



ROBINA STATE HIGH SCHOOL

2017

**YEAR 10
SENIOR PATHWAYS
HANDBOOK**

Subject Selection and Options Information
(Version 3)

Published in 2016

"Believe and Succeed"

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OUR SCHOOL

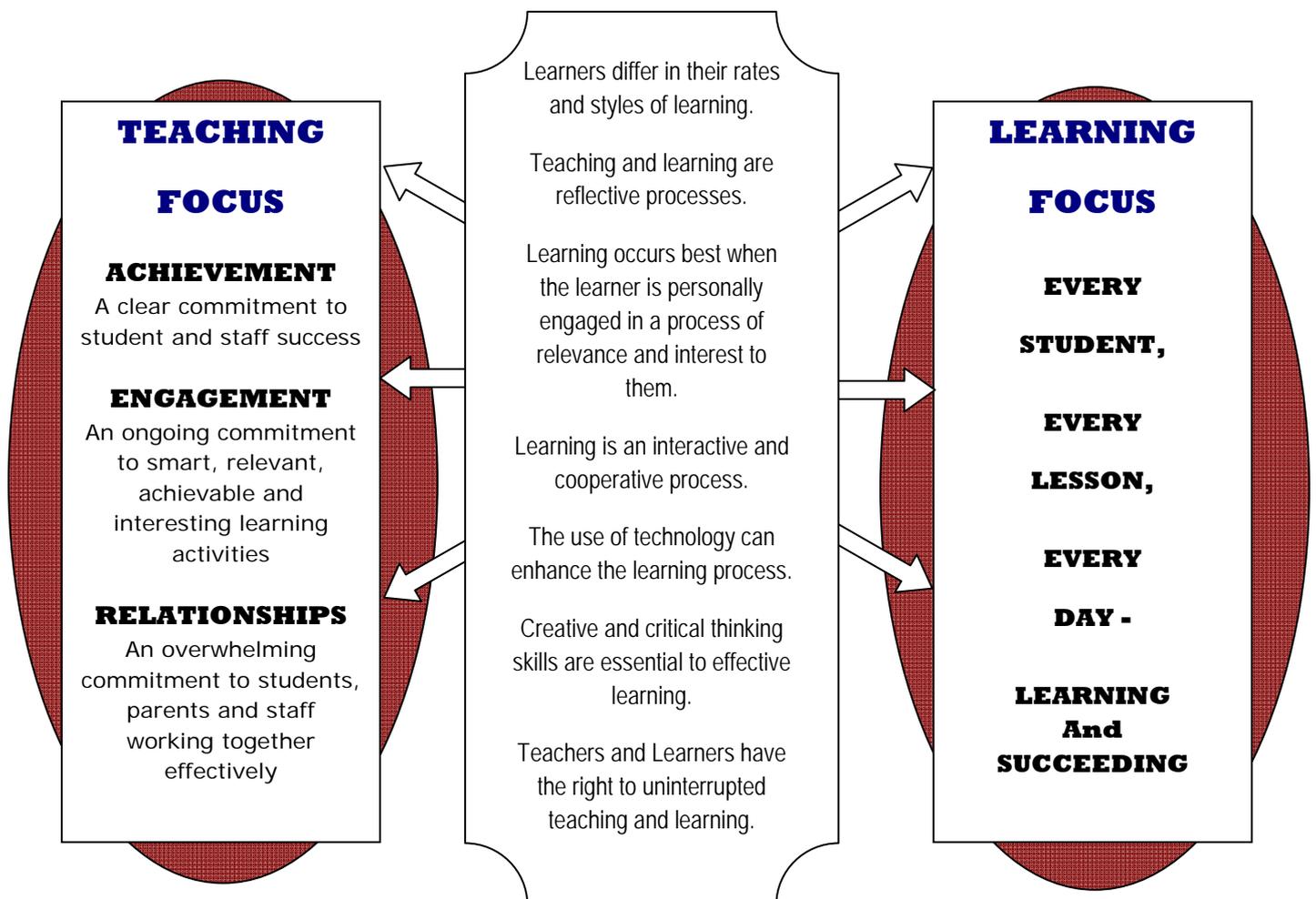
Robina State High School is a leading Queensland Government High School, located centrally on the Gold Coast. It offers a comprehensive curriculum catering for the educational needs of all young people in the region from twelve to eighteen years of age. Increasingly, the school is a destination of choice for both domestic and international students when planning their futures.

At Robina State High School, we “Believe and Succeed”

Philosophy and Objectives

OUR PURPOSE: Robina State High School is committed to providing quality learning opportunities that enable our students to achieve within a safe, supportive and disciplined learning environment to become active global citizens.

OUR OVERARCHING BELIEFS



OUR UNDERLYING VALUES

Pride – Respect – Ownership – Manners – Opportunities – Teamwork - Excellence

THE PURPOSE OF THIS GUIDE

Under the current Education Act, young people must stay at school until they finish Year 10 or have turned 16, whichever comes first. Following this they are required to participate in further education and training for:

- a further two years and have gained a QCE
- OR until they have gained a Certificate III vocational qualification
- OR until they have turned 17
- OR choose to go into employment working at least 25 hours per week and apply for an exemption from further formal learning

To assist with this transition there must be a plan in place. This is called the Student Education and Training Plan or SET Plan. This guide will assist students in planning their pathways for the next three years and hence their SET Plan is important in setting goals.

The SET Plan is completed in conjunction with the subject selection process. The SET Plan will be completed online at One School with the support of PROMOTE teachers, HoDS and support staff.

This guide provides a brief outline of the learning options available in Year 10 2017. While a great deal of this information should be useful to every student, it is not presumed that all questions will be answered. The school has staff readily available that may be consulted on any relevant issue. Parents/Caregivers and students are welcome to seek this help at any time. Parent Teacher interviews will be held on **Tuesday, 26th July**.

Subjects must be selected on line by Friday, 5th August.

THE YEAR 10 CURRICULUM

The Year 10 Programme has been developed to meet the needs of Year 10 students as they begin their transition to Senior studies. With Year 10 subject choices based on Year 11 and 12 subjects, students gain specific experiences and skills required to successfully continue in their studies. This allows for:

- Identifiable pathways for students into senior subjects
- Greater academic rigor where and when it is needed
- Like minded and ability level students grouped in subjects
- Reduced numbers of subject changes in Year 11 based on an increased knowledge of subjects and students ability to achieve success
- More specific direction from teachers and HoDs in Year 11/12-subject selection
- Year 10 as the start of Senior Pathways with access to TAFE, outside study and School Based Traineeships and Apprenticeships (SATs) and vocational education and training certificates (VET)

THE SET PLAN – AN INDIVIDUAL PATHWAY

There are multiple pathways students may follow after school. In the SET Plan process we will ask students to consider where they realistically will be **after** school. The pathways are:

- **Academic Pathway** involving direct entry to further study at University/TAFE/private providers or a
- **Vocational Pathway** leading to a full time traineeship/apprenticeship, study at TAFE/Private Provider or full time vocational employment with study. University is still an option
- **Australian Defence Forces** - general entry or ADFA
- **Full time work**

Depending on which of these pathways the student selects we can assist in providing guidance on appropriate and relevant subject selection. Generally speaking about 35% of our Year 12 students exit directly into a university course, whilst the majority complete higher education later in life. Please note that the Overall Position (OP) pathway has been decreasing dramatically over the past few years as a prerequisite for tertiary education.

Many students will need personal advice when considering their pathways and finalising their SET Plan. Help is available for students through the Guidance Officer and Year Level Deputy Principal, Heads of Departments, Middle School HoD, Student Pathways Director, PROMOTE and Classroom Teachers.

WHAT ARE VET CERTIFICATES?

VET stands for Vocation Education and Training.

VET certificates can be studied as:

- Certificate courses that are provided by the school as a school subject
- Certificate courses that are delivered at school but which are managed by an external Registered Training organisation
- TAFE Schools courses e.g. Courses where a Certificate I, II or III is awarded when a student has demonstrated competency in all specified skills. E.g. Certificate III Multimedia, Certificate II Hairdressing, Certificate III Events Management. This includes Diploma courses
- The qualification attached to School Based Apprenticeships and Traineeships

All VET Certificates attract Queensland Certificate of Education credits. Credits are banked in a student's Learning Account.

TAFE AND OTHER VOCATIONAL PROGRAMMES – Off Campus

Students in Year 10, 11 or 12 may opt to take up one of the course offered through the TAFE Schools Programme or other external providers. These courses offer a nationally recognised qualification and run one day per week for the required time at TAFE campuses. TAFE offers Certificate I (1 year), Certificate II (1 year) and Certificate III (1-2 years) and Diploma courses in a range of areas.

Courses offered change each year but require a student to apply in the semester before the commencement year. Most courses are offered in Term 3 for commencement in the following year.

All VET courses attract QCE credits. Many articulate directly into diploma or university degree courses.

As well as TAFE, other private providers offer certificate courses which are advertised to students throughout the year and work exactly the same as TAFE but generally at a slightly higher cost.

SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS (SATs)

Students who are aiming to move into a full time traineeship or apprenticeship, who wish to start banking QCE credits, or who wish to gain employment whilst working towards another qualification, should consider a **School based Apprenticeship or Traineeship or SAT**. Many SATs begin with **Work Experience or a part time job**.

As part of the New Apprenticeship Scheme, students can begin, and complete, a *traineeship (non-trade area qualification)* whilst studying at school.

SAT students combine

- School
- paid work
- training
- QCE credits

Flexibility is the key to this combination.

- SAT students come to school, attend at least 1 day of work per week, and train with a Registered Training Organisation either on-the-job or at an appropriate venue.

Students undertaking **apprenticeships** (trade area qualification) may begin but cannot complete their qualification at school. Students are given credits towards their QCE for components completed at school and then 'roll over' into full time employment with their employer to complete the apprenticeship once they leave school.

- SAT students may select a reduced timetable once past the probationary period.

WHO DOES WORK EXPERIENCE?

Any student Year 10-12 can participate in work experience at any time of the year.

All work experience, whether organized through parents, family or privately **MUST** be formalized through the school. This is for insurance and worker's compensation purposes and is mandated under government legislation. Education Queensland takes no responsibility for students injured at placements that have not been formalized through Robina SHS. Please see the Industry Liaison Officer, our intranet and internet, or Student Pathways Director for further information.



CREATING YOUR SET PLAN

SET Planning is the process by which a student commits to a plan for their senior phase of learning (Years 10-12). In the SET Plan a student will indicate the level of education they wish to complete and particular fields or jobs of interest. **A student's aspirations need to be matched to their proven ability for the best chances of success.**

CAREER EXPLORATION

Career Exploration can take several forms. It could be achieved by;

- Using online career, job and university information websites like
www.myfuture.edu.au; www.jobguide.education.gov.au; www.joboutlook.gov.au;
www.scu.edu.au/yourfuture; www.myuniversity.gov.au; www.myskills.gov.au;
www.education.gov.au/careerdevelopment; www.australianapprenticeships.gov.au;
www.careers.edu.au; www.gcit.gov.au
- Meeting with a Guidance Officer for an individual appointment
- Talking to teachers, family and friends about careers
- Undertaking Work Experience
- Visiting Career and University Expos
- Accessing University websites

WHICH SUBJECTS?

IN YEAR 10, STUDENTS STUDY 6 TIMETABLED SUBJECTS EACH SEMESTER.

It is compulsory for all Year 10 students in Queensland to study English, Mathematics and Science for the whole year. As well, each student must complete one semester of History and one semester of HPE Core. These follow the **Australian Curriculum**. Using the student's past performance, the Head of Department will advise the appropriate level of class placement – Extension, Intermediate or Foundation.

The remaining 2 subjects should consist of the subjects that the student enjoys and in which they can succeed, but which allows them to trial subjects they are considering studying in Year 11. Completing a vocational certificate course allows students to start 'banking' QCE credits into their Learning Account.

Students are expected to complete both semesters of the subject unless there are exceptional circumstances. Also note that students must have studied Japanese and Graphics in Year 10 if they wish to continue their study in Years 11 & 12.

Students with a disability that impacts their learning may study a different combination of classes.

The Guidance Officer, Deputy Principal, HoD Middle Schooling, Student Pathways Director, Heads of Departments, PROMOTE and Classroom Teachers are able to assist students in identifying suitable senior pathways and subject choices.

MAKING YOUR INITIAL SELECTION FOR YEAR 10, 2017

Use the table below to check your 2017 choices.

2017 SUBJECTS		No. of Semesters
COMPULSORY SUBJECTS	English (Australian Curriculum)	2
	Mathematics (Australian Curriculum)	2
	Science (Australian Curriculum)	2
	History (Australian Curriculum)	1
	HPE	1
Electives	1.	2
	2.	2
Add all semesters:	Compulsory =8 semesters Electives = 4 semesters	12
<p>Also consider two 'extra' subjects you would consider studying if you are unable to study any of your elective choices above.</p> <p>1.</p> <p>2.</p>		

NOTE: Your final selection must be on-line at your One School address by Friday, 5th August

FEE-PAYING SUBJECTS/PROGRAMS

There are a variety of subjects/programs on offer that require payment to the school.

Eligibility for selection of fee-paying subjects/programs is dependent on the following criteria:

1. The student's fees must be either paid in full or up-to-date.

Entry into the selected subject/program will only be permitted once the following 2 criteria have been met:

1. Subject/Program fee must be paid in full by the due date listed in the subject information of this booklet. This due date will also be reflected on the invoice for the subject/program. Failure to make full payment of the subject/program fee by this date will result in student being asked to choose an alternative non-fee paying subject/program.
2. Participation in and payment of the Student Resource Scheme for the same school year the subject/program will commence. Either full payment or first instalment of the Student Resource Scheme should be paid either at the same time or prior to the subject/program fee being paid. A signed Student Resource Scheme Agreement must be received by the school at the same time.

Payment plans are not offered on any fee-paying subjects/programs.

Refunds for programs/subjects are not available once the student has commenced the subject/program.

CHANGING YOUR SUBJECTS

Changes to your subjects is not recommended but may be needed due to:

- A continuing medical condition
- Family/personal change of circumstances
- The uptake of a school-based apprenticeship or traineeship
- The uptake of a TAFE or VET course
- Lack of success

All changes must be discussed with the Guidance Officer, Deputy Principal or HoD Middle Schooling and supported by parent/guardian. Changes are dependent on a number of factors including class availability.

SIGNATURE PROGRAMME OFFERINGS

Signature Programmes are specific programmes with the curriculum targeted to support students into areas of special skill and interest.



JAPANESE IMMERSION PROGRAMME

CURRICULUM INFORMATION Head of Department, Sellina McCluskey

YEAR 7		YEAR 8		YEAR 9		YEAR 10	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
English	English	English	English	English	English	English	English
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Science	Science	Science	Science	Science	Science	Science	Science
HISTORY	GEOGRAPHY	Business & Media Studies	Business & Media Studies	Business & Media Studies	Business & Media Studies	Business & Media Studies	Business & Media Studies
EXTENSION JAPANESE	IMMERSION JAPANESE	JAPANESE For Maths & Science	JAPANESE For Maths & Science	JAPANESE For Maths & Science	JAPANESE For Maths & Science	HPE	HISTORY
HOME EC/ ITD/ SPORT EX	ART/ SPORT EX	HPE	SOSE	HPE	HISTORY	Elective	Elective
HPE	HPE	HOME EC/ ITD	ARTS			Year 11 Japanese	Year 11 Japanese
NOTE: In Year 7 academically able students will study EXTENSION JAPANESE in first semester. In Semester two students will continue with Immersion Japanese and commence the study of Maths in Japanese.		NOTE: In Year 8 Immersion students will study one general Japanese class covering content from Year 8 & 9 mainstream Japanese.		NOTE: In Year 9 Immersion students will study one general Japanese class covering content from Year 9 & 10 mainstream Japanese.		NOTE: In Year 10 Immersion students will study Year 11 Japanese in a Period 0 class. (8am to 9am). They will cover in 2 lessons what Year 11 mainstream students will cover in 3 lessons.	

CURRICULUM CHALLENGE:

The immersion course caters for academically able students. In all Immersion classes a challenging Curriculum is offered to students. Students study Extension Maths, Extension Science, and Extension Computers/ Business Studies.

ASSESSMENT:

Assessment in the Immersion Course is usually very similar to assessment in the mainstream course. Students will be presented with assessment written in Japanese. Student responses are usually in English. Immersion students are given 15 minutes more per hour of exam to cater for the extra time needed to decode the Japanese language used in the assessment.

EXPECTATIONS:

Students who choose to enrol in our Immersion Course are committing to a three year course.

SUBJECT CHOICES: Immersion students have less subject choices in Year 9 and 10 than mainstream students because they must choose Japanese and Business as two of their electives.

INVOICED PROGRAMME FEE: \$300 per year

INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 3 NOVEMBER 2016

ALONG WITH FULL/INSTALMENT PAYMENT OF 2017 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT. NON-REFUNDABLE AFTER COURSE COMMENCEMENT.

STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.

GENERAL CURRICULUM OFFERINGS

ART		(ART)	
Faculty:	Arts	Length:	2 semesters
<p>This subject focuses on 2D and 3D works (drawing, painting, ceramics and sculpture, media and processes) with an emphasis on experimentation with surface qualities, composition, layering (2D) and construction and form (3D). The manipulation of the elements and principles of design are also explored. Students will produce 2D folios of work that demonstrate a variety of 2D approaches and major 3D works in clay and sculpture.</p>			
Pathways to Senior Subjects:	Art (OP) Visual Arts in Practice (SAS)		
Learning Experiences:	2D: <ul style="list-style-type: none"> • Drawing and painting using a variety of media and processes. • Critiquing of artworks (own and others). 3D: <ul style="list-style-type: none"> • Constructing and sculpting using a variety of media and processes. • Critiquing of artworks (own and others). 		
Assessment:	2D: <ul style="list-style-type: none"> • Experimental drawing folio • Major painting • Essay. 3D: <ul style="list-style-type: none"> • Major ceramic vessel • Minor works • Major sculptural 3D form • Essay 		
This subject caters to:	This subject would appeal to those who have a keen interest in 2D and 3D Art. Minimum C in English is advisable. Minimum C in Year 9 Art is advisable.		
Resources Required:	A3 or A4 Visual Diary 2B, 4B, 6B graphite pencils Eraser		
Additional Costs:	Excursions where applicable		

AQUATIC PRACTICES		(APR)	
Faculty:	Science	Length:	2 semesters
<p>This subject combines both theory and hands on activities that relate to the marine environment. Marine Studies provides opportunities for students to understand their role in conserving unique marine environments such as the Great Barrier Reef. Students will be exposed to new applications in the fishing industry such as aquaculture and recreational fishing.</p>			
Pathways to Senior Subjects:	Marine and Aquatic Practices (non OP), Biology (OP).		
Learning Experiences:	<ul style="list-style-type: none"> • Skills work • Teacher demonstration • Educational videos • Teacher exposition • Group work • Research and ICTs (Information & Communication Technology) 		
Assessment:	<ul style="list-style-type: none"> • Research Assignments • Written Tests • Skills Evaluation 		
This subject caters to:	<p>Students with:</p> <ul style="list-style-type: none"> • Recreational interest in the marine environment e.g. Swimming, Kayaking etc. • Year 9 achievement of a B or better in Science • A good work ethic and commitment to doing regular homework/revision 		
Resources Required:	<ul style="list-style-type: none"> • 128 Page Notebooks • A4 document wallet (poly wallet) • Red pen, blue pen, pencil, eraser, • Ruler, calculator • Fully covered leather footwear. • Hat • Sunscreen • Old joggers that can get wet or reef walkers 		
Invoiced Costs:	<p>\$120 per year to cover Marine excursions and activities, fishing, kayaking.</p> <p style="text-align: center;">INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 3 NOVEMBER 2016 ALONG WITH FULL/INSTALMENT PAYMENT OF 2017 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT. NON-REFUNDABLE AFTER COURSE COMMENCEMENT. STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</p>		

BUSINESS (Incorporating BSB10115: Certificate I in Business)		(BUS)	
Faculty:	SOSE	Length:	2 semesters
<p>Year 10 Business introduces students to a range of business disciplines involving both theoretical and practical activities typical of those found in Senior Business courses. Skills acquired in this subject will serve students in a number of senior subjects and in the workforce, as they will focus on keyboard and computer skills as well as communication and organisational skills.</p>			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> Accounting (OP) Business Communication & Technologies (OP) Economics (OP) Legal Studies (OP) BSB30415 Certificate III in Business Administration ICT20115 Certificate II in Information, Digital Media & Technologies Skills complementary to all Senior Subjects 		
Learning Experiences:	<ul style="list-style-type: none"> Prepare and Analyse Business Ideas incorporating Business Plans Promoting and selling – Marketing techniques Human resource management Understand earning, saving, spending and investing Use business software and technologies to produce business documents Investigate / research Business Technologies Interpret simple financial information Make decisions based on simple financial information Use MYOB computer software to record financial transactions Write reports to explain financial information 		
Assessment:	<ul style="list-style-type: none"> Tests – Short Answer, Extended Response, Practical Applications Supervised assignment/Multimodal 		
This subject caters to:	<p>Students who:</p> <ul style="list-style-type: none"> Are seeking workplace computing and records management skills e.g. <i>MSWord, Publisher, MYOB, Excel</i> Are interested in an administrative role in the workforce e.g. personal assistant Are keen to apply computer skills to a workplace situation Who are proficient in Maths and English Enjoy working with numbers Are interested in accountancy or management Are interested in project or event management Aspire to run their own business Enjoys subjects of a financial / business nature Are prepared to work hard and devote time to homework 		
Resources Required:	<p>This subject is computer based. Students will require:</p> <ul style="list-style-type: none"> USB 		

BSB10115 – CERTIFICATE I IN BUSINESS

Faculty:	SOSE																								
Type:	VET Certificate	Length	2 semesters																						
<p>The course is designed to develop sound basic employability skills that will provide a firm foundation for the effective operation of all office work skills. These can be used in business in any career. This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices. This qualification provides foundation digital literacy skills to support a wide range of varying Industry occupations.</p> <p>RTO: Robina State High School Provider Number: 30341</p> <p>Competencies:</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>BSBADM101</td> <td>Use business equipment and resources</td> </tr> <tr> <td>BSBIND201</td> <td>Work effectively in a business environment</td> </tr> <tr> <td>BSBCMM101</td> <td>Apply basic communication skills</td> </tr> <tr> <td>BSBITU101</td> <td>Operate a personal computer</td> </tr> <tr> <td>BSBITU102</td> <td>Develop keyboard skills</td> </tr> <tr> <td>BSBITU201</td> <td>Produce simple word processed document</td> </tr> <tr> <td>BSBITU202</td> <td>Create and use spreadsheets</td> </tr> <tr> <td>BSBLED101</td> <td>Plan skills development</td> </tr> <tr> <td>BSBSUS201</td> <td>Participate in environmentally sustainable work practices</td> </tr> <tr> <td>BSBWOR202</td> <td>Organise and complete daily work activities</td> </tr> </tbody> </table> <p style="text-align: center;">Robina State High School will issue the certificate upon completion</p>				Code	Topic	BSBADM101	Use business equipment and resources	BSBIND201	Work effectively in a business environment	BSBCMM101	Apply basic communication skills	BSBITU101	Operate a personal computer	BSBITU102	Develop keyboard skills	BSBITU201	Produce simple word processed document	BSBITU202	Create and use spreadsheets	BSBLED101	Plan skills development	BSBSUS201	Participate in environmentally sustainable work practices	BSBWOR202	Organise and complete daily work activities
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Learning Experiences:	<ul style="list-style-type: none"> • Work effectively in a business environment • Participate in Occupational Health and safety processes • General communication skills in the workplace • Technical skills in MS Office computing packages 																								
Assessment:	<ul style="list-style-type: none"> • Competency based with an opportunity to redo tasks • Observations with Checklists • Project/Portfolios 																								
This subject caters to:	<p>A student who:</p> <ul style="list-style-type: none"> • Has appropriate literacy and computing skills to manage course content and workplace requirements. • Are seeking workplace computing and records management skills in the office suite of software eg Word & Excel • Are interested in an administrative role in the workforce e.g. personal assistant • Aspire to run their own business • Enjoys subjects of a financial / business nature • Are prepared to work hard and devote time to homework 																								
Resources Required:	<p>This subject is computer based. Students will require:</p> <ul style="list-style-type: none"> • USB • Recommended use of your own computer device (not compulsory) 																								



ICT10115 – CERTIFICATE I IN INFORMATION, DIGITAL MEDIA & TECHNOLOGY		(VIM)															
Faculty:	SOSE																
Type:	VET Certificate	Length	2 semesters														
<p>Students will be working towards ICT10115 Certificate I in Information, Digital Media & Technology. Skills acquired in this subject will serve students in a number of senior subjects and in the workforce as they will focus on correct technique, layout and presentation of business documents, Multimedia applications, Spread sheets and using digital literacy skills to access the Internet.</p> <p>RTO: Robina State High School Provider Number: 30341</p> <p>Competencies:</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>BSBWHS201</td> <td>Contribute to health and safety of self and others</td> </tr> <tr> <td>ICAICT101</td> <td>Operate a personal computer</td> </tr> <tr> <td>ICAICT102</td> <td>Operate word-processing applications</td> </tr> <tr> <td>ICAICT103</td> <td>Use, communicate and search securely on the internet</td> </tr> <tr> <td>ICAICT104</td> <td>Use digital devices</td> </tr> <tr> <td>ICAICT105</td> <td>Operate spreadsheet applications</td> </tr> </tbody> </table>				Code	Topic	BSBWHS201	Contribute to health and safety of self and others	ICAICT101	Operate a personal computer	ICAICT102	Operate word-processing applications	ICAICT103	Use, communicate and search securely on the internet	ICAICT104	Use digital devices	ICAICT105	Operate spreadsheet applications
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Learning Experiences:	<ul style="list-style-type: none"> • Communicating - communicating with peers and supervisors, reading and interpreting basic workplace documents • Teamwork - submitting draft work to appropriate people for approval or feedback following peer and supervisor advice and instructions • Problem-solving - using user manuals and help functions to solve problems when using computer applications and digital devices • Initiative - customising basic computer settings and digital devices to meet special needs • Planning - organising digital files, planning the format of documents and tables • Self-management - adjusting the display of internet browsers to suit personal occupational health and safety requirements, observing and applying internet protocols • Technology - using digital devices, including personal computers and applications 																
Assessment:	Class work folios Competency-based assessment Exams																
This subject caters to:	A student who: <ul style="list-style-type: none"> • Has an interest in enhancing skills in the Microsoft Office suite • Has an interest in using computer programmes competently • Wants to work in IT, Multimedia, gaming or administration • Has an enquiring mind 																
Resources Required:	USB																



FSK10213 – CERTIFICATE I IN SKILLS FOR VOCATIONAL PATHWAYS (Careers Development)		(VSK)																									
Faculty:	SOSE																										
Type:	VET Certificate	Length	2 semesters																								
<p>This programme seeks to engage students who are actively looking to improve their employment prospects. There is a major focus in this programme on improving employability skills of communication, teamwork, organisation, initiative and self-management.</p> <p>Students will be encouraged to apply for either a school based apprenticeship or traineeship whilst at school, an appropriate TAFE course or full time work upon exit.</p> <p>RTO: Robina State High School Provider Number: 30341</p> <p>Competencies:</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>FSKDIG02</td> <td>Use digit technology for simple workplace tasks</td> </tr> <tr> <td>FSKLRG08</td> <td>Use simple strategies for work-related learning</td> </tr> <tr> <td>FSKNUM08</td> <td>Identify and use whole numbers and simple fractions, decimals and percentages for work</td> </tr> <tr> <td>FSKNUM09</td> <td>Identify, measure and estimate familiar quantities for work</td> </tr> <tr> <td>FSKRDG07</td> <td>Read and respond to simple workplace information</td> </tr> <tr> <td>FSKRDG01</td> <td>Recognise highly familiar workplace signs and symbols (*)</td> </tr> <tr> <td>FSKWTG06</td> <td>Write simple workplace information</td> </tr> <tr> <td>FSKLRG02</td> <td>Identify strategies to respond to basic workplace problems (*)</td> </tr> <tr> <td>FSKLRG06</td> <td>Participate in work placement (*)</td> </tr> <tr> <td>FSKLRG07</td> <td>Use strategies to identify job opportunities (*)</td> </tr> <tr> <td>FSKLRG08</td> <td>Use simple strategies for work-related learning</td> </tr> </tbody> </table>				Code	Topic	FSKDIG02	Use digit technology for simple workplace tasks	FSKLRG08	Use simple strategies for work-related learning	FSKNUM08	Identify and use whole numbers and simple fractions, decimals and percentages for work	FSKNUM09	Identify, measure and estimate familiar quantities for work	FSKRDG07	Read and respond to simple workplace information	FSKRDG01	Recognise highly familiar workplace signs and symbols (*)	FSKWTG06	Write simple workplace information	FSKLRG02	Identify strategies to respond to basic workplace problems (*)	FSKLRG06	Participate in work placement (*)	FSKLRG07	Use strategies to identify job opportunities (*)	FSKLRG08	Use simple strategies for work-related learning
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Pathways to Senior Subjects:	<p>It is expected that some students will leave school by the end of Year 10 for TAFE, an apprenticeship, traineeship or full-time work.</p> <p>For students who remain at school and progress into Year 11, pathways would include:</p> <ul style="list-style-type: none"> • School-based Apprenticeships or Traineeships • Prevocational Mathematics • English Communications • Vocational subjects and/or TAFE course • 30981QLD Certificate II in Workplace Practices 																										
Learning Experiences:	<ul style="list-style-type: none"> • Literacy – grammar, punctuation, comprehension, reading and work related tasks e.g. resume writing, letter writing. • Numeracy- basic mathematical operations, percentage, work related topics such as money. • Business Ventures – create and run mini-businesses and events, especially WOW Wipe-Out Wednesday. This includes setting up a budget, allocating resources and promoting the ventures. 																										
Assessment:	<ul style="list-style-type: none"> • Class work folios • Competency-based assessment • Work Experience Days • Mock interviews 																										
This subject caters to:	A student who has a clear desire to enter the workforce in some capacity.																										
Resources Required:	<ul style="list-style-type: none"> • Basic stationery, USB 																										
Additional Costs:	Excursion Fees. Transport for work experience.																										
Optional Costs:	White Card \$40 (Construction Card – optional). First Aid \$90 (optional).																										



CUA20215 - CERTIFICATE II IN CREATIVE INDUSTRIES		(VCA)	
Faculty:	Arts		
Type:	VET Certificate	Length	2 semesters
<p><i>Certificate II in Creative Industries</i> is an exciting new subject which was successfully introduced in 2016. It superseded the Certificate 1 in Creative industries. The certificate 2 allows creative Year 10 students to experience the VET format and also lays the platform for further studies in Senior Film Television & New Media, Media Arts in Practice (MAP) and the Senior Certificate III in Media.</p> <p>The Certificate II aims to develop a student's understanding of the creative arts industry, focusing on the study of artistic design and photography through workshops and assessment in digital-communication/photographic processes and image and sound manipulation/editing skills. Deconstruction of photo imagery, group and individual creative industry and artists research projects, design basics, photography basics (including using a DSLR) and sound and image manipulation are the fundamentals of this course. Students will become familiar with industry based Programmes including Adobe Photoshop and Premiere Pro.</p>			
RTO: Robina State High School		Provider Number: 30341	
<p>Competencies:</p> <p>BSBCRT101 Apply critical thinking techniques BSBDES201 Follow a design process BSBDES202 Evaluate the nature of design in a specific industry context BSBWOR203 Work effectively with others CUADIG202 Develop digital imaging skills CUAIND201 Develop and apply creative arts industry knowledge CUAPOS201 Perform basic vision and sound editing CUASOU202 Perform basic sound editing CUAWHS302 Apply work health and safety practices ICTICT204 Operate a digital media technology package</p>			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> Media Arts in Practice (MAP- photography and design) Film, Television and New Media Certificate III in Creative Industries (graphic design) A completed Certificate 2 gives a student 4 QCE credits 		
Learning Experiences:	<ul style="list-style-type: none"> Manipulating the elements and principles of design to create photographs and artworks Developing a basic understanding of photography and digital media using industry standard software programmes 		
Assessment:	<ul style="list-style-type: none"> Design and construct portfolios of photographic images for a specific purpose/target audience Research projects and presentations using PowerPoint Activities and tasks related to learning the basics of Photoshop and Premiere Pro Design, record and edit a digital video image production Analyse and Interpret digital image codes and conventions, audiences and technologies 		
This subject caters to:	<p>Students who:</p> <ul style="list-style-type: none"> With a strong interest in photography and digital media. Who enjoy working as an individual or part of a team. With a desire to learn computer based industry programmes and design and construct digital media projects. Who have an interest in deconstructing, researching and developing solutions to design challenges. Who are keen to develop skills in industry based programmes that lead to future pathways for employment. As the Certificate 2 is a certified VET, competency based course, curriculum and assessment cannot be modified to suit the special needs of individual learners. 		
Resources Required:	USB stick (minimum 4GB) SD card (minimum of 8 G) Display folder		



CREATIVE AND ANALYTICAL WRITING		(CAW)	
Faculty:	English	Length:	2 semesters
<p>This course is an extension class for writers who are striving to create, explore and enjoy the facet of creative writing skills and analytical writing structure. It prepares students for the rigor of Authority English in Year 11 and 12. The course provides expertise in the finer points of language usage, vocabulary development, complex thinking skills, and positioning the reader to a point of view. Reading resources are designed to support this higher order thinking process. NOTE: This is additional to the Year 10 English course.</p>			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Authority English (OP) • Extension English Literature (Year 12 only) 		
Learning Experiences:	<p>Short Story: Examining various components of short story with a focus on developing characters, point of view, story beginnings, endings and settings, text structure, dialogue and developing tension in writing. Each week students focus on specific vocabulary to enhance their writing. They read a wide range of short stories from different cultural perspectives and develop a awareness of their role as reader and writer of short stories. Student responses are provided as an online blog which enables them to share ideas. Students are given an opportunity to examine and respond to a range of written and audio stimulus pieces.</p> <p>Analytical Writing: Students read the base text "Lesson of Alibrandi", Mellina Marchetta; focus on issues arising from the text, to formulate an analytical exposition. Students become adept at using evidence to support their thesis. Students become familiar with critical literacy theory, to provide a framework for senior English curriculum. They focus on vocabulary specific to analytical academic writing. Journals involve students reading a broad range of issue based texts and formulating opinions which lead to discussion and debate.</p>		
Assessment:	<ul style="list-style-type: none"> • Short Story in response to a stimulus • Analytical Exposition in response to novel • Critical picture book • Journal • Oral Presentations 		
This subject caters to:	<p>Students recommended a student attains a B+ in Intermediate English or has participated in Extension English with a minimum B result.</p>		

DANCE		(DAN)	
Faculty:	Arts	Length:	2 semesters
<p>The study of Dance allows students, male and female, to learn about and acquire skills in many aspects of dance. This course heightens students' personal and physical well-being, improving self-confidence and fostering their creative and problem solving abilities. The course is organised around the three central areas of choreography, performance and appreciation. Students will be provided with fun practical opportunities to develop choreography and performance skills in a variety of contexts. Performances will be enhanced through participation in dance night or similar, which forms a necessary component of this course. Students will be encouraged to view both live and recorded performances and analyse these.</p> <p>(NB. It is NOT necessary for students to have studied prior to participating in this subject).</p>			
Pathways to Senior Subjects:	Dance (OP) Dance In Practice (SAS)		
Learning Experiences:	<ul style="list-style-type: none"> Engaging in safe warm up practices Manipulation of the elements of dance Exploration of a variety of genres including modern, contemporary, hip hop and social dance Choosing striking movements appropriate to chosen concept and dance genre Performing movements using dance techniques and skills relevant to chosen concept and dance genre Participating in workshops with industry professionals Responding and reflecting on professional dance works as well as the works of other students Working both independently and in groups Problem solving and decision making WPHS 		
Assessment:	<ul style="list-style-type: none"> Performance of modern, jazz, contemporary, hip hop and social dances Choreography of movement sequences and dances (within a group) Dance appreciation based on reflection and analysis of performance and choreographic works 		
This subject caters to:	<p>This subject is developed for those who enjoy being active and creative. It would appeal to those who have an enthusiasm and willingness to explore various dance mediums as well as being reliable, as group work depends on this.</p> <p>A minimum C in English is advisable.</p> <p>A minimum C in Year 9 Dance (if studied) is advisable.</p>		
Resources Required:	<ul style="list-style-type: none"> Jazz shoes (black) Black tights (or sports uniform) 		
Additional Costs:	Excursions where applicable.		

DIGITAL TECHNOLOGIES (Incorporating ICT10115: Certificate I in Information, Digital Media & Technology)		(DTG)	
Faculty:	Business	Length:	2 semesters
<p>This is a multi-level course, for IT enthusiasts as well as students who are interested in developing their digital media and computer software skills.</p> <p>Students will be working towards ICT10115 Certificate I in Information, Digital Media & Technology. Skills acquired in this subject will serve students in a number of senior subjects and in the workforce as they will focus on correct technique, layout and presentation of business documents, Multimedia applications, Spread sheets and using digital literacy skills to access the Internet.</p> <p>Introductory programming concepts and techniques will be investigated focusing on game programming concepts, robotics and the use of Multimedia software to develop Web 2.0 applications.</p>			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Business Communication and Technologies (OP) • IPT (OP) • ICT20115 Certificate II in Information, Digital Media & Technology • BSB30415 Certificate III in Business Administration • CUF30107 Certificate III in Media • Skills complementary to all Senior Subjects • A completed Certificate I gives a student 2 QCE credits 		
Learning Experiences:	<ul style="list-style-type: none"> • Use scenarios to assist students to discriminate between facts and opinions • Using analysis and evaluation to explore social and ethical issues relating to computers • Develop animations, 2D and 3D designs using a range of applications • Design and develop websites using HTML, CSS and JavaScript • Construct and control game elements through Flash programming • Using computers and other technologies to complete business related tasks • Compiling portfolios of completed work • Working individually and in teams 		
Assessment:	<ul style="list-style-type: none"> • Project and folio based • Assessment for this certificate is competency based. Each module must be completed for the certificate to be awarded 		
This subject caters to:	<p>A student who:</p> <ul style="list-style-type: none"> • Has an interest in using computer programmes competently • Wants to work in IT, Multimedia, gaming or administration • Has an enquiring mind 		
Resources Required:	<ul style="list-style-type: none"> • USB 		

DRAMA		(DRA)	
Faculty:	Arts	Length:	2 semesters
<p>This subject focuses on developing practical and written skills through a variety of dramatic styles. Students need to be able to confidently perform in a variety of contexts. Student will develop acting skills and processes that relate to both improvisation and scripted texts. Performances will be enhanced through stagecraft workshops, which form a necessary component of this course. Students will be required to view live theatre and critically analyse performance.</p>			
Pathways to Senior Subjects:	Drama (OP) Drama Studies (SAS)		
Learning Experiences:	<ul style="list-style-type: none"> • Improvisation • Character work • Study of the Elements of drama • Writing/performing monologues/scripts • Developing stagecraft skills • Study of plays • Exposure to a variety of dramatic styles • Research • Content • Stage drama • Physical theatre 		
Assessment:	<ul style="list-style-type: none"> • Scripted, improvised, and devised performances • Collage drama script writing • Writing and performing monologues • Performing play scripts extracts • Live theatre review/analysis (written) 		
This subject caters to:	This subject would appeal to those who have a keen interest in drama and are reliable as group members depends on this. Minimum C in Year 9 English is advisable. A minimum C in Year 9 Drama is advisable.		
Resources Required:	Headsets for performance.		
Additional Costs:	None on costs where applicable.		

SUBJECT WITHDRAWN

ENGLISH (Compulsory) (Australian Curriculum)		(ENG)	
Faculty:	English	Length:	2 semesters
All year 10 students study the strands of the Australian Curriculum: Language, Literature and Literacy.			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Year 11 & 12 Authority English (OP) (required for most direct university entrance) • English Extension Literature (Year 12 only) • Year 11 & 12 English Communications 		
Units of work:	<ul style="list-style-type: none"> • Satire • Documentary Study • Poetry • Shakespeare Romeo & Juliet • Literary Unit – novel study 		
Formal Assessment:	<ul style="list-style-type: none"> • Analytical exposition • Feature Article • Short Story • Dramatic monologue • Multi-modal Persuasive Speech 		
Resources Required:	<ul style="list-style-type: none"> • USB • Stationery 		

FASHION		(FAS)	
Faculty:	Home Economics	Length:	2 semesters
<p>This subject allows students to develop basic knowledge and skills valued in the fashion industry. Students will develop knowledge surrounding design elements as well as recent construction techniques. This subject has a significant practical component and focuses on producing textile items.</p>			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Home Economics (OP) 		
Learning Experiences:	<ul style="list-style-type: none"> • Practical activities in textile production • Independent learning • Basic sewing principles will be taught and developed throughout the 1 year course 		
Assessment:	<ul style="list-style-type: none"> • Assignment and task • Regular practical tasks • Short Response 		
This subject caters to:	<p>This subject will appeal to creative students who have an interest in fashion design and textile manufacture.</p>		
Additional Costs:	<p>Students will be required to provide resources for practical lessons.</p>		

SUBJECT DRAFT
WITHDRAWN

FILM TELEVISION AND NEW MEDIA		(FTV)	
Faculty:	Arts	Length:	2 semesters
<p>This subject focuses on developing the students understanding of Film, Television and New Media through practical and written skills encompassing a variety of media styles and genres. Students need to be able to work individually and within a group on a variety of classroom projects focused on the both the understanding and production of digital film. Use of digital video editing software, design theory and analytical writing are essential components of this course.</p>			
Pathways to Senior Subjects:	Film Television and new Media (OP) Certificate 3 in Media (VET) Media Arts in Practice (SAS)		
Learning Experiences:	<ul style="list-style-type: none"> • Design and storyboarding • Filming techniques • Adobe Photoshop and Premiere Pro • Editing using other digital video software • Deconstruction of films 		
Assessment:	<ul style="list-style-type: none"> • Editing footage • Design/storyboard • Film analysis (written) • Video Production 		
This subject caters to:	<p>This subject would appeal to those who have a keen interest in Film/Media and are able to work both independently and within group. Minimum C in English is advisable. A minimum C in Year 9 Media is advisable.</p>		
Resources Required:	<p>A digital video camera, DSLR or phone with good quality film specs is an advantage but not compulsory. 2 G memory stick A4 Writing Pad</p>		
Additional Costs:	<p>Excursion costs where applicable.</p>		

GRAPHICS		(GPH)	
Faculty:	ITD	Length:	2 semesters
<p>Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical communication that is delivered primarily through Computer Aided Design. The principles are developed through introductory units and then further applied through contextual units such as Business Graphics, Product Design & Manufacture and Built Environment.</p>			
Pathways to Senior Subjects:	Graphics (OP)		
Learning Experiences:	<ul style="list-style-type: none"> • 3D printing and Laser cutting • Graphical communication techniques • Creative problem solving through design • Learning to communicate and express information with clarity and precision • The development of skills such as visualising, investigating, analysing, synthesising and evaluating technical problems • The effective use of computer aided drafting (CAD) software 		
Assessment:	<p>Assessment is an integral part of the Graphics programme and is designed to enable students to demonstrate a broad range of presentational skills. A wide range of assessment techniques/instruments are used. These include:</p> <ul style="list-style-type: none"> • Class work • Homework • Folios of drawings • Tests • Research projects 		
This subject caters to:	<p>A student who:</p> <ul style="list-style-type: none"> • Has an interest in drawing, sketching, working with computers and CAD software • Has an interest in research and developing solutions to design challenges • Enjoys developing computer based folios that detail CAD generated design solutions • Minimum C in Year 9 Graphics is advisable 		
Resources Required:	<ul style="list-style-type: none"> • USB 		

HEALTH & PHYSICAL EDUCATION (Core Compulsory) (Australian Curriculum)		(HPE)	
Faculty:	HPE	Length:	1 semester
<p>Students undertake both written and practical assessment. This subject will come on line with Australian Curriculum requirements as they become available. This subject lays the foundation for entry into Senior Physical Education, Certificate 3 in Fitness, Recreation or Certificate II in Sport and Recreation.</p> <p>First term focuses on fitness training. This will incorporate a range of training principles for the theory component.</p> <p>The second term's practical activity is Basketball and Volleyball, while theory focuses on sports psychology.</p>			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Physical Education • Certificate II Sport & Recreation • Recreation • Certificate 3 in Fitness 		
Assessment:	<ul style="list-style-type: none"> • Exam • Practical performance • Written assessment 		
This subject caters to:	All students.		
Resources Required:	School hat. Athletic footwear. Water bottle.		

HEALTH SCIENCE		(HSC)	
Faculty:	Science	Length:	2 semesters
Health science will cover topics such as first aid, infection control, human body systems and medical terminology.			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Certificate III in Health Services Assistance • High achievers may also consider Biology (OP) 		
Learning Experiences:	<ul style="list-style-type: none"> • Practicals • Educational videos • Teacher demonstrations • Problem solving 		
Assessment:	<ul style="list-style-type: none"> • Written tests • Assignments • Skills 		
This subject caters to:	Students achieving a C or better in Year 9 Intermediate Science. Interest in health, nursing, physiotherapy, speech therapy and nutrition.		
Resources Required:	<ul style="list-style-type: none"> • A4 document wallet (poly wallet) • Plastic sleeves • Red pen, blue pen, pencil, eraser, • Ruler, calculator • Fully covered leather footwear. • A4 128 page exercise book 		

HISTORY (Core Compulsory) (Australian Curriculum)		(HIS)	
Faculty:	SOSE	Length:	1 semester
<p>It is compulsory for all students to study 'The Modern world and Australia' History in Year 10. The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with the emphasis on Australia in its global context.</p> <p>Depth studies for Year 10 History:</p> <ul style="list-style-type: none"> • World War 2 • Rights and freedoms (1945 - present) • The Globalising world: <ul style="list-style-type: none"> Popular Culture (1945 – present) or Migration experiences (1945 – present) or The Environmental Movement (1960's – present). 			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Modern History • Ancient History • Geography • Economics 		
Learning Experiences:	As per Classroom to Curriculum materials.		
Assessment:	<ul style="list-style-type: none"> • Response to Stimulus • Essay • Short Response 		
Resources Required:	<ul style="list-style-type: none"> • 64 page exercise book • USB 		

HOME ECONOMICS		(HEC)	
Faculty:	Home Economics	Length:	2 semesters
<p>This subject focuses on the well-being of the individual and family in our society. Through the study of the core areas of food and nutrition, clothing and textiles, families and communities and sustainable futures, students will develop important knowledge and skills for life and prepare for the senior authority subject 'Home Economics'.</p>			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Home Economics (OP) • Certificate courses and SAS courses with a focus in Hospitality 		
Learning Experiences:	<ul style="list-style-type: none"> • Skill development and practical activities in textile and food production • Independent and group activities. • Investigating current issues impacting individuals and families 		
Assessment:	<ul style="list-style-type: none"> • Research Assignment • Practical task • Written exam 		
This subject caters to:	<p>A student with an interest in issues impacting the wellbeing of individuals and families, including: food and nutrition, the provision of textiles, sustainable housing and consumer issues.</p> <p>A student who is interested in practical food and textiles activities and is organised to bring resources for practical lessons on regular ongoing basis.</p> <p>A student committed to complete all aspects (theoretical and practical) of the course.</p> <p>A student who attained a minimum C standard in Year 9 Home Economics, Nutrition or Textile Studies.</p>		
Resources Required:	Students will be required to provide resources for practical food and textiles lessons.		

INTRODUCTION TO HOSPITALITY		(HSP)	
Faculty:	Home Economics	Length:	2 semesters
<p>This subject allows students to develop basic knowledge, skills and understandings valued in the hospitality industry. The catering sequence and meeting client briefs will be explored through make and sell activities. This subject has a significant practical component and focuses on producing food for clients and customers.</p>			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Home Economics (OP) • Hospitality SAS • Certificate II in Hospitality (Yr11 & 12) 		
Learning Experiences:	<ul style="list-style-type: none"> • Practical cookery • Catering ventures • Introduction to the Hospitality Industry • Investigating current issues related to working in the Hospitality Industry. 		
Assessment:	<ul style="list-style-type: none"> • Practical tasks (with written component) • Make and sell • Short Response Test 		
This subject caters to:	<p>This subject would appeal to those students who have an interest in food preparation and seek the challenge to design, prepare and present food in Hospitality contexts.</p> <p>The student who is organised to bring the required practical ingredients each week.</p> <p>A student who can comply with Workplace Health and Safety (WH&S) requirements.</p>		
Resources Required:	<p>Students will be required to provide ingredients for practical lessons on a regular ongoing basis.</p>		

INDUSTRIAL TECHNOLOGY AND DESIGN		(ITD)	
Faculty:	ITD	Length:	2 Semesters
<p>Industrial Technology and Design builds on skills developed in the junior ITD classes. Students will gain a higher level of skill as projects become more challenging in both complexity and design. Students will work predominantly with timber however some plastics, electronics and metal work may be included in the course.</p>			
Pathways to Senior Subjects:	<p>This subject builds the foundation for further studies in the senior school including: Certificate II Furniture Making, Certificate II Engineering Pathways and Technology Studies.</p>		
Learning Experiences:	<ul style="list-style-type: none"> • Workplace, Health and Safety • Skill Development Exercises • Advanced Woodworking • Furnishing • Thermoforming Plastics • Wood Turning 		
Assessment:	<p>Students will be assessed throughout the year by a variety of instruments that could include: Design Folios, Practical Projects, Research Projects, Formal Written and Practical Tests.</p>		
This subject caters to:	<p>A student who:-</p> <ul style="list-style-type: none"> • Has an interest in practical work and enjoys making projects from a variety of materials 		
Resources Required:	<ul style="list-style-type: none"> • Safety glasses (optional) glasses are supplied • Substantially protective footwear 		

JAPANESE		(JAP)	
Faculty:	Languages	Length:	2 semesters
<p>This subject continues the study of Year 9 Japanese, and prepares students for entry into Senior Japanese. Students continue using Hiragana, consolidate use of Katakana and increase knowledge of the Kanji alphabet.</p> <p>Students cover the following topics:</p> <ul style="list-style-type: none"> • Fashion • Careers • Homestay in Japan • Tourism on the Gold Coast <p>Each unit has an integrating task requiring students to use a variety of skills to complete a useful and enjoyable project such as:</p> <ul style="list-style-type: none"> • A “teach the parents” Japanese language and culture evening • Authentic resumes prepared for part time work applications • Preparation of pamphlets for Japanese tourists 			
Pathways to Senior Subjects:	Japanese (OP)		
Learning Experiences:	<ul style="list-style-type: none"> • Using technology in appropriate ways • Listening to radio/TV conversations • Role-playing in specific settings • Giving oral reports, speeches • Reading and writing letters, reports, advertisements, emails and texts • Reading authentic texts such as news reports, signs, advertisements, cartoons, reviews, timetables, menus and magazine articles • Working with others and in teams to complete tasks 		
Assessment:	<ul style="list-style-type: none"> • Listening, Speaking, Reading and Writing tasks and exams • Assignments, which include use of technology and Japanese software programmes 		
This subject caters to:	<ul style="list-style-type: none"> • Previous success with Year 8 & 9 Japanese • A motivation to be able to compose and comprehend Japanese • Ability to read and write hiragana and katakana • An interest in Japanese culture • A disciplined approach to self-directed study and homework 		
Additional Costs:	\$30 per year for a license to use our on-line Japanese Learning Programme (Language Perfect) - Optional.		

LEGAL STUDIES		(LGL)	
Faculty:	Business	Length:	2 semesters
<p>This introduces students to studies of law. This course will focus on Parliament, the courts, elections and criminal procedure, with elective topics such as Sport and the Law, and Social Media and the Law. Students will begin to develop the investigation and evaluation skills that are critical to success in Senior Legal Studies. Students will begin to see how laws are developed to reflect the needs of a changing society.</p>			
Pathways to Senior Subjects:	Legal Studies (OP)		
Learning Experiences:	<ul style="list-style-type: none"> • Examining case studies • Class debates • Role-play & simulations • Using the internet 		
Assessment:	<ul style="list-style-type: none"> • Class Debate • Tests – Short Answer & Extended Written Response Tasks • Inquiry Task • Case Study 		
This subject caters to:	<p>A student who :</p> <ul style="list-style-type: none"> • Is interested in society and the legal system • Wants to develop analytical skills • Wants to develop written communication skills • Enjoys participating in class discussions • Is interested in pursuing a career in law, social work, police force, child welfare • Is prepared to work hard and complete homework tasks • Have a proficient level of English 		
Resources Required:	This subject is computer based. Students require: USB.		

MATHEMATICS – FOUNDATION (Australian Curriculum)		(MAT)	
Faculty:	Mathematics	Length:	2 semesters
This subject contains a range of mathematical topics from Years 7 – 10 of The Australian Curriculum in preparation for Prevocational Mathematics.			
Pathways to Senior Subjects:	Prevocational Mathematics (NON OP)		
Learning Experiences:	<ul style="list-style-type: none"> • Number • Measurement • Algebra • Linear functions • Statistics • Trigonometry • Angles and geometry • Percentage and money • Probability 		
Assessment:	Assignment, Mid and End Semester Tests in each Semester.		
This subject caters to:	The student who finds Mathematics difficult and needs support with Mathematics and who prefers the pace to be not too fast.		
Resources Required:	Scientific calculator \$25 5mm A4 grid pad stapled along the spine		

MATHEMATICS – INTERMEDIATE (Australian Curriculum)		(MAT)	
Faculty:	Mathematics	Length:	2 semesters
This subject contains a range of mathematical topics in preparation for Mathematics A.			
Pathways to Senior Subjects:	Mathematics A (OP) Prevocational Mathematics (Non-OP)		
Learning Experiences:	<ul style="list-style-type: none"> • Measurement • Algebra • Linear Functions • Statistics • Trigonometry • Deductive Geometry • Percentage and Money • Probability 		
Assessment:	Assignment, Mid and End Semester Tests in each Semester.		
This subject caters to:	The student who is reasonably capable at Mathematics but who does not want to do too much Algebra and who prefers the pace to be not too fast.		
Resources Required:	Scientific calculator \$25 5mm A4 grid pad stapled along the spine		

MATHEMATICS – EXTENSION (Australian Curriculum)		(MAT)	
Faculty:	Mathematics	Length:	2 semesters
This subject contains a range of mathematical topics with the major focus being on the algebraic concepts in preparation for Mathematics B and C.			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Mathematics A (OP) • Mathematics B (OP) • Mathematics C (OP) 		
Learning Experiences:	<ul style="list-style-type: none"> • Measurement • Algebra • Linear Functions • Statistics • Trigonometry • Deductive geometry • Percentage and money • Exponential notation • Quadratic functions • Rational expressions 		
Assessment:	Assignment, Mid and End Semester Tests in each Semester.		
This subject caters to:	The focused, committed student who enjoys Mathematics and enjoys a challenge and is prepared to work hard.		
Resources Required:	Scientific calculator \$25 5mm A4 grid pad stapled along the spine		

MUSIC		(MUS)	
Faculty:	Arts	Length:	2 semesters
<p>This subject focuses on developing three essential musical skills; music performance, composition and analysis. Students develop their appreciation of music through studying a diverse range of musical styles (from Rock to world music). Students learn to write and record their own music that reflects these styles. Students will learn how to play a range of instruments including guitar, keyboard and percussion which are supplied by the school. Students do not need prior music experience to choose this subject nor do they need their own instrument but previous playing experience is helpful. To be successful in this subject, students must be willing to learn new skills (both musical and technological).</p>			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Music (OP) • Music in Practice (SAS) • Certificate IV in Music • Music Extension – Year 12 only (OP) 		
Learning Experiences:	<p>Students will be engaged in:</p> <ul style="list-style-type: none"> • Performing both solo and in small groups in a variety of musical styles. • Composing and arranging music using computer technology and a diverse range of instruments. • Analysing and evaluating music through listening to music, reading musical scores and watching live performances. 		
Assessment:	<ul style="list-style-type: none"> • Live performance • Music composition/recording • Music theory tests and analytical essays 		
This subject caters to:	<p>Students who:</p> <ul style="list-style-type: none"> • Have a keen interest in music and who would like to gain a better understanding and appreciation of it. • Enjoy playing their instrument and would like to increase their understanding of music and general performance skills. • Are committed to a challenge and have analytical, creative and practical skills. 		
Resources Required:	<ul style="list-style-type: none"> • 96 page Music book which has both manuscript lines (for music notation) and normal lined pages. 		
Additional Costs:	Excursion costs where applicable.		

BASEBALL		(BAS)	
Faculty:	HPE	Length:	2 semesters
Entry to this subject is via written application and interview with the Head of Department and Baseball Coordinator.			
Pathways to Senior Subjects:	Recreation – Baseball		
Learning Experiences:	<p>The course will consist predominantly of practical skill developments.</p> <p>Units include:</p> <ul style="list-style-type: none"> • Hitting • Throwing and Pitching • Running • Strategies • Fitness • Equipment • Coaching • Umpiring 		
Assessment:	Baseball performance, theory and conditioning.		
This subject caters to:	Baseball is an excellence programme aimed at the high level player. Expert coaching will be provided to ensure students develop all facets of the game. Students must be able to follow the code of conduct for the programme.		
Invoiced Fees:	<p>\$450 per year – professional coaching, equipment, diamond maintenance.</p> <p style="text-align: center;">INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 3 NOVEMBER 2016 ALONG WITH FULL/INSTALMENT PAYMENT OF 2017 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT. NON-REFUNDABLE AFTER COURSE COMMENCEMENT. STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</p>		
Additional Costs:	Students will be required to have suitable baseball attire for practical sessions, which may include the purchase of a uniform top.		

GOLF		(GOL)	
Faculty:	HPE	Length:	2 semesters
Entry to this subject is via written application and interview with the Head of Department and Golf Coordinator.			
Pathways to Senior Subjects:	Recreation – Golf. Certificate II Sports Career Oriented Participation – Golf (Australian PGA).		
Learning Experiences:	<p>Golf will provide skill and knowledge development for the established golfer.</p> <p>Instruction will be given in:</p> <ul style="list-style-type: none"> • Stroke correction (Golf Pro) • Competition play • Rules • Etiquette • Technical advice <p>Learning will occur through:</p> <ul style="list-style-type: none"> • Games • Practice sessions • Guest speakers • Video analysis • Computer programmes • Group work <p>Units include:</p> <ul style="list-style-type: none"> • Shaping Shots • Golf specific Fitness • Injury Prevention • Game Play Techniques • Coaching Skills • Sports Psychology / Goal Setting 		
Assessment:	<ul style="list-style-type: none"> • Golf performance • Theory work 		
This subject caters to:	<p>Students who:</p> <ul style="list-style-type: none"> • Are able to attend late classes (3.00 – 4.10pm) and early classes (8.00am-9.00am) • Follow the code of conduct for the programme 		
Invoiced Fees:	<p>Tier 1: \$700 per semester external rounds, golf pro tuition, green-keeping Tier 2: \$1250 per semester external rounds at resort courses, extra golf pro tuition, green-keeping, extra external providers (see next page for detailed tier information)</p> <p style="text-align: center;">INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 3 NOVEMBER 2016 ALONG WITH FULL/INSTALMENT PAYMENT OF 2017 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT. SEMESTER 1: 3 NOVEMBER 2016 SEMESTER 2: 8 JUNE 2017 NON-REFUNDABLE AFTER COURSE COMMENCEMENT. STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</p>		

ROBINA GOLF ACADEMY 2017

	TIER 1	TIER 2
	Cost: \$1400 per year	Cost: \$2500 per year
Coaching, PGA staff	<ul style="list-style-type: none"> • 2 x 100mins week • 14 x 120 mins. Weds sport 	<ul style="list-style-type: none"> • 2 x 100mins wk. • 18 x 120 mins. Weds sport
Course play	20 x 9/18 holes: <ul style="list-style-type: none"> • Burleigh • Palmer Gold Coast/Colonial 	16 x 9/18 holes: <ul style="list-style-type: none"> • Burleigh • Palmer Gold Coast/Colonial • Lakelands • Glades • Royal Pines • Palm Meadows
Education Units	<ul style="list-style-type: none"> • Nutrition/hydration • Anatomy • Rules • Public speaking/Speeches • Post School Career Options • Scheduling 	<ul style="list-style-type: none"> • Nutrition/hydration • Anatomy • Rules • Public Speaking/Speeches • Post School Career Options • Tournament Scheduling • Course Charting • Aim Point • Shots to Hole
Technology	<ul style="list-style-type: none"> • 1 x SAM Putt Lab report • 3D Biomechanics-K Vest 	<ul style="list-style-type: none"> • 4 x SAM Putt Lab reports • 3D Biomechanics-K Vest • 1 x 'Walkabout System' Ryan Lumsden GA • Track Man Launch Monitor • Statistical Analysis – Shots to Hole.
Physical Screenings, Training	<ul style="list-style-type: none"> • 2 x Physical Screenings • Core Golf Academy Training Program 	<ul style="list-style-type: none"> • 4 x Physical Screenings GQ/GA Physiotherapist • Individualised Golf Academy Training Program
Service Providers	David Nable PGA Coach	<ul style="list-style-type: none"> • David Nable PGA Coach • Golf Australia: <ul style="list-style-type: none"> Stuart Leong – Aim point and Green Charting Ryan Lumsden – 3D Biomechanics Analyst Josh Meyer – Physiotherapist, Golf Postural Screening • Rachel Jones - Sports Psychologist
Resources	<ul style="list-style-type: none"> • All School Equipment • Titleist Cap 	<ul style="list-style-type: none"> • All School Equipment • Titleist Cap • Foot Joy/ Calvin Klein polo • Personal use Ramsay belt and band kit.

SOCCER / FUTSAL		(FSL)	
Faculty:	HPE	Length:	2 semesters
Entry to this subject is via written application and interview with the Head of Department and Football (Soccer) Coordinator.			
Pathways to Senior Subjects:	Recreation – Soccer/Futsal.		
Learning Experiences:	<p>This course is a sports specialisation course, which will study both Football (Soccer) and Futsal. At various stages throughout the year each game will become a greater focus, depending on the tournament structure.</p> <p>Each year students must undertake a special project e.g. organising a tournament.</p> <p>Expert coaching will be provided to ensure students develop all facets of the game.</p>		
Assessment:	Football (Soccer)/Futsal performance and theory work.		
This subject caters to:	Students who follow the code of conduct for the programme.		
Invoiced Fees:	<p>\$220 per year for equipment, coaching and tournament participation.</p> <p style="text-align: center;">INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 3 NOVEMBER 2016 ALONG WITH FULL/INSTALMENT PAYMENT OF 2017 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT. NON-REFUNDABLE AFTER COURSE COMMENCEMENT. STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</p>		
Additional Costs:	<p>Personal equipment costs (e.g. shin pads).</p> <p>Jerseys, uniforms</p> <p>Appropriate Footwear.</p>		

GENERAL SPORT ACADEMY		(SPX)	
Faculty:	HPE	Length:	2 semesters
Entry to this subject is via written application and interview with the Director of Sport.			
Pathways to Senior Subjects:	Recreation Senior Physical Education Cert III in Fitness		
Learning Experiences:	Students will be guided through a range of fitness, strength and conditioning activities to enhance their sporting performances. Units include: <ul style="list-style-type: none"> • Introduction to fitness, strength and conditioning • Recovery and rehabilitation techniques • Alignment in sport • Biomechanics • Track and Field • Nutrition 		
Assessment:	<ul style="list-style-type: none"> • Physical performance • Theory component 		
This subject caters to:	Students who: <ul style="list-style-type: none"> • are elite in their chosen sport • are willing to enhance their performance • follow the code of conduct for the programme 		
Invoiced Fees:	No cost		

SCHOOL BASED TRAINEESHIP / APPRENTICESHIP (STP)

Faculty:	Student Pathways	Length:	2-4 semesters
<p># School-based Traineeships and Apprenticeships (SATs) are a combination of paid work, industry training and school study, and are available across a wide range of areas and qualifications. Students complete a Certificate II, III or in some cases a Certificate IV within their SAT.</p> <p>Students undertaking a SAT work at least 7.5 hours per week and attend school for scheduled classes. Training of certificate competencies takes place in the work place, school or at an appropriate venue with their Registered Training Provider as well as on the job. All training is <i>free</i> to SAT students.</p> <p>Students may negotiate to study a reduced timetable at school (5 subjects).</p> <p>In some cases students are able to turn their part-time job into a SAT. In some cases students sign up as a SAT with their parents/relatives/friends business.</p> <p>Each SAT arrangement is flexible and individually negotiated between the student, employer and school. SATs may be taken up at any time from Year 10- early Year 12.</p> <ul style="list-style-type: none"> • Apprenticeships roll over into a full or part time arrangement after Year 12 or when a student exits the school. QCE credits are awarded for school based apprenticeships • Traineeships must be completed by the end of Year 12 to gain QCE credit points. Some may roll over into full or part time arrangements on exit if incomplete <p># STUDENTS cannot select this option as a 'school' subject. SATs may be applied for at any time in Year 10 or 11 as positions arise from local industry. <i>Students are selected by the employer from their resume, school recommendation and/or work trial.</i> Once a student has been signed up and is past the probationary period they may reduce their timetabled subjects.</p> <p>See our school website under the Senior Schooling and Careers dashboard for all SAT details. Applications are submitted through the Industry Liaison officer in the Support House. Call Robyn Allen on 55623445 for further enquiries or ralle14@eq.edu.au</p>			
Assessment:	Module work booklets and demonstrated on-the-job competencies.		
Expectations:	Students undertaking SATs must have excellent attendance at workplace, training and school.		
Additional Costs:	Some industries may require specific clothing or equipment. Students are responsible for their own transport arrangements.		

SCIENCE SCIENCE EXTENSION		(SCI)	
Faculty:	Science	Length:	2 semesters
<p>There are two strands in the Science KLA:</p> <ul style="list-style-type: none"> • Science Intermediate • Science Extension <p>Students are <u>placed by the school</u> into these groups according to performance and aptitude.</p> <p>Movement between groups may occur after assessment throughout the year on teacher recommendation.</p> <p>Year 10 Science Unit Overviews</p> <ul style="list-style-type: none"> Unit 1: Life blueprints Unit 2: Life evolves Unit 3: Chemistry isn't magic Unit 4: Chemical reactions matter Unit 5: Moving along Unit 6: Energy of motion Unit 7: The universe Unit 8: Global systems 			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Chemistry (OP) • Physics (OP) • Biology (OP) • Aquatic Practices (non OP) • Certificate III in Health Services Assistance (non OP) 		
Learning Experiences:	<ul style="list-style-type: none"> • Experiments • Teacher demonstration • Educational videos • Teacher exposition • Group work • Research and ICTs (Information & Communication Technology) 		
Assessment:	Research Assignments, Written Tests, Extended Experimental Investigations.		
This subject caters to:	All Students – compulsory Selection in Year 10 under the National Curriculum.		
Resources Required:	<ul style="list-style-type: none"> • A4 document wallet (poly wallet) • A4 128 page exercise book • Red pen, blue pen, pencil, eraser, • Ruler, calculator • Fully covered leather footwear. 		

TECHNOLOGY STUDIES		(TCS)	
Faculty:	ITD	Length:	2 semesters
<p>Technology Studies is primarily aimed at students who intend undertaking Senior Technology Studies which is a Senior Authority subject (OP). Through a diverse range of theoretical and practical experiences, students' skills develop through solving problems in their most raw form using a student led design process. The thrust of this subject is to enable students to design then realise and evaluate solutions using a synthesis of knowledge and skill - a blend of theory and practice. The skills gained are useful throughout life to cope with problems that require thoughtful solutions.</p>			
Pathways to Senior Subjects:	<ul style="list-style-type: none"> • Technology Studies (OP) • Cert II Engineering Pathways (metal) • Cert II Furniture making 		
Learning Experiences:	<p>Technology Studies involves students in workshop related activities with safety and skills building as core aspects of the course.</p> <p>The Design, Make and Appraise approach involves high level problem solving and research while developing craftsmanship and development of manual skills with hand and power tools.</p> <p>The diverse and challenging tasks outlined for this subject area, cater perfectly to both female and male students.</p> <p>The tasks include an amplified speaker system for an IPod, MP3 or mobile phone which culminates in a complete design folio and a research report that explores sustainable energy sources.</p>		
Assessment:	<p>Assessment is by way of practical as well as theory test and folios. Students will be assessed throughout the year by a variety of instruments, which could include:</p> <ul style="list-style-type: none"> • Design Folios • Practical Projects • Research Projects • Formal Written and Practical Tests 		
This subject caters to:	<p>A student who:-</p> <ul style="list-style-type: none"> • Has an interest in research and developing solutions to design challenges • Enjoys developing computer based folios that detail design solutions • Has an interest in practical work and enjoys making projects from a variety of materials 		
Resources Required:	<ul style="list-style-type: none"> • Safety glasses (optional) glasses are supplied • Substantially protective footwear 		

Australian Scheme Development & Accreditation Network ASDAN

This programme is designed to support students with a disability or those who may be disengaged from school, to develop personal, community and life skills. It is by invitation and will run vertically in the timetable so students in Years 10 can attend sessions. Students can attain 2 QCE points by completing an ASDAN Bronze Award, Silver Award and a Gold Award.

Topics Studied:

Communication	The Community	Sport and Leisure	Home Management
The Environment	Number Handling	Health and Survival	World of Work
Science and Technology	The Wider World	Expressive Arts	Beliefs and Values
Combined Studies			

Types of Class Activities:

- Group work
- Individual work
- Interviews
- Speeches
- Lunch making and other household activities
- Excursions
- Leisure, recreational and sporting activities
- Using the telephone
- Community access
- Report writing
- Peer tutoring
- Lots of practical challenges

Equipment Required:

- Pens, ruler, glue, scissors
- Paper

To use today's technology effectively students require the ability to:

- Use Google
- Microsoft word and PowerPoint
- Save and retrieve information

Skills are developed in six areas:

- Teamwork
- Learning
- Coping with problems
- Use of Maths, English and IT

ASDAN also seeks to:

- Encourage, engage and motivate learners
- Promote active and experiential learning
- Raise the expectations of learners
- Reward a range of learning styles and contexts
- Use assessment to further learning
- Make learning relevant and transferable
- Promote the worth and value of all our qualifications

What you need to be successful in this subject.

- Be willing to give things a go
- Some degree of being able to work independently or be willing to develop this skill
- Able to work as part of a team