



LOGANLEA STATE HIGH SCHOOL

Year 10 Subject Guide

2025

RESPECT INTEGRITY RESILIENCE



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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) and History (one semester). In addition, students select 6 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 you select subjects that suit your needs and interests.

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

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.

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 will attend school 4 days per week to complete school subjects. On the fifth day, 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	Hospitality	Furnishing	Public Services
Refrigeration/Air-conditioning	Horticulture	Hairdressing	Printing
Multi-media/Information Technology	Retail	Child Care	Tourism
Building and Construction	Education	Automotive	Medical and Dental
Sport and Recreation	Manufacturing	Warehousing	Bakery/Pastry
Aged Care/Residential	Mechanics	Engineering	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. They must be 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, 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 / 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 / Hansard reporter
Foreign affairs / 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

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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(Department of Education,
Training and the Arts)

TECHNOLOGIES

Industrial Technologies & 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 technician	Computer systems engineer	Chef / cook	Farm hand
Boiler maker	Computer hardware service technician	Craftsperson	Fisher
Builder	Computer systems officer	Dietician / nutritionist	Food technologist
Cabinet maker	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	Stable hand
Leadlight worker	Software designer	Interior decorator	Stock and station agent
Metal fabricator	Software engineer	Nanny	Teacher
Panel beater	Systems designer	Nurse	Training officer
Picture framer	Teacher	Pattern maker	Veterinary nurse
Sheet metal worker	Training officer	Retail buyer	Teacher
Teacher	Telecommunications engineer	Tailor	Wool classer
Wood machinist	Website administrator	Teacher	

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
Makeup 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	Sign writer
			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 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 and an 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:

Success in the **Signature Mathematics** class is a pre-requisite for Mathematical Methods and Specialist Mathematics in Year 11 and 12. Enrolment in this subject is by invitation. If you wish to do Mathematical Methods and Specialist Mathematics, speak to the Head of Department regarding enrolment into Signature Mathematics in Year 10.

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.

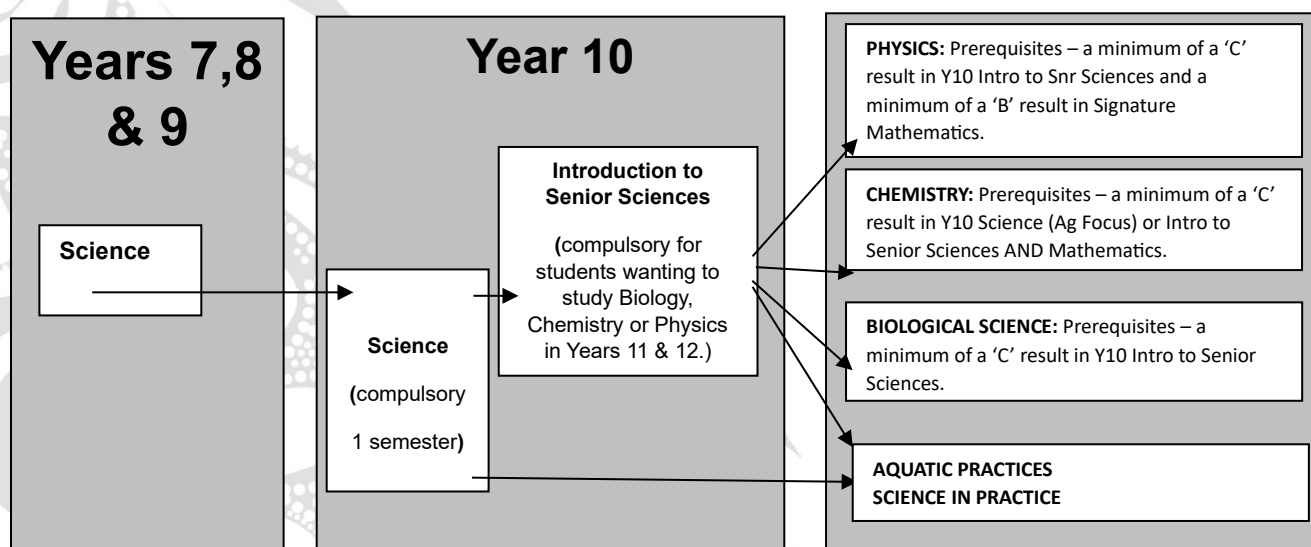
The study of science supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues. Science promotes the use of critical and creative thinking, problem solving and decision making. It encourages students to reflect 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:

Students will study s sub strands:

- World War II
- Building Modern Australia - Rights and Freedoms

Assessment:

Assessment focusses on the development of research and inquiry skills. Students will complete a written investigation (Historical Essay) and a Source Analysis portfolio.

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.

Active Volunteering - 2 Semesters

(Elective)

Certificate I in Active Volunteering CHC14015

This subject is available to students by invitation only in Year 10.

Why study Active Volunteering in Year 10?

The Certificate I in Active Volunteering provides opportunities for students to explore the varied dimensions of volunteering, communication and organisational skills to effectively equip themselves for moving into the workforce. Further studies at a Certificate II level are optional.

Course Outline:

The Certificate I in Active Volunteering may be started at the beginning of Year 10, 11 or 12 and will take 12 months to complete. This course will be studied through the following units of competency. To achieve this qualification, the candidate must have completed **at least 20 hours** of volunteer work as detailed in the Assessment Requirements of units of competency. Participation in volunteer work placements/activities within the school and the wider community is mandatory. (A Volunteering Blue card is required for placement where you will be working with minors.)

Competencies

Core units:

CHCDIV001 – Work with diverse people
CHCVOL001 – Be an effective volunteer
HLTWHS001 – Participate in workplace health and safety.

Listed elective:

HLTFSE001 – Follow basic food safety practices
CHCCOM005 – Communicate and work in health or community services.

Assessment:

This qualification is competency based assessment and students will be provided multiple opportunities to demonstrate competency through a range of practical and theoretical tasks:

- Assessment tasks require student to demonstrate both their knowledge and skills – in the workplace or in other relevant contexts.
- Students will collate a portfolio of evidence through a combination of assessment methods including:
- **Written assessment:** Written responses to questions or scenarios – which may include short answer, paragraph responses or multiple choice.
- **Case studies:** Allows opportunity for students to display process and problem-solving skills in a set of integrated tasks.
- **Practical activity:** Tasks which require demonstration of skills. This may occur in the workplace or classroom, either real-life or simulated scenarios.

Observation: Involves witnessing the demonstration of a student's performance.

Future Pathways:

Through participation in this course of study, students will develop industry standard knowledge and skills to:

- Undertake administrative tasks
- Communicate effectively within the workplace environment
- Apply problem-solving skills in familiar contexts
- Engage in safe work practices and apply basic operational knowledge
- Contribute to the community and connect with others
- Understand the important role a volunteer plays within the community
- Develop workplace networks.



Agriculture - 2 Semesters (Elective)

Certificate II in Agriculture AHC20122

Why study Agriculture in Year 10?

Studying agriculture enables students to participate in a vocational course with an Animal Production focus. In this activity-based subject students learn by doing, develop a commitment to the environment, 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 course is essentially a practical course, involving hands-on situations both on and off campus.

Course Outline:

It consists of compulsory core and elective units of competency. The Certificate II in Agriculture will take up to 24 months to complete. This course will be studied through the following units of competency.

Competencies	Core (4) Elective (12)
Core units: AHCWHS202 - Participate in work health and safety processes AHCWRK212 - Work effectively in the industry AHCWRK211 - Participate in environmentally sustainable work practices AHCWRK213 - Participate in workplace communications Elective Group A: AHCCHM201 - Apply chemicals under supervision AHCINF205 - Carry out basic electric fencing operations AHCINF206 - Install, maintain and repair farm fencing AHCINF207 - Maintain properties and structures AHCLSK204 - Carry out regular livestock observation	Elective Group A cont: AHCLSK205 - Handle livestock using basic techniques AHCLSK206 - Identify and mark livestock AHCLSK209 - Monitor water supplies AHCLSK210 - Muster and move livestock AHCLSK211 - Provide feed for livestock AHCWRK210 - Observe and report on weather AHCWRK215 - Collect and record production data

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. 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.

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.

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.

Applied Digital Technology

2 Semesters (Elective)

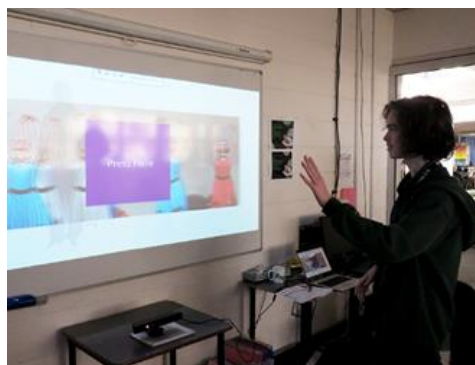
Certificate II in Applied Digital Technology ICT20120

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.



Competencies:

Competencies	
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 a digital media technology package	Elective Group A: ICTICT216 - Design and basic organisational documents BSBTEC203 - Research using the internet ICTICT223 - Install software applications BSBTEC303 - Create electronic presentations Elective Group B: BSBTWK201 - Work effectively with others Other: SIRXCEG006 - Provide online customer service

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 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 III in Visual Art or Visual Art. Students who want an **ATAR** (in Year 11 and 12) **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 - 2 Semesters (Elective)

Certificate III in Business BSB30120

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.

Competencies:

Competencies	
Core units: BSBCRT311 - Apply critical thinking skills in a team environment BSBPPEF201 - 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: BSBPPEF301 - Organise personal work priorities Elective Group C: BSBXTW301 - Work in a team

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

Chinese - 1 Semester (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:

The primary focus of this course is to use Chinese language to initiate and sustain interactions while sharing others' experiences of the world.

Students will listen, speak, read, view and write to communicate with speakers of Chinese in local and global settings.

Assessment:

Assessment will examine the evolution of Chinese herbology and other forms of traditional medicine by:

- Creating a bilingual social media campaign
- Transcribing texts from Chinese to English and English to Chinese
- A comprehension examination.

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.



Conservation & Ecosystem Management - 2 Semesters (Elective)

Certificate II in Conservation & Ecosystem Management SIT21020

Why study Certificate II in Conservation & Ecosystem Management?

The course enables individuals to develop basic factual, technical and procedural knowledge in conservation and ecosystem management for Indigenous land management, lands, parks and wildlife services and the restoration and rehabilitation of ecosystems.

Course Outline:

This course involves practical, hands-on, industry relevant experiences both on and off campus. It consists of core (i.e. compulsory) and elective units of competency. As students are involved in physical maintenance of properties and environmental work, they need to be prepared to do physically challenging tasks during the course of this subject. Students will work with plants and machinery in the natural environment.

Competencies: Pending approval for 2025

Competencies	Elective
Core Units: AHCWHS202 Participate in work health and safety processes AHCWRK211 Participate in environmentally sustainable work practices	Electives Group A: AHCPCM204 Recognise plants AHCPCM202 Collect, prepare and preserve plant specimens AHCPMG201 Treat weeds AHCPMG202 Treat plant pests, diseases and disorders AHCPIO203 Inspect and clean machinery, tools and equipment to preserve biosecurity Electives Group B: AHCPGD207 Plant trees and shrubs AHCCHM201 Apply chemicals under supervision AHCNSY206 Care for nursery plants AHCNSY207 Undertake propagation activities AHCWRK215 Collect and record production data AHCMMOM203 Operate basic machinery and equipment AHCINF205 Carry out basic electric fencing operations AHCWRK213 Participate in workplace communication

Assessment:

Assessment techniques used in the Certificate II in Conservation and Ecosystem Management include observation of practical performance, teacher questioning and written response. 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.

Future Pathways:

This subject Management can establish a basis for further education and employment in a range of fields such as, Nursery production, horticulture, rural industries, environmental officer, wildlife officer, farm hand and further qualifications from the Agriculture training package.

Cookery - 2 Semesters (Elective)

Certificate II in Cookery SIT20421

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 Cookery. 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 24 months to complete. Students will complete a program of study which includes 7 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).

Competencies

Core topics	Elective topics
SITXWHS005 Participate in safe work practices SITXFSA005 Use hygienic practices for food safety SITHCCC027 Prepare dishes using basic methods of cookery SITHCCC034 Work effectively in a commercial kitchen SITHKOP009 Clean kitchen premises and equipment SITHCCC023 Use food preparation equipment SITXINV006 Receive, store and maintain stock	Elective Group A: SITXFSA006 Participate in safe food handling procedures SITHCCC024 Prepare and present simple dishes SITHCCC028 Prepare appetisers and salads SITHCCC025 Prepare and present sandwiches Elective Group D: SITXCOM007 Show social and cultural sensitivity SITXCCS011 Interact with customers

Assessment:

Cookery uses 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 SIT20421 Certificate II in Cookery, 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.



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 a semester of study of the following unit:

- Productivity, Growth and Living Standards

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.



Film Preparation - 2 Semesters (Elective)

Why study Film Preparation?

Film Preparation offers students who are interested in undertaking an ATAR pathway the opportunity to develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly employable, transferable and flexible thinking and communication skills.

Course Outline:

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

- Film, television and new media design, production and editing
- The language of film, television and new media
- Analytical and evaluative skills
- Collaborative and interpersonal skills
- Digital literacy

Assessment:

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

Future Pathways:

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

Film Preparation may lead to the following career pathways:

Advertising, Arts Administration and Management, Communication, Design, Education, Film and Television, Journalism, Public Relations.

Fitness - 2 Semesters (Elective)

Certificate III in Fitness SIS30321 Vocational Education Subject (External RTO)

Binnacle Training (RTO 31319) is the Registered Training Organisation for this qualification.

Why study Fitness?

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 of 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. The Certificate III in Fitness structure is based on the packaging rules described in the Sport, Fitness and Recreation (SIS) training package.



CORE UNITS

Topics and Programs			
TERM 1 - TOPICS › Introduction to the Sport, Fitness and Recreation (SFR) Industry › Introduction to Coaching Programs PROGRAMS › Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions › SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions	TERM 2- TOPICS › Introduction to Community Programs › Introduction to Conditioning Programs PROGRAMS › Community SFR Program: Assist with Delivering Community SFR Sessions › Conditioning Program: Participate in Conditioning Sessions	TERM 3 TOPICS › Working in the SFR Industry › Providing Quality Service in the SFR Industry PROGRAMS › Group Conditioning Program: Plan and Deliver Group Conditioning Sessions › One-on-one Cardio Program: Plan and Deliver a Cardio Program	TERM 4 TOPICS › Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid PROGRAMS › Recreational Group Exercise Program
TERM 5 - TOPICS › Anatomy and Physiology › Health and Nutrition Consultations PROGRAMS › One-on-One Gym Program: Adolescent Client › Conduct Consultations with a Client (Peer) › Plan and Conduct Sessions (Scenario Clients)	TERM 6 TOPICS › Screening and Health Assessments › Specific Population Clients › Older Clients PROGRAMS › Fitness Orientation Program: Client Orientation › Gentle Exercise Program: Participate in Gentle Exercise Sessions › Mobility Program: Plan and Instruct Mobility Sessions	TERM 7 TOPICS › Older Clients › Specific Populations PROGRAMS Group Exercise and Gym-based One-on-One Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+	

Competencies - Students MUST complete 16 Units of Competency

HLTAID011 Provide First Aid	BSBOPS304 Deliver and monitor a service to customers
HLTWHS001 Participate in workplace health and safety	BSBPEF301 Organise personal work priorities
SISXEMR001 Respond to emergency situations	SISFFIT035 Plan group exercise sessions
SISXIND001 Work effectively in sport, fitness and recreation environments	SISFFIT036 Instruct group exercise sessions
SISXIND002 Maintain sport, fitness and recreation industry knowledge	SISFFIT032 Complete pre-exercise screening and service orientation
BSBSUS211 Participate in sustainable work practices	SISFFIT033 Complete client fitness assessments
SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise.	SISFFIT052 Provide healthy eating information
	SISFFIT040 Develop and instruct gym-based exercise programs for individual Clients.

Subject Levy:

Cost: \$365.00- 2 year course. First Aid and CPR Certificate will cost an additional \$30.00.

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.

Language Literacy and Numeracy Skills:

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

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

Binnacle Training (RT31319) is the Registered Training Organisation for this qualification. Fees are collected by Loganlea SHS and any refunds will be through the school (see the School's Refund Policy)



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 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:

Semester 1

- Functional Anatomy
- Motor Learning
- Tactical Awareness

Semester 2

- Energy Systems
- Biomechanics

Practical Areas:

Students will participate in a selection of the following:

- Aquathlon
- Badminton
- Basketball
- Touch
- Football/Volleyball/Soccer/Netball

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 - 2 Semesters (Elective)

Certificate II in Hospitality SIT20322

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 at least 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.

Competencies

Core topics	Elective topics
SITXWHS005 Participate in safe work practices	Elective Group A:
SITHIND006 Source and use information on the hospitality industry	SITXFSA005 Use hygienic practices for food safety
SITHIND007 Use hospitality skills effectively	Elective Group B:
SITXCCS011 Interact with customers	SITHFAB024 Prepare & Serve Non-Alcoholic Beverages
SITXCOM007 Show social and cultural sensitivity	SITXFIN007 Process financial transactions
BSBTWK201 Work effectively with others	BSBCMM211 Apply communication skills
	BSBTEC201 Use business software application
	TLIE0009 Carry out basic workplace calculations

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 this 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.

Information Technology –

2 Semesters (Elective)

Certificate III in Information Technology (ICT30120)

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.

Competencies

Competencies	
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 Elective Group J: ICTWEB431 – Create and style simple markup language documents ICTWEB304 – Build simple web pages ICTWEB305 – Produce digital images for the web	Elective Group D: CUADIG301 – Prepare video assets CUADIG303 – Produce and prepare photo images Elective Group H: ICTPRG430 – Apply introductory object-orientated language skills

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

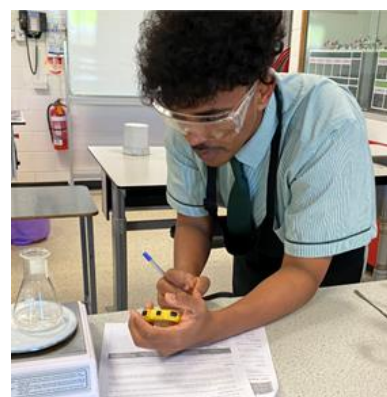
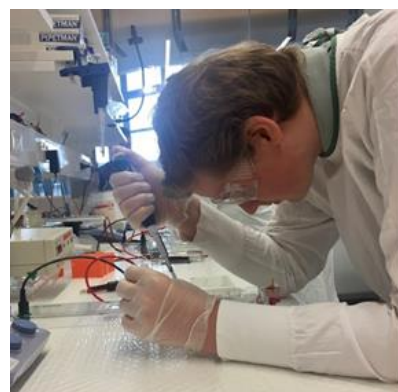
- Experimental investigations (designing and performing laboratory investigations)
- Research assignments
- Oral presentation
- Practical reports
- Written tests
- In-class workbooks

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.



Mechanics

2 Semesters (Elective) Certificate II in Automotive Vocational Preparation AHC20720



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.

Competencies:

Competencies

Core units:

AURAEA002 - Follow environmental and sustainability best practice in an automotive workplace
AURAF103 - Communicate effectively in an automotive workplace
AURAF104 - Resolve 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:

AURETR001 – Remove and tag automotive 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 drivelling components

Assessment:

Assessment techniques used in this course include -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. 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:

This course of study can form a basis for further education and employment in 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 –

2 Semesters (Elective)

Certificate II in Outdoor Recreation SIS20419

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 two year 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.

Competencies

Competencies	
Core Units: HLTWHS001 – Participate in workplace health and safety SISOFLD001 – Assist in conducting recreation sessions SISOFLD002 - Minimise environmental impact SIXIND002 – Maintain sport, fitness and recreation industry knowledge	Group A: SISCQU002 – Perform Basic water rescues SISOBWG001 – Bushwalk in tracked environments SISOONE001 – Paddle a craft using fundamental skills SISOFLD006 – Navigate in tracked environments SISOFSH001 – Locate, attract and catch fish Group B: SIXEMR001 - Respond to emergency situations SIXFAC001 – 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.

Camps & Excursions	Standard Program	
	First Year	Second Year
Logan River Canoeing	✓	✓
Cooloola Pack and Paddle Camp (4 Days)		✓
Rogaine	✓	✓
Emergency Response Overnight Camp		✓
Offsite Bushwalk	✓	✓
Fishing	✓	✓
Maroon Base Camp (4 Days)	✓	**
Pool Visit	✓	**
Beach Day Trip	✓	✓
Industry Engagement Day		✓

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 Leadership (SIS30619)

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

Pre-Engineering (Metal) - 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 a variety of metals to produce a number of artefacts.

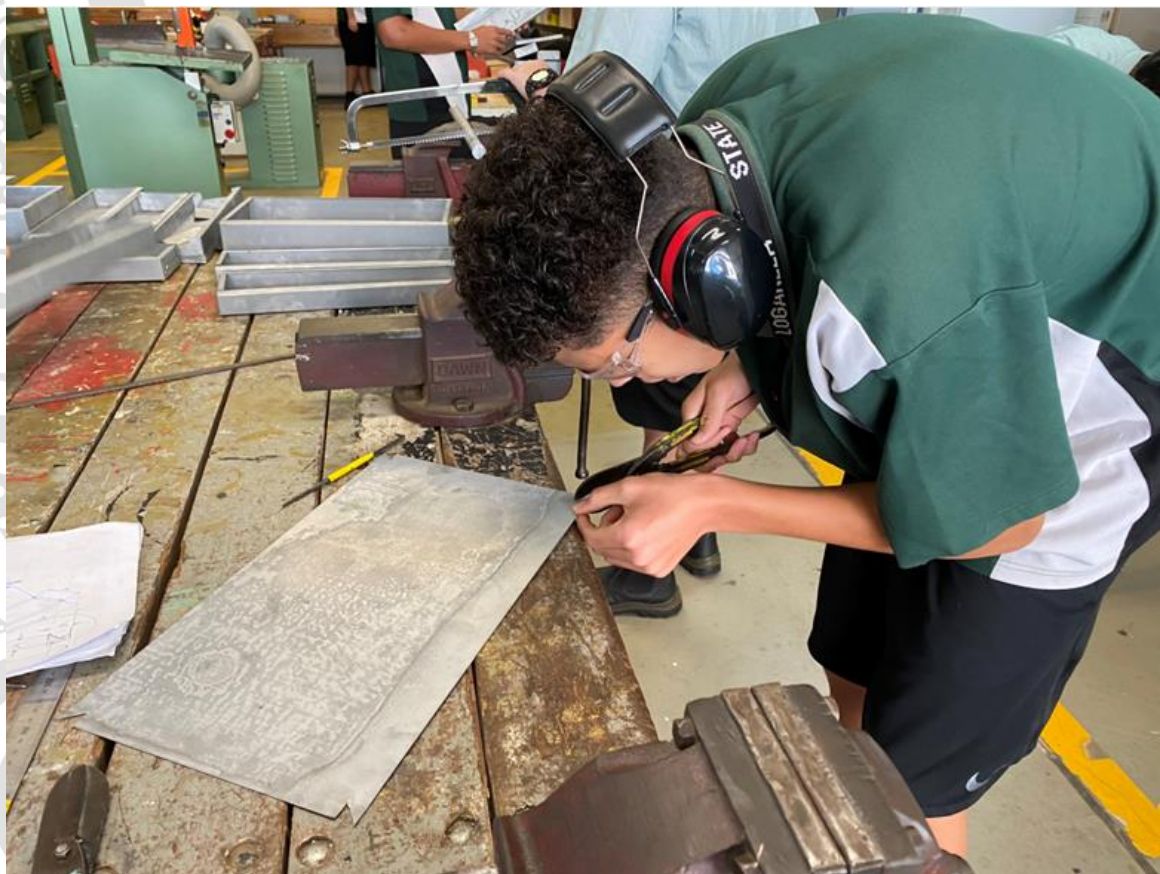
Assessment:

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 I or II 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 (Timber) - 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 another Industrial Technology subjects (e.g. Pre-Engineering).

Course Outline:

- Students taught to read and understand project plans
- 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 assessment done at the end of the semester.

Future Pathways:

Pre-Furnishing is aimed at preparing you for Furnishing in Year 11 and 12, this course of study can lead directly into the following careers: Carpenter, Builder, 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, Engineer, Home Handyperson/Maintenance, and many more.



Retail Services - 2 Semesters (Elective)

Certificate II in Retail Services SIR20216

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:

Competencies	
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	Listed Elective: SIRRMER001 - Produce visual merchandise displays SIRXIND002 - Organise & maintain the store environment SIRXIND004 - Plan a career in the retail industry Imported Electives: FSKLRG006 - Participate in work placement SIRXSLS001 - Sell to the retail customer

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

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 (3-4days, 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.

Students who demonstrate capability and independence after completion of this program will be invited to enrol into the SIR30216 - Certificate III in Retail.

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 have their current employer sign off a Third Party Report, in lieu of completing a work experience placement.

Skills for Work & Vocational Pathways

- 1 Semester (Elective)

Certificate II in Skills for Work & Vocational Pathways FSK20119

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 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).

Students will study this certificate through the following units:

Competencies	
Core units: FSKLRG011 – Use routine strategies for work related learning	Elective Group B: FSKDIG003 – Use digital technology for non-routine workplace tasks
Elective Group A: FSKNUM014 – Calculate with whole numbers and familiar fractions, decimals and percentages for work	FSKLRG009 – Use strategies to respond to routine workplace problems
FSKNUM015 – Estimate, measure and calculate with routine metric measurements for work	FSKOCM007 – Interact effectively with others at work
Non-listed Elective: BSBCMM211 – Apply communication skills	FSKRDG010 – Read and respond to routine workplace information
BSBTEC201 – Use business software applications	FSKWTG008 – Complete routine workplace formatted texts
AUMAFA001 – Apply for jobs and undertake job interviews	FSKWTG009 – Write routine workplace texts
BSBTEC203 – Research using the internet	FSKLRG010 – Use routine strategies for career planning

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.

<https://training.gov.au/Training/Details/FSK20119>



Visual Arts – 2 Semesters (Elective)

Certificate III in Visual Arts CUA31120

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 topics and Elective Topics	
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	Group A: CUADES301 -Explore the use of colour CUADRA311 -Produce drawings CUAPAI311 -Produce paintings CUAPPR312 -Document the creative work progress CUAPPR314 -Participate in collaborative creative projects CUAPRI312 -Produce prints CUASCU311 -Produce sculpture Imported Elective: CUAPPR417 -Select and prepare creative work for exhibition

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.

Future Pathways:

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

Vocational Education and Training (VET) Privacy Notice

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



Subject Guide Art Story

Artist - Stacey Williams

The 3 waterholes with joining waterways represent the 3 stages of schooling Junior, Middle School and Senior school

**The meeting place
Symbol represents
their Primary school
experience.**

**The Footprints -
Students journey
from birth to
primary school**