

# YEAR 10 PATHWAYS to QCE



# MANSFIELD

**Subject Selection Guide for year 9 into 10**  
**Mansfield State High School**  
August 2021 for Subject Selection for 2022



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## Introduction

Mansfield High is a school with high expectations of students regardless of their chosen pathway. The school aims to develop well - rounded, confident and hard - working graduates and therefore the purpose of this guide is to support students and parents/carers through the tricky journey of selecting a learning pathway.

The Year 10 curriculum at Mansfield SHS provides students with a rich and challenging environment designed to prepare students for the rigors of the senior curriculum. When making subject choices students should consider:

- Year 10 should provide students with a broad-based general education.
- Individual students are important. Pathway options should be explored in preparation for meeting pre-requisites in senior schooling and future pathways.

## Selection guidelines

A wise choice of subjects has an important bearing on happiness at school, success in studies and the range of options available for further study or for entry to a desired vocation.

- Students are encouraged to discuss subject choices with teachers, and other members of staff. Staff have an understanding of student strengths, and will be able to give them guidance on the appropriateness of their subject choice. The final decision will rest with the parent, the student and the ability of the student to meet any prerequisites.
- All students must select at least one (1) English subject from the list provided (a student may choose to study both Preparatory English and Preparatory Literature).
- All students must select at least one (1) Maths subject.
- Students will also be required to study four (4) elective subjects for semester 1 and semester 2. Some electives can be studied in both semester 1 and semester 2, however prerequisites must be considered carefully as some electives have the semester 1 elective as a prerequisite for the semester 2 subject. Some electives are offered as discrete semesters and only offered for one semester, some of these electives can be selected in either semester 1 or semester 2.
- Students will be required to identify an additional one (1) elective of interest for consideration should their preferences not be available.

When making your selections, keep in mind:

- your **interests**,
- your **abilities**,
- the level of **difficulty** of the unit,
- recommended prerequisites,
- possible **career** needs, and
- electives to lead towards recommended prerequisite achievement for senior general subjects, and
- subject costs.

A student SHOULD NOT choose subjects for the following reasons.

- 'My friend is taking that subject.' There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.
- 'I do/don't really like the teacher.' There is no guarantee that you will have any particular teacher.
- 'Someone told me that the subject is fun (or easy, or interesting).' It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
- 'Someone told me that the subject is boring.' See point 3.
- 'Someone told me that I do/don't need that subject for the course I want to take in Year 12/at university.' If you are planning this far ahead, speak with the relevant Head of Department/Head of Year, check tertiary prerequisites or see a Guidance Officer.

## Important Information

- Many subjects have identified prerequisites and/or compulsory subjects. Where prerequisites are stated, if students can demonstrate they already have similar knowledge and skills that would have been gained from completion of the prerequisite subject, they may complete the next level of the subject after agreement with the relevant Head of Department.
- Students also need to be aware that availability of a particular subject is dependent upon a number of important factors, including availability of staff and physical resources such as specialist classrooms, and class size numbers.

During the Student Development Program in Year 10, students engage in a careers program that allows them to develop their own Senior Education Plan (SET plan) and assist with senior subject selection. The following sources of information on subjects, courses and careers may prove useful:

- <https://joboutlook.gov.au/> or <https://www.gooduniversitiesguide.com.au/>
- Australia's Career Information Service, called myfuture, at <https://myfuture.edu.au/>
- QTAC website – for occupations requiring university study or study in full-time TAFE diploma or advanced diploma courses - online at <https://www.qtac.edu.au>
- The Department of Employment, Small Business and Training website at: <https://desbt.qld.gov.au/training>
- Other career information such as brochures from industry groups, which show the various pathways to jobs in these industries
- Employers and people who are already doing the work in which you are interested.

## What can parents do to help their children be successful?

- Don't assume responsibility but rather support your students in taking responsibility for their own education. A good way to do this is to ask them lots of questions rather than answering their questions. If students have to think, they should learn.
- Ask students questions about school. Find out how they interpret what is going on at school.
- Ensure that your students have a suitable place to study.
- Support the actions of the school.
- Regularly ask to peruse your student's books, work and homework. Write comments in the books and ask for the teacher to sign below your comments.
- Much ground can be made by showing an interest in what is happening and by helping students develop habits of industry and responsibility.

## Information about the Senior Phase of learning

### Queensland Certificate of Education (QCE)

Senior schooling in Queensland will give students the skills for success in work and life in the future. They will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens. Under the Queensland Certificate of Education (QCE), syllabuses have been developed in all subject areas. Students can choose from lots of subjects and courses that suit their work and study goals.

Students who wish to apply for university after school will need the Australian Tertiary Admission Rank (ATAR). Please see further information about over the page for students who would like to pursue a university pathway after school.

### Types of Subjects

**General subjects (G)** — General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training, and work.

**Applied subjects (A)** — Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

### Assessment

Assessment will be different in the senior phase of learning (year 11 and 12). Four assessments will count towards a students' final grade in each subject.

General subject results will be based on student achievement in three internal assessments (developed by MSHS), and one external assessment that is set and marked by the QCAA.

In most General subjects the internal assessment results will count for 75% of a students' overall subject result. In maths and science subjects, the internal assessment results will generally count for 50% of a students' overall result.

Applied subject results will be based on the achievement in four internal assessments. Internal assessments might include in-class tests, assignments, essays or some other form. Student work will be marked by MSHS teachers, and QCAA will then review samples of student work for every subject in every school to ensure the quality and rigour of assessment and results.

External assessment for each subject will be held on the same day in all schools across the state. A students' final subject result will be made up of their external assessment result, plus their three internal assessment results.



## Australian Tertiary Admission Rank (ATAR) eligibility

An ATAR is only required for Tertiary Admission. The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

### English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

## English faculty pathways

English is the official language of our country. With a history spanning more than 1500 years, it is spoken in more parts of the world than any other language, and by more people in the world except Chinese. Mastery of English allows participation in all spheres of Australian society, and increasingly in a global society. English is also one of the predominant languages of the Internet.

<b>Preparatory English (G)</b>	
<b>Prerequisites</b>	A 'C' in Year 9 English is recommended
<b>Course Description</b>	English (Australian Curriculum) is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are: <ul style="list-style-type: none"> <li>• Language: knowing about the English language</li> <li>• Literature: understanding, appreciating, responding to, analysing and creating literature</li> <li>• Literacy: expanding the repertoire of English usage.</li> </ul>
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Unit 1: Prose Study (Imaginative Response)</li> <li>• Unit 2: Satire (Multimodal Response)</li> <li>• Unit 3: Shakespeare (Analytical Response)</li> <li>• Unit 4: Prose Study (Persuasive Response)</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• A range of genres are assessed, including imaginative, persuasive and analytical.</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$38 + booklist items</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• English</li> <li>• Literature</li> <li>• English as an Additional Language</li> </ul>	

## Preparatory Literature (G)

<b>Prerequisites</b>	A minimum 'B' in Year 9 English is highly recommended
<b>Course Description</b>	Literature follows the English (Australian Curriculum) course in more depth, at a faster pace and with more advanced literature than the subject English. It is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are: <ul style="list-style-type: none"> <li>• Language: knowing about the English language</li> <li>• Literature: understanding, appreciating, responding to, analysing and creating literature</li> <li>• Literacy: expanding the repertoire of English usage.</li> </ul>
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Unit 1: Prose Study (Imaginative Response)</li> <li>• Unit 2: Satire (Multimodal Response)</li> <li>• Unit 3: Shakespeare (Analytical Response)</li> <li>• Unit 4: Prose Study (Persuasive Response)</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• A range of genres are assessed, including imaginative, persuasive and analytical.</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$38 + booklist items</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• English</li> <li>• Literature</li> <li>• English as an Additional Language</li> </ul>	

## Preparatory Essential English (A)

<b>Prerequisites</b>	Nil
<b>Course Description</b>	Essential English follows the English (Australian Curriculum) course with a stronger focus on a workplace pathway rather than an academic pathway. It is designed for students who have experienced some challenges with the subject English in the junior years. While it still follows the three strands of English, there is greater emphasis on the <i>Literacy</i> strand. It is not recommended for students who wish to progress to tertiary study.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Unit 1: Prose Study (Creative Response)</li> <li>• Unit 2: Satire (Multimodal Response)</li> <li>• Unit 3: Shakespeare (Analytical Response)</li> <li>• Unit 4: Prose Study (Persuasive Response)</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• A range of genres are assessed, including imaginative, persuasive and analytical</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$38 + booklist items</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• Essential English</li> </ul>	

## Mathematics faculty pathways

A letter of recommendation will be provided to each year 9 student regarding the level of mathematics that your student should study in year 10. The mathematics studied in year 10 directly leads towards mathematical subjects they study in senior. For example gaining a C or better in PGM Preparatory General Mathematics leads to the General Mathematics subject in Years 11 and 12.

<b>Preparatory Essential Mathematics (A)</b>	
<b>Prerequisites</b>	Students cannot select this subject, it is by invitation from the Head of Department Mathematics only. This subject is for students who struggle with mathematics and may have been part of the Foundation Mathematics classes in Year 9.
<b>Course Description</b>	Students study lead in topics to the Essential Mathematics senior course and are at the foundation of the ACARA Year 10 Program.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Geometry</li> <li>• Area</li> <li>• Scale and plans</li> <li>• Comparing Data</li> <li>• Financial Mathematics</li> <li>• Simple Probabilities and Simulations</li> <li>• Basics of Algebra</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Each term there will be an exam approximately 60 min in class.</li> <li>• There will be one Project Based - Assignment</li> <li>• End of Year Block Exam approximately 90 min</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• The school provides a textbook which is kept at school, extra learning resources are provided on the Learning Place or Share Point.</li> <li>• \$10 for Photocopying Assessments and Revision Materials.</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• Essential Mathematics</li> </ul>	

<b>Preparatory General Mathematics (G)</b>	
<b>Prerequisites</b>	Achievement of C or better in Year 9 Mathematics.
<b>Course Description</b>	This course follows the Australian Curriculum ACARA developing core mathematical skills across all topics.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• In-class exams at the end of each term 1 and 2 (65 min)</li> <li>• Problem Solving and Modelling Task (PSMT) – Written Report Term 3</li> <li>• End of Semester 2 exam in Exam Block approximately 95 minutes</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$12 + booklist items</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• General Mathematics</li> </ul>	



### Preparatory Mathematical Methods (G)

<b>Prerequisites</b>	At least a B in in Year 9 Maths.
<b>Course Description</b>	This course follows the Australian Curriculum developing mathematical skills across all topics. This subject involves advanced mathematics with emphasis on algebra. The topics covered are the 10A level of ACARA which involve higher order thinking.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• In-class exams each term [1, 2 and 3 (65 min)]</li> <li>• Problem Solving and Modelling Task (PSMT) – Written Report -Term 3</li> <li>• End of Semester 2 exam – Exam Block approximately 125 minutes</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$12 + booklist items</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• Mathematical Methods</li> </ul>	

### Preparatory Specialist Mathematics (G) Semester 1 or 2 *elective*

<b>Prerequisites</b>	At least a B in Year 9 Mathematics. Desire to study Specialist Mathematics in Years 11 and 12.
<b>Course Description</b>	This maths elective extends some of the topics taught in Year 10 Methods and introduces some topics from the senior courses.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> <li>• Vectors and Matrices</li> <li>• Linear Programming and Networking</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• In class exams at the end of each term and one Investigation</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$10 + booklist items</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• Specialist Mathematics</li> </ul>	

## Health and Physical Education faculty pathways

The HPE Learning Area reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary society.

<b>Preparatory Health Education (G)</b>		
	<b>Semester One</b>	<b>Semester Two</b>
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	Health Education would interest students who are concerned about social justice issues and who have a strong commitment to improving their own and their community's health. Students considering careers in health policy development, health promotion, health and safety laws, regulations, health advocacy, health information management, counselling, social work, medicine, nursing and other allied health professions would find this subject beneficial.	
<b>Course units</b>	Curriculum will be driven by relevant health issues, such as: <ul style="list-style-type: none"> <li>• Coping with stress and anxiety</li> <li>• Homelessness</li> </ul>	Curriculum will be driven by relevant health issues, such as: <ul style="list-style-type: none"> <li>• Body Image</li> <li>• Immunisation</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Analytical Exam</li> <li>• Written Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Multimodal Resource + Written Justification</li> <li>• Action Research Report</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$10 + booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>• Senior Health (General)</li> </ul>		

<b>Preparatory Physical Education (G)</b>		
	<b>Semester One</b>	<b>Semester Two</b>
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved closely through integrated written, oral, physical and other learning experiences explored through the study of sport.	
<b>Course units</b>	Students will compete in Oz-tag and soccer while learning the follow sporting principles: <ul style="list-style-type: none"> <li>• Motor Learning</li> <li>• Energy Systems</li> </ul>	Students will compete in softball and volleyball while learning the follow sporting principles: <ul style="list-style-type: none"> <li>• Biomechanics</li> <li>• Equity and Access</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• On-going assessment of Oz-tag and netball performance</li> <li>• Exam</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• On-going assessment of softball and Speedminton performance</li> <li>• Report</li> <li>• Assignment</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$10 + ring binder folder / dividers / A4 paper / Sports uniform</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>• Senior Physical Education (General)</li> <li>• Senior Sport and Recreation (Applied)</li> <li>• Certificate III in Fitness</li> </ul>		

<b>Preparatory Recreation (A)</b>		
	<b>Semester One</b>	<b>Semester Two</b>
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	Recreation focuses on the role sport and recreation has in the lives of individuals and communities. It is a subject that provides students with the opportunity to learn in, through and about recreation activities.	
<b>Course units</b>	<ul style="list-style-type: none"> <li>• A variety of recreational activities are examined while undertaking officiating and first aid.</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of recreational activities are examined while undertaking coaching and event management.</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• On-going assessment of recreational activities.</li> <li>• First Aid exam (including CPR)</li> <li>• Officiating folio</li> </ul>	<ul style="list-style-type: none"> <li>• On-going assessment of recreational activities.</li> <li>• Research report</li> <li>• Coaching folio</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$10 + booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>• Senior Sport and Recreation (Applied)</li> <li>• Certificate III in Fitness</li> </ul>		

## Humanities faculty pathways

Humanities subjects involve the investigation of contentious and challenging issues. This promotes critical thinking that lies at the core of the problem-solving skills required in the 21st century. The Humanities prepares young people to be active participants in their world. The Year 10 Humanities electives provide students with the opportunity to develop their ability to critically evaluate sources and write insightful evidence-based judgements.

The study of Humanities business subjects, enterprise and the law is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Students are challenged academically and exposed to authentic and real-life practices. The knowledge and skills developed will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future. The content and skills taught, and the learning experiences encountered are designed to provide students with an understanding of how business activity affects the daily lives of everyone as they work, spend, save, invest, travel, and play. Students learn in contexts that are familiar, practical and relevant. Humanities are essential skills for success in a broad range of subjects in the Senior School and in tertiary study.

<b>Preparatory Ancient History (G) semester 1 or semester 2</b>	
<b>Prerequisites</b>	Nil
<b>Course Description</b>	This course involves the investigation contentious historical issues that promote critical thinking skills which are essential in a broad range of subject disciplines and careers: the ability to critically analyse and evaluate evidence, develop insightful arguments, and draw reasoned conclusions. Students develop these skills through the study of two very exciting areas of Ancient History: the fierce, warrior culture of Ancient Sparta and one of history's most interesting and often misunderstood women - Cleopatra of Ancient Egypt.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• The Warrior Society of Ancient Sparta</li> <li>• The Real Cleopatra</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Exam – short answer response to historical sources</li> <li>• Research Essay</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$15.00 + booklist items</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• Ancient History</li> </ul>	

### Preparatory Modern History (G) semester 1 or semester 2

<b>Prerequisites</b>	Nil
<b>Course Description</b>	In this course students develop the key skills of source analysis, critical evaluation and evidence-based argumentation. Through the study of historical sources, students explore how Hitler won totalitarian control of Germany and precipitated a cataclysmic World War. They also investigate the contentious debate over the assassination of American president John F Kennedy.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Hitler's Dictatorship: the rise of Nazism to the end of World War II</li> <li>• Who Shot JFK? The mystery of the assassination of American President John F Kennedy</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Exam – short answer response to historical sources</li> <li>• Research Essay</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$15.00 + booklist items</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• Modern History</li> </ul>	

### Preparatory Geography (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	In this course students investigate the key challenge posed by climate change for our future. They develop key skills in analysing, manipulating, and interpreting data and maps using GIS technology. Emphasis is placed on evaluating sources and justifying recommendations for sustainable management strategies. The course includes a full day field trip to investigate the potential impact of climate change on the Gold Coast.	In this course students explore the geographic factors which affect human wellbeing. They develop key skills in analysing, manipulating, and interpreting data and maps using GIS technology. Emphasis is placed on evaluating sources and justifying recommendations for improving human wellbeing in less developed countries.
<b>Course units</b>	Environmental Change and Management: <ul style="list-style-type: none"> <li>• Land degradation</li> <li>• Coastal processes</li> </ul>	Geographies of Human Wellbeing <ul style="list-style-type: none"> <li>• Human change and wellbeing</li> <li>• Trapped by conflict</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Combination exam</li> <li>• Field report</li> </ul>	<ul style="list-style-type: none"> <li>• Data report</li> <li>• Combination exam</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$15.00 + \$25.00 for excursion (semester 1) + booklist items</li> <li>• \$10 (semester 2)</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>• Geography</li> </ul>		

## Preparatory Accounting (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Nil	Preparatory Accounting Sem 1 (Recommended)
<b>Course Description</b>	This subject will introduce students to the financial accounting systems and procedures used by businesses to prepare records and reports for interested parties and to meet financial responsibilities and requirements. The focus for the semester is on the complete accounting process, including the interpretation of financial reports, for sole traders in both service and trade industries.	This subject focuses on management accounting tools and strategies used for decision making and evaluating the performance of a business. Students will look at pricing strategies using cost-volume-profit analysis; cash control procedures through the use of cash budgets and analysing and interpreting end of period reports using ratios and internal and external benchmarks.
<b>Course units</b>	Real World Accounting <ul style="list-style-type: none"> <li>Accounting for a service business</li> <li>End of period financial reporting</li> </ul>	Introduction to Management Accounting <ul style="list-style-type: none"> <li>Management tools used to aid decision making</li> <li>Evaluating business performance</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Combination exam</li> <li>Project</li> </ul>	<ul style="list-style-type: none"> <li>Combination exam</li> <li>Project</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$20/semester + booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Accounting</li> <li>Business</li> <li>Business Studies</li> <li>Certificate III Business</li> <li>Economics</li> </ul>		

## Preparatory Legal Studies (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Minimum C standard in year 9 English	Preparatory Legal Studies Sem 1 (recommended) and a C in English
<b>Course Description</b>	This subject explores the function of law in society. More specifically, students will investigate their role in the legal system. They will investigate the validity of current legal practices and apply legal decision-making processes to determine effective legal outcomes. Students will examine legal pathways available to members in society and evaluate the legal system's ability to provide for its stakeholders.	This course explores the function of the law in society relating to alcohol and alcohol fuelled violence, children and human rights. Students will investigate the validity of current legal practices and apply legal decision-making processes to determine effective legal outcomes. Students will examine the relevant laws in Australia, evaluate their effectiveness and analyse the effect on individuals within society.
<b>Course units</b>	<ul style="list-style-type: none"> <li>The legal system and youth justice</li> <li>Environmental law</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol fuelled violence and the law</li> <li>Children and human rights</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Combination exam</li> <li>Argumentative essay</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry report</li> <li>Combination Exam</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$20/semester + booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Legal Studies</li> <li>Certificate IV in Crime and Justice</li> </ul>		

## Preparatory Business (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	This subject provides students with the business knowledge, skills and strategies they need to contribute to the dynamic and constantly changing business environment. They will be provided with opportunities to engage in and understand a range of management practices. Students will explore the impact of a business's culture on its organisational structures, workforce and work environments. They will be provided with opportunities to engage in and understand business practices relating to ecommerce and setting up an online business.	This unit continues to expand students' knowledge, skills and strategies needed to contribute to the dynamic and constantly changing business environment. The course will help students understand the complexities involved in the administration and management of a business. This unit first explores the role of human resources and how to manage a workforce to improve productivity. The second component of the course is operations management where operational processes relating to product, technology in manufacturing, inventory management and ethics and social responsibility of businesses in developing products.
<b>Course units</b>	Business Environments <ul style="list-style-type: none"> <li>• Fundamentals of business</li> <li>• Establishment of a digital business</li> </ul>	Business Development <ul style="list-style-type: none"> <li>• Human resource management</li> <li>• Operations management</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Exam – short response</li> <li>• Research Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Project - investigation</li> <li>• Combination Exam</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$20/semester + booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business</li> <li>• Business Studies</li> <li>• Certificate III in Business</li> </ul>		



## Preparatory Economics (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Nil	Preparatory Economics Sem 1 (recommended)
<b>Course Description</b>	This unit continues to expand students' knowledge, skills and strategies needed to contribute to the dynamic and constantly changing economic environment. The course will help students understand the economic problem of limited resources faced by individuals, households, businesses and governments and make justified decisions for alternative uses of resources.	This unit continues to expand students' knowledge, skills and strategies needed to contribute to the dynamic and constantly changing economic environment. The course will help students understand the economic problem impacting the unsustainable use of environmental resources. Students will examine how government intervention may offer a path to more environmentally sustainable economic activity.
<b>Course units</b>	Economics and You <ul style="list-style-type: none"> <li>Fundamental Economic concepts</li> <li>The Economic Problem</li> </ul>	Economics of Globalisation <ul style="list-style-type: none"> <li>Environmental Economics</li> <li>Macroeconomics of Globalisation</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Combination exam</li> <li>Inquiry Research task</li> </ul>	<ul style="list-style-type: none"> <li>Response to stimulus task</li> <li>Inquiry Research task</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$20/semester + booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Accounting</li> <li>Economics</li> <li>Business</li> <li>Business Studies</li> <li>Certificate III Business</li> </ul>		

## Digital and Creative Technologies faculty pathways

Subjects in the Information Technologies learning area prepare students to be effective problem-solvers as they learn about, and work with, contemporary and emerging technologies. In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in practical problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts and solutions. Students analyse problems, and apply computational, design and systems thinking processes to structure and model digital solutions. They develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. They understand that solutions enhance their world and benefit society.

Australia needs enterprising and innovative individuals with the ability to make discerning decisions about the development, use and impacts of technologies. When developing technologies, these individuals need to be able to work both independently and collaboratively to solve open-ended problems. Digital Solutions benefits students by preparing them for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops all of the 21st century skills that are critical to students' success in further education and life.

<b>Preparatory Digital Solutions (G)</b>		
	<b>Semester One</b>	<b>Semester Two</b>
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	Digital Solutions 1 will introduce students to digital technologies and computational thinking processes used to create digital solutions. The subject focuses on understanding digital and robotic systems, developing algorithms and implementing algorithms as coded solutions.	Digital Solutions 2 will introduce students to the digital tools and design thinking processes used to create user-centric digital solutions. The subject focuses on user experience design processes, designing and developing web applications and responsible use of data.
<b>Course units</b>	<ul style="list-style-type: none"> <li>Robotics</li> <li>Algorithms</li> <li>Programming</li> </ul>	<ul style="list-style-type: none"> <li>UX design</li> <li>Data</li> <li>Web app development</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Students are assessed with an individual project and a programming folio.</li> </ul>	<ul style="list-style-type: none"> <li>Students are assessed through a group presentation and a practical exam.</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$10 + printing costs; headphones</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Digital Solutions</li> </ul>		



The Food and Fibre Faculty develops life skills which promote individual and family health and well-being. It develops practical skills relating to Food and Nutrition, Hospitality, Early Childhood and Fashion, while introducing students to possible future career pathways in Allied Health, Hospitality, Food Product Development, Design and Fashion. Students can select from four strands offered by the Food and Fibre Technology faculty.

Food and Nutrition and Fashion comprise of two progressive semester units, while Hospitality and Early Childhood Studies run for one semester only.

- **Food and Nutrition Strand:** The content of these units has been developed to deal with progressively more complex investigation of nutrition, the specific dietary needs of consumer groups and the principles of food science. Additional topics addressed consecutively throughout the course are hygiene as it relates to food and food preparation, the development of practical food preparation skills and food product development. The introductory unit FDS09 is recommended as a prerequisite.
- **Fashion Strand:** The units of this strand introduce the elements of design and utilise the associated principles to develop skills in practical sewing as well as a thorough understanding of textile development, manufacture and selection of fabrics. Students will use the design process to create a prototype product for a specific design brief.
- **Hospitality Strand:** The unit available in this strand serves as an introduction to the hospitality career pathway and may prepare many students for those part time jobs in this industry. Although not mandatory, it is a useful basis for study in the subject Hospitality Practices in Years 11 and 12. Students will learn how to operate safely in a kitchen work environment along with preparing and serving food and beverages to customers.
- **Early Childhood Strand:** The unit available in this strand serves as an introduction to possible careers associated with Early Childhood Studies. Although not mandatory, it is a useful basis for study in the Early Childhood Studies subject offered in Years 11 and 12.

## Preparatory Food and Nutrition (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Yr 9 Food Studies recommended but not essential	Yr 9 Food Studies recommended but not essential
<b>Course Description</b>	This subject will reinforce prior learning of the six nutrients, their functions, and the Australian Guide to Healthy Eating. The unit focuses on the long-term lifestyle practices of teenagers through an analysis of convenience foods (nutritional value), understanding nutritional labels, marketing, and the specific dietary needs of consumer groups.	This subject builds on prior learning of the six nutrients, their functions; and the Australian Guide to Healthy Eating. The unit focuses on experimentation on food to determine their nutritional content, an examination of the scientific principles behind the changes which occur to food during cooking eg confectionary cookery (toffee, fudge, caramel, marshmallow).
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Eat Well, Live Well</li> <li>• Practical cookery activities</li> </ul>	<ul style="list-style-type: none"> <li>• Edible Experiments</li> <li>• Practical cookery activities</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Assessment in this subject includes an exam, continuous practical assessment, as well as a design project.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment in this subject includes an exam, continuous practical assessment, and design project.</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$20 + booklist items and weekly ingredients for practical cookery</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>• Food and Nutrition</li> <li>• Hospitality Practices</li> </ul>		

## Preparatory Fashion (A)

	Semester One	Semester Two
<b>Prerequisites</b>	Yr 9 Textile and Design Technology recommended but not essential	Yr 9 Textile and Design Technology recommended but not essential
<b>Course Description</b>	This subject will reinforce prior learning and skills developed in Textiles and Design 091/092. The unit focuses on the use of the principles of design and application of commercial patterns.	This subject will showcase the knowledge and practical skills developed in the earlier units. Application of advanced techniques to produce an haute couture article will be the focus.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Fashion</li> </ul>	<ul style="list-style-type: none"> <li>• The Design Process</li> <li>• Drafting of patterns</li> <li>• Practical activities</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Assessment in this subject is practical assessment of articles, a written exam and a design project.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment in this subject is practical assessment of articles, a written exam and an assignment.</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$15 including printing costs; A4 notebook; sewing equipment (scissors, pins, quick-unpick, tailor's chalk, tape measure)</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>• Fashion</li> </ul>		



### Preparatory Early Childhood (A) semester 1 only

<b>Prerequisites</b>	Nil
<b>Course Description</b>	This subject will introduce students to early childhood development from Infancy to Pre-school. The subject focuses on exploring: physical, social, intellectual, emotional and language development through play.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Areas of childhood development</li> <li>• Learning through play</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Assessment in this subject includes a written exam, individual and group activities/ presentations, an assignment.</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$15 +booklist items</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• Early Childhood Studies</li> </ul>	

### Preparatory Hospitality Practices (A) semester 2 only

<b>Prerequisites</b>	Nil
<b>Course Description</b>	This subject will introduce students to the hygiene and safety standards expected in commercial kitchens and the hospitality industry. The subject will also focus on planning and preparing menus, practising food presentation and service and will include all planning associated with a sale activity.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Food Presentation</li> <li>• Food Preparation</li> <li>• Food marketing and sales</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Assessment in this subject includes continuous practical assessment, a written exam, group activity and a project.</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$20 including printing costs; A4 notebook; weekly ingredients for practical cookery + travel costs associated with an excursion.</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• Hospitality Practices</li> </ul>	

## Languages faculty pathways

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts. Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

French and Japanese are subjects suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in languages can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

### French

French is the living and working language of over 300 million of the world's people. It is the official language of the United Nations and is used widely in international law, business and diplomacy.

The link between the French and English languages is very close so students are able to make meaningful progress very early in their studies. Students who study French have an opportunity to participate in our established exchange programs with France, Switzerland and New Caledonia.

### Japanese

Learning Japanese provides not only the ability to communicate with visitors from Japan, but also the possibility to use Japanese in a future career or on a visit to Japan, as business opportunities with Japan abound. Students who study Japanese have an opportunity to participate in our established exchange programs with Japan, and participate in several scholarship opportunities.

### Preparatory Japanese (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Year 7, 8 and 9 Japanese	Year 7, 8 and 9 Japanese
<b>Course Description</b>	This semester students will explore options for travel and tourism in Japan and for Japanese speakers in Australia, considering the associated cultural conventions. Attitudes of both Australian and Japanese teenagers will be explored through the topic of part time jobs.	Students will discuss future plans including homestay experiences. In addition, the semester will centre on comparing the lifestyles of Japanese students with their own.
<b>Course units</b>	<ul style="list-style-type: none"> <li>School trips and travel</li> <li>Part Time jobs</li> </ul>	<ul style="list-style-type: none"> <li>Future aspirations</li> <li>Homestay in Australia</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Students are assessed through short and combination response tasks that cover all four macro skills: Listening, Speaking, Reading, and Writing.</li> </ul>	<ul style="list-style-type: none"> <li>Students are assessed through a Multi-modal task and a combination response task that cover all four macro skills: Listening, Speaking, Reading, and Writing.</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$15 + booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Japanese</li> </ul>		

### Preparatory French Immersion (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Year 7, 8 and 9 French Immersion	Year 7, 8 and 9 French Immersion
<b>Course Description</b>	This course is an accelerated program that aligns with Year 11 French. Students compare and contrast lifestyles and education in Australian and French-speaking communities, schools, homes and peer-group contexts. They communicate their understanding and experiences of relationships through the use of information and ideas in text and language.	This semester students move beyond their personal world to how they engage with the world. They do this by exploring options for personal travel and tourism in French-speaking countries and Australia, and by considering the associated cultural conventions.
<b>Course units</b>	<ul style="list-style-type: none"> <li>Ma vie – My World</li> </ul>	<ul style="list-style-type: none"> <li>L'exploration du monde – Exploring Our World</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Students are assessed through Short and Combination Response tasks which covers all four macro skills: Listening, Speaking, Reading and Writing.</li> </ul>	<ul style="list-style-type: none"> <li>Students are assessed through an Extended Response task which covers all four macro skills: Listening, Speaking, Reading and Writing.</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$69 + booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Year 11 – Advanced French</li> <li>Year 12 – French Extension</li> </ul>		



<b>Preparatory French (G)</b>		
	<b>Semester One</b>	<b>Semester Two</b>
<b>Prerequisites</b>	Year 7, 8 and 9 French	Year 7, 8 and 9 French
<b>Course Description</b>	This semester is centred on living well, the environment and talking about the past.	This semester is about exploring present relationships and making future plans.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Living well and the environment</li> <li>• Talking about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Future Plans</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Students are assessed through short and combination response tasks that cover all four macro skills: Listening, Speaking, Reading, and Writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed through a Multi-modal task and a combination response task that cover all four macro skills: Listening, Speaking, Reading, and Writing.</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$15 + booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>• French</li> </ul>		

## Music faculty pathways

Music is a rewarding, creative subject which encourages self-reliance, independent learning and cooperation in group activities. Students gain confidence in public performance and enhance their presentation skills, as well as acquire a life-long leisure activity which they can share with others. Students are involved in presenting / performing music as singers and instrumentalists. They create music compositions. They also aurally and visually respond to music through analysis and they reflect on what they have learnt.

<b>Preparatory Music (G)</b>		
	<b>Semester One</b>	<b>Semester Two</b>
<b>Prerequisites</b>	Year 9 Music or Instrumental Music Student (as approved by the HOD) C or above in Year 9 English	Year 9 Music or Instrumental Music Student (as approved by the HOD) C or above in Year 9 English
<b>Course Description</b>	This unit builds on the knowledge and skills acquired in year 7, 8, and 9, with a focus on Jazz styles including Blues, Dixieland, Swing, Bebop, Cool Jazz, Bossa Nova and Australian jazz music compositions.	Beginning with the music of the Medieval period, students will explore the history of art music, focusing on a range of vocal and instrumental styles which emerged in Europe in the last six centuries. They will discover how and why this music of the past has had such a pervasive influence on the music of today.
<b>Course units</b>	<ul style="list-style-type: none"> <li>All that Jazz</li> </ul>	<ul style="list-style-type: none"> <li>Music in Time</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Composition</li> <li>Performance – solo instrumental and/or vocal</li> <li>Written analysis examination</li> </ul>	<ul style="list-style-type: none"> <li>Composition</li> <li>Performance – solo instrumental and/or vocal</li> <li>Written analysis examination</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$25.00 + booklist items</li> <li>Earphones</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Music</li> <li>Music Extension (Year 12 only)</li> </ul>		

## Preparatory Music Extension (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Students may also be studying Preparatory Music Sem 1. Year 9 Music or Instrumental Music Student (as approved by the HOD) C or above in Year 9 English	Students may also be studying Preparatory Music Sem 2. Year 9 Music or Instrumental Music Student (as approved by the HOD) C or above in Year 9 English
<b>Course Description</b>	This course explores the concept of 'Bold or Beautiful' as it applies to both art and contemporary music.	This course explores the concept of 'covers' in music. Additionally, an integrated project assessment allows students to pursue research and analysis in a chosen field of interest.
<b>Course units</b>	<ul style="list-style-type: none"> <li>Bold and Beautiful</li> </ul>	<ul style="list-style-type: none"> <li>Under the Covers</li> </ul>
<b>Assessment Types</b>	Items of assessment may include: <ul style="list-style-type: none"> <li>A composition that could be bold or beautiful in its nature</li> <li>Individual or group performance</li> <li>A written research/ analysis assignment</li> <li>An assessment journal</li> </ul>	Items of assessment may include: <ul style="list-style-type: none"> <li>A composition or performance connected to their integrated project</li> <li>A written research assignment/ integrated project including performance or composition</li> <li>An assessment journal</li> <li>Written exam</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$25.00 + booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Music</li> <li>Music Extension (Year 12 only)</li> </ul>		

## Industrial Technology and Design faculty pathways

The content taught and the learning experiences encountered within any / all of the Industrial Technology and Design Education units, are designed to provide students with an understanding of materials, systems and technological practice through active investigation and participation.

Industrial Technology and Design Education comprises of five main areas of study which provide a wide cross-section of learning experiences. These areas are: Engineering, Design, Industrial Graphics, Furnishing and Industrial Technology.

- **Design:** The methods explored in these units will prepare students for study of the Design subject in Years 11 and 12. Students will explore user-centred design problems and evaluate existing possibilities as well as unique solutions, with the possibility of providing a resolution through drawn or prototyped responses.
- **Engineering:** The content of units in this strand will allow students to develop an understanding of the graphical, scientific and practical application of structures, material science, analysis and investigation, while learning Engineering principles.
- **Industrial Graphics Skills:** Students will develop skills in spatial conceptualisation and the representation of information in a graphical format using predominately CAD programs. The content studied will utilise skills and knowledge commenced in the introductory units DAT091 and DAT092, the remaining units in this strand have been developed as stand-alone contextual units. Units from this strand form an introduction of contexts that will assist students wishing to study Industrial Graphics Skills in Years 11 and 12.
- **Furnishing Skills:** This subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.
- **Industrial Technology Skills:** The structure of units in this strand is similar to those in the Furnishing unit, although with a multi material approach (metal/wood/plastic). Subsequent units may be designed around coursework in: construction, engineering skills and associated applications.

## Preparatory Design (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	This subject focuses on the practical application of design thinking, drawing skills and prototyping skills required to develop creative ideas in response to human needs, wants and opportunities. Students will respond to design briefs that describe open-ended but well-defined simple design problems. Consideration will also be made of economic, social and cultural issues which may affect design outcomes.	This subject extends on the practical application of design thinking, drawing skills and prototyping skills developed in the preceding unit. Students will be required to develop a response to the human needs of an identified individual above all other considerations. The interaction and documentation of developed criteria must be a major priority in developing and meeting these identified criteria.
<b>Course units</b>	<ul style="list-style-type: none"> <li>Design in Practice</li> <li>Design Influences</li> </ul>	<ul style="list-style-type: none"> <li>Human-centred design</li> <li>Sustainable Design</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Design folio/s</li> <li>Design Challenge examination</li> </ul>	<ul style="list-style-type: none"> <li>Design folio/s</li> <li>Design Challenge examination</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$12 including printing costs; HB pencil, 4 ring binder, 1 pair safety glasses</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Design</li> </ul>		

## Preparatory Engineering (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Satisfactory performance in Mathematics and Science would be of benefit.	Satisfactory performance in Mathematics and Science would be of benefit.
<b>Course Description</b>	This subject will introduce students to many elements of the study of Engineering, including engineering graphics and the study of statics and dynamics. The subject focuses on the theoretical understanding of forces (represented graphically) but will also include the realisation of designs in the form of prototype making eg spaghetti bridge.	This subject will introduce students to many elements of the study of Engineering, including material science, kinematics and control systems. The subject focuses on an understanding of the principles of each of the areas of study through real-life application and examination.
<b>Course units</b>	<ul style="list-style-type: none"> <li>Statics and Dynamics</li> <li>Engineering Graphics</li> </ul>	<ul style="list-style-type: none"> <li>Material Science</li> <li>Kinematics</li> <li>Control Systems</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Assessment in this subject includes written exams, completion of student workbooks, individual and group activities/ presentations, and written assignment/s.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment in this subject includes written exams, completion of student workbooks, individual and group activities/ presentations, and written assignment/s.</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$14 including printing costs; HB pencil, 4 ring binder, 1 pair safety glasses</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Engineering</li> <li>Certificate II in Engineering Pathways (by invite)</li> <li>Certificate III in Engineering Technical (by invite)</li> </ul>		

## Preparatory Furnishing Skills (A)

	Semester One	Semester Two
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	This subject will introduce students to many elements of the study of Furnishing, including traditional furniture-making and glazing. The subject will be delivered with practical demonstrations and supervised practical experience as well as the delivery of associated theory. Elements of the design process will also be addressed throughout.	This subject will continue the development of many elements of the study of Furnishing, including contemporary furniture-making and soft furnishing. The subject will be delivered with practical demonstrations and supervised practical experience as well as the delivery of associated theory. Elements of the design process will also be addressed throughout.
<b>Course units</b>	<ul style="list-style-type: none"> <li>Traditional furniture making</li> <li>Soft furnishing / simple upholstery</li> <li>User-centred design</li> </ul>	<ul style="list-style-type: none"> <li>Contemporary furniture making</li> <li>Glazing and framing methods</li> <li>User-centred design</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Project/s – Artefact and associated Multi-modal presentation</li> <li>Practical Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Project/s – Artefact and associated Multi-modal presentation</li> <li>Practical Demonstration</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$50 including printing costs; HB pencil, 1 pair Safety glasses and hearing protection</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Furnishing Skills</li> <li>Certificate I in Construction (by invite)</li> </ul>		

## Preparatory Industrial Graphics Skills 1 (A)

	Semester One	Semester Two
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	This subject will introduce students to the industry practices and drafting processes associated with the creation of technical drawings (specifications) which are required in many manufacturing contexts. The subject will be delivered to promote the development of manual and digital drafting skills, through the use of CAD packages.	This subject will continue the development of industry practices and drafting processes associated with the creation of technical drawings (specifications) which are required in many manufacturing contexts. The subject will be delivered to promote the development of manual and digital drafting skills, through the use of CAD packages appropriate to the context.
<b>Course units</b>	<ul style="list-style-type: none"> <li>Furnishing Drafting</li> <li>Engineering Drafting</li> </ul>	<ul style="list-style-type: none"> <li>Engineering Drafting</li> <li>Building and Construction Drafting</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Project/s – Set of technical drawings and associated multi-modal presentation</li> <li>Practical demonstration</li> <li>Formal exam</li> </ul>	<ul style="list-style-type: none"> <li>Project/s – Set of technical drawings and associated multi-modal presentation</li> <li>Practical demonstration</li> <li>Formal exam</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$11 subject charge; 1 USB, 1 2H and 1 4H pencil; soft white eraser</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Industrial Graphics Skills</li> </ul>		



<b>Preparatory Industrial Technology Skills (A)</b>		
	<b>Semester One</b>	<b>Semester Two</b>
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.	This subject will continue the development of industry practices and production processes required to manufacture products in a variety of industries. The subject continues to provide an opportunity for students to undertake practical work while developing beneficial vocational and life skills.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Engineering - Sheetmetal and Fitting / Metal machining</li> <li>• Building and Construction – various trades</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering - Sheetmetal and Fitting / Metal machining</li> <li>• Building and Construction – various trades</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Project/s – artefact and associated Multi-modal presentation</li> <li>• Practical demonstration</li> <li>• Theory exam</li> </ul>	<ul style="list-style-type: none"> <li>• Project/s – artefact and associated Multi-modal presentation</li> <li>• Practical demonstration</li> <li>• Theory exam</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$25 including printing costs; HB pencil, 1 pair safety glasses and hearing protection</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>• Industrial Technology Skills</li> <li>• Certificate I in Construction</li> </ul>		

## Science faculty pathways

Science is the concerted human effort to understand, or to understand better, the history of the natural world and how the natural world works, with observable physical evidence as the basis of that understanding. It is done through observation of natural phenomena and/or through experimentation that tries to simulate natural processes under controlled conditions. Mansfield offers all four senior sciences for students in Year 10 (Biology, Chemistry, Earth and Environmental Science and Physics).

<b>Preparatory Earth and Environmental Science (G) semester 1 or 2</b>	
<b>Prerequisites</b>	Nil
<b>Course Description</b>	In this course students will explore the geosphere, atmosphere, hydrosphere and biosphere as well as space and investigate phenomena associated with Earth systems and processes. Students will explore ways to predict future changes and provide advice about ways to mitigate the effect of human-induced change; explore ways in which science knowledge interacts with social, economic, cultural and ethical factors; and describe and explain complex models of the Earth's interior.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Earth Systems and models</li> <li>• Origins of the universe</li> <li>• Development of the atmosphere and hydrosphere</li> <li>• Development of the Biosphere</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Term 1 – Research investigation</li> <li>• Term 2 – Data test</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$15.00</li> <li>• A4 Notebook</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• Earth and Environmental Science</li> <li>• Science in Practice</li> </ul>	

### Preparatory Chemistry (G) semester 1 or 2

<b>Prerequisites</b>	Nil
<b>Course Description</b>	In this course, students relate matter and energy in chemical reactions as they consider the rate of reaction and the breaking and reforming of bonds as new substances are produced. They are introduced to the mole concept as a means of quantifying matter in chemical reactions. Students conduct investigations to develop their understanding of patterns in the properties and composition of materials. They explore the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and subatomic scale to explain these properties.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Term 1 – Student experiment</li> <li>• Term 2 – Data test</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$20.00</li> <li>• A4 Notebook</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Science in Practice</li> </ul>	

### Preparatory Physics (G) semester 1 or 2

<b>Prerequisites</b>	Nil
<b>Course Description</b>	In this course students develop an appreciation of how an understanding of motion can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of displacement, velocity, acceleration and time data, and examine the relationships between force, momentum and energy for interactions in one direction. Participation in a range of experiments and investigations will allow students to progressively develop their suite of science inquiry skills while gaining an enhanced appreciation of the range of technologies that have contributed to the development of physics understanding.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Linear motion</li> <li>• Forces</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Term 1 – Data test</li> <li>• Term 2 – Student experiment</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$20.00 + A4 notebook</li> </ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"> <li>• Physics</li> <li>• Science in Practice</li> </ul>	



## Preparatory Biology (G) semester 1 or 2

<b>Prerequisites</b>	Nil
<b>Course Description</b>	In this course, students explore the ways Biology is used to describe and explain the cellular processes and mechanisms that ensure the continuity of life. An understanding of the processes and mechanisms of how life on Earth has persisted, changed and diversified over the last 3.5 billion years is essential to appreciate the unity and diversity of life. Participation in a range of experiments and investigations will allow students to progressively develop their suite of science inquiry skills while gaining an enhanced appreciation of patterns of inheritance and the effect of a variety of factors on gene pools.
<b>Course units</b>	<ul style="list-style-type: none"><li>• DNA. Genes and the continuity of life</li><li>• Continuity of life on Earth</li></ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"><li>• Term 1 - Research investigation</li><li>• Term 2 - Data test</li></ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"><li>• \$15.00 + A4 notebook</li></ul>
<b>Subjects aligned with in Senior School</b>	
<ul style="list-style-type: none"><li>• Biology</li><li>• Science in Practice</li></ul>	

## The Arts faculty pathways

The Arts areas are widely recognised as powerful tools that contribute to the overall development of a student's personal, social and cultural identity. They are a means of expression and as such, give students the opportunity to learn about themselves and the world through the Arts. Students develop the knowledge, skills, processes and attitudes necessary to communicate their ideas, feelings and experiences.

The Arts Department offers four subjects in Year 10 – Visual Arts, Drama, Dance, and Film, Television and New Media. All Arts subjects lead directly to a 'General' subject in Year 11/12; there are also 'Applied' subject options with Visual Arts in Practice and Media Arts in Practice. All Arts subjects are organised through learning experiences and assessment in making and responding.

### Visual Arts

Visual Art conveys meaning and knowledge about the world – history, culture, experience, and expression. Art Education develops critical thinking and creative problem solving in an increasingly globalised society, where an understanding of visual literacy enables students to be able to make sense of their environment. In Visual Arts students transform their visual perception and ideas into expression in a material form, via making experiences with a variety of media in two and three dimensions and digital experiences. Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks.

### Drama

The study of Drama gives students both the opportunity to explore the Drama art form for its own sake and to acquire vital communication and performance skills. It involves observing and empathising with people, characters and works from a variety of cultures. In their study of Drama, students may encounter content that challenges them or that is outside the scope of their experience.

### Dance

Dance is one of the few art forms that allows total expression of self, as well as being a form of exercise that offers a holistic approach to health including elements of physical, mental, spiritual emotional and social health. By becoming involved in Dance, students can expect to develop an increased understanding of the complex factors associated with dance and its place in Australia's culture. Students will use their bodies to express personal and ubiquitous concepts, exploring the diverse genres, styles and contexts of dance by the skill acquisition processes of choreography, performance and appreciation.

### Film, Television and New Media

All public information in the 21st century is mediated through channels of mass communication and non-linear media. They are an integral part of modern life and students come to school with a wide range of experiences with these texts. Opinion, argument, entertainment and 'social information' are all carried by the media, and through this course, students will develop critical thinking skills that are essential to negotiating the complex media landscape. Creative and digital-literacy skills enable students to think, question, create and communicate by designing, producing and critiquing film, TV and new media products

## Preparatory Visual Art (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	<p>Term 1 focuses on building techniques and processes in an experimental 2D printmaking folio culminating in the creation of a printed tote bag that is inspired by the Australian native plants. In term 2, students learn skills, and techniques of ceramics producing minor works that lead to the creation of a major ceramic sculpture that explores the topic of Identity.</p> <p>Gallery visits to current exhibitions may occur as part of the course.</p>	<p>Term 3 focuses on building techniques and processes in an experimental 2D drawing folio culminating in the creation of a resolved major drawing that is inspired by a natural environment. In term 4 students create a paper sculpture that communicates movement based on the art movement Futurism.</p> <p>Gallery visits to current exhibitions may occur as part of the course.</p>
<b>Course units</b>	<ul style="list-style-type: none"> <li>Textiles - Printmaking</li> <li>Identity – Ceramics</li> </ul>	<ul style="list-style-type: none"> <li>Place - Drawing</li> <li>Construction - Movement Sculpture</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Items of assessment may include:</li> <li>Making: minor and major printmaking works</li> <li>Making: minor and major ceramic works</li> <li>Responding: a written research assignment or critique</li> <li>Making/Responding: process work in a visual diary associated with research, ideas, developmental work and reflections</li> </ul>	<ul style="list-style-type: none"> <li>Items of assessment may include:</li> <li>Making: minor and major drawing</li> <li>Making: minor and major sculpture</li> <li>Responding: short response written exam (responding to artworks)</li> <li>Making/Responding: process work in a visual diary associated with research, ideas, developmental work and reflections</li> <li>Responding: Artist Statement.</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$25 per semester + visual diary, booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Visual Art</li> <li>Visual Art in Practice</li> </ul>		

## Preparatory Drama (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	<p>This semester provides students with the opportunity to explore contemporary theatre through practice. They will study a number of texts in order to explore the conventions of contemporary Australian theatre. They will develop skills in shaping and creating dramatic languages, including realistic and non-realistic conventions to improvise, create and perform drama. Students will develop character through scripted text and working within small performance groups. They will build characterisation and directorial skills through practical workshops and masterclasses. Additionally, students will develop their analytical skills through a short responding task.</p> <p>Excursions to see live theatre and class workshops may form part of the course.</p>	<p>In this unit, students explore the importance of drama as a way to tell stories and share understandings of the human experience. Engaging with the skills of acting, analysing and devising drama, students work as an ensemble and independently to explore a range of texts, linear, and non-linear dramatic forms to develop dramatic storytelling practices. Students will also explore postmodern theatre styles from around the world and use these to inspire and shape their own performance.</p> <p>Excursions to see live theatre and class workshops may form part of the course.</p>
<b>Course units</b>	<ul style="list-style-type: none"> <li>The Girl Who Cried Wolf</li> </ul>	<ul style="list-style-type: none"> <li>Acting and Directing</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Performance</li> <li>Responding (analytical writing)</li> <li>Directing Project</li> </ul>	<ul style="list-style-type: none"> <li>Performance (scripted)</li> <li>Performance (devised)</li> <li>Responding (analytical essay)</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$ 15 per semester + booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Drama</li> <li>Drama in Practice</li> </ul>		

## Preparatory Dance (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	This semester, students will explore the functions of dance. Students will learn a variety of dance styles and develop an understanding of artistic, ritual and social dance. They will be introduced to the style of contemporary dance, will participate in contemporary technique lessons and learn contemporary movement vocabulary. Students will develop their choreographic skills through participation in contemporary choreographic workshops, where they will learn to manipulate their movements to communicate emotion.	This semester students will explore the historical social and cultural significance of dance in musical theatre. Students will study iconic dances from movies and stage productions. They will learn performance techniques and a variety of routines and dance styles associated with dance in Musical Theatre. Students will also explore the significance of popular dance styles throughout history. Students will study a range of popular dance styles and explore the contribution these styles have made to commercial dance as we know it today.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Fundamentals</li> <li>• A Modern Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Stage and Screen</li> <li>• The Kings and Queens of Pop</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Making: Performance of teacher devised routine</li> <li>• Making: Choreography in response to stimulus</li> <li>• Responding: Analysis of dance work</li> </ul>	<ul style="list-style-type: none"> <li>• Making: Choreography in small groups</li> <li>• Making: Performance of teacher devised choreography</li> <li>• Responding: short response written exam (responding to a musical theatre segment)</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>• \$ 15 per semester + booklist items</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>• Dance</li> </ul>		

## Preparatory Film, Television and New Media (G)

	Semester One	Semester Two
<b>Prerequisites</b>	Nil	Nil
<b>Course Description</b>	In Unit 1, Student will analyse film and television shows that are remakes or adaptations of existing works, in comparison with original texts. The influence of audience and institutions in updating existing works for the contemporary audience will be studied, along with the investigation of failed remakes and reboots. Students will analyse the technical, symbolic and narrative codes and conventions of film languages that have been used in the different representations of main characters in these texts. Students explore these representations in relation to the cultural context of the films focussing on whether the representations challenge or reinforce dominant beliefs held in society.	In Unit 2, students investigate the ways in which auteur theory relates to classic and modern films. The unit will focus on specific directors in association with cinematographers and composers and their relationships, utilising conventions from different contexts and genres across moving-image media platforms. Students focus on how technologies, representations and languages engage audiences in through the specific filmmaking styles. Students analyse, evaluate and manipulate the technical and symbolic codes used in the construction of auteur films, and investigate the structure of auteur forms across a range of contexts and moving-image media platforms. By investigating the use of technical and symbolic codes and conventions across different auteur styles, students learn the different social, historical, institutional and cultural impacts that can influence auteur theory.
<b>Course units</b>	<ul style="list-style-type: none"> <li>We've Run Out of Ideas: Reboots, Remakes and Reimaginings</li> </ul>	<ul style="list-style-type: none"> <li>How Did They Make It? - Auteurs</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Making: Design Suite – Outline of rebooted television show, 12 storyboards for use in trailer of rebooted film (Individual)</li> <li>Making: Production - Trailer of rebooted film (Recording in groups, individual edit)</li> <li>Responding: Exam essay</li> </ul>	<ul style="list-style-type: none"> <li>Responding: Case Study</li> <li>Making: Scriptwriting</li> <li>Making: Short film and Reflection – Inspired and stylised from a chosen Auteur filmmaker</li> </ul>
<b>Cost and Materials</b>	<ul style="list-style-type: none"> <li>\$25 per semester + booklist items (include portable hard drive)</li> <li>A high quality pair of ear/headphones is extremely important for this unit</li> </ul>	
<b>Subjects aligned with in Senior School</b>		
<ul style="list-style-type: none"> <li>Film, Television and new Media</li> <li>Media Arts in Practice</li> </ul>		



## Study Support

This unit consists of an integrated support program in the core areas of literacy, numeracy and technology. Student entry to study this unit of work is by invitation and negotiation for those students who have previously been supported.

Students are given the opportunity to work on assignments and homework from other subject areas. This gives them the time needed to ensure that they are able to keep up with the demands of all of their subjects.

Students must speak to the HOD (Differentiated Learning) before selecting this subject.

There is no formal assessment in this subject.

## Prerequisites and Recommendations for Senior Subjects

Faculty	Subject	Type of Subject	Prerequisites	Recommendations
<b>Creative Technologies</b>	• Digital Solutions	General	C Prep Digital Solutions or C Prep English	B Prep English
	• Food & Nutrition	Applied	C Prep English	C In Prep Food & Nutrition
	• Early Childhood Studies		Nil	C Prep English
	• Fashion		Nil	C Prep English
	• Information & Communication Technology		Nil	C Prep English
	• Certificate II/III Hospitality	Certificate	Nil	C Prep English
<b>English</b>	• English	General	C Prep English or Prep Literature	Nil
	• English as an Additional Language		English is not your parent's first language & C In Prep English or Prep Literature	
	• Literature	Applied	B Prep English or C Prep Literature	B Prep Literature
	• Essential English		Nil	C Prep English
<b>Health and Physical Education</b>	• Health	General	B Prep English	B Prep Health
	• Physical Education		C Prep English	C Prep Physical Education
	• Sport & Recreation	Applied	Nil	C Prep English & C Prep REC
	• Certificate III In Fitness	Certificate	Nil	C English
<b>Humanities</b>	• Ancient History	General	C any Prep Ancient or Modern History or C Prep English	B any Prep History or B Prep English
	• Accounting		C Prep Accounting or C Prep English	B Prep English or C Prep General Maths
	• Business		C Prep English or C Prep Business	B Prep English or C Prep General Maths
	• Economics		C Prep Economics or C Prep English & C Prep General Maths	B Prep Economics or B English
	• Geography		C Prep Geography or C Prep English & C Prep General Maths	B Prep Geography or B English
	• Legal Studies		C Prep Legal or C Prep English	B Prep English
	• Modern History		C any Prep Ancient or Modern History or C Prep English	B any Prep History or B Prep English
	• Certificate III Business	Certificate	Nil	C English
	• Certificate IV Crime & Justice		Nil	C English
<b>Industrial Technology and Design</b>	• Design	General	C Prep General Maths & Prep English	C Prep Design
	• Engineering		B Prep General Maths & C Prep English	C Prep Engineering
	• Furnishing Skills	Applied	Nil	C Prep English & C Prep General Maths
	• Industrial Graphics Skills		Nil	C Prep English & C Prep General Maths
	• Industrial Technology Skills		Nil	C Prep English & C Prep General Maths
	• Certificate II Engineering Pathways		Nil	C Prep English & C Prep General Maths
	• Certificate III Engineering Technical	Certificate Invitation only	Nil	C Prep English & C Prep General Maths

Faculty	Subject	Type of Subject	Prerequisites	Recommendations	
Languages	• French	General	C Prep French	Nil	
	• French Extension		C French Immersion	Nil	
	• Japanese		C Prep Japanese	Nil	
	• Arabic	Senior External Examination Only (SEE) Year 12 only	Must be very familiar with the language	Usually spoken in the home	
	• Chinese — full form characters				
	• Indonesian				
	• Korean				
	• Latin				
	• Modern Greek				
	• Polish				
• Punjabi	General	C Prep General Maths	If studied Essential Maths Yr 10 must see HOD Maths before choosing General Maths		
• General Mathematics					
• Mathematical Methods				C Prep Maths Methods	Nil
• Specialist Mathematics				Must also do Math Methods	C Prep Maths Methods
• Essential Mathematics	Applied	Nil	Completion of a Yr 10 Maths		
Music	• Music	General	C Prep Music and / or audition	C Prep English	
	• Music Extension (Composition)		Satisfactory Units 1 & 2 Yr 11 Music	Nil	
	• Music Extension (Musicology)		Satisfactory Units 1 & 2 Yr 11 Music	Nil	
	• Music Extension (Performance)		Satisfactory Units 1 & 2 Yr 11 Music	Nil	
Science	• Biology	General	B Prep General Maths or C Prep Maths Methods & C Prep English	C Prep Biology or other science	
	• Chemistry		B Prep General Maths or C Prep Maths Methods & C Prep English	C Prep Chemistry or other science	
	• Earth & Environmental Science		B Prep General Maths or C Prep Maths Methods & C Prep English	C Prep Earth & Enviro or other science	
	• Physics	C Prep Maths Methods & C Prep English	Study Math Methods for Year 11 & 12 & C Prep Physics		
	• Science in Practice	Applied	C Prep English	C any Prep Science	
The Arts	• Dance	General	C Prep English	C Prep Dance or Dance Experience	
	• Drama		C Prep English	C Yr 9 Drama and/or 10 Prep Drama	
	• Film, Television & New Media		C Prep English	C Yr 9 Media and/or 10 Prep Film, TV & New Media	
	• Visual Art		C Prep English	C Yr 9 Art and/or 10 Prep Art	
	• Drama in Practice	Applied	Nil	C Prep English	
	• Media Arts in Practice		Nil	C Prep English	
	• Visual Arts in Practice		Nil	C Prep English	