



# YEAR 10

## SUBJECT HANDBOOK



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# Disclaimer:

The information in this handbook is subject to change without notice due to human and physical resource allocations.

- Some courses identified in this handbook will attract a fee, where a fee applies it has been mentioned in the course brief throughout this handbook.
- Students may be asked to pay these fees direct to the external provider or to the school who will pay the external provider on behalf of the students enrolled.
- Fees will be invoiced within the first month of course commencement, invoices will be sent home with payment instructions and due dates. Please note only financial students can stay enrolled in a course to receive a certificate of qualification.
- Some courses will only proceed if sufficient numbers of students enroll at the time of PPP and Subject Selection process.

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# TABLE OF CONTENTS:

Introduction: .....	6
What is a Learning account? .....	7
QCE & ATAR .....	7
What is PPP and SET Plans? .....	8
General and Applied Subjects: .....	9
Developing A Course of Study:.....	10
Vocational Education & Training (VET) .....	11
Which Pathway? .....	12
<b>Core Subjects</b> .....	13
English .....	15
Mathematics: .....	18
Career Education:.....	24
<b>Electives</b> .....	25
Science: .....	26
HPE/Food Studies:.....	34
Humanities: .....	35
Japanese:.....	40
Business: .....	43
Digital Technology:.....	48
Creative Industries: .....	49
Performing Arts:.....	55
Excellence Academies:.....	62





ACHIEVING  
EXCELLENCE  
TOGETHER



PATHWAYS

# Message from the Principal

Year 10 marks a significant milestone in your educational journey as you enter the senior phase of schooling.

At Ripley Valley State Secondary College, we are committed to providing quality learning opportunities that cater for a diverse range of student interests, abilities and future pathways.

Our year 10 subject offerings are designed to prepare our students for year 11 and 12, but just as importantly for the ever-present challenges facing our future workforce.

Our College continues to provide quality teaching and learning experiences that prepare students for the world of work and beyond.

Whether you are considering entering the workforce, progressing to further training or education our college is committed to helping students achieve their potential.

We know that success comes through hard work, dedication and by working together.

As you or your child enter the senior phase of schooling, I encourage you to partner with us as we continue to fulfil our college motto of “Achieving Excellence Together”.

Yours Sincerely,



Brendan Krueger  
Foundation Principal



# Introduction

This booklet has been compiled to assist students and their parents in making informed choices about senior subjects by providing general senior schooling information as well as specific subject descriptors.

The Senior Phase of Learning begins in Year 10 and continues through to Year 11 and 12. In Year 10, students make important decisions about their senior secondary schooling and education, training and career goals.

One of our goals at Ripley Valley State Secondary College is to support students to find enjoyment in learning on a pathway suited to their abilities and interests and we trust this document will give you plenty of guidance to do so. Entering the senior phase of learning is an exciting time, however there is a lot of information for you to take in.

If there are any terms or information in this handbook that you would like further clarification on, please contact the school.

In Year 10, staff work with students and their parents/careers to develop a Senior Education and Training (SET) Plan. This process can support students to reflect on and make important decisions about:

- Structuring their learning in Years 11 and 12 around their abilities, interests and ambitions. mapping their pathway to a Queensland Certificate of Education (QCE) or, if eligible, a Queensland Certificate of Individual Achievement (QCIA).
- Year 10 is the final year of the Australian Curriculum, which forms the foundation knowledge and skills required for senior schooling.

At Ripley Valley State Secondary College, we design and deliver our Year 10 program to ensure students:

- Complete the P-10 Australian Curriculum prerequisite knowledge and skills.
- Receive the necessary advice, guidance and preparation to start senior studies.

To ensure students are prepared for Senior Schooling, Students will complete Pathway Preparation Plan (PPP) while they are in Year 9.

# General Information

As a part of the Queensland Government's package of education and training reforms (The Youth Participation in Education and Training Act 2003) it is mandated that students must stay at school until they finish Year 10 or turn 16, whichever comes first. After Year 10, students not employed for at least 25 hours per week need to:

- Stay in education or training for 2 or more years, or
- Get a Queensland Certificate of Education (QCE), or QCIA get a Certificate III Vocational Qualification Higher, or
- Turn 16, whichever comes first.

In addition to these guidelines the QLD Government has mandated that ALL year 10 students must develop a Senior Education and Training Plan (SET Plan) that sets out their Intended Learning Outcomes (ILO) or activities after Year 10. This is recorded on their QCAA registration and One school student profile.

Students will also receive a Senior Statement and may be eligible to receive a Queensland Certificate of Education (QCE).



# What is a Learning account?

All Year 10 students are individually registered with the Queensland Curriculum and Assessment Authority (QCAA).

Their registration generates a Learner Unique Identifier (LUI) and opens the student's learning account. The individual password given to each student allows them to visit their learning account and access the Career Information Service. The Learning Account records all learning – what, where and when. As activities or studies are completed, the learning account grows, just like a bank account. Most banking will start in Year 11.

The learning account stores information about the different types of learning that a student may undertake. The account records enrolments and achievements in contributing studies that may lead towards a QCE:

- A Senior Statement
- A Statement of Results
- A Vocational Education and Training (VET) certificate
- A Queensland Certificate of Individual Achievement (QCIA) an Australia Tertiary Admission Rank (ATAR)

## QCE

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification that is recognised by employers in the workplace. It acknowledges a broad range of learning options offering students flexibility in what, where and when they learn. The Queensland Curriculum and Assessment Authority (QCAA) will award young people a QCE when they complete the Senior Phase of Learning within certain guidelines. The QCE attests to:

- A significant amount of quality assured learning
- Learning at a set standard of achievement
- Literacy and numeracy requirements

To be eligible, students must bank at least 20 credits in their learning account. If there are less than 20 credits in a student's learning account at the end of Year 12, it will remain open, and the student can continue to bank credits until they are 25 years of age.

## ATAR

The Australian Tertiary Admission Rank (ATAR) has replaced the Overall Position (OP) from 2020. An ATAR is calculated using a student's best five general subject results or a student's best results in a combination of four general subjects' results, plus an applied subject result or Certificate III or higher. This is a rank that is used across Australia to rank students for entry into universities.

## What is PPP and SET Plans?

The Pathway Preparation Plan (PPP) and Senior Education and Training Plan (SET Plan) are 'Road Maps' to assist young people in achieving their learning goals during the Senior Phase of Learning. It assists young people to examine options across education, training and employment sectors and allows them to communicate with personnel at the school who work with them to collaboratively achieve their goals.

Students at Ripley Valley SSC are exposed to a variety of programs from Year 7 which enables them to develop their PPP into a dynamic document, one which they have the opportunity to revise and reflect upon various stages. PPP are recorded electronically on One School and can be accessed at any time by both students and parents/cares. The PPP process mimics the SET Plan process that all students will go through in Year 10 to assist with their Year 11 and 12 subject selections.

## Planning Your Subjects:

It is important to select senior subjects carefully as your decisions may affect the types of occupations you can choose in the future. Your choices will also affect your success and the feelings you have about school. Changing subject's mid-term or semester IS NOT ideal and can often lead to more issues.

As an overall plan, it is suggested that you choose subjects:

1. You enjoy,
2. You have achieved good results, reflect your interests and abilities,
3. Help your proposed career and employment goals,
4. Develop skills, knowledge and attitudes useful throughout

Students at Ripley Valley State Secondary College undertake a Career Development Program while at school, however, there are many other useful resources that students may access in addition to support them to make the best possible decisions:

- [www.myfuture.edu.au](http://www.myfuture.edu.au) – Australia's National Career Information Service.
- [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au) – where you can find information about most occupations.
- [www.tafe.qld.gov.au](http://www.tafe.qld.gov.au) – Queensland TAFE Handbook.

The QTAC Guide is useful for information on tertiary/University courses offered through Queensland Tertiary Admissions Centre (QTAC).

The Tertiary Prerequisites book provided by QTAC to all Year 10 students.

- [www.qtac.edu.au](http://www.qtac.edu.au) – Queensland Tertiary Admissions Centre website provides information required for students wishing to further their study after school.
- Brochures from industry groups provide information on various pathways within industry.
- <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/resources> is a useful publication by QCAA that focuses on available pathways for students entering the Senior Assessment Tertiary Entrance system.



Things to remember when choosing a pathway:

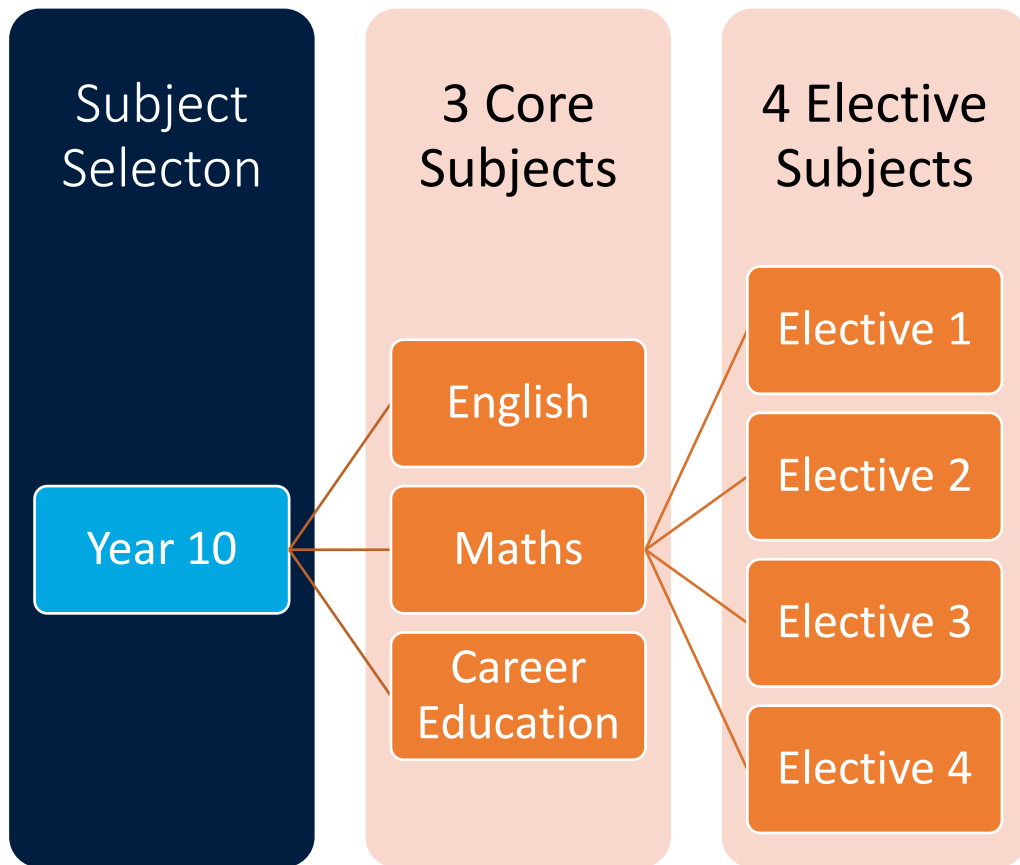
- Your greatest chance of success is choosing a pathway that is suited to your ability levels.
- Find out everything you can about your possible career path and ensure you are covering any necessary prerequisites for this career.
- Remember that with many occupations there is 'more than one way in'. Investigate which path is best suited to your abilities. You can enter many career pathways through Certificate courses in the form of TAFE and/or School Based Traineeships and Apprenticeships.
- Not ALL students are suited to a QCAA General Subject or ATAR Pathway.

## General and Applied Subjects:

- General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.
- Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

When successfully completed, General and Applied subjects, all contribute four credit points toward the Queensland Certificate of Education (QCE).

## Developing A Course of Study:



# Vocational Education & Training (VET)

## What Is VET?

Vocational Education and Training (VET) assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding. In the past ten years, Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

## Why Does VET Exist?

As an overall plan, it is suggested that you choose VET subjects for the following reasons:

- VET exists to give people better skills and more opportunities.
- No matter what type of skills you need or what job you're interested in, you can get the training you want and deserve.
- VET qualifications are recognised by employers Australia wide. Your qualification proves that you are competent to do the job.
- VET is a great way to build your career in almost any industry you can think of. VET can take place within an Australian Apprenticeship, at school, at a Registered Training Organisation (RTO) such as a TAFE, or in the workplace.
- VET assists students to develop the personal qualities of independence, initiative and self-determination that will benefit them in employment and life.

## VET Offerings:

Ripley Valley SSC may offer VET courses internally or in partnership with external Training Organisations. When offered via external Training organisations, these subjects will be offered on a 'user pays' basis which is outlined on the relevant subject page of the handbook.

Students wanting to enrol in VET offerings must identify these interests in their Pathway Preparation Plan, as embarking on an external course should not be taken lightly. Time management, under this model, is vital to the successful completion of both school studies (including obtainment of a QCE) and external certificate courses.

## Expectations:

Students need to be committed to completing the VET course/s, be prepared to pay tuition and material costs and organise their own transport to and from TAFE or relevant external organisation. In addition, there is also an expectation that students 'self-manage' the schoolwork they missed on the day they are at TAFE. (Students who enrol in these courses are usually required to attend TAFE and/or work experience). Students must be 'active' in reading their emails, checking Day map and online student notices in readiness for their enrolment into these courses.

## College Contacts:

Marney George – Industry Liaison Officer – [mgeor109@eq.edu.au](mailto:mgeor109@eq.edu.au)

James Gerchow – Head of VET & Senior Schooling – [jgerc6@eq.edu.au](mailto:jgerc6@eq.edu.au)

Todd Robson – Deputy Principal Pathways & Partnerships – [trobs20@eq.edu.au](mailto:trobs20@eq.edu.au)

James Dunn – Head of Junior Secondary – [jdunn232@eq.edu.au](mailto:jdunn232@eq.edu.au)



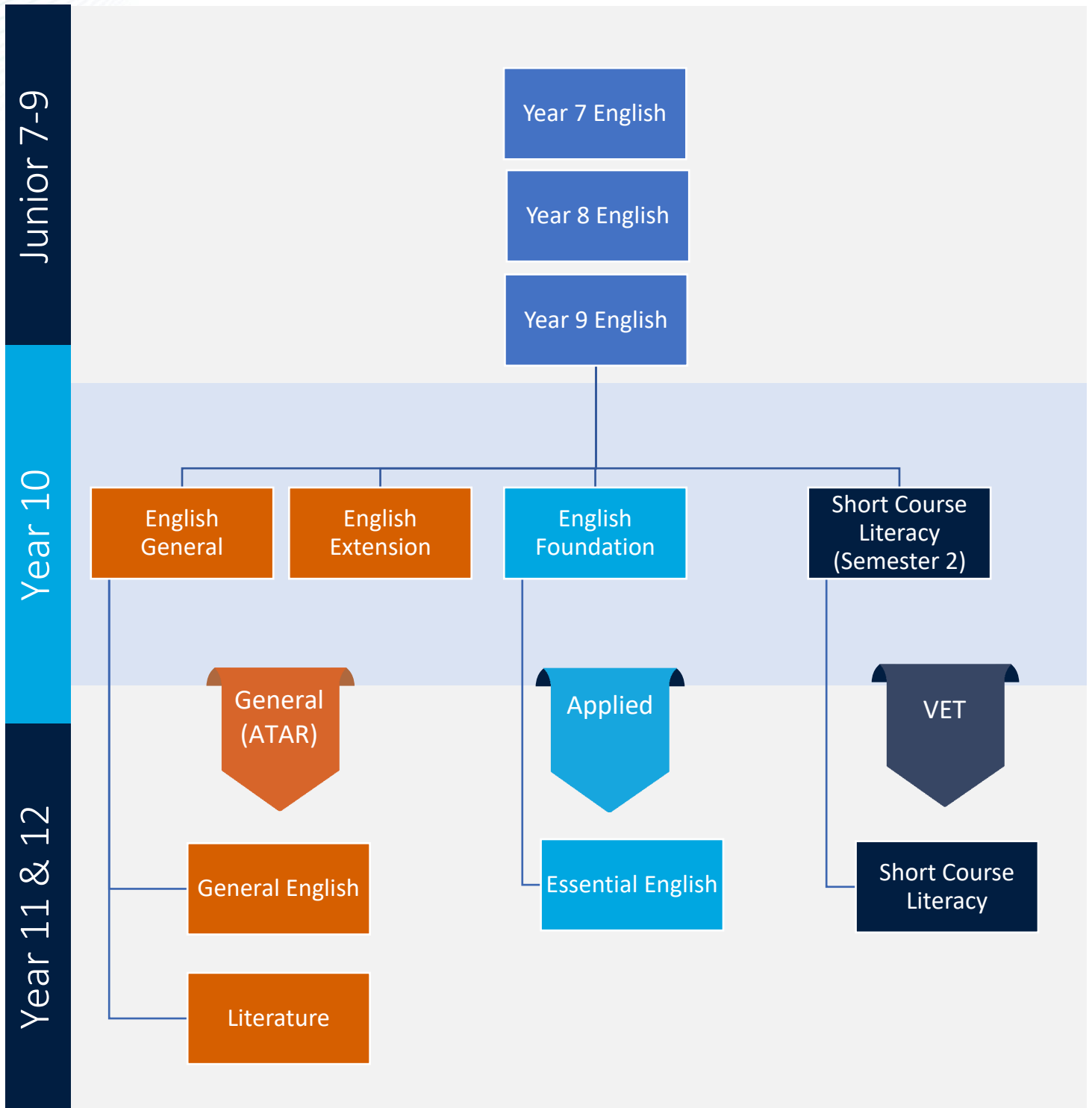
# Which Pathway?



# CORE SUBJECTS



# English Pathway





# English

## English

<b>Subject Description</b>	<p>The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.</p> <p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands.</p> <p>Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.</p> <p>Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences.</p> <p>English Extension will allow students who are focused on a university pathway to be extended, and focus on the higher order thinking skills that are required for SENIOR English. The course will cover the same ACARA requirements of English, with opportunities for extension with the inclusion of complex texts.</p>
<b>Assessment Overview</b>	Students complete four summative assessments. Students will receive a subject result (A–E) at each reporting period.
<b>Cost</b>	Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
<b>Link to Senior</b>	<p>A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.</p> <p>Sound (C) Achievement or higher in Year 10 English and English Extension meet the prerequisites for General English in Year 11 and 12</p>
<b>Prerequisites</b>	It is recommended that students wishing to choose English Extension should be achieving a minimum of a B standard in Year 9 English

## Foundation English

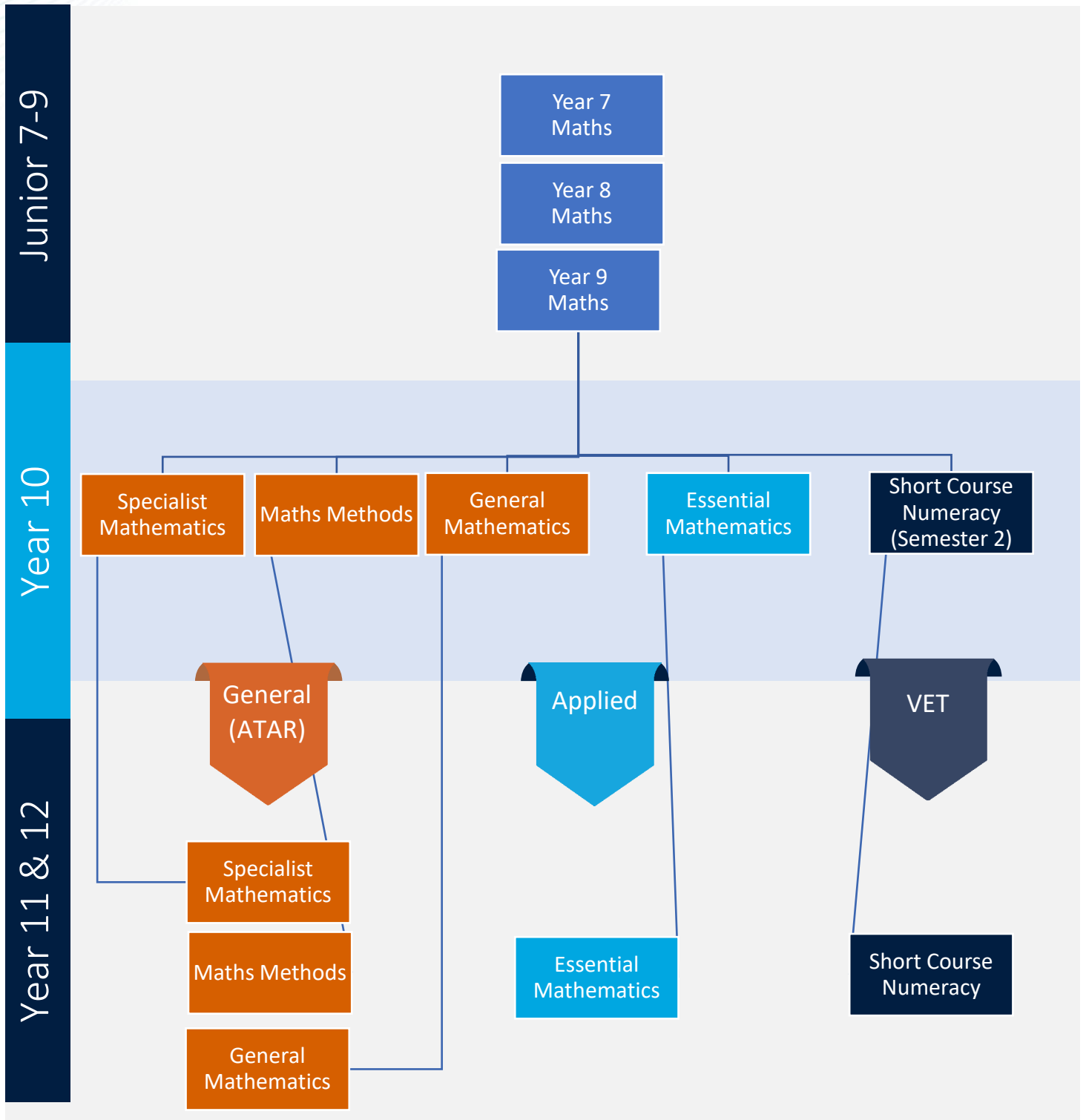
<p><b>Subject Description</b></p>	<p>The subject Foundation English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.</p> <p>Foundation English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. Students who select this course have a strong commitment to vocational education and training or direct entry to the workforce.</p> <p>Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.</p>
<p><b>Assessment Overview</b></p>	<p>Students complete four summative assessments. Students will receive a subject result (A–E) at each reporting period.</p>
<p><b>Cost</b></p>	<p>Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.</p>
<p><b>Link to Senior</b></p>	<p>A course of study in Foundation English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts. This course meets the prerequisites for Essential English in Year 11 and 12.</p>
<p><b>Prerequisites</b></p>	<p>It is recommended that students wishing to choose Foundation English should be achieving a C standard or lower in Year 9 English.</p>

## Short Course Literacy (Semester 2):

<p><b>Subject Description</b></p>	<p>Literacy is important in the development of the skills and strategies needed to express, interpret and communicate complex information and ideas. In Literacy, students apply, extend and refine their repertoire of literacy skills and practices by establishing and articulating their views through creative response and argument. They experiment with different modes, mediums and forms to create new texts and understand the power of language to represent ideas, events and people.</p> <p>These aspects of literacy knowledge and skills are embedded in the objectives, subject matter and instrument-specific standards for Literacy.</p> <p>This Short Course in Literacy is a one-unit course, developed to meet a specific curriculum need. The course focuses on aspects of literacy and does not replace the study of any subject from the current suite of English syllabuses. It is informed by, and articulates closely with, the literacy requirements of the Year 9 Literacy Indicators.</p> <p>This subject is suited for students in Years 10–12 who may be:</p> <ul style="list-style-type: none"> <li>• At risk of not attaining the literacy requirement for the QCE</li> <li>• Disengaged with school.</li> </ul>
<p><b>Assessment Overview</b></p>	<p>Students complete two summative assessments. Students will receive a subject result (A–E) at each reporting period.</p>
<p><b>Cost</b></p>	<p>Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.</p>
<p><b>Link to Senior</b></p>	<p>Literacy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.</p>
<p><b>Prerequisites</b></p>	<p>Year 10 English Foundation (Semester 1) D standard or lower</p>



# Mathematics Pathway



# Mathematics

## Specialist Mathematics

Subject Description	<p>Year 10 Specialist Mathematics program is a new elective offering for 2024. This elective program will be purposefully developed in alignment to the Specialist Mathematics curriculum from the QCAA senior subject. The elective will ignite passion and interest for the applications of advanced mathematics and will explore real world applications of advanced mathematics. Topics will include:</p> <ul style="list-style-type: none"><li>• Introduction to vectors and matrices</li><li>• Introduction to calculus</li><li>• Real and complex numbers</li><li>• Trigonometry</li></ul> <p>The proficiency strands of understanding, fluency, problem-solving and reasoning will underpin the pedagogical approaches and will best prepare students to be successful in mathematics.</p> <p>The Specialist Mathematics pathway is intended for students who wish to study the Senior subjects of Mathematical Methods and Specialist Mathematics. Students must select Mathematical Methods on the core Mathematics line if they wish to study Specialist Mathematics as an elective.</p>
Assessment Overview	Students will be assessed with a mixture of examinations and extended Problem Solving & Modelling Tasks (PSMT).
Cost	No additional cost.
Link to Senior	Specialist Mathematics is the pathway into the senior subjects of Mathematical Methods and Specialist Mathematics. These are the recommended Maths subjects to choose if students are interested in university pathways in the fields of Maths, Science (including computer science, physical science, medical and health sciences) and Engineering.
Prerequisites	It is recommended that students wishing to choose Specialist Mathematics should be achieving a minimum of a B standard in Year 9 mathematics and must also study Mathematical Methods in Year 10.

## Mathematical Methods:

<p>Subject Description</p>	<p>Year 10 Mathematical Methods curriculum will be drawn from the Year 10 and 10A strands of the Australian Curriculum and will see students continue to develop and extend their understanding of the following content strands:</p> <ul style="list-style-type: none"> <li>• Number &amp; Algebra</li> <li>• Measurement &amp; Geometry</li> <li>• Statistics &amp; Probability</li> </ul> <p>The proficiency strands of understanding, fluency, problem-solving and reasoning will underpin the pedagogical approaches and will best prepare students to be successful in mathematics.</p> <p>The Mathematical Methods pathway is intended for students who wish to study the Senior subjects of Mathematical Methods and/or Specialist Mathematics. Particular emphasis will be placed on supporting students Algebra skills to prepare them to undertake Calculus in Year 11 &amp; 12.</p>
<p>Assessment Overview</p>	<p>Students will be assessed with a mixture of examinations and extended Problem Solving &amp; Modelling Tasks (PSMT). Mathematical Methods will replicate the assessment techniques that students will be exposed to in the General senior subjects for Mathematics.</p>
<p>Cost</p>	<p>No additional cost.</p>
<p>Link to Senior</p>	<p>Mathematical Methods is the pathway into the senior subjects of Mathematical Methods and Specialist Mathematics. These are the recommended Maths subjects to choose if students are interested in university pathways in the fields of Maths, Science (including computer science, physical science, medical and health sciences) and Engineering, it is also recommended that students wishing to study Psychology, Physics and Chemistry should select Mathematical Methods.</p>
<p>Prerequisites</p>	<p>It is recommended that students wishing to choose Mathematical Methods should be achieving a minimum of a B standard in Year 9 mathematics.</p>

# Mathematics

## General Mathematics:

Subject Description	<p>Year 10 General Mathematics curriculum will be drawn from the Year 10 stand within the Australian Curriculum and will see students continue to develop their understanding of the following content strands:</p> <ul style="list-style-type: none"><li>• Number &amp; Algebra</li><li>• Measurement &amp; Geometry</li><li>• Statistics &amp; Probability</li></ul> <p>The proficiency strands of understanding, fluency, problem-solving and reasoning will underpin the pedagogical approaches and will best prepare students to be successful in mathematics.</p> <p>This particular strand of Mathematics is suitable for students who wish to continue on with their Year 10 studies, but do not need advanced mathematics as part of their senior pathways.</p>
Assessment Overview	<p>Students will be assessed with a mixture of examinations and extended Problem Solving &amp; Modelling Tasks (PSMT). Year 10 General Mathematics will replicate the same assessment techniques that are used in the senior subject General Mathematics.</p>
Cost	<p>No additional cost.</p>
Link to Senior	<p>General Mathematics will prepare students who are wishing to study General or Essential Mathematics in senior. These courses are recommended for students wishing to pursue careers in business, commerce, finance, education, social science, IT and the arts.</p>
Prerequisites	<p>It is recommended that students wishing to choose General Mathematics should be achieving a minimum of a C standard in Year 9 mathematics.</p>



# Mathematics

## Essential Mathematics:

<p>Subject Description</p>	<p>Year 10 Essential Mathematics curriculum will be drawn from the Australian Curriculum and will see students continue to develop their understanding of the following content strands:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement &amp; Geometry</li> <li>• Statistics &amp; Probability</li> </ul> <p>The proficiency strands of understanding, fluency, problem-solving and reasoning will underpin the pedagogical approaches and will best prepare students to be successful in mathematics.</p> <p>This specific course will see student recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.</p> <p>Particular emphasis will be placed on estimation and problem-solving skills.</p>
<p>Assessment Overview</p>	<p>Students will be assessed with a mixture of examinations and extended Problem Solving &amp; Modelling Tasks. Essential Mathematics will replicate the same assessment techniques that are used in the senior subject Essential Mathematics.</p>
<p>Cost</p>	<p>No additional cost.</p>
<p>Link to Senior</p>	<p>Essential mathematics will prepare students who are wishing to study Essential Mathematics or Short Course in Numeracy in senior. These are the available applied Mathematics subjects for senior students.</p>
<p>Prerequisites</p>	<p>It is recommended that students wishing to choose Essential Maths should be achieving a C standard or lower in Year 9 Maths.</p>

# Mathematics

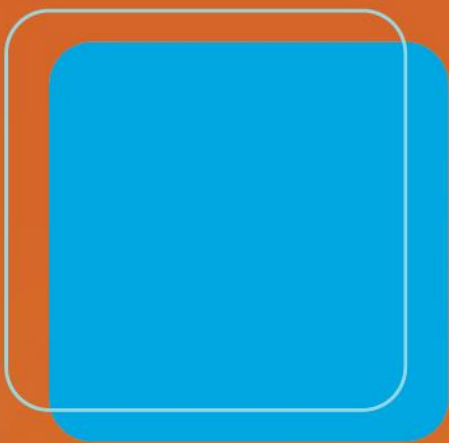
## Short Course in Numeracy:

Subject Description	<p>The curriculum taught in Short Course in Numeracy is drawn from the program written by the QCAA. This program is typically offered in Year 11 or 12 but is being offered in Year 10 to best support the pathway choices for students on a workforce or vocational education pathway. Short Course in Numeracy is a one-unit course of study, that will be completed over the course of one year and has been developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.</p> <p>Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used. Students identify, locate, act upon, interpret and communicate mathematical ideas and information.</p>
Assessment Overview	<p>Students will complete two summative assessments: one extended response task and one exam. Both assessments must be accompanied by a student learning journal.</p>
Cost	<p>No additional cost.</p>
Link to Senior	<p>Completing the short course in numeracy in Year 10 will ensure students have achieved the numeracy requirements towards their QCE. This pathway would be suited to students who are planning on a vocational or workforce pathway in senior and do not intend to study mathematics in Senior.</p>
Prerequisites	<p>Year 10 Essential Mathematics (Semester 1) D standard or lower</p>

## Career Education

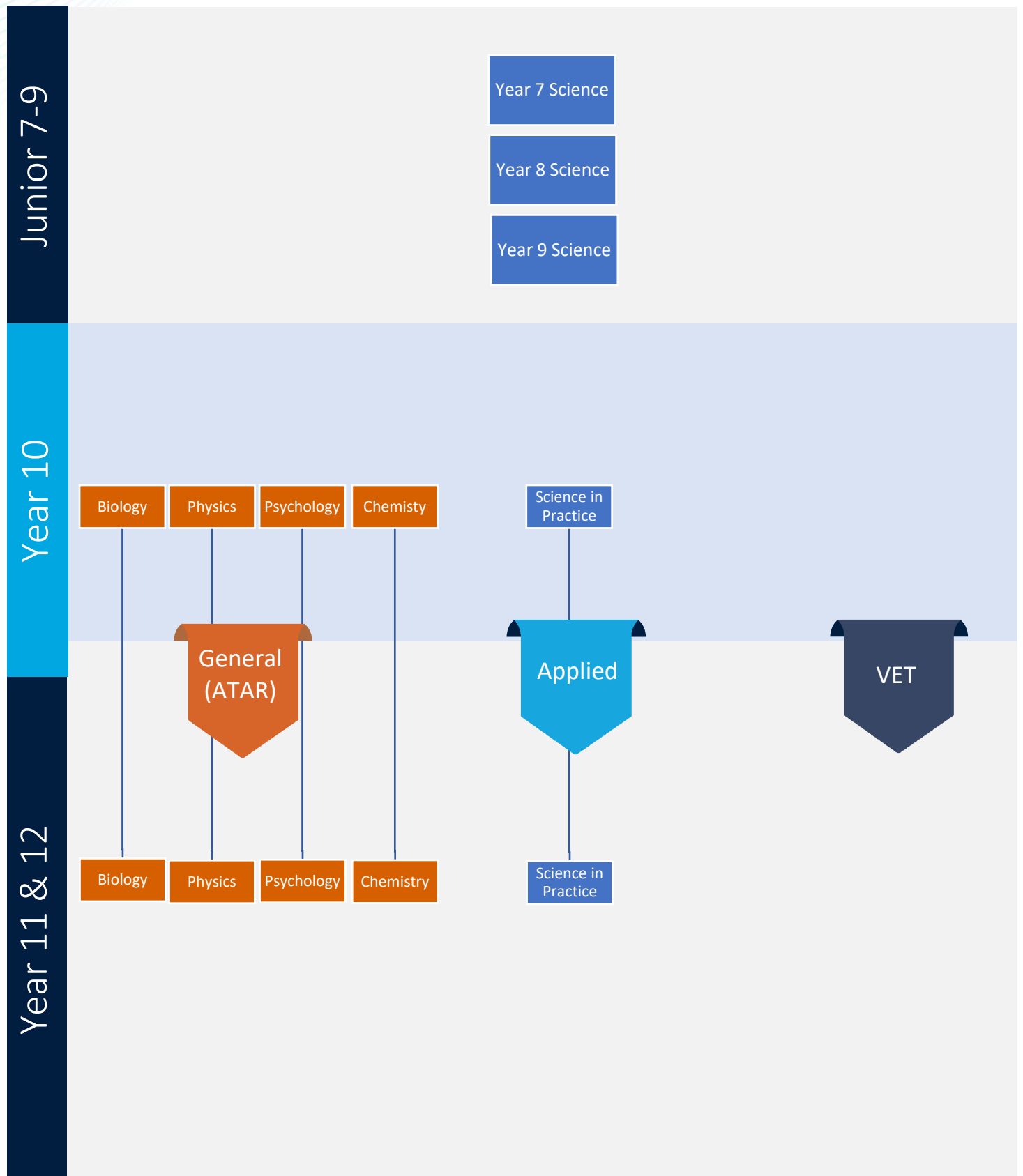
<p>Subject Description</p>	<p>RVSSC Career Education course has been designed to support students as they transition into senior studies, and to give them time to explore the many career options they have available to them. The short course Career Education is derived from QCAA.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• Current skills and attributes - Personal Profiling (how to best operate best in different situations)</li> <li>• Options for the future</li> <li>• Financial literacy for work</li> <li>• Communication for Purpose</li> <li>• Creating Positive Impact Workplace Policies</li> <li>• Employer led sessions and mock interview opportunities</li> <li>• Resume Production</li> <li>• Wellbeing</li> </ul> <p>The successful completion of this course will give students 1 QCE Credit.</p>
<p>Assessment Overview</p>	<ul style="list-style-type: none"> <li>• Spoken/signed presentation — workplace interview or survey</li> <li>• Extended written response — career investigation</li> <li>• Student learning journal</li> </ul>
<p>Cost</p>	<p>No additional cost.</p>
<p>Link to Senior</p>	<p>Studying Career Education can lead to further Education and Training &amp;/or employment in a range of fields.</p>
<p>Prerequisites</p>	<p>Nil</p>

# ELECTIVE SUBJECTS





# Science Pathway



# Science

## Science Biology

Subject Description	<p>The curriculum for Science Biology has been developed from the Australian Curriculum and content has also been drawn from the General Senior Syllabus to best prepare students for their pathways into Senior Science.</p> <p>Students will explore the concepts of Ecology, Homeostasis, Cells, Mutations, DNA and Amino Acids. Students will also explore the Ecology discipline and participate in field work studies for sampling. Students will complete a range of assessments including written exam, data test, a research task and a student experiment.</p>
Assessment Overview	<p>Students will complete four summative assessments over the year. Students will undertake a Data Test, Research Investigation, Experimental Investigations and a written exam. These assessments have been tailored to align to the Assessment techniques that are expected from students in Year 11 &amp; 12.</p>
Cost	<p>\$63</p> <p>An optional field work excursion may be offered.</p>
Link to Senior	<p>Science extension should be undertaken by students who want to study science as part of a general pathway. Science extension will specifically prepare students to undertake Biology, however the assessment techniques will also support in the preparation for Physics, Psychology and Chemistry.</p>
Prerequisites	<p>Students should be achieving a minimum of a B standard in Year 9 science.</p>

## Science Chemistry

<p>Subject Description</p>	<p>The curriculum for Science Chemistry has been developed from the Australian Curriculum and content has also been drawn from the General Senior Syllabus to best prepare students for their pathways into Senior Science.</p> <p>Students will explore the concepts of properties and structures of atoms and materials, the periodic table, rates of reaction, equilibrium, acids and bases and chemical reactions. Students will complete a range of assessments including written exam, data test, a research task and a student experiment.</p>
<p>Assessment Overview</p>	<p>Students will complete four summative assessments over the year. Students will undertake a Data Test, Research Investigation, Experimental Investigations and a written exam. These assessments have been tailored to align to the Assessment techniques that are expected from students in Year 11 &amp; 12.</p>
<p>Cost</p>	<p>\$63</p>
<p>Link to Senior</p>	<p>Science extension should be undertaken by students who are wanting to study science as part of a general pathway. Science extension will specifically prepare students to undertake Chemistry, however the assessment techniques will also support in the preparation for Physics, Psychology and Biology.</p>
<p>Prerequisites</p>	<p>Students should achieve a minimum of a B standard in Year 9 science and a C standard in Mathematics.</p>

## Science Physics

<p>Subject Description</p>	<p>The curriculum for Science Physics has been developed from the Australian Curriculum and content has also been drawn from the General Senior Syllabus to best prepare students for their pathways into Senior Science.</p> <p>Students will explore the concepts of gravity, electromagnetism, vectors and linear motion as well as thermal, nuclear and electrical physics. Students will complete a range of assessments including written exam, data test, a research task and a student experiment.</p>
<p>Assessment Overview</p>	<p>Students will complete four summative assessments over the year. Students will undertake a Data Test, Research Investigation, Experimental Investigations and a written exam. These assessments have been tailored to align to the Assessment techniques that are expected from students in Year 11 &amp; 12.</p>
<p>Cost</p>	<p>\$63</p>
<p>Link to Senior</p>	<p>Science extension should be undertaken by students who are wanting to study science as part of a general pathway. Science extension will specifically prepare students to undertake Physics, however the assessment techniques will also support in the preparation for Chemistry, Psychology and Biology.</p>
<p>Prerequisites</p>	<p>Students should be achieving a minimum of a B standard in Year 9 science and a C standard in Mathematics.</p>



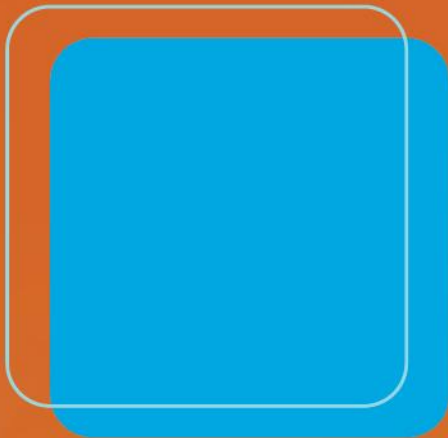
## Science Psychology

<p>Subject Description</p>	<p>The curriculum for Science Psychology has been developed from the Australian Curriculum and content has also been drawn from the General Senior Syllabus to best prepare students for their pathways into Senior Science.</p> <p>Students will explore the concepts of ethics, the brain, statistics and memory. Students will complete a range of assessments including written exam, data test, a research task and a student experiment.</p>
<p>Assessment Overview</p>	<p>Students will complete four summative assessments over the year. Students will undertake a Data Test, Research Investigation, Experimental Investigations and a written exam. These assessments have been tailored to align to the Assessment techniques that are expected from students in Year 11 &amp; 12.</p>
<p>Cost</p>	<p>\$23</p>
<p>Link to Senior</p>	<p>Science extension should be undertaken by students who are wanting to study science as part of a general pathway. Science extension will specifically prepare students to undertake Psychology, however the assessment techniques will also support in the preparation for Physics, Biology and Chemistry.</p>
<p>Prerequisites</p>	<p>Students should be achieving a minimum of a B standard in Year 9 science.</p>

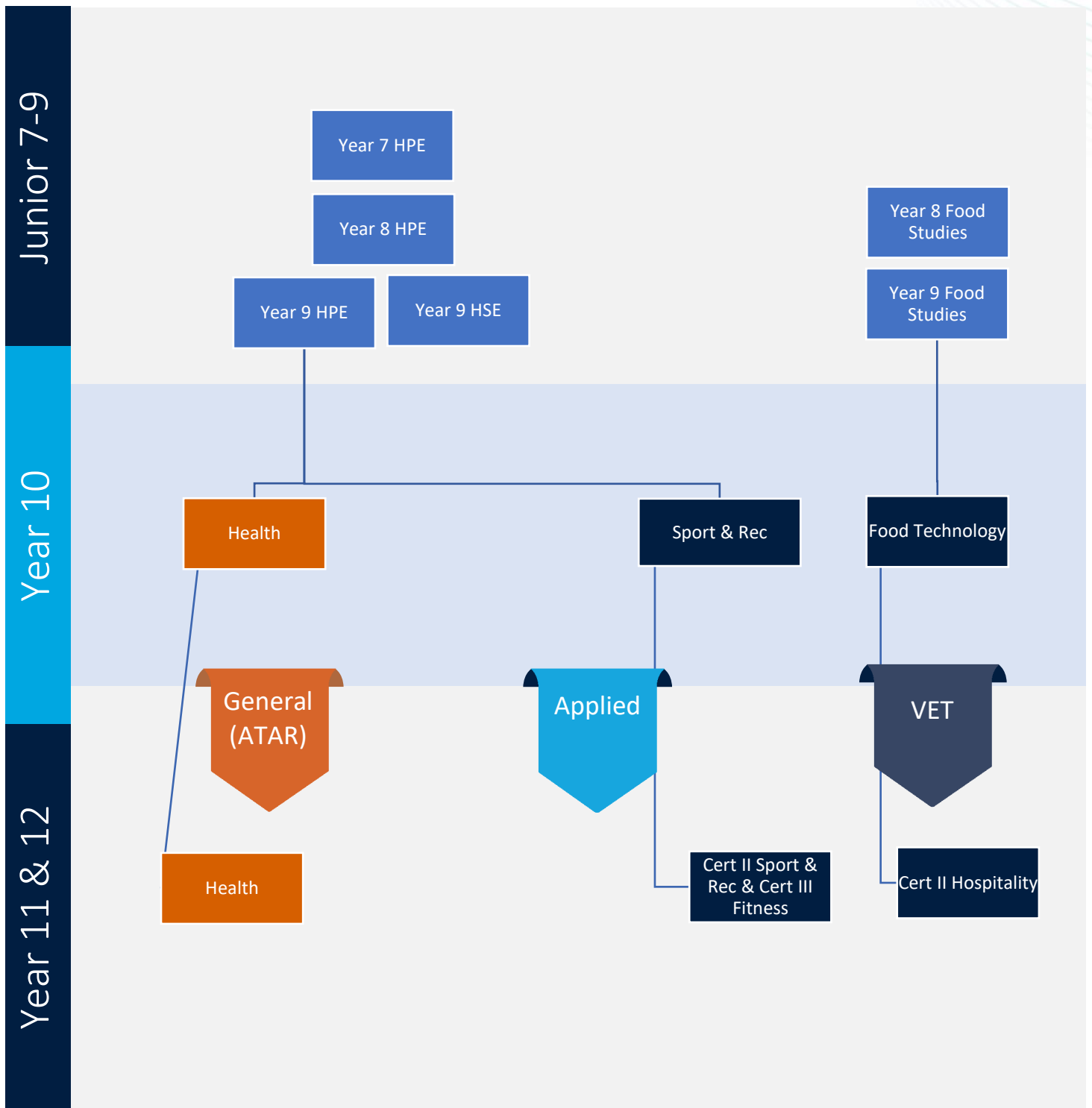
## Science in Practice

<p>Subject Description</p>	<p>Year 10 Science has been designed to be a continuation from Y7-9 science and the curriculum is based on the Australian Curriculum for science.</p> <p>Students will undertake three formal units across the year, covering the content descriptors for Biology, Chemistry and Physics.</p> <p>Students will explore systems at different scales and connect microscopic and macroscopic properties. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.</p>
<p>Assessment Overview</p>	<p>Students will complete four summative assessments over the year. Students will undertake Exams, Research Investigation and Experimental Investigations</p>
<p>Cost</p>	<p>\$40</p>
<p>Link to Senior</p>	<p>Science would be best suited to students who enjoy Science and wish to continue with their studies as a continuation from Year 9 but do not need to extend on this knowledge. This is also a suitable stepping stone for students who are still unsure of their Senior pathways to give a general introduction to the three core science strands.</p>
<p>Prerequisites</p>	<p>Students should be achieving a minimum of a C standard in Year 9 science.</p>

# ELECTIVE SUBJECTS



# HPE Pathway





## Health

<p>Subject Description</p>	<p>The Health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at peer, personal, family and community levels. Throughout the units students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students will plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. The Health Syllabus is developmental and becomes increasingly more complex across the four units through the use of overarching approaches, frameworks and resources. Health is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced.</p> <p>The curriculum for Year 10 Health will be drawn from the Australian Curriculum and introduce students to the following content strands:</p> <ul style="list-style-type: none"> <li>• Be Healthy Safe and Active</li> <li>• Communicating and interacting for Health and Wellbeing</li> <li>• Contribute to healthy and active communities</li> </ul> <p>Within these strands, and across a wide range of content, students will access, synthesis and apply health information from credible sources to propose and justify responses to health situations.</p>
<p>Assessment Overview</p>	<p>Student will complete four summative assessments across the year. These will be a mixture of investigation tasks, including action reports and analytical expositions, and examinations.</p>
<p>Cost</p>	<p>\$30</p>
<p>Link to Senior</p>	<p>Studying Health in Year 10 will best prepare you to take on the General subject, Health, in Year 11 &amp; 12.</p>
<p>Prerequisites</p>	<p>It is recommended that students wishing to study Health should have achieved a B standard or above in Year 9 HPE.</p>

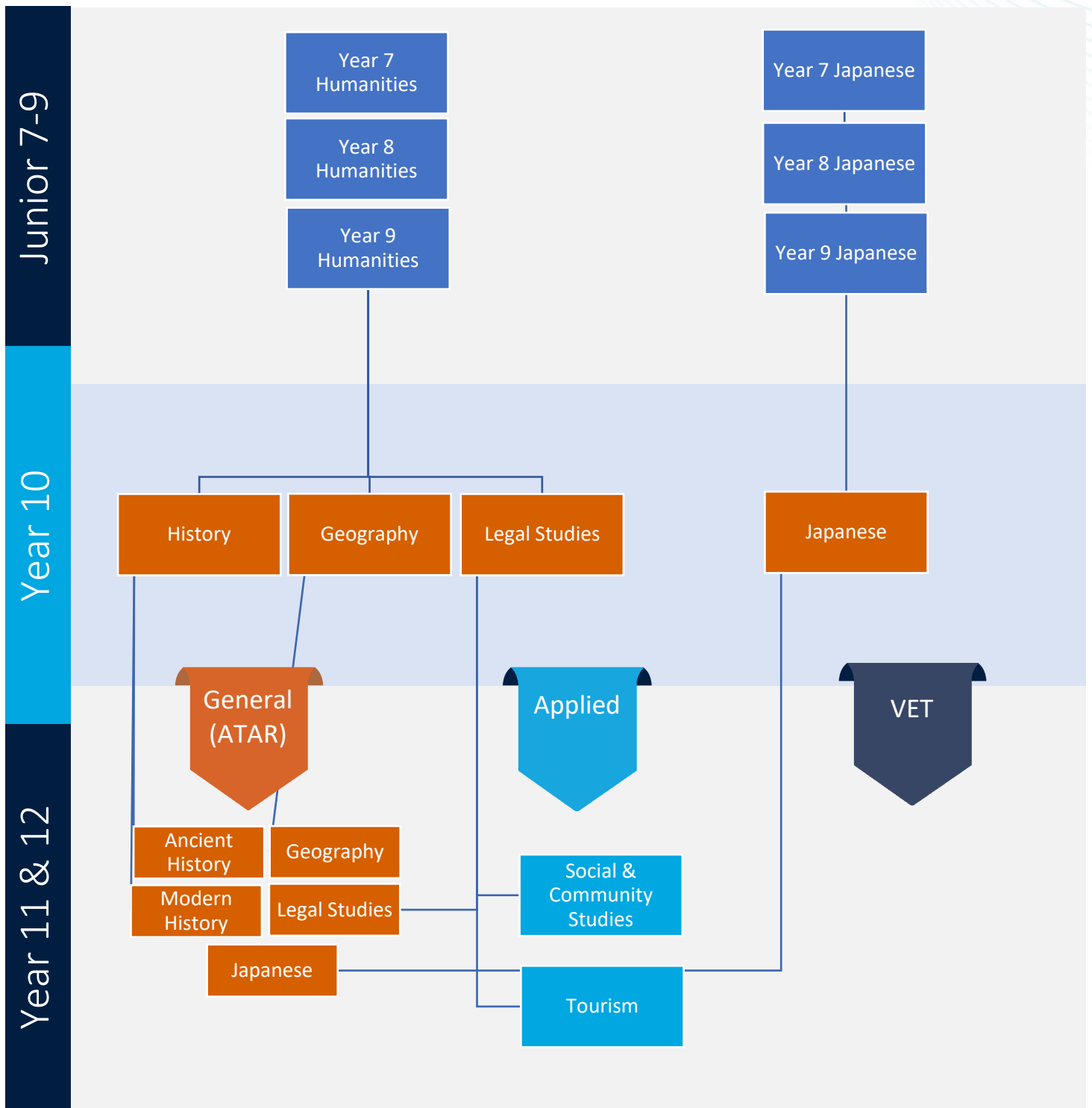
## Sport and Recreation

<p><b>Subject Description</b></p>	<p>Sport and Recreation activities are a part of the fabric of Australian life and represent growth industries in Australia Society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. The activities are an intrinsic part of Australian culture and for many people, from a substantial component of their leisure time. Year 10 Sport and Recreation will be drawn from a combination of the Australian Curriculum and the content descriptors of the Applied senior subject. It will focus on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and recreation activities. Students will be introduced to the following content strands:</p> <ul style="list-style-type: none"> <li>• Move our body</li> <li>• Understanding movement</li> <li>• Learning through movement</li> </ul> <p>Throughout this course of study, students will examine:</p> <ul style="list-style-type: none"> <li>• The relevance of sport and active recreation in Australian culture</li> <li>• The contribution of sport and active recreation makes to employment growth, health and wellbeing</li> <li>• Factors that influence sport and active recreation</li> <li>• How physical skills can enhance participation and performance in sport and active recreation activities</li> <li>• How interpersonal skills support effective interaction with others</li> <li>• The promotion of safety in sport and active recreation activities</li> <li>• Technology in sport and active recreation activities</li> <li>• How the sport and recreation industry contributes to individual and community outcomes</li> </ul>
<p><b>Assessment Overview</b></p>	<p>Students will complete four summative assessments across the year. These will be a mixture of investigation tasks, performance tasks, projects and exams.</p>
<p><b>Cost</b></p>	<p>\$30</p>
<p><b>Link to Senior</b></p>	<p>Studying Sport and Recreation will best prepare you to complete the Cert II in Sport and Recreation and Cert III in Fitness in Year 11 &amp; 12.</p> <p>Sport and Recreation is also a great starting place for students wishing to take on casual employment as coaches, referees and sales representative in local sporting shops.</p>
<p><b>Prerequisites</b></p>	<p>It is recommended that students wishing to study Sport and Recreation should have achieved a C standard or above in Year 9 HPE.</p>

## Food Studies

<p>Subject Description</p>	<p>The content of these units has been developed to deal with progressively more complex investigation of nutrition, the specific dietary needs of consumer groups and the principles of food science. Additional topics addressed consecutively throughout the course are hygiene as it relates to food and food preparation, the development of practical food preparation skills and food product development.</p> <p>This subject serves as an introduction to the hospitality career pathway and may prepare many students for those part time jobs in this industry. Although not mandatory, it is a useful basis for study in the subject Hospitality Practices in Years 11 and 12.</p> <p>Students will learn how to operate safely in a kitchen work environment along with preparing and serving food and beverages to customers.</p>
<p>Assessment Overview</p>	<p><b>Hospitality – Back to Basics</b> Students will focus on the theoretical and practical skill development in food safety, food presentation and preservation as well as key hygiene and safety skills linking to hospitality processes.</p> <ul style="list-style-type: none"> <li>• Examination</li> </ul> <p><b>Food and Hospitality Trends</b> This unit investigates current food trends and the impact this has on Australian cuisine and how Australians make their food selections, as well as its link to food product development and nutritional needs.</p> <ul style="list-style-type: none"> <li>• Design Folio and Practical Product</li> </ul> <p><b>Celebrations – High Tea</b> This unit investigates significance and reasons for celebrating, ways to prepare foods for small- and large- scale catering occasions, what to consider when planning food for special events, and the importance of presentation and display of foods.</p> <ul style="list-style-type: none"> <li>• Design Folio and Practical Product</li> </ul> <p><b>Café Cultures</b> As an introduction to hospitality skills, students will set up and create their own Café in the area, making a range of café foods and non-alcoholic beverages as they move closer to senior subjects.</p> <ul style="list-style-type: none"> <li>• Design Folio and Practical Product</li> </ul>
<p>Cost</p>	<p>\$120</p>
<p>Link to Senior</p>	<p>Food and Nutrition, Hospitality Practices, Cert II / III Hospitality.</p>
<p>Prerequisites</p>	<p>Nil</p>

# Humanities Pathway



# Humanities

## Geography

<p>Subject Description</p>	<p>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.</p> <p>Geography aims to ensure that students develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world, and a deep geographical knowledge of their own locality, Australia, the Asia region and the world.</p> <p>There are two units of study in the Year 10 curriculum for Geography which will be studied in Semester 1: 'Environmental change and management' and 'Geographies of human wellbeing'. 'Environmental change and management' focus on investigating environmental geography through an in-depth study of a specific environment.</p> <p>'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. These two units are taken from the Australia Curriculum.</p> <p>In Semester 2 students will start focussing on units that will prepare them for Senior Geography.</p>
<p>Assessment Overview</p>	<p>Students complete four summative assessments. Students will receive a subject result (A–E) at each reporting period.</p>
<p>Cost</p>	<p>\$25</p>
<p>Link to Senior</p>	<p>A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.</p>
<p>Prerequisites</p>	<p>It is recommended that students wishing to study Geography should have achieved a C standard or above in Year 9 English and Humanities</p>



# Humanities

## History

<p>Subject Description</p>	<p>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.</p> <p>The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The subject will examine events, developments and turning points in Australia leading up to and then after World War II. Students will explore social, cultural and political developments, and will immerse themselves in learning about significant ideas, individuals and groups that were instrumental in shaping the world we know today.</p> <p>Semester 1, based on the Australian Curriculum, will examine 'World War Two' and Australia's involvement in both the European and the Pacific theatres of War, then they will move onto 'Building Modern Australia' and examine post-war Australia.</p> <p>In Semester 2, students will start focussing on units and topics that will prepare them for Ancient and Modern History in year 11.</p>
<p>Assessment Overview</p>	<p>Students complete four summative assessments. Students will receive a subject result (A–E) at each reporting period.</p>
<p>Cost</p>	<p>\$25</p>
<p>Link to Senior</p>	<p>A course of study in History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.</p>
<p>Prerequisites</p>	<p>It is recommended that students wishing to study History should have achieved a C standard or above in Year 9 English and Humanities</p>

## Legal Studies

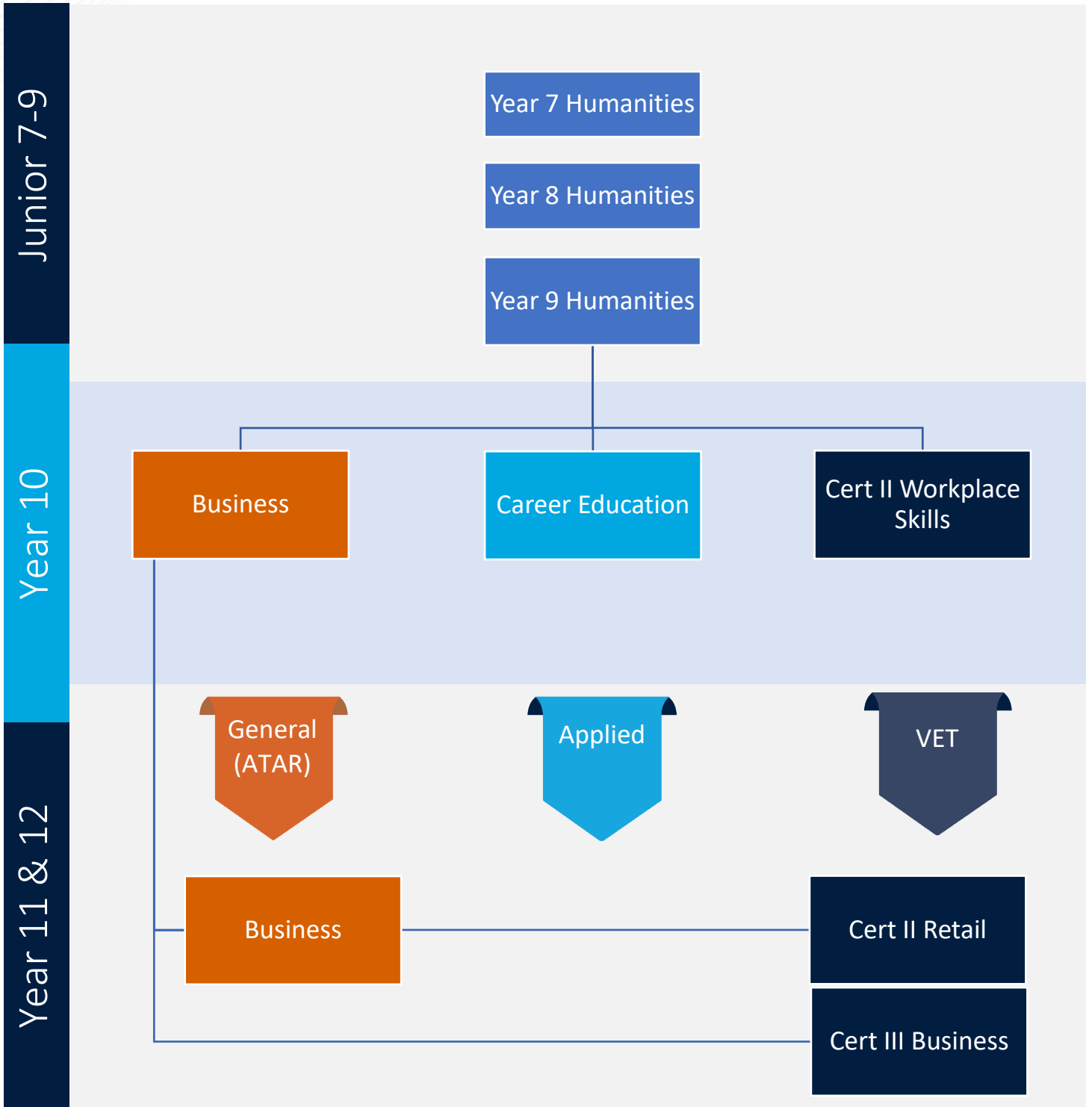
<p>Subject Description</p>	<p>Legal Studies focuses on the interaction between society and the discipline of Law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.</p> <p>The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations.</p> <p>Across the year, students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.</p>
<p>Assessment Overview</p>	<p>Students complete four summative assessments. Students will receive a subject result (A–E) at each reporting period.</p>
<p>Cost</p>	<p>\$25</p>
<p>Link to Senior</p>	<p>A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develop are universally valued in business, health, science and engineering industries.</p>
<p>Prerequisites</p>	<p>It is recommended that students wishing to study Legal Studies should have achieved a C standard or above in Year 9 English and Humanities.</p>

# Humanities

## Japanese

<b>Subject Description</b>	<p>The study of languages enable communication in our increasingly interconnected and interdependent world by engaging with the linguistic and cultural diversity of the world and its peoples. It provides opportunities for students to understand themselves as communicators by communicating in the target language and understanding the relationship between language, culture and their learning.</p> <p>In year 10, students have prior experience of learning Japanese and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They will expand the range and nature of their learning experiences and of the contexts within which they communicate with others. They will have a growing awareness of the wider world, including the diversity of languages, cultures, and forms of intercultural communication. They are considering future pathways and prospects, including how Japanese may feature in these.</p> <p>Students build on their mastery of hiragana and katakana and understand sound variation in the pronunciation of borrowed words. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words and, explore and produce a range of texts associated with different contexts, and analyse information and concepts relevant to their social, cultural and communicative interests.</p>
<b>Assessment Overview</b>	<p>Students complete four summative assessments that include a range of techniques such as speaking, listening and writing exams, and extended response assignments. Students will receive a subject result (A–E) at each reporting period.</p>
<b>Cost</b>	<p>Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee to be determined closer to the date.</p>
<b>Link to Senior</b>	<p>A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.</p>
<b>Prerequisites</b>	<p>A requirement that students wishing to study Japanese should have achieved a C standard or above in Year 9 Japanese</p>

# Business Pathway



# Business

## Business

<b>Subject Description</b>	<p>The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.</p> <p>The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.</p> <p>Across the year, students will plan investigations into business options, apply their skills in new &amp; hypothetical situations and reflect on the decision-making process.</p>
<b>Assessment Overview</b>	Students complete four summative assessments. Students will receive a subject result (A–E) at each reporting period.
<b>Cost</b>	\$25
<b>Link to Senior</b>	Successful completion of this course can result in enrolment to Business (ATAR) or the Certificate III Business in Year 11 / 12.
<b>Prerequisites</b>	It is requirement that Students achieve a Minimum of a C standard in Year 9 English and Maths.



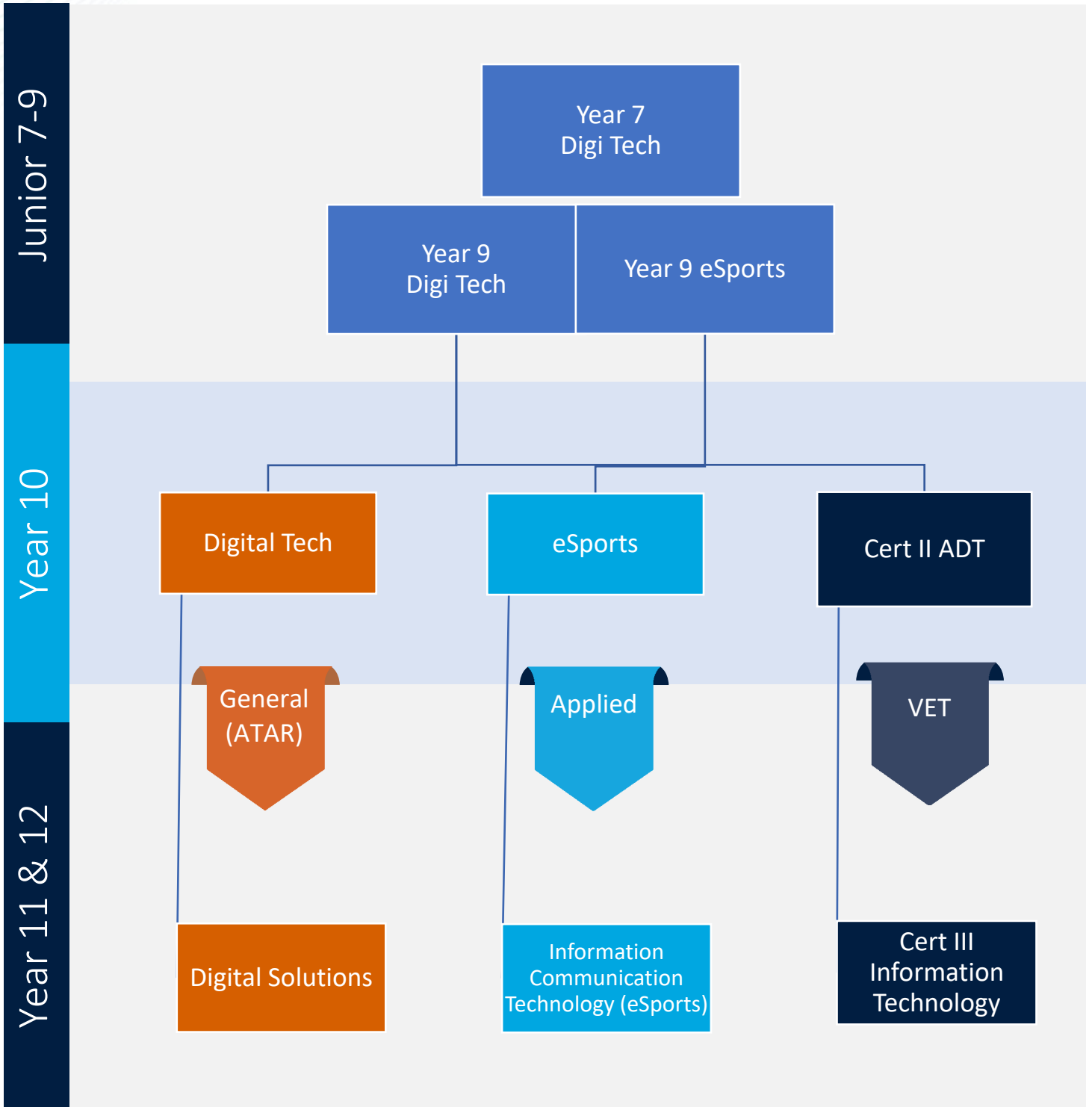
## Cert II Workplace Skills (BSB20120)

Subject Description	<p>This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.</p> <p>This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work. Students will carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills.</p> <p>Units that will be studied:</p> <ul style="list-style-type: none"> <li>• Apply Communication Skills</li> <li>• Work effectively in business environments</li> <li>• Plan and Apply time management</li> <li>• Participate in Sustainable work practices</li> <li>• Contribute to the health and safety of self and others</li> <li>• Use business software applications</li> <li>• Work effectively with others</li> <li>• Develop and apply thinking &amp; problem solving skills</li> <li>• Plan &amp; prepare for work readiness</li> <li>• Operate digital devices</li> <li>• The successful completion of this course will give students maximum 4 QCE Credits.</li> </ul>
Assessment Overview	<p>There are a range of assessments for each unit studied. Assessments will include Observations, Activity Sheets, Questions, and Written Assignments.</p>
Cost	<p>\$30</p>
Link to Senior	<p>Successful completion of this course can result in enrolment to Certificate III Business in Year 11 / 12.</p>
Prerequisites	<p>It is requirement that Students achieve a Minimum of a C standard in Year 9 English and Maths.</p>

## Career Education

<p>Subject Description</p>	<p>RVSSC Career Education course has been designed to support students as they transition into senior studies, and to give them time to explore the many career options they have available to them. The short course Career Education is derived from QCAA.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• Current skills and attributes - Personal Profiling (how to best operate best in different situations)</li> <li>• Options for the future</li> <li>• Financial literacy for work</li> <li>• Communication for Purpose</li> <li>• Creating Positive Impact Workplace Policies</li> <li>• Employer led sessions and mock interview opportunities</li> <li>• Resume Production</li> <li>• Wellbeing</li> </ul> <p>The successful completion of this course will give students 1 QCE Credit.</p>
<p>Assessment Overview</p>	<ul style="list-style-type: none"> <li>• Spoken/signed presentation — workplace interview or survey</li> <li>• Extended written response — career investigation</li> <li>• Student learning journal</li> </ul>
<p>Cost</p>	<p>No additional cost.</p>
<p>Link to Senior</p>	<p>Studying Career Education can lead to further Education and Training &amp;/or employment in a range of fields.</p>
<p>Prerequisites</p>	<p>Nil</p>

# Digital Tech Pathway



# Digital Technology

## Digital Technologies

Subject Description	<p>Students develop an understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. Students in digital technologies learn to analyse problems and design, implement and evaluate a range of digital solutions, such as artificial intelligence engines and simulations. They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation. Digital technology students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements.</p>
Assessment Overview	<ul style="list-style-type: none"> <li>• spoken/signed presentation — workplace interview or</li> <li>• Survey extended written response — career investigation</li> <li>• Student learning journal.</li> </ul>
Cost	No additional cost.
Link to Senior	<ul style="list-style-type: none"> <li>• Digital Solutions – General</li> <li>• Certificate III in ADT – VET</li> </ul> <p>Digital Technologies provides students with numerous academic and career pathways including: software engineer, website developer, visual designer and Information Technology Systems related positions.</p>
Prerequisites	It is recommended that students have achieved a C standard in Year 9 Digital Technologies

# Digital Technology

## Digital Solutions (eSports)

Subject Description	<p>Students develop an understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. Students in digital technologies learn to analyse problems and design, implement and evaluate a range of digital solutions, such as artificial intelligence engines and simulations. They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation. Digital technology students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements.</p>
Assessment Overview	<ul style="list-style-type: none"> <li>• spoken/signed presentation — workplace interview or</li> <li>• Survey extended written response — career investigation</li> <li>• Student learning journal.</li> </ul>
Cost	\$30
Link to Senior	<ul style="list-style-type: none"> <li>• Digital Solutions – General</li> <li>• Certificate III in ADT – VET</li> </ul> <p>Digital Technologies provides students with numerous academic and career pathways including: software engineer, website developer, visual designer and Information Technology Systems related positions.</p>
Prerequisites	It is recommended that students have achieved a C standard in Year 9 Digital Technologies

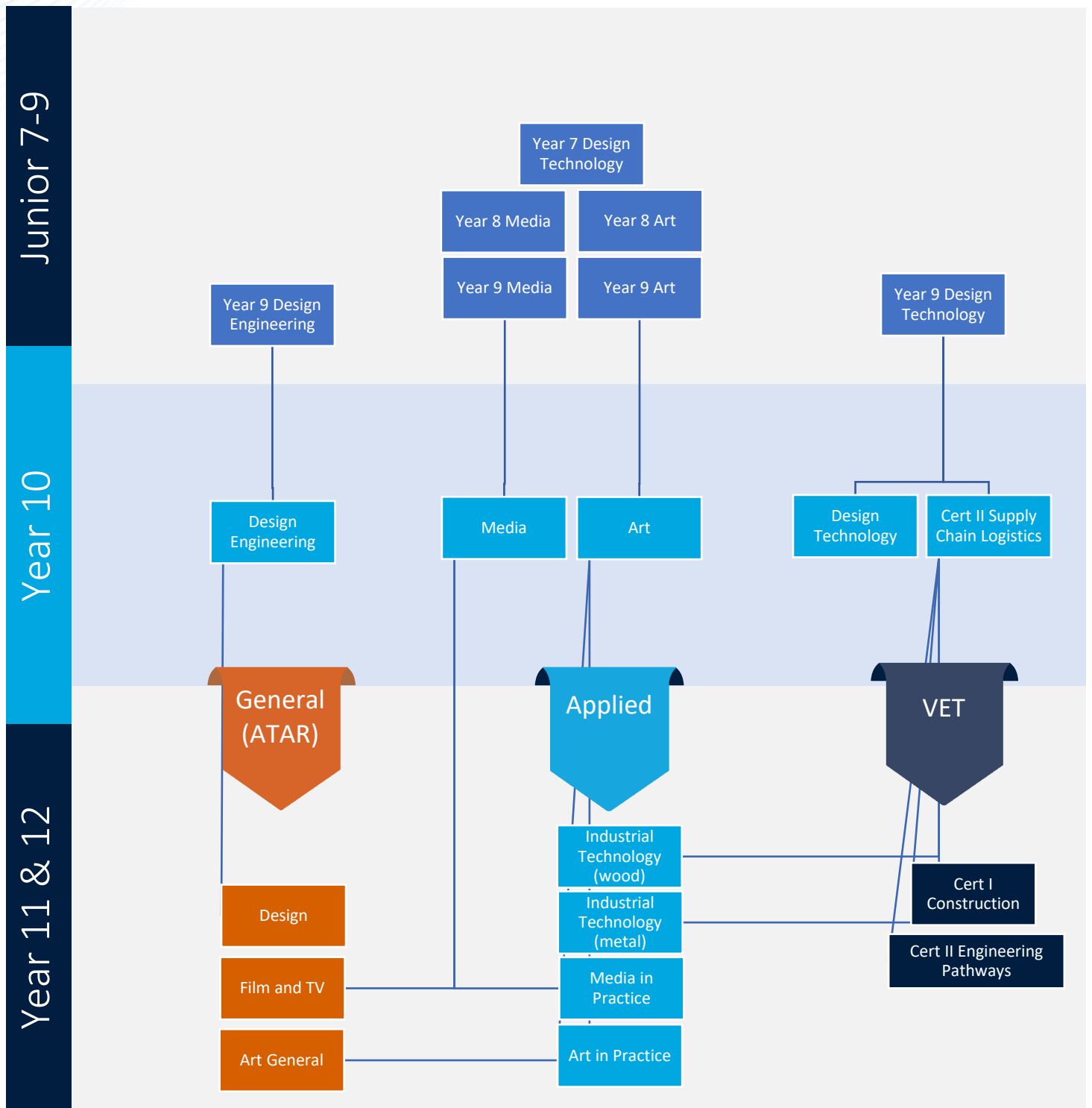


# Digital Technology

## Certificate II Applied Digital Technologies

<p>Subject Description</p>	<p>This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. The qualification is designed for those developing the necessary digital and technology skills in preparation for work.</p> <p>These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.</p> <p>Units that will be studied:</p> <ul style="list-style-type: none"> <li>• Participate in sustainable work practices</li> <li>• Use digital technologies to communicate in a work environment</li> <li>• Contribute to the health and safety of self and others</li> <li>• Use computer operating systems and hardware</li> <li>• Operate application software packages</li> <li>• Operate digital media technology packages</li> <li>• Design and create basic organisational documents</li> <li>• Integrate commercial computing packages</li> <li>• Develop web presences using social media</li> <li>• Research using internet</li> <li>• Produce digital images for the web</li> <li>• Build simple web pages</li> </ul> <p><b>The successful completion of this course will give students maximum 4 QCE Credits.</b></p>
<p>Assessment Overview</p>	<p>There are a range of assessments for each unit studied. Assessments will include Observations, Activity Sheets, Questions, and Written Assignments.</p>
<p>Cost</p>	<p>\$30</p>
<p>Link to Senior</p>	<p>Successful completion of this course can result in enrolment to Certificate III Information Technology in Year 11 / 12.</p>
<p>Prerequisites</p>	<p>Nil</p>

# Creative Industries Pathway



# Creative Industries

## Design Engineering

<p>Subject Description</p>	<p>This subject is considered an extension course with a focus on Engineering and Design. It is aimed at developing students' problem solving and design skills as well as safe workshop practice and practical skills. Students will be required to design, make and appraise solutions to set problems using research and knowledge of fundamental engineering and design processes. A number of drawing techniques are used including pencil drawings, colour rendering, and computer aided drawing (CAD).</p> <p>During this development, students will acquire the hand and machine skills necessary to safely work with a range of different materials, as well as the introduction to modern control system technology using computers and automation processes. The subject is a useful grounding in most careers of a technical nature and leads into the higher-level courses of Engineering Technology and/or Design and/or Industrial Graphics in the senior school.</p>
<p>Assessment Overview</p>	<p><b>Design - CAD</b></p> <p>Students will explore 2D &amp; graphical representations including CAD to present an animated design solution for an automotive toy</p> <ul style="list-style-type: none"> <li>• Design Folio/s, Practical</li> </ul> <p><b>Design – Wearable Technologies</b></p> <p>Students will design, development and prototyping process to create their own wearable technology gadget. Students investigate electronic circuits and batteries. Students look at the impact of existing wearable technologies on society and explore the current marketplace and opportunities for a new wearable technology for a targeted audience. Students work in teams to collaboratively design an idea for a wearable gadget and build a prototype to help pitch their idea</p> <ul style="list-style-type: none"> <li>• Prototyping, Design Project</li> </ul> <p><b>Engineering – Structures</b></p> <p>Students will understand natural and engineered structures, and the underlying principles of loads, rigidity, and stability. Student will demonstrate their understanding of structures and the design process when designing, constructing and testing a bridge to meet set constraints.</p> <ul style="list-style-type: none"> <li>• Report and Construction Project</li> </ul> <p><b>Engineering – Water Rockets</b></p> <p>Students will, through a range of design, experimentation and testing procedures, aim to create a rocket then compete against others to see which rocket flies the highest and farthest, and are aesthetically appealing.</p> <ul style="list-style-type: none"> <li>• Report and Construction project</li> </ul>
<p>Cost</p>	<p>\$100</p>
<p>Link to Senior</p>	<p>Design, Industrial Technology Technologies</p>
<p>Prerequisites</p>	<p>It is recommended that students have achieved C standard or above in Year 9 English &amp; Maths</p>

# Creative Industries

## Design Technology

Subject Description	<p>The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries. This subject is aimed at developing students' skills and knowledge in safe working with a range of materials including wood, metals and plastics. It is a useful grounding in all trade disciplines, most careers of a technical nature, as well as life skills. The course will focus on developing the hand and machine skills of students working with a range of different materials.</p>
Assessment Overview	<p>Metal – Wind vane</p> <ul style="list-style-type: none"> <li>• Practical Demonstration Theory Exam</li> </ul> <p>Manufacturing - Skateboard</p> <ul style="list-style-type: none"> <li>• Project/s – Artefact and associated Multi-modal presentation</li> </ul> <p>Furnishing– Tambour Box</p> <ul style="list-style-type: none"> <li>• Theory Exam</li> <li>• Practical Demonstration</li> <li>• Project/s – Artefact and associated Multi-modal presentation</li> </ul>
Cost	\$120
Link to Senior	Industrial Technologies, Certificate I in Construction, Certificate II in Engineering Pathways
Prerequisites	Nil

# Creative Industries

## Media Arts

<p><b>Subject Description</b></p>	<p>All public information in the 21st century is mediated through channels of mass communication and non-linear media. They are an integral part of modern life and students come to school with a wide range of experiences with these texts. Opinion, argument, entertainment and ‘social information’ are all carried by the media, and through this course, students will develop critical thinking skills that are essential to negotiating the complex media landscape. Creative and digital-literacy skills enable students to think, question, create and communicate by designing, producing and critiquing film, TV and new media products. Students will be taught how to use media skills, knowledge and techniques to analyse, create and manipulate media representations based on their institution and target audience.</p>
<p><b>Assessment Overview</b></p>	<p><b>Unit 1: Beyond Photography</b> The purpose of this unit is to develop an understanding of how to compose a series of photo images to convey meaning to the viewer. You will develop an understanding of and analyse how others use Media Arts language, elements and key concepts to convey meaning to a viewer. You will also develop skills in the use of Photoshop software using images taken with your phone camera and become familiar with a DSLR camera and associated technologies. You will analyse and evaluate photography to better understand the power of photography to communicate perspectives of the world. Assessment 1: Responding (critique)</p> <p><b>Unit 2: Let’s Communicate</b> In unit 2, You will be introduced to world of media communication. You will examine the technological and conceptual codes and conventions found across Television, Radio, Newspapers, Magazines, Social and Digital Media. You will learn how to design and create a way of communicating local and community events that hook the RVSSC audience. Assessment 2: Making (Design &amp; produce)</p> <p><b>Unit 3: Australian Stories</b> Australia has one of the most culturally diverse populations in the world, with at least 32 per cent from non-Anglo-Celtic backgrounds. More than one in 10 Australians now identify with diverse sexual orientation or gender identity; and just under one in five people report having a disability. In unit 3, you will explore the representations of characters in Australian television. Assessment 3: Responding (critique)</p> <p><b>Unit 4: Seeing ourselves.</b> In this unit students analyse and evaluate how film constructs, represents, and stereotypes Australian teenage characters and their identity through applying technical and symbolic elements within film. We will look at the cultural context films are made in and further examine the teenage character through the lens of social values and beliefs. Once we know the cultural context, the language and codes to use, we can apply them or challenge them when making our own films. Assessment 4: Making (design &amp; produce)</p>
<p><b>Cost</b></p>	<p>\$80</p>
<p><b>Link to Senior</b></p>	<p>Film, Television and new Media &amp; Certificate in Creative Industries</p>
<p><b>Prerequisites</b></p>	<p>It is recommended that students have achieved C standard or above in Year 9 English</p>



# Creative Industries

## Visual Arts

Subject Description	<p>In Visual Art the core focusses around 21st century skills of Creativity, Communication, Critical Thinking, Community, Character and Collaboration. Creative and expressive communication is central to the arts. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. Students learn new skills and create knowledge through the investigation and experience of valued traditions and practices across various art forms. You will develop a variety of practical, thinking and creative skills to represent the world and evolve your own personal aesthetic or style.</p>
Assessment Overview	<p><b>Altered Me</b>            Unit 1 explores self- portraiture. Students design a self-portrait representing their personality and identity. They will explore symbolic imagery, clothing and poses to define teen culture in the 21<sup>st</sup> century. Students will create their self-portrait using acrylic painting techniques and processes when selecting appropriate colour schemes and tessellation patterns in their design.            Students will complete an art evaluation identifying and making judgments on their final self-portrait painting identifying key colour schemes, patterns, symbolic imagery and painting techniques presented when identifying how effective they were in representing themselves and teens today.            Assessment 1: Making and responding</p> <p><b>Worlds Revived</b>            Unit 2 explored the world of Wearable art. Also known as "art to wear" and refers to individually designed pieces of handmade garments and accessories created as fine or expressive art. Students will immerse themselves into the world of Wearable art, inspired by a chosen art movement, artist and their artworks whilst utilising sustainable and found materials to create their own wearable out garments.            Assessment 2: Making</p> <p><b>Land, Sea or Sky</b>            Students will explore the concept of the Land, Sea or Sky through formal and personal context. They explore how artists represent their connection to the land to create new ways of thinking, meaning and representation. As an artist, you will consider how landscapes communicate personal viewpoints to create a printmaking folio demonstrating a range of processes and techniques. As audience, you will consider your own connections to the Land, Sea or Sky and how artists challenge our perspectives.            Assessment 3: Making            Assessment 4: Responding to Exam   Seen artwork   Unseen questions – students select 1 out of 2 questions to answer</p> <p><b>Land, Sea or Sky</b>            Unit 3 continues exploring the concept Land, Sea or Sky through a formal and personal context. You will reflect on your printmaking folio and the connections you made to a significant personal landscape. As an artist, you will extend on one of your explorations in your choice of media, techniques and processes to further consider how your chosen landscape communicates personal viewpoints. As audience, you will consider your own connections to the Land, Sea or Sky and how artists challenge our perspectives.            Assessment 5: Making</p>
Cost	\$100
Link to Senior	Visual Arts, Visual Art in Practice
Prerequisites	Nil

# Creative Industries

## Certificate II Supply Chain Operations



Gain the experience you need to take on entry-level roles in warehousing and logistics. Develop your communication skills, learn the roles, functions and responsibilities of the supply chain industry, and work safely in a warehouse environment.

Completion of this qualification can lead to a career pathway into becoming a depot yard person, reach truck/forklift driver, store person, transport clerk or an inventory clerk.

Units that will be studied:

- TLIE1003 Participate in basic workplace communication
- TLIF0025 Follow work health and safety procedures
- TLIL0007 Complete workplace induction procedures
- TLIX0023 Identify the roles and functions of the supply chain industry
- TLIF0009 Ensure the safety of transport activities (Chain of Responsibility)
- TLID0020 Shift materials safely using manual handling methods
- TLIU2012 Participate in environmentally sustainable work practices
- TLIE0002 Process workplace documentation
- TLIE2007 Use communications systems
- TLIG2007 Work in a socially diverse environment
- TLIA0023 Receive goods
- TLIA0019 Despatch stock
- TLIO0003 Follow security procedures when working with goods and cargo
- TLID0015 Load and unload goods/cargo

**The successful completion of this course will give students maximum 4 QCE Credits.**

Assessment Overview

There are a range of assessments for each unit studied. Assessments will include Observations, Activity Sheets, Questions, and Written Assignments.

Students will also be required to complete work placements in Semester 2 (one full day per week) to finalise the practical requirements of the course.

Cost

VETiS Funded

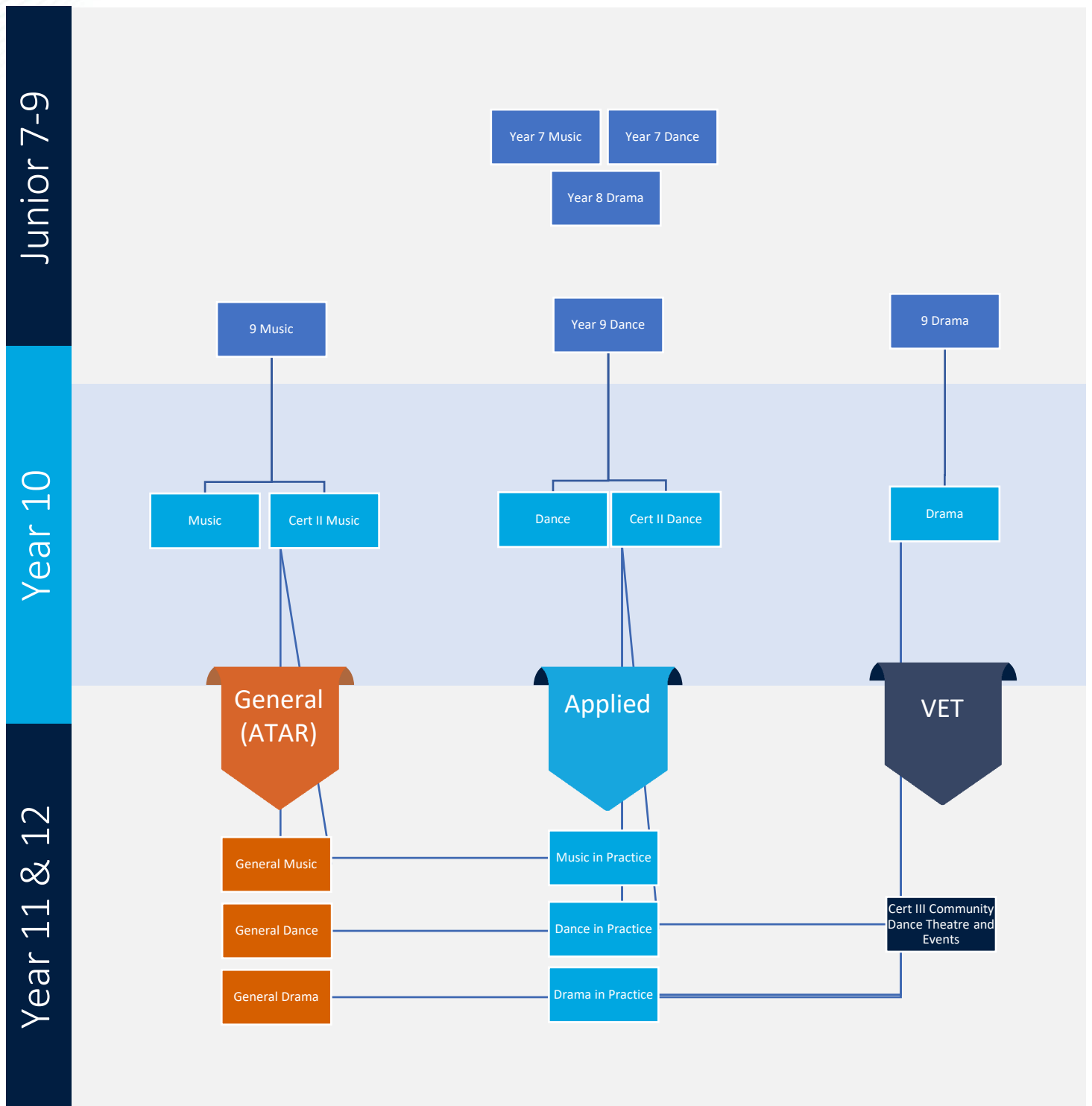
Link to Senior

Apprenticeships

Prerequisites

Nil

# Performing Arts Pathway



# Performing Arts

## Dance

Subject Description	Dance is one of the few art forms that allows total expression of self, as well as being a form of exercise that offers a holistic approach to health including elements of physical, mental, spiritual emotional and social health. By becoming involved in Dance, students can expect to develop an increased understanding of the complex factors associated with dance and its place in Australia’s culture. Students will use their bodies to express personal and ubiquitous concepts, exploring the diverse genres, styles and contexts of dance by the skill acquisition processes of choreography, performance and appreciation.
Assessment Overview	<p>Semester 1:</p> <p>In Semester One Year 10 dance students will be studying the Hip Hop Genre. This unit focuses on the foundation Hip Hop skills whilst communicating meaning through dance.</p> <ul style="list-style-type: none"> <li>• Making Task – Performance: teacher taught Hip Hop routine</li> <li>• Making Task – Choreography: student devised Hip Hop routine</li> <li>• Responding task – extended written response to a Hip-Hop Dance work</li> </ul> <p>Semester 2:</p> <p>During Semester two students will be studying Contemporary dance. This genre focuses on story telling through dance.</p> <ul style="list-style-type: none"> <li>• Making Task – Performance: teacher taught Contemporary routine</li> <li>• Making Task – Choreography: student devised Contemporary routine</li> <li>• Responding task – Extended written response to a Contemporary Dance work</li> </ul>
Cost	\$30
Link to Senior	Dance, Cert III Community Dance Theatre and Events
Prerequisites	Nil

# Performing Arts

## Certificate II in Dance

<p>Subject Description</p>	<p>This pathway qualification provides individuals technical skills and knowledge to prepare for work in the live performance industry. The qualification is designed for those with a foundational level of lyrical, jazz or ballet dance techniques. They may have experience in amateur performances, community events, or have attended dance classes. They will be at the beginning of their career developing performance skills in various genres with job prospects as a trainee dance performer in the industry.</p> <p>They will have a large focus on practical skills and some theoretical knowledge in a defined context. They will incorporate artistic expression and expressive techniques in performances at eisteddfods as a representation team for RVSSC. The qualification is suitable for someone generally performing under direct supervision.</p> <p>Units of competencies that will be studied:</p> <ul style="list-style-type: none"> <li>• CUADAN211 - Develop basic dance techniques</li> <li>• CUADAN212 - Incorporate artistic expression into basic dance performances</li> <li>• CUAWHS211 - Develop a basic level of physical fitness for dance performance</li> <li>• CUAWHS111 - Follow safe Dance practices</li> <li>• CUAPRF211 - Prepare for live performances</li> <li>• CUADAN203 - Perform basic jazz dance techniques</li> <li>• CUADAN218 - Perform basic street dance techniques</li> <li>• CUADAN215 - Perform basic contemporary dance techniques</li> <li>• BSBTWK201 - Work effectively with others.</li> </ul> <p><b>The successful completion of this course will give students maximum 4 QCE Credits.</b></p>
<p>Assessment Overview</p>	<p>There are a range of assessments for each unit studied. Assessments will include Observations, Activity Sheets, Questions, and Written Assignments.</p>
<p>Cost</p>	<p>\$150</p>
<p>Link to Senior</p>	<p>Successful completion of this course can result in enrolment to Certificate III Community Dance Theatre and Events in Year 11 / 12.</p>
<p>Prerequisites</p>	<p>Nil</p>

# Performing Arts

## Drama

Subject Description	The study of Drama gives students both the opportunity to explore the Drama art form for its own sake and to acquire vital communication and performance skills. It involves observing and empathising with people, characters and works from a variety of cultures. In their study of Drama, students may encounter content that challenges them or that is outside the scope of their experience.
Assessment Overview	<p>Semester 1:</p> <p>In Semester One Year 10 Drama students will be a variety of theatrical styles such as Verbatim Theatre and Commedia Del 'Arte which will explore the fundamental skills of acting, creating and devising drama and responding to dramatic works.</p> <ul style="list-style-type: none"> <li>• Making Task – Performance &amp; Devising</li> <li>• Responding task – written response</li> </ul> <p>Semester 2:</p> <p>During Semester two students will engage with Australian Gothic Theatre and Realism to refine their skills and prepare them for the Senior Drama syllabus.</p> <ul style="list-style-type: none"> <li>• Making Task – Performance &amp; Devising</li> <li>• Responding task – written response</li> <li>•</li> </ul>
Cost	\$40
Link to Senior	Drama, Drama in Practice, Cert III Community Dance Theatre and Events
Prerequisites	Nil



# Performing Arts

## Music

Subject Description	Year 10 Music students will develop a deeper understanding of the origins of music and how it has developed chronologically throughout the globe. Semester one unit focuses on the ideas that revolutionised music and applying these concepts in a modern setting. Semester 2 is all about the screens. Students will dive into the famous music from films, video games and television and how it incorporates techniques of program and world music.
Assessment Overview	<p>Revolution of Music</p> <ul style="list-style-type: none"> <li>• Short response assignment.</li> <li>• Perform a piece featuring a key technique from history. Writing in</li> <li>• Sonata Form</li> </ul> <p>Screen</p> <ul style="list-style-type: none"> <li>• Multimodal presentation on a film, game or tv series of the student's choice</li> <li>• Performance of film, game or tv piece with visual accompaniment</li> <li>• Rewrite an iconic motif in a different style</li> </ul>
Cost	\$30
Link to Senior	Music, Music in Practice, Music Extension
Prerequisites	It is recommended that students have achieved C standard or above in Year 9 English

# Performing Arts

## Certificate II in Music

<p>Subject Description</p>	<p>This VET qualification will equip students to perform a range of tasks in the music industry, including performance, composition, live and recorded audio production and engineering, and career-building in the Arts.</p> <p>The job roles that relate to this qualification may include studio assistant, music retail assistant, entry level performer, entry level producer, stagehand and road crew.</p> <p>In this course students will develop skills to work collaboratively with others in the industry, create and present original musical artworks, engage with emerging technologies, and develop 21<sup>st</sup> Century workplace skills.</p>
<p>Assessment Overview</p>	<p>Units that students will study in this course are:</p> <ul style="list-style-type: none"> <li>• Setting up and operating a PA system.</li> <li>• Developing and presenting a band performance.</li> <li>• Harnessing the power of social media to build a career and engage with the public.</li> <li>• Creating and transforming music using technology.</li> </ul>
<p>Cost</p>	<p>Nil</p>
<p>Link to Senior</p>	<p>The successful completion of this course will give students maximum 4 QCE Credits.</p> <p>Students who study this course can continue to study in Arts VET pathways in Year 11 and 12 by enrolling in <i>Certificate III in Community Dance, Theatre and Events</i>.</p>
<p>Prerequisites</p>	<p>It is recommended that students have achieved C standard or above in Year 9 English and Music</p>

# Excellence Acadmies

Junior 7-9	Year 7 Dance	Year 7 Football	Year 7 Ignite	Year 7 eSport	Year 7 Music
	Year 8 Dance	Year 8 Football	Year 8 Ignite	Year 8 eSport	Year 8 Music
	Year 9 Dance	Year 9 Football	Year 9 Ignite	Year 9 eSport	Year 9 Music
Year 10	Dance	Health	Extension English	Digital Tech	Music
	Cert II Dance	Sport and Rec	Specialist Mathematics	eSports	Cert II Music
		Cert II Sport Coaching	Elective Sciences	Cert II ADT	
Year 11 & 12	General (ATAR)		Applied		VET
	Dance	Health	English Literature	Digital Solutions	Music
	Dance in Practice	Cert III Fitness	Specialist Mathematics	ICT (eSports)	Music in Practice
	Cert III Community Dance Theatre and Events	Elective Sciences	Cert III Information Technology		



**RIPLEY VALLEY**  
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