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## SECTION 1

### HOW TO USE THIS BOOK

This book is designed to help you make decisions about subjects for your Year 9 and Year 10 subject selections.

**READ IT CAREFULLY. USE IT TO TALK TO YOUR FAMILY, YOUR TEACHERS AND THE GUIDANCE OFFICERS, ABOUT SUBJECT CHOICES. USE IT TO FILL OUT YOUR SUBJECT SELECTION FORM.**

**Section 1** contains general information about how to decide on certain subjects.

**Section 2** lists all the departments and subjects in alphabetical order with the photos and names of Heads of Departments. Information about each subject is provided including an Introduction, Course Outline and any specific Course requirements.

#### SUBJECT SELECTION DEADLINES:

There is a planned subject selection parent/teacher/student night for Year 8 students going into Year 9 and Year 9 going into Year 10 on **Wednesday 17<sup>th</sup> July 2024 from 6-7pm**. All existing Year 8 students must complete their Year 9 subject selection **NO LATER THAN FRIDAY 23 AUGUST 2024**. New students must complete their subject selection upon enrolment.

#### SUBJECT FEES:

- A fee statement for 2025 subject selections will be issued by **14 October 2024**;
- Sports Academy and Creative Arts Academy fees must be paid **IN FULL** by **14 October 2024**;
- All other 2025 subjects selected require a 50% pre-payment by **28 October 2024**.

#### SUBJECT CHANGES:

Students may change subjects at certain times of the year only. Subject changes are subject to availability and they are not automatically granted. The process outlined on the Subject Change form must be followed; forms are available at the Student Counter. Students who wish to make a subject change outside of the allocated opportunities must do so through the Principal.

Year 9 /10 deadlines are:

- End of Unit 1

### GUIDELINES FOR THE SELECTION OF YEAR 9 AND YEAR 10 SUBJECTS

The intention of this booklet is to provide both parents and students with as much information as possible to assist with subject selection.

Year 9/10 students will study the following compulsory core subjects:

- |               |                                 |
|---------------|---------------------------------|
| • English     | • Science                       |
| • History     | • Health and Physical Education |
| • Mathematics |                                 |

In addition to the core subjects above, students will also select two (2) elective subjects to study for each semester.

When selecting subjects, students would be well advised to discuss their selection of subjects with their parents, teachers, the school Administration, Deputy Principal or the Guidance Officers.

A few hints:

**ACHIEVEMENT:** If you have done well in a subject previously, you are likely to continue to do well in that subject.

**WORK ETHIC:** All students can achieve well if they work hard and complete all assignments and homework involved in each subject. There is no easy road to education success.

**AMBITION AND INTEREST:** Through previous studies, you should have a fair idea as to the types of subjects in which you are interested. If you wish to follow a certain career, make sure you take the subjects in Year 9 that will enable you to choose the correct subjects in Years 11 and 12. Remember that tertiary institutions and Defence Force colleges and academies require certain prerequisite subjects in Years 11 and 12.

Apprenticeships usually require Year 10 English and Maths with some requiring Science. Entry into TAFE pre-vocational courses requires passes in these subjects. For most apprenticeships, employers are now asking for a Year 12 level of education.

**ATTENDANCE:** You must come to school every day unless you are genuinely sick. There is a high correlation between attendance and academic achievement.

**PRE-REQUISITES:** These are subjects that you must study in order to get entry into a course at University. The QTAC pre-requisite guide outlines pre-requisites required for each course in Queensland.

### **HOW CAN GUIDANCE OFFICERS HELP?**

Guidance Officers can help you to:

- Choose subjects related to your career options;
- Define career pathways which will help you to successfully reach your career aspirations;
- Research information on careers and provide you with career information resources;
- Inform you about the necessary pre-requisite subjects and criteria required by tertiary institutions (universities, TAFE, business colleges, etc.) for specific courses;
- Contact institutions and employees for further information.

#### **REMEMBER:**

- Research tells us that, increasingly, people will change careers/jobs many times before they retire. We do not expect all Year 9 students to know exactly what their future career will be. We do expect however, that all junior students will select subjects that they are interested in/good at.
- In choosing subjects you are interested in/good at, also be prepared/aim to continue them or similar subjects in Year 11 and 12.
- If in doubt about choosing any subject, see one of the Guidance Officers.

# Design and Technologies



## Year 9

- Engineering Principles and Systems
- Food and Fibre Production
- Food Specialisation
- Health
- Materials and Technologies Specialisations

## Year 10

- Construction
- Engineering
- Graphics and Design
- Hospitality
- Manufacturing

# DESIGN AND TECHNOLOGIES

## INTRODUCTION

By the end of Year 10 students should have had the opportunity to design and produce at least 2 designed solutions focused on one or more of the 4 technologies contexts:

- Engineering principles and systems
- Materials and technologies specialisations.
- Food and fibre production
- Food specialisations

Design and Technologies provides students with the opportunity to experience creating designed solutions for products, services and environments.

Students work independently and collaboratively using design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local communities.

Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors. Students analyse data, evaluate design ideas and technologies, respond to feedback, and evaluate design processes used to inform designed solutions for preferred futures.

Students use a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in 2-dimensional and 3-dimensional representations. These techniques will be specific to the technologies context and include scale, perspective, orthogonal and production drawings with sectional views.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans, incorporating elements such as sequenced time, cost and action plans, to manage design tasks safely.

## COURSE OUTLINE

	Semester	TOPIC
YEAR 9 SEMESTER ROTATIONS	<b>Rotation Option 1</b> Engineering principles and system.	Term 1 Students will research and document techniques and technologies related to mass production. Students will then develop a design for a fork and spoon set using CAD software and produce them utilising a laser cutter.  Term 2 Students will investigate automotive aerodynamics to create, adapt and refine design ideas, and develop plans for a CO2 dragster, justifying their decisions against design criteria that includes sustainability. When completing the design process students will explain the features of technologies and their appropriateness for purpose before developing and applying production and project management plans to build their CO2 dragster adjusting processes when necessary.
	<b>Rotation Option 2</b> Food and fibre production	Grow your own burger In term 1 students will explain how farmers use technology to farm red meat in managed environments for sustainable living. They will explore ethical, secure and sustainable cultivation of food and fibre with a focus on red meat production. In term 2, students will further explore managed red meat environments with a focus on marketing and supply, advertising and waste reduction. They will develop cook and market the sustainable and ethical use of these products and grow their own burger and encourage the use of sustainable meat.



	<b>Rotation Option 3</b> Materials and Technologies specialisations.	<p>Term 1 Students will investigate and explain the factors that impact on design decisions and the technologies used to design and produce a timber lamp Shade using CAD software and laser cutter to produce the lamp shade components.</p> <p>Term 2 Students will independently and collaboratively develop and apply production and project management plans, to select and use technologies skilfully and safely to produce their functioning Timber Lamp Stand.</p>
	<b>Rotation Option 4</b> Food specialisations	<p><b>An Alternative Aussie BBQ</b></p> <p>In term 1, students will focus on smart food choices and how food technologists can design and modify solutions that cater to the needs of diverse communities. Students will explore food from other cultures, including Indigenous Australians, with a focus on traditional barbeque foods.</p> <p>In term 2, students will further explore food from other cultures, including Indigenous Australians, with a focus on alternative burgers and BBQ processes. They will develop and cook a gourmet burger cooked on the BBQ that reflects our school's Indigenous Australian heritage and celebrates our cultural diversity</p>
YEAR 10 SEMESTER ROTATIONS	<b>Rotation Option 1</b> Engineering	<p>Term 1 Students will investigate and document the main types of bridge design and construction. Students will identify and draw the most effective design that spreads tension and compression forces, before working in a team to build their bridge from supplied materials. Students will load test their bridge to find its breaking point.</p> <p>Term 2 Students will investigate and document sound engineering principles and apply this utilising CAD software to produce designs that will be combined with 3D printing and Laser cutting technology to construct a speaker housing that will contain a Bluetooth speaker system that each student will assemble.</p>
	<b>Rotation Option 2</b> Food specialisations	<p><b>Food Preservation:</b></p> <p>Students apply principles of food safety, preservation, preparation, presentation and sensory perceptions to create foods for use in the future, documenting and communicating their processes in a blog.</p>
	<b>Rotation Option 3</b> Construction	<p>Drawing techniques using both computer aided programs and traditional techniques with a focus on scale, orthographic projection and isometric representations. Followed by practical exercises with a focus on timber types, properties and joinery techniques using hand tools.</p> <p>Construction design requiring students to analyse and explain the ways in which the properties and characteristics of materials have been considered in the design of a bedside table with specific requirements, such as minimising weight and being sustainable and cost effective</p>
	<b>Rotation Option 4</b> Food and fibre production	<p><b>Proposing Food Uses for a theme:</b></p> <p>Using Local Produce – Market to Market: Using produce from the kitchen garden, students create dishes that promote, nutritional, sustainable and ethically grown produce.</p>
<b>ASSESSMENT TECHNIQUES</b>		
<p>Across year 9 and 10, students complete the following forms of assessment:</p> <ul style="list-style-type: none"> <li>Design Folios – clearly indicate a record of the design process undertaken to complete each design brief followed by an evaluation of the project.</li> </ul>		

- Design Folio- demonstrate drawing techniques such as sketching, perspective, isometric and orthographic projection to communicate design solutions.
- Practical Project- a range of Timber projects to be completed using hand, portable power tools and machinery to meet the requirements of each design brief.
- Practical Project- include a range of design projects to be completed using new technology, commercial kitchen equipment and cookery techniques to meet the requirements of each design brief.

## **COURSE REQUIREMENTS**

- Students must wear all necessary PPE including enclosed school shoes and supplied PPE if required to adhere to the workplace health and safety requirements for all practical lessons.
- Students must be able to demonstrate safe working practices and hygienic practices for food safety.

**FEES - Subject fees apply - see Subject Selection Form**

## ***GRAPHICS and DESIGN***

### **INTRODUCTION**

**Graphics & Design** gives students a basic knowledge of graphical communication in different contexts. In this subject, students will gain fundamental knowledge and skills in methods of drawing and designing for architectural, industrial and graphic design situations. Students will interact with authentic industry standard software (REVIT) in addition to experiencing manual drawing and sketching practices.

### **COURSE OUTLINE**

UNIT	TOPIC	ASSESSMENT TYPES
Term 1, Year 10	Foundation of Senior Graphics	<ul style="list-style-type: none"><li>• Design Folios - record the design process you have used to solve a design problem.</li><li>• Technical Drawings - Creation of product and building drawings to graphical standards.</li><li>• Classwork - Theoretical assessment will take the form of both short and extended response tasks in class.</li></ul>
Term 2, Year 10	Foundations of Senior Design	

### **COURSE REQUIREMENTS**

Access to the following computer programs is highly desirable:

- INVENTOR
- REVIT

**FEES - Included in Resource Scheme Fee (\$300)**



## HEALTH SUPPORT SERVICES – Certificate II

(One Year Course) Vocational Education

### INTRODUCTION

This qualification is conducted within a partnership arrangement with external Registered Training Organisation RTO. This qualification will lead students to a diverse range of pathway options within the Health Industry. This qualification provides students with skills and knowledge in assisting allied health professional staff.

This qualification will provide students with knowledge and skills to effectively engage with clients of diverse cultures, in particular Aboriginal and Torres Strait Island clients.

Health Services Assistance assist professional staff by visiting clients, preparing written and verbal reports, and helping with personal care that clients or carers may not be able to attend to. They work under the direction of professional staff such as social workers, physiotherapists, speech pathologists, occupational therapists and diversional therapists. Successful completion of this course will provide students with eight credit points towards their Queensland Certificate of Education.

To successfully complete qualification, students must demonstrate a satisfactory level of skills and knowledge required for each of the twenty-one units of competency in this course. Students will be assessed through written short answer responses and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

### COURSE OUTLINE:

One Year Certificate	Focus
<b>Term 1</b> Deliver a service to customers, work with diverse people and contribute to team effectiveness	<p>Students will gain knowledge of the diversity of clients they may access within the health context. Focus areas will be on communication and understanding of the cultural backgrounds of their clients.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"><li>• Concept of Aboriginal and/or Torres Strait Islander cultural safety in the community services and health context, and its relationship with:<ul style="list-style-type: none"><li>○ cultural awareness</li><li>○ cultural competence</li></ul></li><li>• The diversity of Aboriginal and/or Torres Strait Islander cultures.</li><li>• Historical, social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people and their engagement with community services and health systems, including:<ul style="list-style-type: none"><li>○ Impact of European settlement</li><li>○ Loss of land and culture</li><li>○ Racism and discrimination</li><li>○ Past and present power relations</li></ul></li><li>• Ways to involve Aboriginal and/or Torres Strait Islander people in the planning and delivery of services and programs.</li></ul>

<b>Term 2</b> Workplace health and safety, infection prevention and control policies and procedures	Students are required to learn and practice health hygiene to prevent infection. These modules focus on three units relating to workplace health and safety, infection prevention and control policies and procedures in the workplace
<b>Term 3</b> First point of contact, communication in the health or community services and organise and complete daily work activities	Students are required to be the first point of contact within a health and community centre and organise and complete daily work activities. This module focuses on three units relating to being the first point of contact in a health or community centre and being able to organise and complete daily work activities.
<b>Term 4</b> The use of business equipment and resources	Students are required to learn the use of business equipment and resources such as photocopying, printing and business technology. This module focuses on three units relating to the use of business equipment, processing and maintaining workplace information, the use of business technology and continual work on working effectively with others.
<b>Certificate II in Health Support Services - Qualification Complete</b>	

#### **POSSIBLE CAREER PATHWAYS**

- Therapy Assistant
- Podiatry Assistant
- Physiotherapy Assistant
- Speech Pathology Assistant
- Occupational Therapy Assistant
- Allied Health Assistant

**FEES - Subject fees apply - see Subject Selection Form.**

# ***HOSPITALITY – Certificate I***

(One year course) Vocational Education

## **INTRODUCTION**

Certificate I in Hospitality is ideal for students interested in the hospitality industry, particularly the front-of-house preparation and service of food and beverages. This certificate focuses on developing a deep understanding of knowledge and skills applicable in the service industry of Hospitality.

This course will ready students for either full or part time employment in the Hospitality industry and provide them with a nationally recognised qualification upon completion of all practical and theory components of the course.

Students are to successfully complete all theoretical and practical components for each of the six competencies. Important: Students must be able to demonstrate safe working practices and hygienic practices for food safety, be punctual, be a team player, take pride in their work and be self-motivated.

## **COURSE OUTLINE**

<b>One Year Certificate</b>	<b>Focus</b>
<b>Term 1</b> Hygienic and Safe Work Practices	Students will learn about legislative requirements, skills and knowledge required to use personal hygiene and safe work practices in a hospitality environment. Students will use these skills to create food items in the commercial kitchen. These projects focus on short answer responses, multiple choice and practical activities to demonstrate underpinning knowledge.
<b>Term 2</b>  Provide Responsible Service of Alcohol.  Create Simple dishes	An important part of beverage service is being responsible for serving alcohol and students will learn the legislation surrounding this and how to apply refusal techniques where required. These projects focus on short answer responses, multiple choice and practical activities to demonstrate underpinning knowledge.  Utilising Hygienic skills, the student will prepare and serve simple dishes from our outback café and school functions These projects focus on short answer responses, multiple choice, case studies and practical activities to demonstrate underpinning knowledge.
<b>Term 3</b> Interact with and Work effectively with others in a socially and culturally diverse environment	Diverse Working Relationships is a clustered unit that covers theory and practical work that supports, Working Effectively with Others and Providing customer information and assistance. Students are assessed through role play and genuine experiences on how they interact with internal and external customers from different social and cultural backgrounds, how well they work in a group with a portfolio of research on other cultures.
<b>Term 4</b> Use Hospitality Skills effectively	Students will combine all skills and knowledge learned over the year to run our school café and work at events and awards nights demonstrating knowledge from all areas of study. The assessment and delivery of this project focuses on completion of their work log, multiple choice and practical activities to show underpinning knowledge.

## **CAREER PATHS**

Possible career pathways include:

- Bar Attendant
- Bottle Shop Attendant
- Catering Assistant
- Food and Beverage Attendant
- Housekeeping Attendant
- Porter
- Receptionist
- Front Office Assistant
- Gaming Attendant

**FEES – Subject fees apply - see Subject Selection Form**

## **RETAIL – Certificate II**

(One year course) Vocational Education

### **INTRODUCTION**

Certificate II in Retail 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.

This course will ready students for either full or part-time employment in the retail industry and provide them with a nationally recognised qualification upon completion of all practical and theory components of the course.

Students are to successfully complete all theoretical and practical components for each of the 12 competencies. Important: Students must be able to demonstrate safe working practices and hygienic practices for food safety, be punctual, be a team player, take pride in their work and be self-motivated.

### **COURSE OUTLINE**

<b>One Year Certificate</b>	<b>Focus</b>
<b>Term 1</b> Plan and Organise a career in the retail environment  Hygienic and Safe Work Practices in the retail industry	<p>Students will research retail careers and ‘map out’ a preferred industry and career pathway They will identify the different areas of the retail industry and highlight key performance areas to gaining employment.</p> <p>Students will learn about legislative requirements, skills and knowledge required to use personal hygiene and safe work practices in a hospitality environment. Students will use these skills to create food items in the commercial kitchen.</p> <p>Through a series of questions and observations the students will show how they would follow procedures, meet quality standards, complete tasks within timeframes and seek assistance.</p>
<b>Term 2</b>  Provide Responsible Service of Alcohol.  Identify and respond to security risks	<p>An important part of beverage service is being responsible for serving alcohol and students will learn the legislation surrounding this and how to apply refusal techniques where required. These projects focus on short answer responses, multiple choice and practical activities to demonstrate underpinning knowledge</p> <p>Using prior knowledge from the safe work practices unit, students will engage in deeper thinking to identify and respond to security risks in a retail environment.</p>

<p><b>Term 3</b> Interact with and Work effectively with others in a socially and culturally diverse environment</p>	<p>Working effectively in the retail environment is a clustered unit that covers theory and practical work that supports, Work Effectively with others, in a service environment and how to engage the customer by providing customer information and assistance.</p> <p>Students are assessed through role play and genuine experiences on how they interact with internal and external customers from different backgrounds, how well they work in a group with a portfolio of research on other cultures.</p>
<p><b>Term 4</b> Use technology in the Retail Industry to serve customers in the retail industry</p>	<p>Engaging in processes of the financial requirements of a Retail business. Students will complete short answer responses and engage in practical and ICT activities including the use of POS and business software to show underpinning knowledge of retail software constraints within the retail environment.</p> <p>At least 4 times, students will use EFT machines, Compatible ICT programs and POS technology to process financial transactions.</p>
<p><b>Certificate II in Retail - Qualification Complete</b></p>	

## CAREER PATHS

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

Individuals with this qualification can perform roles like frontline team member, customer service assistant and point-of-sale operator.

**FEES – Subject fees apply - see Subject Selection Form**

# MANUFACTURING TECHNOLOGY – Certificate II

(One year course) Vocational Education

## INTRODUCTION

This subject is ideal for students who have an interest in any of the manufacturing trades. The course focuses on developing students' knowledge and skills of manufacturing trades and their capacity to work safely in this area. Furthermore, students will develop their knowledge and skill in relation to the machining and forming of metal, plastics and timber. To successfully complete qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the twelve units of competency in this course. Students will be assessed through their written short answer responses to modules and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

## COURSE OUTLINE

One Year Certificate	Focus
<b>Term 1</b>  Sheet Metal Sinker Box	This project requires students to complete a safety induction in the workshop and manufacture a Sheet Metal Sinker Box, students will safely demonstrate their skills in Units of competency relating to working safely and Operating Manufacturing Equipment. Students will use 0.9 mm Zinc sheet steel and a combination of hand tools and fixed machinery including a pan break, tin snips, and electric hand tools, to craft a Sinker box. This will require marking out and cutting out the net of the tool box with a scribe, ruler, tin snips, and power nibblers. Before deburring and folding the components on the pan break. The Sinker box will be joined using pop rivets, employing a centre punch, power drill, and rivet gun. Project guidance comes from a dimensioned plan, and student progress is tracked as 'satisfactory' or 'unsatisfactory' in their profiles. The final outcome for two units will be determined in this project
<b>Term 2</b>  Sheet Metal Tool Carrier Project	<p>This project requires students to manufacture a drill gauge from 5 mm mild steel plate using only hand tools and a drill press. Students are required to use a scribe, ruler and protractor to mark out the outline and centre punch all drill holes of project the information to carry this out will be obtained off a dimensioned plan. Students are then required to utilise a hack saw file centre punch and the drill press with a range of drill bits. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'.</p> <p>Students will also be required to complete one theory assessment throughout this project.</p>
<b>Term 3</b>  Siphon Jigger	<p>This project requires students to apply quality standards and competitive systems and practices while creating a project from plastic. Students will research designs and utilise CAD software such as inventor to design and draw a three-dimensional model of a siphon jigger. Students will utilise 3D printing Technologies to produce a product and will refine the design if required.</p> <p>Students will also be required to complete two theory assessments throughout this project.</p>



<b>Term 4</b>	The project involving the creation of a hardwood chopping board is a valuable hands-on learning experience, close. This endeavor employs fundamental timber joints, precision routing techniques, meticulous sanding, surface preparation, and the application of surface coatings. It effectively simulates a manufacturing workplace environment, where students practice safe work procedures and teamwork to produce a functional piece of furniture.
Furniture Item	Students will also be required to complete three theory assessments throughout this project.
<b>Certificate II in Manufacturing Technology - Qualification Complete</b>	

**FEES – Subject fees apply - see Subject Selection Form**

# English



- English
- Literature and Society - Year 10

# ENGLISH

## INTRODUCTION

In Year 9 and 10 students will follow a program based on the Australian Curriculum and the three interrelated strands of Language, Literacy and Literature. Each of the strands will be integrated into each unit of study. In the Language strand, students develop their knowledge of the English language and how it works.

They will learn that changes in English are related to historical developments and the geographical differences of its users over the centuries, and that there are many differences in dialect and accent. Students learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation.

The Literacy strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence and fluency.

Texts chosen include media texts, everyday texts and workplace texts. Students learn to adapt language to meet the demands of purposes, audiences and contexts.

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention, drawn from world and Australian literature.

Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, plays, films and multimodal texts, in spoken, print and digital forms.

The three cross-curriculum priorities in the Australian Curriculum are embedded in the English units of study. These priorities are: Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia's engagement with Asia; Sustainability

## COURSE OUTLINE

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1, Year 9	Issues Impacting Me	<ul style="list-style-type: none"><li>• Persuasive Presentation</li><li>• Spoken Podcast</li><li>• Short Response Exam</li><li>• Short Story</li><li>• Spoken Monologue</li><li>• Spoken Monologue</li><li>• Analytical Essay</li></ul>
Unit 2, Year 9	National Identities in Words and Pictures	
Unit 3, Year 9	Walk a Mile in My Shoes (Novel Study)	
Unit 4, Year 9	What Makes a Good Thriller Story	
Unit 1, Year 10	The Power of the Media	
Unit 2, Year 10	It's a Love Story (Romeo and Juliet)	
Unit 3, Year 10	What is this story telling me? (Novel Study)	
Unit 4, Year 10	Voices from the Battlefield	

**FEES - Included in Resource Scheme Fee (\$300)**

## **LITERATURE and SOCIETY – YEAR 10**

### **INTRODUCTION**

Literature and Society is a rewarding and challenging subject which aims to develop students' appreciation of reading and literature and build students' general knowledge. As well as studying literary texts, students also learn about the social and cultural context in which the literature was produced.

### **COURSE OUTLINE**

<b>TOPIC</b>	<b>ASSESSMENT TECHNIQUES</b>
Topics studied may include: - <ul style="list-style-type: none"><li>• Literature Connects</li><li>• Responding to Literature</li></ul>	Written and spoken tasks – Creative, reflective and analytical responses

Within units there will be opportunities for students to pursue areas of interest and take responsibility for their own learning.

This course develops students' writing, reading, speaking, research and thinking skills that are applicable to a range of subjects and contexts, and will prepare students well for all senior subjects such as General English, and particularly Literature.

### **PRE-REQUISITES**

**A student choosing Literature and Society should have received at least a 'B' in Year 9 English.** As the subject requires extensive reading, students need to enjoy and have an interest in wide reading. Students also need to have well developed reading and writing skills and an interest in further developing these skills in new and exciting ways.

### **COURSE REQUIREMENTS**

Students are set regular homework which can take the form of follow-up or revision of class work, set reading or work on assessment tasks. Students are encouraged to undertake wide reading in their own time to extend their knowledge of literature.

Students will be provided with necessary texts and resources once contribution has been made to the Textbook and Resource Scheme.

Equipment needed for this course is listed on the stationery list provided by the school.

**FEES - Included in Resource Scheme Fee (\$300)**



# HPE and Sport



- Health and Physical Education
- Sports Academy Programs:
  - AFL
  - Basketball
  - Football
  - General
  - Hockey
  - Netball
  - Rugby
  - League
  - Touch
  - Volleyball
- Fitness and Coaching - Year 10
- Health Education - Year 10
- Physical Education - Year 10
- Sport and Recreation - Year 10

# **HEALTH and PHYSICAL EDUCATION**

(Year 9)

## **INTRODUCTION**

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity, pro-social behaviour and personal satisfaction and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

## **COURSE OUTLINE**

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It helps them to be resilient, make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise their understanding of the influences on their own and others' health, safety and wellbeing. They also learn to use resources for themselves and the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise, and refine personal, interpersonal, behavioural, social and cognitive skills.

- Throughout Year 9 students will participate in both theoretical and practical lessons giving them exposure to a range of learning experiences.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Respectful Relationships and Elements of Fitness	<ul style="list-style-type: none"><li>• Project – Folio</li><li>• Practical and/or performance</li><li>• Examination</li></ul>
Unit 2	Managing Risks and Ball Sports	

**FEES - Included in Resource Scheme Fee (\$300)**

# **HEALTH and PHYSICAL EDUCATION**

(Year 10)

## **INTRODUCTION**

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity, pro-social behaviour and personal satisfaction and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

## **COURSE OUTLINE**

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It helps them to be resilient, make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise their understanding of the influences on their own and others' health, safety and wellbeing. They also learn to use resources for themselves and the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise, and refine personal, interpersonal, behavioural, social and cognitive skills.

Throughout Year 10 students will participate in both theoretical and practical lessons giving them exposure to a range of learning experiences.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Identity & Diversity and Lifelong Sport	<ul style="list-style-type: none"><li>• Project – Folio</li><li>• Practical and/or performance</li><li>• Investigation - Inquiry</li></ul>
Unit 2	Sustainable Health and Challenge Games	

**FEES - Included in Resource Scheme Fee (\$300)**



# SPORTS ACADEMY

## INTRODUCTION

The aim of the Kirwan High Sports Academy is to provide passionate sports students the opportunity to improve their performance and excel in their chosen sport. Sports Academy students will develop their individual, physical, technical, tactical and psychological skills in their chosen sport.

In Year 9 and 10 students may elect to be a part of one (1) of the following Specific Sports Academies or participate in a General Sports Academy program.

- AFL
- BASKETBALL
- FOOTBALL (Soccer)
- GENERAL
- HOCKEY
- NETBALL
- RUGBY LEAGUE (Boys & Girls)
- TOUCH
- VOLLEYBALL

A General Sports Academy program is available to students wanting to improve their physical performance capability in individual sports or in other sports that are not part of the Sports Academy program.

## COURSE OUTLINE

In each Sports Academy program students spend a large portion of time in the development and refinement of the core skills fundamental to their sport. This is achieved through deliberate, purposeful practice and the provision of meaningful feedback from coaches. Aside from physical performance development, students will also engage in the following key academy components.

- Sports Psychology
- Mental Health
- Nutrition
- Movement fundamentals
- Video Analysis / GPS devices
- Community Service
- Public Speaking
- Fitness testing

The Sports Academy provides students with the most cutting edge and comprehensive programs and performance opportunities at local, state, national and international level.

## EXPECTATIONS

- Academy students are expected to represent the school in any team they are selected for and are to participate in all school sporting carnivals. Further, students are encouraged to participate in local sporting competitions
- Students are expected to participate in all practical, theoretical and workshop activities required of the program. If injured, students are expected to bring a note. For injuries that may keep the student from participation over time, students should consult a doctor or appropriate medical professional and manage the injury
- Failure to consistently participate in the sports programs will result in a parent interview or a possible cancellation of enrolment in the program
- Students should always be courteous and respectful, and their behaviour should be of the highest standard when travelling and representing the school
- Students will be expected to sign a Sports Academy contract and maintain a satisfactory or above standard for effort and behaviour across all of their subjects each semester.
- Students are expected to maintain a green or yellow level of engagement. Students on red level of engagement will not be allowed to represent the school in sporting activities without Deputy Principal approval. This will also place their position in the Sports Academy at risk.

## ACADEMY COACHING STAFF

Kirwan State High School has qualified and experienced teachers who manage the academy programs and coach the athletes in both technical and tactical aspects. Academy coaches maintain a close liaison with the Regional Directors of Coaching who provide ongoing coaching support and program advice. Practice sessions are often presented by or supported by the Director of Coaching or recognised and respected officials.

## COURSE REQUIREMENTS

All sports students should have appropriate sporting equipment required by each specific program. All students must wear the correct Sports Academy training attire at all sessions.

## PRE-REQUISITES

Students wanting to enrol in the Sports Academy will participate in a training/trial day where they will undergo a variety of fitness tests and participate in sport specific drills where students must be able to demonstrate a base level of fitness and possess the core skills required of their sport.

## ASSESSMENT

All Sports Academy students will participate in performance reviews each Unit and will also complete written assessments and oral presentations throughout their course of study.

**FEES - A Sports Academy Subject Fee applies (See Subject Selection Form) and must be paid in full upon selection of the subject.**

## **FITNESS AND SPORTS COACHING**

Value Added Subject (Year 10)

### **INTRODUCTION**

Fitness and Sport Coaching is an ideal subject for students wishing to study Fitness and Sport Coaching in Years 11 and 12 through the Vocational Education pathway. This subject will build a strong foundation of knowledge and skills for students wishing to pursue a career in the Fitness and Coaching industries.

The study of Fitness and Sport Coaching will develop students with the knowledge, attitudes, values and skills needed to pursue Fitness and Sport Coaching in Year 11 and 12 and beyond. Students will develop analyzing skills as well as being able to make decisions and solve problems around a variety of health-related issues.

### **COURSE OUTLINE**

Students will engage in practical and theoretical lessons. This structure and content will prepare students for the Year 11 and 12 subjects of Certificate II Fitness and Certificate II Coaching.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Fitness Components and Testing Techniques	<ul style="list-style-type: none"><li>• Project – Folio</li><li>• Practical and/or performance</li></ul>
Unit 2	Coaching	

**FEES - Included in Resource Scheme Fee (\$300)**

## **HEALTH EDUCATION**

Value Added Subject (Year 10)

### **INTRODUCTION**

Health Education is an ideal subject for students wishing to study Senior Health Education in Years 11 and 12. This subject will build a strong foundation of knowledge and skills for students wishing to gain entry into university or for those who would like to pursue a career in the Health Sciences and Allied Health industries.

The study of Health Education will develop students with the knowledge, attitudes, values and skills needed to pursue Health Education in Year 11 and 12 and beyond. Students will develop analyzing skills as well as being able to make decisions and solve problems around a variety of health-related issues.

### **COURSE OUTLINE**

Students will engage in theoretical lessons only. This structure and content will prepare students for the Year 11 and 12 subject of Health Education.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Concept of health and wellbeing and sociocultural factors affecting health status and behaviours of youth	<ul style="list-style-type: none"><li>• Project – Folio</li><li>• Investigation</li><li>• Examination</li></ul>
Unit 2	Promoting youth health and wellbeing	

**FEES - Included in Resource Scheme Fee (\$300)**

# **PHYSICAL EDUCATION**

Value Added Subject (Year 10)

## **INTRODUCTION**

Physical Education is an ideal subject for students wishing to study Senior Physical Education in Years 11 and 12. This subject will build a strong foundation of knowledge and skills for students wishing to gain entry into university or for those who would like to pursue a career in the Health Sciences, Sports Science or Physical Education Industry.

The study of Physical Education will develop physically educated students with the knowledge, attitudes, values and skills needed to pursue physical education in Year 11 and 12 and beyond. Students will develop thinking skills in the performance of physical activities as well as being able to make decisions and solve problems around a variety of health needs within society.

## **COURSE OUTLINE**

Students will combine practical and theoretical lessons. This structure and content will prepare students for the Year 11 and 12 subject of Physical Education.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Game Analysis and Major Games	<ul style="list-style-type: none"><li>• Project – Folio</li><li>• Practical and/or performance</li><li>• Examination</li></ul>
Unit 2	Health benefits of physical activity and invasion sports	

**FEES - Included in Resource Scheme Fee (\$300)**

# **OUTDOOR RECREATION**

Value Added Subject (Year 10)

## **INTRODUCTION**

Outdoor Recreation is an ideal subject for students wishing to study Certificate III in Sport Recreation in Years 11 and 12. This subject will build a strong foundation of knowledge and skills for students wishing to pursue a career in the sport, recreation and outdoor education fields.

Outdoor Recreation will develop students with the knowledge, attitudes, values and skills needed to pursue Sport and Recreation in Year 11 and 12 and beyond. Students will develop practical skills as well as being able to make decisions and solve problems around a variety of recreation and outdoor activities.

## **COURSE OUTLINE**

Students will engage in practical and theoretical lessons only. This structure and content will prepare students for the Year 11 and 12 subject of Certificate II in Sport and Recreation.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Motivations for outdoor experiences and navigating outdoor experiences	<ul style="list-style-type: none"><li>Investigation - Inquiry</li><li>Practical and/or performance</li></ul>
Unit 2	Camping and adventure	

**FEES - Included in Resource Scheme Fee (\$300)**

# Humanities and Languages



- Civics and Citizenship
- Economics and Business
- Geography
- History
- Japanese

# ***CIVICS and CITIZENSHIP***

## **INTRODUCTION**

A deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy.

The Australian Curriculum: Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

The curriculum recognises that Australia is a secular nation with a multicultural, multi-faith society and a Christian heritage, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position and international obligations and the role of citizens today, both within Australian and in an interconnected world.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

The Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

A study of Civics and Citizenship in Years 9 and 10 enables students to develop sophisticated literacy skills and critical thinking skills. In Years 9 and 10, Civics and Citizenship is a preparatory course for Senior Humanities. Selecting this subject in Years 9 and 10 will lead to opportunities to study a Humanities subject in Year 11 & Year 12, including: Legal Studies, Ancient History, Modern History, Philosophy & Reason, and/or Geography.

## **COURSE OUTLINE**

Civics and Citizenship is a semester based subject. Students should have at least a C in English, and be interested in potentially choosing Legal Studies in Year 11 and 12.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Year 9	The Australian Government and the development of policy The influence to the media in shaping identities and attitudes to diversity	<ul style="list-style-type: none"><li>• Examination – Combination Response</li><li>• Investigation – Inquiry Report</li></ul>
Year 10	The Australian Government's role and responsibilities at an international level Sustaining a resilient democracy and cohesive society	

**FEES - Included in Resource Scheme Fee (\$300)**



# ***ECONOMICS and BUSINESS***

## **INTRODUCTION**

Consequently, Australia needs enterprising individuals and businesses who embrace opportunities, make informed decisions and contribute to the common good. Young Australians will also face several social, economic, environmental and ethical challenges in their lifetimes, which will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills to respond to such challenges.

Economics and Business develops the knowledge, understanding and skills that will equip students to shape their social and economic futures. It also aids in the development of prosperous, sustainable and equitable Australian and global economies. Through studying economics and business, students learn to make informed decisions and to appreciate the effects of these decisions on individuals, businesses, and environmental and social systems.

Thinking about and responding to contemporary economic and business issues requires an understanding of resource allocation and economic decision-making, the operation of the business environment, the ways entrepreneurs create solutions, the nature and future of work, and the factors influencing decision-making in consumer and financial contexts.

Economics and Business develops a range of skills that foster enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; plan, organise and manage risk; and use resources efficiently.

The focus of learning in Year 9 is the topic "**international trade and interdependence**" within a global context, including trade with the countries of Asia, as well as focussing on consumer and financial risks and rewards

The focus of learning in Year 10 is the topic "**productivity, growth and living standards**" within a national context, as well as Australia's superannuation system and the factors that influence major consumer and financial decisions and their contribution to human and financial wellbeing and the common good of society

Students should have strong literacy and numeracy skills and potentially be interested in selecting Business in Years 11 and 12.

## **COURSE OUTLINE**

<b>YEAR</b>	<b>TOPIC</b>	<b>ASSESSMENT TECHNIQUES</b>
Year 9	Financial Sector, Interdependence, and International Trade  Entrepreneurship, competitive advantages, and financial risks and rewards	<ul style="list-style-type: none"><li>• Examination – Short Response</li><li>• Investigation – Inquiry Booklet</li></ul>
Year 10	Factors that impact the Australian Economy  Business productivity & responses to economic conditions	

**FEES - Included in Resource Scheme Fee (\$300)**

# GEOGRAPHY

## INTRODUCTION

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time. The Australian Curriculum: Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

Geography helps students to be regional and global citizens capable of active and ethical participation.

In Year 9, students will study "Biomes and food security" focusing on the biomes of the world, their characteristics and significance as a source of food and fibre, as well as their contribution to food production and food security. The second unit of "Geographies of Interconnections" enables students to examine how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

The Year 10 course examines "Environmental Change and Management" focussing on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenge. The second unit of "Geographies of Human Wellbeing" focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries.

A study of Geography in Years 9 and 10 enables students to develop sophisticated literacy skills and critical thinking skills. In Years 9 and 10, Geography is a preparatory course for Senior Humanities. Selecting this subject in Years 9 and 10 will lead to opportunities to study a Humanities subject in Year 11 & Year 12, including: Ancient History, Modern History, Philosophy & Reason, Geography and/or Legal Studies.

## COURSE OUTLINE

Geography is a semester based subject. Students should have at least a C in English, and be interested in potentially choosing Geography in Year 11 and 12.

YEAR	TOPIC	ASSESSMENT TECHNIQUES
Year 9	Biomes and Food Security Geographies of Interconnections	<ul style="list-style-type: none"><li>• Examination – Combination Response</li><li>• Investigation – Data Report</li><li>• Investigation – Field Report</li></ul>
Year 10	Environmental Change and Management Geographies of Human Wellbeing	

**FEES - Included in Resource Scheme Fee (\$300)**

# HISTORY

## INTRODUCTION

All students in Years 9 and 10 study History as a core subject that is aligned with the Australian Curriculum.

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

In Year 9, students will focus on a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”.

In Year 10, students examine the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia’s social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

## COURSE OUTLINE

History is a core subject that is developed from the Australian Curriculum and completed by all students in Year 9 and 10.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Year 9	Making A Nation The First World War	<ul style="list-style-type: none"><li>• Examination – Mixed Response</li><li>• Investigation – Inquiry Response</li></ul>
Year 10	The Second World War The Globalising World Building Modern Australia (post 1945)	

**FEES - Included in Resource Scheme Fee (\$300)**

# JAPANESE

## INTRODUCTION

Through learning languages, students acquire:

- communication skills in the language being learned
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural understanding
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- extends and refines intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Students are provided with a foundation in Japanese language during their first year at Kirwan State High. It is recommended that they have a 'C' in this course before progressing onto this elective. A student with no background in Japanese may start the course after consultation with the Head of Department.

## COURSE OUTLINE

Japanese is an elective. The four language macro skills – listening, speaking, reading and writing – will all be developed through the course units to increase students' ability to communicate proficiently.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Year 9	Flavours of the World Where are you going?	<ul style="list-style-type: none"><li>• Based on the four macro skills of language (reading, writing, speaking and listening) which may include:<ul style="list-style-type: none"><li>- Group tasks</li><li>- Combination response exams</li><li>- Presentations</li></ul></li></ul>
Year 10	Future Aspirations Technology	

**FEES - Included in Resource Scheme Fee (\$300)**

# Digital Technologies



- Digital Technologies (Robotics)

# DIGITAL TECHNOLOGIES

## INTRODUCTION

The technology of the 21<sup>st</sup> century is rapidly evolving. Digital Technologies is designed to give students opportunities to analyse, problem solve, investigate, design, communicate and produce using the EDGE project development cycle (Explore, Develop, Generate and Evaluate) in a real-world context. This subject will provide students with a sophisticated understanding of Digital Technologies and its uses.

Students can use their own computers or computers across the school for Digital Technologies. Microsoft Office and Adobe products are included in the course. Contact the Digital Technologies Department for more details.

Digital Technologies provides strong digital fluency that will help you be a more digitally creative worker in any chosen career. Digital Technologies supports a number of possible career pathways including Engineering, Automation and Robotics Developer, Multimedia Development, Network Administration, Graphic Designing, IT Technical Support, Website Development, Systems Administration, Systems Developer, Database Analyst, Cyber Security Analyst and the list grows every year

## COURSE OUTLINE

This course utilises a problem-based learning model. Tasks are guided closely by the teacher and the whole class works on one project at a time. Students are given the skills to complete documentation and create products to satisfy the needs of the client and organisational requirements.

Students complete projects according to criteria and specifications of the client. Students are given the opportunity to experience the processes involved in design through to the creation of prototypes, satisfying various needs for particular scenarios.

Students will undertake a problem-based program that develops their capacity in:

- Automation
- Prototyping boards
- Entrepreneurship
- Animation
- Digital Media
- Programming
- Robotics
- Digital Security

## DIGITAL MEDIA, APP DEVELOPMENT, ROBOTICS AND AUTOMATION

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit One, Year 9	Interactive Animations and Security	Projects Investigations
Unit Two, Year 9	Introduction to Programming and Data	
Unit One, Year 10	Introduction to Robotics and Automation	
Unit Two, Year 10	Using App Development, Robotics and Automation to be an Entrepreneur	

**FEES - Included in Resource Scheme Fee**



# Mathematics



- Mathematics



# MATHEMATICS

## INTRODUCTION

Learning mathematics creates opportunities and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills.

These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

## COURSE OUTLINE

UNIT	TOPIC	ASSESSMENT
Unit 1, Year 9	Number, Area & Volume	<ul style="list-style-type: none"><li>• Written Examination</li><li>• Problem Solving &amp; Modelling Task</li><li>• Project</li><li>• Monitoring Tasks</li></ul>
Unit 2, Year 9	Probability & Statistics	
Unit 3, Year 9	Linear Modelling	
Unit 4, Year 9	Pythagoras, Trigonometry & Quadratics	
Unit 1, Year 10	Chance & Data Representations	
Unit 2, Year 10	Linear & Non-Linear Relationships	
Unit 3, Year 10	Measurement	
Unit 4, Year 10	Patterns & Algebra	

## YEAR 10

Two courses of study are offered within Mathematics in year 10

- Year 10 Mathematics,
- Year 10 Mathematics Extension (MAX)

Year 10 Mathematics is based on content strands of the Australian Curriculum: Number and Algebra, Statistics and Probability, Measurement and Geometry.

Year 10 Mathematics Extension is based on content strands of the Australian Curriculum but also includes content descriptors from the year 10 Optional Topics from the Australian Curriculum.

The QCAA Numeracy Short Course is aimed at students who may not otherwise attain the minimum requirements for numeracy and have been identified as benefiting from further exposure to numeracy concepts.

## COURSE REQUIREMENTS

- Scientific Calculator – this is essential for **all** students and needs to be brought to school for **every** lesson;

**FEES – Included in Resource Scheme Fee (\$300)**

# Science



- Science
- Science, Research and Technology - Year 10

# SCIENCE

## INTRODUCTION

Science is part of the human quest for understanding and wisdom and reflects human wonder about the world. The study of Science as a “way of knowing” and a “way of doing” can help students reach deeper understandings of the world.

Like scientists of the past and present, students understand and appreciate that current scientific knowledge has been built up over time and has now been organized into the curriculum disciplines of Biology, Chemistry, Earth Science and Physics. During every Junior Science year, students will spend one term each of these four disciplines. Science education involves students and teachers working together to construct new understandings by becoming the scientists and engaging in exciting experimental inquiry. Such study challenges students, contributes to personal success as lifetime learners, and can generate a passion for learning and seeking new insights.

The Junior Science Program supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate in science-related careers.

## COURSE OUTLINE

Throughout Years 9 and 10, students will work through the big ideas of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills in the Australian Curriculum as they relate to the four content strands of Physics, Chemistry, Biology and Earth Science.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1, Year 9	Earth Science: Changing Earth	<ul style="list-style-type: none"><li>• Collection of Work – Multi Modal</li><li>• Examination – Multiple Choice and Short Response</li><li>• Experimental Investigation – Modification to class practical – Scientific Report</li><li>• Investigation – Evaluating Scientific Evidence – Extended response</li></ul>
Unit 2, Year 9	Biology: My Life in Balance	
Unit 3, Year 9	Physics: Energy on the Move	
Unit 4, Year 9	Chemistry: Chemistry it's fundamental	
Unit 1, Year 10	Biology: Inheritance & Evolution	
Unit 2, Year 10	Physics: Moving Matter	
Unit 3, Year 10	Chemistry: Creating Our Future	
Unit 4, Year 10	Earth Science: Earth and Space	

## COURSE REQUIREMENTS

- Particular attention is drawn to the safety necessities of wearing footwear with either leather or vinyl uppers when working in the science laboratories.

**FEES - Included in Resource Scheme Fee (\$300)**

## **STEM Elective**

### **(Value Added Program Year 10)**

#### **INTRODUCTION**

Students engage with STEM in all facets of life, often without realising the multi-disciplinary nature of advancements and breakthroughs that they benefit from on a daily basis. In this subject, students will explore real-world contexts for the interdependent application of science, technology, engineering and math to achieve measurable goals. They will develop 21<sup>st</sup> Century skills such as critical and creative thinking, collaboration, communication, and citizenship through engaging with design and problem-solving frameworks such as Design Thinking. They will develop and improve prototypes, and evaluate their application in specific contexts. The skills and thinking processes developed in this subject provide students a diverse platform upon which they can build across all STEM-related subjects in years 11 and 12.

#### **COURSE OUTLINE**

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1, Year 10	Aerodynamics – improving planes	Multi-modal responses: prototype development, scientific report, experimental investigation, portfolio of evidence
Unit 2, Year 10	Zombie apocalypse – survive and thrive	

#### **COURSE REQUIREMENTS**

- Particular attention is drawn to the safety necessities of wearing footwear with either leather or vinyl uppers when working in the science laboratories.

**FEES - Included in Resource Scheme Fee (\$300)**



# The Arts



- Dance
- Drama
- Instrumental Music
- Music
- Visual Art

# DANCE

## INTRODUCTION

The emphasis of this subject is on all aspects of Dance practice, including practical and theory work. Students will develop self-esteem, confidence, awareness and respect for the body, and the necessary 21<sup>st</sup> Century skills to work collaboratively.

Students' creativity will be a very important aspect of this subject as they learn the process of choreography and how to interpret and respond to live or filmed dance performances. The organisation of the units is aimed towards offering students insight into a variety of dance styles. With growing interest this may inspire students to enrol in creative Dance courses in senior or tertiary studies.

Students wishing to take this subject need not necessarily have had experience in Dance, but it would be an advantage. The main objective of this subject is for students to experience and enjoy a range of Dance styles by taking part in performance, choreographic and responding opportunities in class.

Built into the Dance subject, are a number of opportunities for students to perform in a public arena. These performances may include:

- Annual Cabaret Night
- Annual Dance Night
- House/Whole School Parades

Students also have the opportunity to audition for Creative Arts Dance Company (CDC), which has a number of performance opportunities including the Townsville Eisteddfod.

## COURSE OUTLINE

Students will study Dance as part of the Creative Arts Academy for the entire year. Dance enables students to develop their ability to perform, choreograph and respond to different dance styles through engaging with the Dance Concepts and Skills. These courses aim to prepare students for the more independent study of units in Senior School.

Year	Topic	ASSESSMENT TECHNIQUES
Unit 1 & 2, Year 9	In the spotlight	<ul style="list-style-type: none"><li>• Performance – Teacher devised dance piece</li><li>• Project – Dance project comprising of choreography, choreographic statement and evaluative response</li><li>• Examination – Extended response.</li></ul>
Unit 3 & 4, Year 10	Contemporary Origins	<ul style="list-style-type: none"><li>• Project – Dance Project comprising of Performance and Choreography in contemporary genre supported by Choreographic Statement and Evaluative Response</li><li>• Examination – Extended Response.</li></ul>

## COURSE REQUIREMENTS

- For practical lessons, students will require plain black Dance tights (e.g.,  $\frac{3}{4}$  length tights) and a plain black T-Shirt. Dance clothing with the Creative Arts logo can be purchased from The School Locker if required.
- Costumes will be required at certain times. Students will be encouraged to make or provide their own at minimal cost, and some will be supplied.

## FEES

This subject is covered under the school resource scheme.

# DRAMA

## INTRODUCTION

This subject is designed for students to explore the dramatic art form through a series of dramatic styles, forms and experiences. Students will engage in learning experiences that allow them to communicate ideas, express feelings, value artistic forms and make sense of the world in which they live.

Throughout this subject, students will develop self-responsibility with regard to their own learning and will learn to work with energy and maturity. This is a skill that can be applied to other subjects in which they study. Students need no more than motivation, enthusiasm, interest, and a genuine desire to learn about the dramatic art form. Commitment to the subject and respect for others' ideas is an integral component of this course. An ability to work in groups is absolutely essential in the subject.

In Drama, students will engage in both the creative and performance aspects of theatre. They will explore a range of dramatic styles, develop original work, and interpret scripts through practical application. Performance is at the heart of this subject, allowing students to build confidence, refine their expressive skills, and experience the collaborative nature of theatre-making. Through devising, rehearsing, and performing, they will gain a deeper appreciation for storytelling, character development, and the power of live performance.

Built in to the Drama subject course are a number of opportunities for students to perform in a public arena. These performances may include:

- Annual Cabaret Night
- Annual Dance & Drama Night
- House/Whole School Parades

Students also have the opportunity to take part in the Creative Arts Drama Troupe (CADT), which is an extracurricular group which has a number of performance opportunities including the Townsville Eisteddfod.

## COURSE OUTLINE

Students will study Drama as part of the Creative Arts Academy for the entire year. In studying Drama, students develop their knowledge and understanding through Making (Presenting and Forming) and Responding to different styles and forms of drama. They will explore theatre and theatrical conventions in a number of different contexts for a range of purposes including comedy, clowning, realism and physical theatre.

Year	Topic	ASSESSMENT TECHNIQUES
Unit 1, Year 9	Realism	<ul style="list-style-type: none"><li>• Responding – Extended response analysing and evaluating a realism performance</li><li>• Forming and Performing – Multi Modal project to develop lighting, stage, costume and multimedia conventions.</li></ul>
Unit 2, Year 9	Clowning	<ul style="list-style-type: none"><li>• Forming and Performance – devising theme-based improvisation using storyboard and character profile</li></ul>
Unit 3, Year 10	Magical Realism & Australian Gothic Theatre	<ul style="list-style-type: none"><li>• Performing – Group performance</li><li>• Responding – Extended Response analysing and evaluating elements of drama and dramatic meaning from an Australian Gothic Theatre performance</li></ul>
Unit 4, Year 10	Collage Drama	<ul style="list-style-type: none"><li>• Forming – Creating a concept of a Collage Drama performance</li><li>• Performing – Group or individual Collage Drama performance</li></ul>

## FEES

This subject is covered under the school resource scheme.

# **INSTRUMENTAL MUSIC**

## **INTRODUCTION**

Kirwan High's Instrumental Music program is very well established not only at Kirwan, but also in the local community. Instrumental Music is a key component to the Creative Arts Academy which aims for musical excellence, quality ensembles, and for students to experience the expressive qualities of music. The Instrumental Music program provides students with opportunities to develop and refine their ability of their chosen instrument/s in lesson and ensemble settings.

## **COURSE OUTLINE**

The Instrumental Music Program is offered in seven areas:

- Woodwind
- Brass
- Percussion
- Guitar
- Strings
- Vocal
- Keyboard

Students will be expected to participate in at least one of our Primary Ensembles and potentially one of our Secondary Ensembles.

### **Primary Ensembles**

- Wind Symphony
- Concert Band
- Enigma Orchestra
- Vivace Orchestra
- Kirwan Choir
- Keyboard Ensemble
- Percussion Ensemble

### **Secondary Ensembles**

- Rock Band
- Big Band

As this is a voluntary program, it is expected that **all** students involved in the program will show exemplary levels of effort, behaviour and attendance to the development of their musical abilities and the program as a whole.

## **COURSE REQUIREMENTS**

- Students will be required to attend lessons each week and participate in at least one Primary ensemble. A limited number of instruments are available from the school on a loan basis.
- Students are expected to rehearse at school as well as at home.
- Students will be required to purchase and wear the full concert dress uniform for performances and competitions.
- Students will be encouraged to become involved in concerts, workshops, competitions and tours throughout Australia and overseas.
- Students will be expected to maintain an Excellent or Very Good standard for effort and behaviour across all of their subjects each semester.

## **FEES**

**An Instrumental Music fee applies (see Instrumental Music application form) and must be paid in full upon selection of the subject.**

This fee allows the department to:

- Purchase new sheet music for ensembles and lessons
- Purchase new instruments
- Maintain current instrument fleet
- Provide transport to performance opportunities
- Enter into the local Eisteddfod
- Photocopy required music
- Access industry experts and participation in a range of performance opportunities and workshops.



# MUSIC

## INTRODUCTION

This subject focuses on students making Music and developing their ability to think and express themselves in sound. Through immersion in a variety of music styles, students learn to aurally and visually analyse, interpret and manipulate the elements of Music.

Students will regularly perform in their class for their peers as part of their course, however will also have opportunities to perform their assessment for other classes. Also built into this subject, are a number of opportunities for students to perform in a public arena.

These performances may include:

- House/Whole School Parades
- Annual Cabaret Night
- End of term Concerts

## COURSE OUTLINE

Students will study Music as an elective subject for one semester in year 9 and another semester in year 10 if they so choose. In studying Music, students develop their ability to perform, compose and interpret music through engaging with the musical elements of: Rhythm, Pitch, Dynamics and expression, Form and structure, Timbre and Texture.

YEAR	TOPIC	ASSESSMENT TECHNIQUES
Unit 1, Year 9	Mingle with Jingles	<ul style="list-style-type: none"><li>• Composing and Responding – a composition in the style of a jingle with accompanying Statement of Compositional Intent</li><li>• Performing – individual or group performance of a jingle with accompanying Performance Statement</li></ul>
Unit 2, Year 9	Bach to Beatles	<ul style="list-style-type: none"><li>• Composing and Responding – in a style of a chant, madrigal or canon with accompanying Statement of Compositional Intent</li><li>• Performing – song from one of the periods studied (Medieval-Modern) and accompanying Performance Statement</li><li>• Examination – extended response to a stimulus question</li></ul>
Unit 3, Year 10	Like a Version	<ul style="list-style-type: none"><li>• Performance and Responding – Original and an arrangement of chosen song with accompanying Performance Statement</li><li>• Composing and Responding – arrangement of a verse and chorus of a song with supporting Statement of Compositional Intent</li></ul>
Unit 4, Year 10	My Style	<ul style="list-style-type: none"><li>• Composing and Responding – in the style of Blues, Reggae or Pop with supporting Statement of Compositional Intent</li><li>• Integrated Project – comprising of analysing two pieces of music that reflects personal style and performing one of these pieces</li><li>• Examination – extended response to a modern rock piece composed by an Australian Musician</li></ul>

## FEES

**A subject fee applies (see Subject Selection Form) and must be paid in full upon selection of the subject.**

This fee covers the cost of Music materials, photocopying of resources, ICT software and hardware upgrades, access to other industry workshop opportunities.

# VISUAL ART

## INTRODUCTION

Within this subject, students develop their ability to have an open mindset, work in a creative way and develop an understanding of their own cultural identity. Students will develop both their thinking and motor skills to be able to make, adapt, modify and think creatively. Students will learn to explore and plan art concepts through independent research and skill development. This subject not only develops students own creative capacity but also their ability to appreciate the aesthetics and historical significance of traditional, social, political and contemporary arts.

There are no specific prerequisites for Visual Art, however, creative skills and knowledge is an advantage. Students must have an open mindset and be self-motivated in order to achieve potential in this subject. Students are required to engage in creative art making and academic writing and advocates the responsibility of young people to become inclusive global citizens who are capable of working and living together harmoniously in an interconnected world.

There are many opportunities for performances and exhibitions for students to exhibit their work in a public forum, including;

- Kirwan High Art Gallery
- Young Artist Exhibition at the Perc Tucker Regional Gallery
- Cabaret Galleria
- Various competitions locally and nationally.

## COURSE OUTLINE

Students will study Visual Arts as an elective subject for one semester in year 9 and another semester in year 10 if they so choose. Visual Art is devoted to the development of specific skills in a variety of traditional, social, political, contemporary and Indigenous areas of art. This thematic based subject is intended to prepare students for the more independent study of units in Senior School.

YEAR	TOPIC	ASSESSMENT TECHNIQUES
Unit 1, Year 9	Significant Scapes	<ul style="list-style-type: none"><li>• Making – Experimental folio comprising of a series of close up media experiments of native flora and Reflections</li><li>• Making and Responding – Etching Series of significant landscapes/animals with supporting Artist Statement</li></ul>
Unit 2, Year 9	Autonomy in Art	<ul style="list-style-type: none"><li>• Responding – extended response interpreting works of Art</li><li>• Making (Part A) – Experimental folio comprising of a series of resolved drawings in a variety of styles</li><li>• Making (Part B) – Anatomical Sculpture of a human/animal</li></ul>
Unit 3, Year 10	Emotional Portraiture	<ul style="list-style-type: none"><li>• Making and Responding – Experimental Folio comprising of a series of portraits and supporting Artist Statement</li><li>• Project – A2 portrait or 3D sculpture of a significant person and supporting Artist Statement</li></ul>
Unit 4, Year 10	Art as a Global Voice	<ul style="list-style-type: none"><li>• Making and Responding – Experimental Folio based on a selected social commentary topic</li><li>• Responding – Extended Response interpreting how their chosen social commentary artist uses visual language to construct meaning</li><li>• Project – resolved mixed media artwork communicating chosen social commentary topic</li></ul>

## FEES

**A subject fee applies (see Subject Selection Form) and must be paid in full upon selection of the subject.**

This fee covers the cost of art materials, photocopying of resources, ICT software and hardware upgrades, access to other industry workshop opportunities.

# MEDIA ARTS

## INTRODUCTION

Within this subject communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses media practices that represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works.

Through the creative use of materials and technologies such as film, photography and sound design to convey meaning, students manipulate still and moving images, text, sound and interactive elements. They construct representations and communicate or challenge understandings, ideas and positions.

Media arts recognises that media forms can operate at either a mass level, where media is shared one way, or at an interpersonal level, where communication occurs between individuals and among online communities. Students critically reflect on the role of the media in society and consider how their own media use is shaped by the practices of media institutions. They develop awareness and understanding of ways that media institutions use information collected from users to create communities and to mediate users' media choices.

Students learn to be critically aware of the ways that media is used culturally, how it might be negotiated by different audiences, and the impact it can have on their own understanding of the world.

There are many opportunities for performances and exhibitions for students to exhibit their work in a public forum, including;

- Kirwan High Art Gallery
- Annual Cabaret Night

## COURSE OUTLINE

Students will study Media Arts as an elective subject for one semester in year 9 and another semester in year 10 if they so choose. Media Arts is devoted to the development of specific skills in a variety of different mediums. Students will explore and respond to different media artworks, develop their own practice and skills, create their own media artworks and present these to an audience.

YEAR	TOPIC	ASSESSMENT TECHNIQUES
Unit 1, Year 9	Podcasting	<ul style="list-style-type: none"><li>• Written – Podcast analysis. Exploring and responding to ways in which podcasts communicate ideas and create relationships between artist and audience.</li><li>• Project – Creating a podcast. Group creation of a podcast based on a popular culture event/group.</li></ul>
Unit 2, Year 9	Music Videos	<ul style="list-style-type: none"><li>• Written – Music video storyboard and reflection.</li><li>• Project – Music video production. Individual creation of a Music Video using appropriate equipment and editing techniques.</li></ul>
Unit 3, Year 10	Documentary Film-making	<ul style="list-style-type: none"><li>• Written – Documentary storyboard and reflection of how documentaries can communicate ideas, perspectives and meaning.</li><li>• Project – Documentary film production. Group creation of a documentary film based on a relevant social issue.</li></ul>
Unit 4, Year 10	Popular Film	<ul style="list-style-type: none"><li>• Examination – Popular film analysis focusing on critical practices and reflecting on the work of others to create meaning.</li></ul>

## FEES

This subject is covered under the school resource scheme.

(One year course) Vocational Education

Certificate II in Creative Industries reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. It applies to work in different work environments that include entertainment customer service, staging, television and radio production, broadcasting production, lighting and sound, theatre, scenery and set construction, screen and media, and film production. Individual's complete tasks with limited complexity and with required actions clearly defined.

## COURSE OUTLINE

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