "real life" after school.

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072



# Applied Digital Technology

## ICT20120 - Certificate II in Applied Digital Technology 2 Semesters (Elective)



### Why study Applied Digital Technology?

This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. This course encourages the ability to communicate effectively and to use technology-specific language appropriately, accurately and confidently while developing the personal attributes of self-reliance, responsibility, self-management and the ability to work in a team.

### Course Outline:

This course may be started at the beginning of year 10, 11 or 12 and will take 12 months to complete. By the conclusion of the course of study, students should have developed industry standard knowledge and skills to use social media tools for collaboration and engagement, install software applications and integrate commercial computing packages.



### Core Units:

BSBWHS211	Contribute to health and safety of self and others
BSBSUS211	Participate in environmentally sustainable work practices
ICTICT213	Use computer operating systems and hardware
BSBTEC202	Use digital technologies to communicate in a work environment
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology package

### Elective Group A:

ICTWEB306	Develop web presence using social media
ICTICT216	Design and create basic organisational documents
ICTICT206	Install software applications
ICTICT207	Integrate commercial computing packages
ICTSAS214	Protect devices from spam and destructive software
BSBTEC303	Create electronic presentations

### Assessment:

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment tools include quizzes, case studies, practical activities, observation and projects.

### Future Pathways:

This qualification provides foundation digital literacy skills to support a wide range of varying industry occupations. Pathways include ICT30120 Certificate III in Information Technology, or a range of other Certificate III qualifications.



# Art (Visual Art)

## 2 Semesters (Elective)

### Why study Visual Art?

The arts are a powerful vehicle for communication, a way to express visions that are beyond the capacity of words and a medium for cultural enlightenment.

In Year 10 there are **two** options for students who wish to study visual art. They can choose from the Certificate II in Visual Art or Visual Art. Students who are wanting to get an **ATAR** should choose **Visual Art**.

### Visual Art:

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

**Making** in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

**Responding** in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate their own and others' visual artworks. Both making and responding involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning.

### Course Outline:

**Unit One** - Architecture of the Body

**Unit Two** - Body as Lens

**Unit Three** - Code as Politics

### Future Pathways:

Artist, Graphic artist, Commercial artist, Arts officer/consultant, Photographer, Web Design, Interior Design, Book Illustrator, Sculptor, Exhibition Curator



# Business

## BSB30120 - Certificate III in Business



### Why study Business?

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance criteria.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

This business course will equip you for several different roles in a wide range of workplace environments. You will have the skills to work productively in a team, support and work inclusively with colleagues, communicate with others in the workplace, write documents, create presentations, complete projects, organise schedules, manage resources and customers, and more.

### Course Outline

This course may be started at the beginning of year, 10, 11 or 12 and will take 12-24 months to complete. This Certificate III will be studied through the following units of competency.

#### CORE UNITS:

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

#### ELECTIVE GROUP A:

BSBTEC201	Use business software applications
BSBTEC302	Design and produce spreadsheets
BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBWRT311	Write simple documents

#### ELECTIVE GROUP B:

BSBPEF301	Organise personal work priorities
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#### ELECTIVE GROUP C:

BSBXTW301	Work in a team
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### Assessment:

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome, the student is eligible for recognition of prior learning. The assessment tools include student workbooks, observations and practical activities within a simulated work environment where students will gain experience in the Business field.

### Future Pathways:

A certificate course of study in Business can lead to traineeship and employment opportunities in a wide range of areas.

Administration assistant  
Clerical worker

Data entry operator  
Information desk clerk

Personal assistant  
Office junior

Receptionist  
Office managers  
Secretaries

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072



# Chinese

## 2 Semesters (Elective)

### Why study Chinese?

Australia's links with China are growing now and will continue to grow in the future. Therefore, being able to speak Chinese and having inter-cultural language skills are significant assets that students can offer their employers in the future. Studying a language exposes students to a different culture, fostering tolerance, empathy and understanding.

### Course Outline:

People and Personalities - City Life - Getting Around - Health

The primary focus of the course is using language in real-life situations here in Australia. Throughout the year long course there will be opportunities to participate in authentic language and cultural learning experiences including excursions to festivals, Chinese banquet experiences and Chinese cooking lessons.

### Assessment:

All four macro skills (reading, writing, speaking and listening) are assessed throughout each semester.

### Future Pathways:

A second language is an asset in many career paths: from hospitality and tourism, to commerce, construction, trade, banking, retail, agriculture and the public service. Students intending to study General Chinese as part of their ATAR pathway must study Year 10 Chinese.





# Dance 2 Semesters (Elective)



## Why study Dance?

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities. Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion. Dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

## Course Outline & Assessment:

### Semester 1, Dance in the Spotlight

Style: Commercial & Musical Theatre

Assessment: Teacher devised performance

Small group choreography

Written Analysis of a professional dance work

### Semester 2 - Dance Downunder

Style: Contemporary

Assessment: Performance for public audience (Arts Expo)

Small group choreography

Written Analysis of a professional dance work

## Requirements:

Dance wear - Black Leggings and Loganlea PE shirt

## Future Pathways:

Choreographer, Dancer, Lighting/sound technician, Make-up artist, Stage hand, Stage manager, Teacher, Dance photographer/videographer, Costume designer, Yoga or Pilates instructor, Occupational Therapist, Arts Administration or Marketing.





# Drama in Practice

## 2 Semesters (Elective)

### Why study Drama?

Drama is an exciting and creative subject that has much to offer every student. The Drama program is designed to give students the opportunity to develop their self expression and increase their imagination and artistic awareness. It is also designed to increase mental awareness, fluency of speech, self-confidence and self-discipline. It provides students with an opportunity to co-operate with others and above all give personal fulfilment and enjoyment. The study of Drama at Loganlea State High School caters to a wide range of student abilities through the provision of practical and theoretical learning approaches. Drama constitutes and challenges the wide range of beliefs, values and meanings held and applied in societies.

This subject may count as an early start to the senior program and on completion could contribute up to 4 QCE points.

### Course Outline:

Drama has three important aspects: creating drama, presenting drama as an actor and critiquing drama performances.

Topics studied include:

- Theatre for the Community
- Historic and World Theatre
- Arts Showcase
- The Theatre Industry

### Assessment:

In Drama you will work individually and in groups to complete tasks such as acting, directing and making drama, that allow you to demonstrate your ideas to your teacher and/or peers, and other non-practical tasks that allow you to display ideas as written or spoken expression about student created drama and professional drama performances.

### Future Pathways:

Students are able to continue with Drama or Drama in Practice in Senior. Future career paths include; Actor, Playwright, Stage and Set Designer, TV Presenter, Public Speaker, Manager, Entertainer, Journalist, Teacher.





# Economics and Business

## Semester 2 (Elective)



### **Why study Economics and Business?**

Economics and Business provides students with an opportunity to learn about the global economy they live in. The study of Economics and Business can provide valuable knowledge for making decisions in everyday life. They will develop a deeper understanding and knowledge of resources, businesses and the way they respond to opportunities. Students investigate 21st century problems, propose solutions and develop inquiries about the standards of living for Australians now and into the future.

### **Units of Study:**

Economics and Business focusses on the assessable elements of Knowledge and Understanding and Skills. Through the formulation of inquiry projects students will develop and refine their skills in these areas across all units of study.

Economic Performance - Standards of Living - Consumerism - 21st Century Economics

### **Assessment:**

Assessment includes a range of written tasks, oral tasks, stimulus response examinations and ongoing moderated individual and group activities.

### **Future Pathways:**

Budding entrepreneurs and business owners will be exposed to the use of data and information including how it is used to make informed financial decisions. This course will teach students the fundamental principles relating to Economic theories from the perspective of not only business owners, but also individuals.

# Fitness

## SIS30315 - Certificate III in Fitness



### Why study Health and Physical Education?

Paired with good nutrition, we know fitness is a key factor in maintaining mental wellbeing. When we exercise, blood flow and nerve connections increase to our brain, and our brain stimulates happy chemicals. These chemicals promote a healthy mindset, increase confidence and reduced risk of serious illnesses. By studying a Certificate III in Fitness the individual will take on the role of instructors whom on a regular basis will perform a range of activities and functions within the fitness industry.



Students are expected to successfully complete all units of competency listed below during the 2-year course of study to be awarded the Certificate III in Fitness. Upon successful completion of this course, students will be competent in a range of essential skills- such as undertaking client health assessment, planning and delivering fitness programs, and conducting group fitness sessions in community and commercial fitness settings.

### QCE Points:

Completion of this course may contribute up to 8 QCE Points.

### Course Outline:

This course is structured to be delivered over two years and accounts for up to 1200 hours of training and assessment time. During enrolment in the course students will complete nine (9) core units and seven (7) elective units of competency. The Certificate III in Fitness structure is based on the packaging rules described in the Sport, Fitness and Recreation (SIS) training package.

### CORE UNITS:

SISXCCS001	Provide quality service
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXFAC001	Maintain equipment for activities
SISFFIT001	Provide health screening and fitness orientation
SISFFIT003	Instruct fitness programs
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
SISFFIT002	Recognise and apply exercise considerations for specific populations
SISFFIT005	Provide healthy eating information
SISFFIT014	Instruct exercise to older clients

Binnacle Training (RT31319) is the Registered Training Organisation for this qualification.



## ELECTIVE UNITS:

HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
HLTAID003	Provide first aid
SISXIND002	Maintain sport, fitness and recreation industry knowledge
BSBSUS201	Participate in environmentally sustainable work practices
BSBSUS201	Identify risk and apply risk management processes
SISFFIT006	Conduct fitness appraisals

## Subject Levy:

This subject incurs a Levy of \$365 for the 2 year course. This cost covers the Certificate III in Fitness and First Aid/CPR Qualification. Payment Plans are available, but require a \$100 deposit to be made. Fees are collected by Loganlea SHS and any refunds will be through the school (see the School's Refund Policy)

## Mandatory Requirements:

Positive Notice Blue Card

As part of the qualification, students enrolled are required to work with clients of various ages, including children. Due to the nature of the participants, it is a requirement that students apply for a Blue Card (Working with Children Check). This will be facilitated through the school and enrolled students will receive a volunteer Blue Card.

## Assessment:

Students are assessed through a range of different modes in this qualification, below is a list of different assessment tools in use.

- Observation – direct observation of student's performance of required skills, instructing and ability in actual and simulated environments.
- Questioning – each project consists of a 'Knowledge Check' tasks, where students record evidence of the required knowledge pertaining to the units in the project.
- Online Modules- Delivered by Binnacle Training. Students will engage in online interactive activities to demonstrate competency and understanding.

## Future Pathways:

A Certificate III in Fitness offers a range of job pathways and completion of this course will enable you to:

- Become a Group Fitness Instructor
- Become a Gym Fitness Instructor
- Progress to Personal Training



# Geography

## Semester 1 (Elective)

### Why study Geography?

Geography is an area of study that is concerned with the relationship between society and the environment. It is a discipline that combines both the physical and social sciences and by doing so, provides students with the skills and conceptual frameworks needed to understand the complex processes that shape the world around them. It covers a range of approaches to society and the environment, including natural systems, political economy and cultural politics. Students will learn something about every region of the world in Geography. They will learn how to not only manipulate data, but to be able to make a logical decisions.

### Units of Study:

Environmental Change and Management - Geographies of Human Wellbeing

### Assessment:

Assessment is based on a number of tasks aiming to develop geographical inquiry skills. Genres include geography reports, data response tests and stimulus response tasks.

### Future Pathways:

In an increasingly complex world, the ability to make informed, critical judgements on issue-based problems is a highly desirable and a life-long skill to have. Students considering studying General Geography as part of their ATAR pathway are encouraged to study Year 10 Geography.



# Health and Physical Education

## 2 Semesters (Elective)

### Why study Health and Physical Education?

Students studying Health and Physical Education are learning skills for life. Health and Physical Education provides them with the opportunities to learn and to practice these life skills. The course focuses on Personal Development, Personal Health, and Physical Activity.

### Course Outline:

Students will learn “in, about and through” Health and Physical Education. The theory component of this subject covers health education issues and personal fitness. Each student’s personal fitness is monitored and developed throughout the course to achieve their maximum potential. Written work will represent fifty percent of the course and the content will cover the following:

- |                   |                                                                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Semester 1</b> | <ul style="list-style-type: none"><li>• Surf Lifesaving &amp; First Aid</li><li>• Coaching &amp; Officiating</li><li>• Carnival Organisation</li></ul> |
| <b>Semester 2</b> | <ul style="list-style-type: none"><li>• Anatomy &amp; Physiology</li><li>• Excellence in Health</li></ul>                                              |

### Practical Areas:

Students will participate in a selection of the following:

- Swimming & Lifesaving
- Fitness
- Ultimate Frisbee
- Badminton

### Assessment:

Students will be required to complete a number of assessment tasks, including:

- Written exams
- Written homework research tasks
- Written research assignment
- Workbook
- Practical Assessment

### Future Pathways:

Physical Education is an elective subject in Year 10. It is strongly recommended to study this subject in preparation for Senior Physical Education and/or Sport and Recreation.





# Hospitality

## SIT20316 - Certificate II in Hospitality

### 2 Semesters (Elective)



#### Why study Hospitality?

The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This certificate course provides students with a wide range of interpersonal skills with a general application in personal and working life, as well as specific knowledge and skills related to employment within the hospitality industry.

This subject is a highly practical course which gives students an opportunity to complete Certificate II in Hospitality. Students must be committed to participation in theoretical and practical lessons, excursions, Industry Placement, and the completion/ submission of all assessment. As part of this course students will need to attend out of school hours functions as required in order to demonstrate the appropriate competencies to complete the qualifications. Students will always have advanced notice of their required attendance.



#### Course Outline:

This course may be started at the beginning of year 10, 11 or 12 and will take 12 months to complete. Students will complete a program of study which includes 6 Core Units & 6 Elective Units. The Certificate II in Hospitality structure is based on the packaging rules described in the Tourism, Hospitality and Events training package (SIT13).

In Hospitality, students have the opportunity to develop industry standard knowledge and skills in food and beverage production, handling and function service. Students will work individually and as part of a team.

#### CORE UNITS:

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITXWHS001	Participate in safe work practices
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show social and cultural sensitivity

#### ELECTIVE UNITS:

SITXFSA001	Use hygienic practices for food safety
BSBCMM201	Communicate in the workplace
BSBITU201	Produce digital text documents
SITHFAB004	Prepare and serve non-alcoholic beverages
TLIE1005	Carry out basic workplace calculations
SITXFIN001	Process financial transactions

#### Assessment:

Hospitality is competency based assessment. Students will have many opportunities to demonstrate competence through a range of practical and theoretical tasks.

These may include: folio of work, observations, performance in functions, role play, interviews, diary/ journal, research assignments written tests, oral presentations, structured work placements. This course may be continued the following year or until completion.

#### Future Pathways:

**Pathways from the qualification** – After achieving SIT20316 Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries. This qualification may provide a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Possible jobs could include bar attendant, bottle shop attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant, porter or room attendant.

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# Information Technology

## ICT30120 - Certificate III in Information Technology



### Why study Information Technology

This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

By the conclusion of the course of study, students should have developed industry standard knowledge and skills to run standard diagnostic tests, work and communicate effectively in an IT environment and build simple websites using commercial packages.

### Course Outline:

This course has a flexible rolling start. Students may start at the beginning of year 10 or after completion of this Certificate II in Applied Digital Technology. It usually takes 2 years to complete this course. Students enrolling in year 12 will be eligible for credit for the competencies that they complete.

#### Core Units

BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients

#### ELECTIVES GROUP J:

ICTWEB431	Create and style simple markup language documents
ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for the web

#### ELECTIVES GROUP D:

CUADIG311	Prepare video assets
CUADIG303	Produce and prepare photo images

#### ELECTIVES GROUP H:

ICTPRG430	Apply introductory object-orientated language skills
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### Assessment:

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment tools include quizzes, case studies, practical activities, observation and student selected projects.

### Future Pathways:

This qualification provides digital literacy to support a wide range of occupations. Pathways include Certificate IV and Diploma studies in Information Technology. Career paths may include: help desk officer, IT technician, administrative roles, network security, network support officer and website testing.

# Introduction To Senior Sciences

## 1 Semester (Elective)

In Year 10 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. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local global scale and this enables students to predict how changes will affect equilibrium within these systems.

### Course Outline:

The units studied in Year 10 Science are:

- Life blue prints
- Life evolves
- Chemistry isn't magic
- Chemical reactions matter
- Moving along
- Energy of motion
- The universe
- Global systems

### Assessment:

Students will be required to complete a number of assessment tasks including

- Experimental investigations (designing and performing laboratory investigations)
- Research assignments
- Oral presentation
- Practical reports
- Written tests
- In-class workbooks

### Homework:

A minimum of 2½ hours per week of home study is needed if students hope to gain a Sound Achievement.

### Future Pathways:

Introduction to Senior Science is a pre-requisite for Chemistry, Physics, Biological Science or Agricultural Science at a Year 11 and 12 level. A Sound level of achievement in Science is a requirement of many TAFE apprenticeship courses.





# Kitchen Operations

**SIT20416 - Certificate II in Kitchen Operations**  
**2 Semesters (Elective)**



## Why study Certificate II in Kitchen Operations?

The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This certificate course provides students with a wide range of interpersonal skills with a general application in personal and working life and specific knowledge and skills related to the food preparation industry.

This subject is a highly practical course which provides students the opportunity to complete a Certificate II in Kitchen Operations. This is a nationally recognised qualification which may lead to further employment and training in many areas of the Hospitality industry. Loganlea SHS has a Trade Training Centre (TTC) which provides a commercial kitchen and attached restaurant setting for this training to occur. Students must be committed to participation in both theory and practical elements of the course, excursions, structured work placement in a commercial setting and completion and submission of all assessment. As part of this course students will need to attend out of school hours functions as required in order to demonstrate the appropriate competencies to complete the qualifications. Students will always have advanced notice of their required attendance.

## Course Outline:

This course may be started at the beginning of year 10, 11 or 12 and will take 12 months to complete. Students will complete a program of study which includes 8 core units and 5 elective units. The Certificate II in Kitchen Operations structure is based on the packaging rules described in the Tourism, Hospitality and Events training package (SIT 12).

## CORE UNITS:

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITWHS001	Participate in safe work practices

## ELECTIVE UNITS:

SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBCMM201	Communicate in the workplace
TLIE1005	Carry out basic workplace calculations



SITHCCC002 Prepare and present simple dishes

## Assessment:

Kitchen Operations is competency based assessment. Students will have many opportunities to demonstrate competence through a range of practical and theoretical tasks.

These may include: written tests, observations with checklists, portfolios, teacher questioning, practical functions/restaurants, practical exams and structured work placement.

## Future Pathways:

**Pathways from the qualification** – After achieving SIT20416 Certificate II in Kitchen Operations, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries in the Tourism, Hospitality and Events Training Package (SIT 12) This qualification may provide a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

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# Automotive

## AUR20720 - Certificate II in Automotive Vocational Preparation



### Why study Certificate II in Automotive Vocational Preparation?

The course enables students to participate in a vocational Mechanics course with a vehicle development focus. It is an activity-based subject where students learn by doing, develop a commitment to the mechanical ideologies, good work ethic (both independently and in a team) and prepare for the workplace. There is a focus on planning and carrying out routine tasks with some assistance. This qualification is an introductory qualification to the automotive service and repair industries and an entry to further training in several sectors. By the conclusion of the course of study, students should have developed industry standard knowledge and skills related to primary and associated industries.

### Course Outline:

This course may be started at the beginning of year 10, 11 or 12 and will take 24 months to complete.

#### Core Units

AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAF103	Communicate effectively in an automotive workplace
AURAF104	Resolves routine problems in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace

#### ELECTIVE UNITS:

AURETR001	Remove and tag automotive tools and electrical system components
AURTTA001	Remove and tag steering, suspension and braking system components
AURTTA127	Carry out basic vehicle servicing operations
AURTTE003	Remove and tag engine systems components
AURTTQ002	Remove and refit driveline components

### Assessment:

Assessment techniques used in this course includes - Teacher Questioning, Observations with checklists, Diary or Journal entries, Work Placement in Industry and Completion of Practical Activities. Assessment strategies vary depending on the particular unit of competency and the setting of the task. Assessment criteria and techniques are stated in each unit of competency. Competence will be achieved when the learner successfully completes the learning outcomes. Students will be issued with a Record Book, which will serve to record competencies achieved during the course. All successful units of competency will be recorded with a Certificate II possibly being completed. Part-completion of the course will result in the student being issued with a Statement listing industry competency standards in which the student has demonstrated competence. The course allows for the recognition of a student's prior learning (referred to as "RPL") should the student proceed into a TAFE program incorporating units of competency already determined as competent while at secondary school



### Future Pathways:

A certificate course of study in Mechanics can establish a basis for further education and employment in a range of fields such as, light vehicle mechanic, Agricultural / Heavy vehicle mechanic, mobile plant, auto electrical, heavy commercial vehicle.





# Media Arts in Practice

## 2 Semesters (Elective)

### Why study Media Arts?

Media Arts offers students the opportunity to study a range of different media texts and to question how and why they were made. Students will learn how to discuss the messages media texts present to audiences and create their own media productions. Media Arts equips students with a range of highly transferable 21st Century and employability skills.

This subject may count as an early start to the senior program and on completion could contribute up to 4 QCE points.

### Course Outline:

Students will have the opportunity to study a range of different media texts and genres and develop skills in:

- Film and television design, production and editing
- Graphic design
- The language of television, film and new media
- Collaboration and interpersonal skills
- Problem-solving, time management and the ability to use multi-media to communicate.

### Assessment:

Students will complete a range of different assessment tasks, both practical and theory based, where they will be required to **evaluate, design and produce** a range of different media artworks.

### Future Pathways:

Media Arts is an excellent introduction for students wishing to continue on in this subject area in Year 11 and 12. The skills developed across the program prepare students for study in Year 11 and 12 **General Film, Television and New Media (ATAR)** or Year 11 and 12 **Media Arts in Practice (Applied)**.

### Media Arts may lead to the following career pathways:

Advertising, Director, Cinematographer, Editor, Journalist, Marketing, Sound and Lighting, Scriptwriter, Teacher, Technician, TV Presenter to name a few.





# Music

## 2 Semesters (Elective)

### Why study Music?

There are many benefits in studying music, including building:

- Self-confidence
- Interpersonal skills
- Confidence in creative abilities
- Positive communication skills
- Understanding of music creating
- Valuing live performances as an enriching experience

### Course Outline:

Year 10 Music offers students the chance to expand their musicianship through **performance**, **composition** and **musicology**.

**Performance** - Students will improve their instrumental performance and singing. Whatever level they are at, the course will help them improve. Students get the opportunity to develop skills in basic keyboard work, the bass guitar, the acoustic and electric guitar, ukulele as well as tuned and un-tuned percussion (including drum kit).

**Composition** - Students will be creating music in a range of genres. They will explore various methods in recording compositions such as traditional notation as well as compositional software and live audio recording of their composition.

**Musicology** - Students gain exposure to a wide range of musical genres to develop their musical understanding and appreciation.

### Future Pathways:

After Year 10, students can continue to be involved in music activities such as concert-going, being involved in community groups, or simply enjoying playing or singing. The study of music can also lead to continued study in Years 11 and 12 in General Music or Music in Practice, and to a variety of job opportunities in music performance, sound engineering, business and other jobs in the music industry.





# Outdoor Recreation

SIS20419 - Certificate II in Outdoor Recreation  
2 Semesters (Elective)



## Why Study Outdoor Recreation?

This qualification reflects the role of individuals who assist with operational logistics and the delivery of recreational activities. They work under direct supervision and with guidance from those responsible for planning, finalising and delivering activities, including program managers and leaders

Assistants use a range of fundamental activity techniques during activities and can work in indoor and outdoor recreation environments, adventure learning centres or camps.

This subject involves preparing students for employment and participation in the Outdoor Recreation sector by developing core (i.e. compulsory), activity specific and general industry competencies. Students undertake camps, school activities and day trips as a way to develop the required skills and knowledge associated with the activity skills which include canoeing, kayaking, fishing, bushwalking and navigation. Students will also develop the required skills to respond to emergency situations, including aquatic rescues and assist in leading recreation activities.

## QCE Points:

Completion of this course may contribute up to 4 points.

## Subject Levy:

This subject incurs a Levy of \$300 per year. This covers the cost of camp fees, camp food, day trips and equipment usage across the whole year. Payment plans are available, but require a \$50 deposit to be made.

## Course Outline:

This course involves students camping, and engaging with activities in the outdoors. It consists of core (i.e. compulsory) and selected units of competency. Students can choose 2 of the 3 electives to focus on. The elective streams are Fishing, Bushwalking and Canoeing. This course involves students in the outdoors and physical activities. Students need to be prepared to do physically challenging tasks during the course of this subject. Students need to be prepared to engage with the natural environment.

This course requires students to be involved in excursions or camps. These will incur additional costs. Students showing interest in these particular electives will be provided with permission slips, current costs and activity requirements before electives are selected.

## CORE UNITS:

HLTWHS001	Participate in workplace health and safety
SISOFLD001	Assist in conducting recreation sessions
SISOFLD002	Minimise environmental impact
SISXIND002	Maintain sport, fitness and recreation industry knowledge

## ELECTIVE UNITS:

SISCAQU002	Perform basic water rescues
SISOBWG001	Bushwalk in tracked environments
SISOCNE001	Paddle a craft using fundamental skills
SISOFLD006	Navigate in tracked environments
SISOFSH001	Locate, attract and catch fish
SISXEMR001	Respond to emergency situations
SISXFAC001	Maintain equipment for activities



## Assessment:

Students are assessed through a range of different modes in this qualification, below is a list of different assessment tools in use.

- **OBSERVATION** – direct observation of student’s performance of required skills in actual and simulated environments.
- **QUESTIONING** – each project consists of a ‘Knowledge Check’ tasks, where students record evidence of the required knowledge pertaining to the units in the project.
- **RESEARCH FOLIO** – students compile a research folio pertaining to six fish species in areas they undertake fishing in, as well as compiling a minimal impact folio that includes information on the environmental, cultural and heritage characteristics of an area, as well as a brief report of the potential causes and consequences of environmental damage for two activities.
- **RESEARCH PRESENTATION** – students’ research and gather information about the sports fitness and recreation industry, compile this into a presentation, which is presented (shared) with their peers.
- **FOLIO OF EVIDENCE** – collections of evidence showing students have participated in opportunities to update current and emerging information relevant to Outdoor Recreation (i.e. Green Circle Membership with QORF, AIS Coaching General Principles Certificate, Record of conversation with an experienced industry personnel, satisfactory progress in course); and a collection of evidence of tasks completed (i.e. maintenance and repair logs, hazard reports, incident reports)



## MANDATORY REQUIREMENTS:

### Camps and Day Trips

This course requires students to be involved in excursions or camps. These activities form part of the student’s assessments in the qualification. It is therefore important that students attend the camps in this program, in order to be deemed competent.

### High Risk Permission

Students will participate in a range of activities, some of which are deemed to be high risk. Before students are able to participate in high risk activities, parental permission must be received. High risk activities student participate in include:

- Canoeing/Kayaking on Flat Water and Grade 1 Water
- High risk fishing locations and equipment (e.g. fishing from boats, fishing with lures and multiple hooks)
- Cooking on a camp stove.
- Swimming in pools and other bodies of water

There is the expectation that students who participate in this subject are physically capable of participating in activities and able to swim at least 50m with minimal assistance.

### Positive Notice Blue Card

As part of the qualification, students enrolled are required to assist in conducting Outdoor Recreation Sessions. Their clients may include peers of the same age, staff and peers who are younger (including year 6 students attending a transition to school day).

Due to the nature of the participants, it is a requirement that students apply for a Blue Card (Working with Children Check). This will be facilitated through the school and enrolled students will receive a volunteer Blue Card.

Students will need to provide two forms of ID and must not be considered a Disqualified Person.

For more information on Blue Card Requirements visit: <https://www.bluecard.qld.gov.au>

## FUTURE PATHWAYS:

### **Employment opportunities can be found in the following areas:**

Outdoor guide \* Childcare Programs, \* Adventure based Programs

### **Further study opportunities include:**

Certificate III in Outdoor Recreation (SIS30413)

**Information about further study opportunities can be found at:** <http://training.gov.au/Training/Details/SIS30413>



# Pre-Engineering

## 1 Semester (Elective)



### Why study Pre-Engineering?

Pre-requisites: Nil (it is an advantage to have studied some industrial technology subjects in previous years).

### Course Outline:

This subject is an introduction to the trade areas associated with the Engineering industry. Students participate in a variety of activities that include:

- Metal machining (Metal Lathe)
- Basic fitting
- Sheet metal fabrication

This busy 6 month program has students working with both ferrous and non-ferrous metals to produce a number of artefacts.

### Assessment:

The assessment program for this subject consists of practical activities, observations and associated theory tasks.

### Future Pathways:

Pre-Engineering is aimed at preparing you for any of the Certificate 1 in Engineering Courses offered by Registered Training Authorities and Traineeships/Apprenticeships in the Engineering area. This course of study can lead directly into the following careers:

- Boiler maker / welder
- Fitter and turner
- Mechanic
- Sheet metal worker
- Metal Machinist



# Pre-Furnishing

## 1 Semester (Elective)

### Why study Pre-Furnishing?

Have you ever thought that “I am pretty good with my hands” or “I would like to start directing my future towards a well paid job in industry” then Pre-Furnishing is for you. The team delivering Pre-Furnishing begins making you work ready, ready for industry and ready to make you real money. You will learn to use workshop machinery to produce fine pieces of furniture, this makes this subject an excellent choice for both males and females.

You can study this subject on its own or complimented with other Industrial Technology subjects (e.g. Pre-Construction and Pre-Engineering).

### Course Outline:

- A study of ergonomics and aesthetics
  - Project demonstrating range of skills
  - A study of how various countries from around the world have influenced furniture choice and design.
- (\* This is an indication of projects only – they may change without notice)

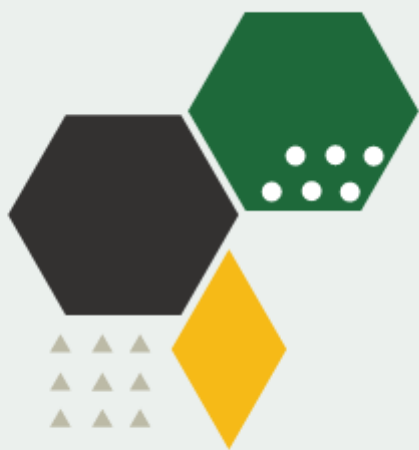
### Assessment:

The main form of assessment will be through the practical work done throughout the semester, with an exam done at the end of the semester.

### Future Pathways:

Pre-Furnishing is aimed at preparing you for Certificate 1 in Furnishing in Year 11 and 12, this course of study can lead directly into the following careers: Interior Designer or Decorator, Product Designer, Architect, Fine Furniture construction, Mass produced furniture manufacture, Shop Fitting, Workshop Managers, Set and Stage Designer and Builder, Kitchen Manufacture, Cabinet Maker, Builder, Engineer, Home Handyperson/ Maintenance, and many more.





# Retail Services

## SIR20216 - Certificate II in Retail Services

### 2 Semesters (Elective)

#### Why study Retail Services:

The certificate II in Retail Services SIR20216 is a qualification that reflects the role of frontline retail team members who use a defined and limited range of operational skills to undertake workplace activities. They are involved in mainly routine and repetitive tasks and work under direct supervision of others.

The qualification requires the ability to perform financial calculations, read procedures/instructions and write basic reports.

#### QCE Points:

Completion of this course contributes 4 QCE points.

#### Duration:

This course may be started at the beginning of year 10, 11 or 12 and will take 12 months to complete.

#### Course Outline:

It is suggested that students purchase a USB flash drive for storage and transferring of files.

#### CORE UNITS:

SIRXCEG001	Engage the customer
SIRXCOM001	Communicate in the workplace to support team and customer outcomes
SIRXIND001	Work effectively in a service environment
SIRXIND003	Organise personal work requirements
SIRXPDK001	Advise on products and services
SIRXRSK001	Identify and respond to security risks
SIRXWHS002	Contribute to workplace health and safety

#### ELECTIVE UNITS:

SIRRINV001	Receive and handle retail stock
SIRRMER001	Produce visual merchandise displays
SIRXSLS002	Follow point-of-sale procedures
BSBWOR204	Use business technology
SIRXIND002	Organise and maintain the store environment

#### Assessment:

This course has been developed to the skills and knowledge required to work within a range of retail settings at school and in the workplace. Students will complete five projects and will be assessed through the following methods:

- Written Assessments
  - Short Response & Multiple Choice Exams
  - Practical Observations (at School)
  - Role Plays (at School)
- Work Experience (One Week, Outside of School)\*

#### Future Pathways:

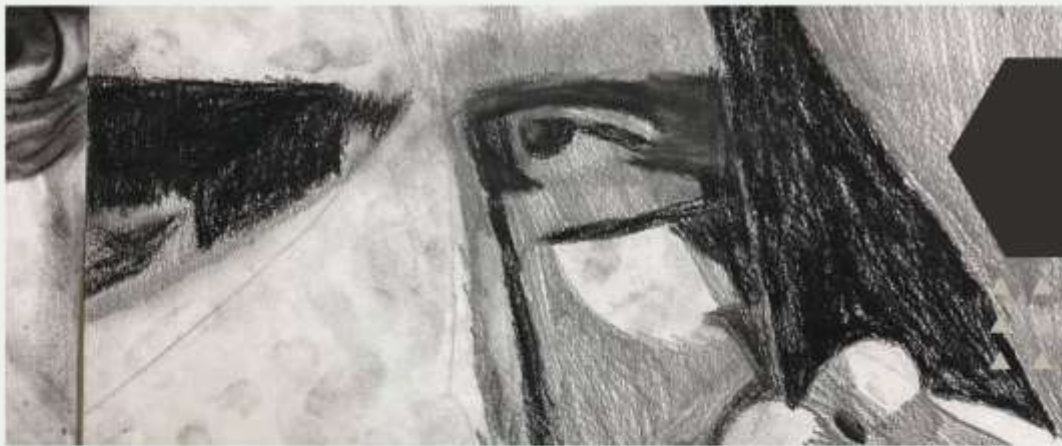
By the time you complete the course you will have the skills and knowledge to perform roles such as frontline team member, customer service assistant and point-of-sale operator.

This qualification is a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants.

\*students who currently are employed (for a period of six months) in a retail workplace, will be able to

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# Visual Arts (Pending Approval)

## CUA31120 - Certificate III in Visual Arts - 2 Semesters (Elective)

### Why study Certificate III in Visual Art?

The Certificate III in Visual Art offers a great foundation if you're not sure which creative discipline you're interested in - or if you want to get to know about art and the world of visual communications before you go further.

### Course Outline:

This course may be started at the beginning of year 10, 11 or 12 and will take 12-24 months to complete. Students will have the opportunity to study and demonstrate a range of skills and use a variety of media.

#### CORE UNITS:

BSBWHS211	Contribute to health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice

#### ELECTIVE UNITS:

CUADRA311	Produce drawings
CUAPAI311	Produce paintings
BSBDES301	Explore the use of colour
CUAPPR314	Participate in collaborative creative projects
CUAPRI312	Produce prints
CUAPPR417	Select and prepare creative work for exhibition
CUASCU311	Produce sculpture
CUAPPR312	Document the creative work progress

### Assessment:

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome, the student is eligible for recognition of prior learning. The assessment tools include student workbooks, observations and practical activities within a simulated work environment where students will gain experience in the visual arts field.

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