Year 10 SUBJECT SELECTION INFORMATION

2021

"The aim of Mueller College is to prepare students for life in the world and eternity be applying Biblical principles through excellent education in a distinctly Christian environment."

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Welcome to Year 10

Mueller College offers a diverse range of subjects designed to enrich and challenge students. Senior School, requires energy, commitment and dedication. We encourage students to select subjects that are not only of interest to them but also provide opportunities which enable their desired future pathway into Senior School and beyond.

The Year Ten timetable affords students the opportunity to develop their academic skills and progress in their content knowledge mandated by the Australian Curriculum as well as preparing them for the QCE subjects in Year Eleven and Twelve. At the same time students are engaged in personal and spiritual development programs embedded in camps, extra-curricular events and excursions. This learning encompasses Pastoral Care lessons, SL@M (Student Life at Mueller), Chapel and Christian Studies.

The range of subjects on offer will provide students with an in-depth understanding of the world around them to ensure they graduate as well-educated, independent young adults, ready for life in the world and eternity.

Students in Year Ten will be involved in the SET planning process, designed to commence career planning and guide students in the right selection of subjects for their pathway.

Year Ten is the commencement of a new phase of learning for Mueller College students. The senior phase of learning has two distinct, equally valid pathways. Students can commence preparation for the QCE-ATAR pathway or the QCE-Vocational pathway. This involves study of the Australian Curriculum in Year Ten however students will also be exposed to some of the assessment modes and subject demands of the Year Eleven and Twelve subjects. The Year Ten cohort of 2020 will be one of the first few groups of students to receive an ATAR (Australian Tertiary Admissions Rank) at the end of Year Twelve as opposed to the current system where students receive an OP (Overall Position). Year Ten also contains opportunities for students to commence vocational pathways which include traineeships and study in Certificate courses.

The shape of the New QCE System for Year Eleven and Twelve Students

Whilst the student will not commence the QCE until Year Eleven it is helpful to understand the demands of the system when selecting subjects and determining pathways for Year Ten.

A system of 100% school-based assessment has operated in Queensland for 40 years. In the new system, subject results will be based on a student's achievement in three school-based assessments (called Internal Assessment) and one external assessment. The external assessment will generally count for 25% of the total subject result, except in Maths and Science where it will be 50%. These assessment tasks will have set marking guides provided for schools and will undergo a rigorous quality assurance process.

There are also a range of Applied subjects and certificates.

Year Nine into Ten Course Information

The QCAA (Queensland Curriculum and Assessment Authority) has redeveloped all senior syllabuses to ensure they reflect the knowledge and skills sets required in a modern world. The new syllabuses contain greater prescription of what students should know and be able to do. Whilst there is less assessment in the new system there will be an increase in the size of the tasks to be completed.

Student results in the QCE–ATAR will be determined by comparing our students against all other ATAR eligible students in the state. Subjects will be "scaled" or weighted which will allow results to be comparable, for instance, General Mathematics (simpler) will not be weighted as heavily as Mathematical Methods (more complex Mathematics).

It is important that students from Year 10 onwards consider the appropriate pathway. Both Vocational and ATAR students can try subjects out which fit into both categories.

Year Ten at Mueller College

In order to best prepare the students for the demands of Senior Schooling the time allocated to Year Ten subjects matches that of the Year Eleven and Twelve subjects. The intent of Year Ten will be to give students a 'taste' of the General and Applied subjects from the QCE system. This will include assessment modes, learning styles and some learning practices of the Year Eleven and Twelve subjects. This will allow students to make informed decisions about the subject selections they make in the following years.

To achieve the goal of preparing students well for the QCE students have four electives and some flexibility in the type of Mathematics and English they study.

The learning journey of a Year Ten student will contain:

A stream of English	(5 periods per week)
A stream of Mathematics	(5 periods per week)
Global Perspectives	(4 periods per week)
Four electives	(5 periods per week)
Chapel	(1 period per week)
Sport	(2 periods per week)
SL@M	(1 period per week)

Students in Year Ten will also have the opportunity to commence the pursuit of a vocational pathway by enrolling in Traineeships or Certificate courses through the Future Pathways department.

Picking Your Subjects

When picking your subjects there are many factors to consider. It can be complicated to prioritise these, weigh up all your options and to be confident you are making the appropriate choice. To assist you in making these important decisions we have summarised some key ideas for students and families to consider when deciding on subjects.

Who Am I?

Described as "God's masterpiece" (Ephesians 2:10), at Mueller College, we believe that all students are created with unique characteristics and qualities which means the right course of study for one student may not align with that of another. Having confidence in the selection of subjects is important as these subjects form the basis of learning over the course of the final two years of senior schooling, and can impact decisions students make about their future. As such, many factors are worth considering. The graphic below outlines six elements which inform the subject selection process for students and families.

Picking Your Subjects cont...

01 Gifts and Talents

All students have gifts and talents. God has given each student specific talents and abilities which enable every student to learn. Considering the aptitude of each student in areas such as mathematics, reading, writing, critical thinking, physical capabilities and working in groups is important when selecting subjects. Matching the abilities of students with the demands of subjects sets them up for success in their schooling. A list questions which we have outlined on the following page which can be asked of teachers to clarify the demands of each subject.

02 Personality Type

Each subject places unique demands upon the students who study it. Some subjects require skills of collaboration, others demand high levels of concentration and still others call for performance or public speaking skills. Therefore, it is crucial that students consider the way both the assessment requirements and learning experiences of each subject suit their personality type and learning preferences.

03 Social Environment

Whilst studying subjects together can be mutually beneficial, students should avoid placing undue emphasis upon selections that endorse a friend's priorities rather than their own. As each student is unique, selection of the most suitable and beneficial subjects is best achieved when personal preferences rather than social aspects are prioritised.

04 Calling

One of the key motivators for anyone's work or career is a sense of purpose or calling. God values all work and talks about people feeling a strong sense of purpose in specific work, whether it be a pastor, a builder, a teacher or a doctor. Some students feel this sense of purpose very strongly and as such should look to choose subjects which develop skills in this area.

05 Enjoyment

Selecting subjects that you enjoy is a worthwhile consideration when determining a course of study. Students who enjoy what they are studying are more engaged and generally achieve higher levels of success. It is important that your subjects are of interest to you but the goal of selecting your subjects should not be just to "have fun". All subjects have elements which are complex and have tasks which are onerous to complete. Avoiding difficulty and hard work should not be the main goal when selecting subjects.

06 Career Options

This is often considered the most important reason for selecting subjects, however is one of many factors to be contemplated. Subjects studied at school are generally an introduction and foundation to areas of further study. Some subjects are Assumed Knowledge for specific university courses however many are not. For example, Legal Studies is not a pre-requisite for Law at university. QTAC releases a "Assumed Knowledge Guide for Year Ten Students" which outlines these requirements specifically and is handed out to Year Ten students prior to the subject selection evening.

Key Questions to Ask Teachers

Key Questions to Ask Teachers about Subjects

- **What types of assessment are involved in the subject?**
  - Are they exam or assignment based?
  - Is there any practical assessment?
- **What skills are needed to be successful in this subject?**
- **What do students typically find difficult about this subject?**
- **Does the subject involve any group work or is it all individual work?**
- **Does the subject require researching skills or is it mostly learned from the set textbook?**
- **What level of study in other subjects or previous versions of this subject, eg. Science leading into Biology, is necessary to be successful?**
- **Are there any other requirements outside of normal class time for this subject (early morning starts/late afternoon finishes, camps, excursions)?**

Student Support

Mueller College has a comprehensive structure of support for students. The support offered is aimed at meeting both the pastoral and academic needs of students.

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Pre-Requisites for Subjects

English	Need to have a grade of B or better in Year 9 Essential English, or Need to have a grade of C or better in Year 9 English
Mathematics Methods	Must have a grade of A in Year 9 Mainstream Mathematics, or Must have studied Year 9 Advanced Mathematics
General Mathematics	Must have a grade of A in Year 9 Essential Mathematics, or Must have studied Year 9 Mainstream Mathematics

Core Subjects

Core Subjects

Core subjects ensure that all students are provided with the opportunity to develop the skills and knowledge needed to undertake the range of subjects available in the Senior Years of Schooling. Compulsory core subjects are informed by the Australian National Curriculum and Teaching and Learning Framework of Mueller College. Year Ten students study core subjects of Mathematics, English and Global Perspectives.

The core subjects are studied by all students. However, within English and Mathematics there are options students will be able to choose which best suit their ability and developmental progress. These selections are made by parents and students but advice, data, and recommendations are available from the respective Head of Department.

English

Students will choose between either English, Essential English or English as an Addition Language. English is the mainstream course and Essential English is for students who require extra assistance in the study of English. English as an Additional Language is for students that have been in Australia for less than five years or a language other than English is spoken exclusively at home. For more details on the specific subjects, please see description in this booklet.

Mathematics

Students will choose one of three strands of Mathematics that vary in levels of complexity. Mathematical Methods is the most complex, Mathematics General covers intermediate level content and Essential Mathematics the least complex. For more details on the specific subjects, please see description in this booklet.

Global Perspectives

In order to meet the Australian Curriculum requirements all students study an integrated subject which covers the areas of Science, History and Christian studies. It involves the application of these important areas within the Christian worldview.

English

Subject Overview	Year Ten English extends knowledge in the following: visual literacy, textual analysis, persuasive techniques, presentation skills, creative writing, appreciating literature, as well as improving vocabulary, spelling, punctuation and grammar. Topics covered include: Shakespeare's plays, generic styles of writing, speeches, film and the media. There is an increased focus on preparation for Years Eleven and Twelve.
Assumed Knowledge	Need to have a grade B or better in Year Nine Essential English or need to have a grade C or better in Year Nine English.
Learning Outcomes	Students will: • Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multi-modal texts across a range of contexts with accuracy, fluency and purpose • Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue • Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning • Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.
Assessment Overview	In Year Ten English there are four formal assessment tasks, as well as ongoing testing in spelling, punctuation and grammar. While technology is an important tool, students will keep a folder of their class work, most of which will be handwritten. Most assessment tasks require the submission of a draft. Some assessment is under exam conditions. Most assessment is expected to be typed.
Career Pathway	All career pathways benefit from English whether it is in regards to communication skills, the ability to formulate ideas, or the skills of analysis and persuasion.

Essential English

Subject Overview	Essential English is a course specifically tailored for students who find English a challenge. Skills undertaken are focused on those that aid future employment. While the course is based on Year Ten English the tasks have been altered to match this aim.
Assumed Knowledge	Students achieving a 'C' grade or below can consider Essential English as a subject. Student achieving a higher grade should not consider the subject, but may consult with the Head of English.
Learning Outcomes	Increased literacy with an emphasis on: • Reading skills • Spelling, punctuation and grammar • Communicating in the workplace • Analysing and synthesising information
Assessment Overview	Assessment is based on English tasks completed by all Year Ten students, but the teacher may modify or even remove an assessment to allow the student to focus on building particular skills.
Career Pathway	Essential English permits students to undertake Senior English if they feel capable. Essential English at Year Ten should give students a better idea of whether a Senior English or Essential English pathway best suits them.

Global Perspectives

Subject Overview	Global Perspectives covers a range of compulsory Australian Curriculum content from a range of subject areas. In-depth studies of such topics as World War II, Human Rights. Genetics and Evolution are investigated through the lens of the Christian worldview.
Learning Outcomes	An integrated Global Perspectives subject is an intentional and essential part of a Mueller College education. Students will continue to deepen their ability to use key historical skills, scientific investigation and will apply these skills to the origins and truths of Christianity. These historical skills include: • Establishing the historical significance of events • The use of primary and secondary resources • Analysing the cause and consequence of events • Understanding the ethical dimensions of perspectives as a way of informing our present and future • Using scientific knowledge to evaluate claims, theories and advances in science • Theories and models of scientific understanding • Technological advances involved in scientific discoveries.
Assessment Overview	Students will complete a number of assessment types including: • Source-response essay exam • Historical evidence collection and analysis assignment • Short response test • Scientific investigation
Career Pathway	Multidisciplinary subjects such as this are important to developing the student's ability to analyse the world around them through a Christian worldview. It encourages students to investigate why the world is the way it is and to conceive solutions to the problems they discover.

Mathematics

Subject Overview	The Year Ten Mathematics courses are designed to prepare students for Senior courses as established by QCAA. At the end of Year Nine students will be split into three streams depending on their ability, class sizes and career aspirations. **Essential Mathematics** This course is designed for students with a wide range of needs and aspirations. It provides students with content related to trade, industry and business environments. Students will learn within a context related to general employment and successful participation in society. **General Mathematics** This course is designed for students who want to extend their mathematical skills beyond Year Ten but whose future studies or employment pathways do not require knowledge of calculus and other advanced mathematics. Instead, this course assists those students entering a trade or further educational training or university courses in areas such as economics, psychology, business and the arts. **Mathematical Methods** This course is designed for students whose future pathways may involve the application of mathematics and statistics in a range of disciplines at the tertiary level including natural and physical sciences, mathematics and science education, medical and health sciences, engineering and computer science. Topics covered in both the General and Methods courses are: Statistics, Algebra, Area and Volume, Probability, Money and Finance, Trigonometry, Equations and Coordinate Geometry.
Assumed Knowledge	General Mathematics - must have a grade of A in Year Nine Essential Mathematics or must have studied Year 9 Mainstream Mathematics. Mathematical Methods - must have a grade of A in Year Nine Mainstream Mathematics, or must have studied Year Nine Advanced Mathematics.
Learning Outcomes	These courses will provide students with a firm basis for further study in Years Eleven and Twelve. Students will appreciate the many facets of Mathematics and its applications to the real world.
Assessment Overview	The main assessment tool will be examinations at the end of each term. Diagnostic tests may be used during the term to assess student's progress. There will also be a Problem Solving and Modelling Task given during the year to better prepare students for Senior course assessment.
Career Pathway	Mathematics is a foundation subject for many careers and at least a limited understanding of its procedures is essential for a basic understanding of the culture in which we live.

Elective Subjects

Elective Subjects Alphabetical

Aerospace/STEM
Ancient History
Biology
Business, Accounting & Economics
Chemistry
Chinese
Dance
Design
Digital Solutions
Drama
Essential Science
Extension English
Extension Mathematics
Fashion
Film, Television & New Media
Food & Nutrition
Geography
Industrial Technology
Legal & Justice Studies
Modern History
Music
Philosophy & Reason
Physical Education
Physics
Practical Business Applications
Psychology
Sport & Recreation
Visual Art

Elective Subjects by Department

English
Extension English

Mathematics
Extension Mathematics

Humanities
Ancient History
Business, Accounting & Economics
Chinese
Geography
Legal & Justice Studies
Modern History
Philosophy & Reason
Practical Business Applications

Science
Biology
Chemistry
Essential Science
Physics
Psychology

Technologies
Aerospace/STEM
Design
Digital Solutions
Industrial Technology
Fashion
Food & Nutrition

Health & Physical Education
Physical Education
Sport & Recreation

The Arts
Dance
Drama
Film, Television & New Media
Music
Visual Art

Extension English

Subject Overview	Extension English provides an opportunity for those passionate about writing, reading and speaking to deepen their skills. The course is built to complement English.
Assumed Knowledge	Extension English is not a replacement for English. All students undertaking this subject must complete English also. Students seeking to study in Extension English should have received a C+ or better grade standard. As the overview suggests, this is a subject for those who like to write, read and discuss ideas.
Learning Outcomes	• Greater control of a wide range of text analysis methods • Greater understanding of world literature • Improved public speaking skills • Greater control of sentences to build a personal style
Assessment Overview	Students are assessed on one formal item each term that has been developed in order to extend the student's response to a higher level. Students will complete a persuasive, imaginative, analytical, and multimodal piece over the course of the year.
Career Pathway	This is a subject for students who see their future career path involving writing, reading, textual analysis or public speaking. Pathways such as Journalism will benefit from this course. It is also excellent preparation for Senior English and Senior Literature.

Extension Mathematics

Subject Overview	This course is designed to provide students with further insights into the Mathematics required for Senior studies. Students will delve into topics more deeply than the normal Advanced course. Topics will include Advanced Algebra and Geometry, Matrices, Vectors, Number Theory, Complex Numbers, Sequences and Series and Calculus. Also some historical insights into the development of Mathematics through the centuries will be gained.
Assumed Knowledge	Extension Mathematics is not a replacement for Mathematics. All students undertaking the subject must complete Mathematics Methods also. It would be expected that a student who chooses this subject has attained at least a high achievement (i.e. standard B) in Year Nine Advanced Mathematics.
Learning Outcomes	• More advanced skills in algebra and how to apply them to problem solving situations. • A preliminary understanding of some of the topics studied in Senior Mathematics. Insights into the historical development of Mathematics. • An enthusiasm for the study of Mathematics and a desire to take further study in this subject in Years Eleven and Twelve and beyond.
Assessment Overview	Assessment will include end-of-term examinations and summative projects (either group or individual).
Career Pathway	This extension course will enable students to gain confidence in their understanding and handling of Mathematical concepts and procedures which will help them decide more clearly in which direction their career path should go. The course will provide a good basis for future fields of study such as Engineering, Education, Architecture and Physics.

Ancient History

Subject Overview	Ancient History provides the opportunity to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. This History elective will be a combination of four units focusing on the following topics: • Ancient Rome: Julius Caesar • Ancient Britain: The Celts • Everyday Lives: Women in Ancient Society • The Medieval Crusades
Learning Outcomes	Students will continue to deepen their ability to use key historical inquiry skills across a range of historical topics. These historical skills include: • Establishing the historical significance of events from different historical eras • The use of primary and secondary sources • Identifying continuity and change in culture • Analysing the cause and consequence of historical events, • Considering a range of perspectives on the same historical event • Understanding the ethical dimensions of historical perspectives as a way of informing our present and future.
Assessment Overview	Students will complete a number of assessment types including: • Source-response essay exam • Historical evidence collection and analysis assignment • Research essay • Short response test
Career Pathway	Ancient History teaches students how to research well and write persuasively. A course of study in Ancient History can also establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Business, Accounting & Economics

Subject Overview	Business, Accounting & Economics is designed to provide students with an introduction to the Senior subjects of • Business • Accounting • Economics Students will study the content through the investigation of contemporary issues, events and case studies. Topics studied include: • The Business Life Cycle • Business structures, legal requirements of setting up a business, internal, operating and external business environments • Fundamental theory and processes of accounting • The accounting process for a sole-trader business using Excel spreadsheets. • Key indicators of economic performance • Measuring Australia's economic performance
Learning Outcomes	To develop the knowledge, practices, and attitudes necessary to: • Participate in the community as informed, responsible, and ethical citizens and entrepreneurs • Interact effectively in business environments • Respond to business opportunities and challenges • Use information and technologies to record and report business information and/or products and to communicate relevant information to key stakeholders • Put into practice the highest standards of neatness, accuracy, confidentiality, honesty, and reliability as required in business • Understand basic economic theory and how performance indicators are used to measure the success of an economy
Assessment Overview	• Combination Response exams • Investigations (business reports) • Projects
Career Pathway	Completion of this course is beneficial in studying Accounting, Economics and/or Business in Years Eleven and Twelve and at the tertiary level (vocational and university study). The life skills taught provide personal financial literacy as well as being an advantage for all types of employment including: • Business administration and management • Marketing • Financial planning • Accounting • Customer relations • Human resource management • Customer service • Banking • Government administration • Economist

Chinese

Subject Overview	The aim of the course is to develop students' knowledge and understanding of the Chinese language and culture over a range of topics. During the year, these topics include: daily routines, school timetable, Chinese cooking and future hopes. Students will produce and present their work in written and oral submissions, with the support of a range of technologies.
Assumed Knowledge	It is recommended for a student to have studied and passed Year Nine Chinese. However if a student is very motivated, consideration will be given to their request.
Learning Outcomes	Communicate in Chinese across the topics studied.
Assessment Overview	Four Exams and one oral presentation assignment. The exams are short response, combination response and extended response, which require students' to combine reading, listening, speaking and writing skills to comprehend Chinese characters and communicate in Chinese.
Career Pathway	The ability to speak Chinese leads directly to careers in interpreting, teaching and foreign trade. Chinese complements all other careers and gives students an edge in gaining employment in business, engineering, tourism, the Defence Force and many other areas, where communication with other countries and people groups is common.

Geography

Subject Overview	This subject is for students who are passionate about the world, its people and the environments that they live in. It fosters an understanding of human interaction and connectedness with others and well as the impact that mankind and the forces of nature have on the world, both now and into the future. Students will study topics including: • Managing the natural environment • Problem solving the impacts of human interaction with the environment • Human wellbeing • Coastal environments and actions needed to protect them	
Assumed Knowledge	A sound achievement in English is preferred as students need to be competent, independent readers and fluent writers. It is not necessary for students to have studied Geography in Grade Nine to be successful in this course, although it could be an advantage.	
Learning Outcomes	Geography aims to ensure that students develop: • A sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world • A deep geographical knowledge of their own locality, Australia, the Asia region and the world • The ability to think geographically, using geographical concepts • The capacity to be competent, critical and creative users of geographical inquiry methods and skills • As informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.	
Assessment Overview	Assessment will include short and extended response tests, response to stimulus tasks, practical data gathering tasks, a research inquiry task and an oral presentation.	
Career Pathway	• Journalism • Advertising • International relations • Business • Tourism • Landscaping	• Real estate • Travel Architecture • Town planning • Environmental management • Teaching • Law

Legal & Justice Studies

Subject Overview	Legal and Justice Studies is preparation for Senior study of the subject. Topics covered include • An Introduction to the Australian Legal System • Human Rights in Australia • Police Powers and Responsibilities • Democracy and Elections
Assumed Knowledge	The only pre-requisite that is advisable for Legal and Justice Studies is that the student have a better than Sound Achievement in English as the subject entails reading, writing, comprehension, communication and language skills.
Learning Outcomes	Students will • Develop an ability to recognise common situations which have legal implications • Acquire an awareness of their legal rights and responsibilities as an active citizen • Develop knowledge of the inter-relationship among individuals, society and the law • Select legal information and analyse legal issues to determine possible legislative changes
Assessment Overview	Assessment will consist of two combination response exams; an inquiry report and an essay.
Career Pathway	Legal and Justice Studies gives students an insight into Australia's legal processes and, if continued through Years Eleven and Twelve, can be invaluable to many careers such as Law and Justice (including Policing and Military Service), but also, Politics, Business, Hospitality, Medical Science, Social Work & Human Services, Environmental Studies, Built Environment, and many other courses where legal issues have become prominent.

Modern History

Subject Overview	Modern History is where students examine traces of humanity's recent past so they may form their own views about the Modern World. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the This History elective will be a combination of four units focusing on the following topics: • The French Revolution • American Civil War • Struggle for Peace in the Middle East • European Colonialism in Asia
Learning Outcomes	Students will continue to deepen their ability to use key historical inquiry skills across a range of historical topics. These historical skills include: • Establishing the historical significance of events from different historical eras, • The use of primary and secondary sources, • Identifying continuity and change in culture, • Analysing the cause and consequence of historical events, • Considering a range of perspectives on the same historical event, • Understanding the ethical dimensions of historical perspectives as a way of informing our present and future.
Assessment Overview	Students will complete a number of assessment types including: • Source-response essay exam • Historical evidence collection and analysis assignment • Research essay • Short response test
Career Pathway	A course of study in Modern History teaches students how to research well and write persuasively. It 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.

Philosophy & Reason

Subject Overview	This subject combines an introduction to the discipline of philosophy with the associated skills of critical thinking and logic. The study of philosophy allows students to recognise the relevance of various ideas and modes of thinking. Critical thinking and logic provides students with the necessary skills to engage with, analyse and evaluate ideas. The core focus of this subject concerns the fundamentals of argument.
Assumed Knowledge	A sound achievement in English is preferred as students need to be competent, independent readers and fluent writers.
Learning Outcomes	By the conclusion of the course of study, students should be able to: • Define and use key terminology • Interpret ideas and information • Determine relationship within and between ideas, arguments and theories • Deconstruct arguments into constituent parts • Evaluate philosophical theories, views and issues • Create arguments that communicate meaning and points of view • Make and justify conclusions
Assessment Overview	• The following assessment methods will be used across the four terms: • Extended Response (ie review, essay, speech) • Examination (ie short response test)
Career Pathway	A course of study in Philosophy and Reason helps to establish the transferable skills of critical thinking. These skills support the study of Philosophy and Reason in Years Eleven and Twelve as well as post school participation in a wide range of fields such as business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

Practical Business Applications

Subject Overview	The course aims to provide students with practical skills and operational knowledge to enable them to work in a business environment. They will use a variety of computer software applications in a business context. The course includes the following topics: • Workplace Health and Safety • Writing and producing simple business documents using a variety of computer software applications • Developing keyboarding skills • Business administration • Financial records • Communicating in the workplace • Using business equipment and resources • Organisational skills
Learning Outcomes	• To develop and enhance accuracy skills in keyboard operation • To develop competence and initiative in the display of word processed documents • To enable students to interact with computers with confidence • To enable students to develop useful computer and keyboarding skills with associated knowledge and understanding whilst demonstrating a positive work ethic, and engaging in decision-making and problem solving • To encourage students to appreciate effective, efficient and creative use of computing and to apply this to a variety of situations. • To be able to review and evaluate documents and processes; and then make recommendations on how to improve them
Assessment Overview	• Short response tests • Practical tasks • Spoken and/or Multi-modal presentations
Career Pathway	The skills developed in this subject provide employment opportunities for entry level business administration jobs, particularly those connected with computers and other keyboard-operated equipment. These skills also assist in the preparation and presentation of assignments or associated documents for a range of subjects. Completion of this subject would be very beneficial if the student wishes to undertake Vocational training in Year Eleven and Twelve or after completion of school.

Biology

Subject Overview	Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge. The study of Biology provides you with opportunities to: • Gain insight into the scientific manner of investigating problems pertaining to the living world • Experience the processes of science, which lead to the discovery of new knowledge • Develop a deeper understanding and an enhanced aesthetic appreciation of the living world. The study of Biology will help you to understand the consequences of your personal actions and those of your community and society on the living world. It will enable you to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.
Assumed Knowledge	It is recommended that at least a pass in Year Nine Science, Mathematics and English is required before attempting Year Ten Biology.
Learning Outcomes	When you study Biology, you will examine the phenomenon of life in all its manifestations. Biology encompasses studies of the origin, development, functioning and design of living systems and the consequences of intervention in those systems. Your understandings will be developed in terms of concepts inherent in the principles of biology, which are: • Survival of species is dependent on individuals staying alive long enough to reproduce. • At every level of organisation in the living world, structure and function are interrelated. Each level of organisation in the living world has its own unique aspects and there is continual interaction of structure and function between these levels. • Continuity and change occur at all organisational levels in the living world. Changes may be cyclical or directional. The continuity of life is a balance between all the change processes.
Assessment Overview	In Biology, assessment instruments may include: • Data Test/Exam • Student experiment • Research investigation
Career Pathway	Medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, bio-security, quarantine, conservation and eco-tourism.

Chemistry

Subject Overview	Chemistry is the investigation of the material universe through the exploration of the substances of which matter is composed, the investigation of their properties and reactions, and the use of such reactions to form new substances. Chemistry will help you to understand the links between the macroscopic properties of the world and the subatomic particles and forces that account for those properties. The application of chemistry enables us to make sense of the physical world.
Assumed Knowledge	It is recommended that at least a pass in Year Nine Science, Mathematics and English is required before attempting Year Ten Chemistry.
Learning Outcomes	In Chemistry, subject matter is derived from key concepts and key ideas. The key concepts are organised under the headings of 'Structure' and 'Reactions'. Structure • All matter is composed of atoms. • Materials can be categorised and represented symbolically and their macroscopic properties can be explained and predicted from understandings about electronic structure and bonding. Reactions • Specific criteria can be used to classify chemical reactions. • Chemical reactions involve energy changes. • The mole concept and stoichiometry enable the determination of quantities in chemical processes. • Specialised qualitative and quantitative techniques are used to determine quantity, composition and type. • Chemical reactions are influenced by the conditions under which they • Take place and, being reversible, may reach a state of equilibrium.
Assessment Overview	In Chemistry, assessment instruments may include: • Data Test/Exam • Student experiment • Research investigation
Career Pathway	An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, wine-making, agriculture and food technology. You might use this course as a foundation to pursue further studies in chemistry. Through the study of Chemistry, you will become a more informed citizen, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

Essential Science

Subject Overview	Students choosing this subject will be interested in a more general overview of the Sciences. This will be less rigorous compared to the other optional Science branches that can be studied in Year Ten. It will have a similar feel to Year Nine Science. Topics may include: • The Periodic Table • Chemical Reactions • Genetics • Structures • Climate Systems • Motion and Energy • Forensics
Assumed Knowledge	An interest in Science is recommended.
Learning Outcomes	This course will provide students with a basic knowledge of the various branches of Science. Students will appreciate the many disciplines of Science and their application to the real world. Students will complete the basic ACARA standards for Science.
Assessment Overview	Assessment will be evaluated under the ACARA achievement standards of: Understanding Science and Inquiry Skills. Assessment may include: • Exams • Experimental Investigations • Research Tasks (eg. Multi-modal)
Career Pathway	This level of Science will enable the student to gain sufficient knowledge to do further Science study in Years Eleven and Twelve in the "Science in Practice" subject. For most students, this subject will allow the completion of the National Curriculum requirements for Science at school.

Physics

Subject Overview	Physics is the study of the nature and properties of matter and energy and how they interact with each other. It is an investigative and experimental science that involves formulating and testing hypotheses through analysing phenomena in order to understand how the universe works. Physics values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Physics frequently represents theories and phenomena mathematically. The knowledge and understandings of Physics is constantly expanding, contributing to new information, ideas and theories to explain observations and experiences.
Assumed Knowledge	It is recommended that at least a pass in Year Nine Science, Advanced Mathematics and English is required before attempting Year Ten Physics.
Learning Outcomes	In Physics, subject matter is derived from key concepts and key ideas. The key concepts are organised under the headings of Forces, Energy and Motion. **Forces** The nature of a force; Forces that act on objects influence their state of equilibrium; Forces are able to influence the motion and shape of objects; The forces that act on objects influence their internal energy. **Energy** Energy may take different forms originating from forces between, or relative motion of, particles or objects; Energy is conserved; Energy transfer processes provide us with different ways of using and dealing with energy and radiation and these have different social consequences and applications. **Motion** Motion can be described in different ways; Motion can be analysed in different ways; Motion can be described using various models and modern theories.
Assessment Overview	In Physics, assessment instruments may include: • Data Test/Exam • Student experiment • Research investigation
Career Pathway	Studying Physics will provide you with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. It will help you to become better informed about the world around you and provide the critical skills so you can evaluate and make evidence-based decisions about current scientific issues. It will provide a foundation in physics knowledge, understanding and skills and is suitable as a precursor to tertiary study in science, engineering, medicine and technology.

Psychology

Subject Overview	Psychology involves gaining an understanding of the complexities of human behaviour. This will be studied through three interacting approaches: the biological, the psychological and the sociocultural. Students will run experiments and collect data to underpin their understanding of what influences and improves human behaviour.
Assumed Knowledge	It is recommended that at least a pass in Year Nine Science and English is required before attempting Year 10 Psychology
Learning Outcomes	Psychology aims to develop students': • Interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues • Appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour • Understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations • Ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence • Ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence • Ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.
Assessment Overview	In Psychology, assessment instruments may include: • Data Test/Exam • Student Experiment • Research Investigation
Career Pathway	Psychology is the foundation for a wide range of tertiary and career pathways. Having a deep understanding of human behaviour is valuable in many career paths, including: psychology and counseling, medicine and health, law, education, politics, sales and marketing, law enforcement and business management.

Aerospace/STEM

Subject Overview	In Aerospace/STEM, students will undertake 3 units of study - Robotics using Arduino electronics, UAV Challenge, and Airport Design/Airline Management. In unit 1, students will learn to program Arduino devices to perform some robotic function. In unit 2, students will deploy a life-saving payload from a drone, and unit 3 will see them use state-of-the-art airline simulation software to manage an airline as well as design a modern airport that their airline will operate from. Aerospace, electronics, soldering, engineering, 3D printing, systems thinking, problem-based learning, and programming and control are embedded skills in this exciting field.
Learning Outcomes	Students will develop innovative and creative design concepts, generate plans and diagrams to communicate their design processes, and produce solutions using a variety of materials and techniques. Students will also continue in the process of competently flying multi rotor-type aircraft (i.e. drones) as well as controlling machines in both manual and autonomous configurations. Project management is central to Aerospace/STEM, and students are explicitly taught how to track their progress through a task. Systems Thinking underpins all topics in Aerospace/STEM, and students learn to analyse complex problems using the 14 Habits of a Systems Thinker.
Assessment Overview	Students are assessed through four components which are the same as those used in year 11 and 12 Aerospace Systems: Retrieval and Comprehension, Analysis, Synthesis and evaluation, and Communication. Assessment is by folio presentation.
Career Pathway	• Aerospace Robotics • RPAS (UAV) controller • Pilot • Machine operator • Engineering • Computer Science/IT • Electronics • Design & Construction

Design

Subject Overview	Design is an exciting subject for any student who loves to be creative. Students learn sketching and design thinking skills and problem solving techniques. The creativity, adaptability, communication and collaboration activities included in this subject are valuable "soft skills" for our next generation of all students. This subject incorporates sketching, modelling and up-to-date software to develop skills in interior design, fashion, computer animation, architecture, graphic design, product design and senior assessment formatting. Students develop valuable designing, organising and drawing skills as they are introduced to 3D printing, prototype building, design styles and human-centered design. The Year Ten Design program focuses on the development of integrity. It is important that all students access a positive model of honesty, loyalty, respect, faith, compassion and dedication on their journey into adulthood.
Learning Outcomes	Students will learn to: • Design using the IDEO and Design Minds models of the design and problem solving process • Create videos, prototypes and digital models • Design and model projects for a 3D printer • Setup and run a 3D printer • Produce in depth architecture projects and laser cutter • Use AutoDesk, Adobe and Office software • Solve simple and complex problems.
Assessment Overview	Students are assessed using: • Projects • Examinations.
Career Pathway	Students who complete Year 10 Design develop skills towards: • Graphic Design • Product Engineering • Design and Communication • Interior Design • Architecture • Fashion • Computer Aided Manufacturing • Trades • Any career involving design and problem solving.
Device Recommendations	Please see the Specific Device Recommendations section at the back of booklet for this subject.

Digital Solutions

Subject Overview	In Digital Solutions, students will explore, develop, generate and evaluate digital solutions in various contexts including game design and development, web design and development and app design and development. Digital Solutions seeks to equip students for a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Various programming languages are explored including C# and Python, HTML, CSS and JavaScript. Students also engage with data practices using SQL.
Assumed Knowledge	Year 9 Digital Solutions is highly recommended
Learning Outcomes	Digital Solutions provides students with practical opportunities to be innovative developers of digital solutions. It will assist students to become more effective and critical consumers of digital systems.
Assessment Overview	All assessment is project based and may involve group work. Assessment in Digital Solutions seeks to mirror that of industry practice as closely as possible.
Device Recommended	Please see specific device recommendations at the back of the booklet for this subject
Career Pathway	• Web designer/developer • Game designer/developer • App designer/developer • System designer/developer
Device Recommendations	Please see the Specific Device Recommendations section at the back of booklet for this subject.

Industrial Technology

Subject Overview	The Year 10 Industrial Technology program focuses on the development of integrity. It is important that all students access a positive model of honesty, loyalty, respect, faith, compassion and dedication on their journey into adulthood. Students in this subject have the opportunity to gain valuable skills in using machinery and power tools while designing unique and creative projects for themselves. Industrial Technology builds upon principles developed in Year 9, and introduces students to exciting new technology and processes. It is not essential for a student to have studied Industrial Technology in previous years to join this subject. The subject continues to focus on real-world industrial processes, problem solving, creativity, social skills and character. Industrial Technology also provides students with the opportunity to begin completing units towards trade qualifications. Students who select this course will also have the opportunity to compete in the annual inter-school go kart racing challenge at Ipswich race track
Learning Outcomes	Students will learn to: • Setup and run both simple and complex power tools and machinery • Develop a knowledge of systems and controls • Create their own functional iPod/iPad/iPhone dock using skills in electronics and knowledge of micro-controllers • Assemble and upgrade racing engines • Design and construct a sustainable materials project using recycled pallets. • Design and manufacture using computer aided manufacturing processes • Manufacture a folding military spade
Assessment Overview	Assessment is largely practical. Design Folios are assessed on projects.
Career Pathway	Students who complete Year Ten Industrial Skills develop skills towards: • Engineering • Design • Trades such as manufacturing, carpentry, cabinet making, electrical, plumbing, fitting and turning, automotive etc. • Any career involving design and problem solving.

Fashion

Subject Overview	Through this course, students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce fashion items suitable for a range of situations. Fashion has a practical focus, where students are encouraged to learn through doing. Topics covered may include: • Designing fashionable collections of clothing • Costume design • Designing and constructing accessories • Solving real-world fashion problems • Famous fashion designers • Fashion illustrations and mood boards • Development of practical sewing skills
Learning Outcomes	Fashion has three core topics: • Fashion culture – fashion history, trends and careers • Fashion technologies – practical sewing and construction skills • Fashion design – the design process
Assessment Overview	Types of assessment used in Fashion: • Projects – response to a scenario • Investigations – finding and using fashion-related information • Products – producing fashion items, displays and illustrations.
Career Pathway	• Fashion designer • Personal stylist • Costume design • Clothing production and manufacturing • Merchandising • Retail • Creative Industries

Food & Nutrition

Subject Overview	Food and Nutrition is the study of food in the context of nutrition, food science and food technology. This subject will provide foundational learning for the general syllabus subject of Food and Nutrition, giving students the opportunity to develop skills and knowledge in the chemical, functional and sensory aspects of food, through experimentation. Food spoilage and food processing principles used to preserve the shelf life of food will be explored. Traditional and emerging trends in the Australian diet will be examined and new food products developed using the design process.
Learning Outcomes	Food and Nutrition will have four units: • Food science - the chemical (nutritional) and functional properties of food • Food and nutrition markets - both traditional and emerging trends in Australia • Food product development process - for specific food and nutrition markets, using a problem based learning approach • The Environmental impact of food
Assessment Overview	Types of assessment used in Food and Nutrition: • Written exams • Project-Folios
Career Pathway	• Dietitian • Chef • Food Preparation • Food Technologist • Food Scientist • Health Promotion Officer • Food Technology Teacher • Home Economist • Nutritionist • Research and product development

Physical Education

Subject Overview	Year Ten is considered the first year of the Senior phase of learning. As such, Year Ten Physical Education is designed to be an introduction to Physical Education and Physical Recreation which are offered in Years Eleven and Twelve. It has a strong focus on literacy, researching skills and the construction of extended response answers such as essays. It caters for all levels of ability.
Learning Outcomes	Physical Education draws from a variety of disciplines, including the physical, biological, chemical and sociological sciences. Students are given the opportunity to develop skills in a range of areas that will assist students in many Senior subjects. The students will get experiences in the following sports: • Tennis • Netball • American Football • Rock climbing
Assessment Overview	The unique feature of this subject is the integration of the written work with the physical activities. Rather than learning the two topics in isolation they are merged together to ensure that the work is better understood and applied to real life. Students will be assessed using a wide range of genres such as: • Exam • Essay • Multimodal presentation • Research Report
Device Recommended	Please see specific device recommendations at the back of the booklet for this subject
Career Pathway	• Sports Scientist (can specialise in dietetics, physiotherapy, sports medicine, podiatry) • Sports Administration • HPE Teacher • Personal Trainer • Sports Management, Marketing, Training and Coaching • Medical Fields such as Rehabilitation, Ambulance Officer and Nursing
Device Recommendations	Please see the Specific Device Recommendations section at the back of booklet for this subject.

Sport & Recreation

Subject Overview	The subject of Sport and Recreation focuses 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 active recreation activities. This subject is designed to be an introduction to both Sport and Recreation subjects (Outdoor Education / Sport and Fitness) in Years Eleven and Twelve
Learning Outcomes	Students will enjoy a hands-on approach to learning by covering a range of topics including sport, fitness and outdoor pursuits. It is expected that over the course of the subject, students will be equipped with a range of life skills which they will learn through integrating the theory concepts and practical activities together. Some topics the students will cover are: • Sport Organisations • Canoeing • First Aid • Sport Coaching • Gym Fitness • Court Sports • Camping Skills
Assessment Overview	Students will be assessed using a wide range of genres such as: • Physical Performance • Multimodal presentation • Exam • Project
Career Pathway	• Personal Trainer • Outdoor Education • Sports administration • Community health and recreation • Sport performance
Device Recommendations	Please see the Specific Device Recommendations section at the back of booklet for this subject.

Dance

Subject Overview	Year Ten Dance provides opportunities for students to experiment with a range of dance genres and develop their choreographic skills. Students will learn how to examine and express their individuality while exploring the interrelationship between practical and theoretical aspects of dance. Students are given the opportunity to explore and develop physically, expressively, emotionally, and most importantly, spiritually.
Assumed Knowledge	Students with a keen interest in dance and creative expression will thrive in this subject. Those with a willingness to develop fitness and co-ordination, as well as employ their intelligence to physical problem-solving would be well suited.
Learning Outcomes	• Increased self-esteem and confidence • Fostered development of special interests and talents not emphasised in other educational areas • Creative and problem-solving abilities are fostered through research, synthesis and communication of concepts, images, themes and feelings • Ability to work in groups • Ability to analyse and reflect on dance performances
Assessment Overview	Throughout the year students will complete • Solo and group performances • Individual and group choreography tasks • Analytical and reflective writing
Career Pathway	All career pathways, university or other, benefit from the skills obtained in dance studies such as: formulating ideas, expression, social skills and self-confidence. Career pathways within The Arts include: • Art Project Manager • Arts Administrator • Choreographer • Creative Entrepreneur • Dance Journalist • Dance Studio Owner • Dance Teacher • Events and Festivals Coordinator • Festival Director • Independent dance artist

Drama

Subject Overview	Year Ten Drama examines a range of performance styles and skills including; Realism, Australian Theatre, Play reviews, Physical theatre and Improvisation. Students will work toward a public performance of the The Grimm Tales.
Assumed Knowledge	• Enjoys creativity • Comfortable working individually and in groups
Learning Outcomes	• Greater fluency of written and oral communication • It will increase your self-esteem and confidence. You will learn the skills of listening, negotiating and communicating. • You will learn how to excel in public speaking • Ability to work in groups • Time management • Understanding of story structure and character development • Ability to form ideas for performances in a variety of styles • Performance skills in a variety of styles • Ability to analyse drama products • Ability to reflect on student's own performances
Assessment Overview	• Analytical extended and short response writing (seen and unseen) • Drama structure development (written or oral) • Playwriting • Sketching of designs (eg. set and costume) • Performance (individual and in group)
Career Pathway	Broadly, Drama provides a foundation for any career that utilizes creativity, critical literacy, writing, working in groups, communicating with people, creative problem solving and any form of social intelligence. Common career pathway may include: Acting, Directing, Journalism, Film and TV, Advertising, Teaching, Law, Customer Service, Event Management, Production Design.
Device Recommendations	Please see the Specific Device Recommendations section at the back of booklet for this subject.

Film, Television & New Media

Subject Overview	This course provides an opportunity for students passionate about film to practice a range of skills useful across subjects. It also provides a useful foundation for future studies in Senior FTVNM. Topics covered may include: • Still Photography • Film Genres • Advertising • Documentary
Assumed Knowledge	Students who enjoy FTVNM will be those who are diligent, proactive, and have skills in time management.
Learning Outcomes	• Develop flexibility, originality and confidence in making art • Constructively analyse and respond to social and natural environments • Contribute creatively to society • Develop problem solving and time management skills • Develop an awareness of God and His creativity
Assessment Overview	• Video response to a practical photography investigation of culture • Film genre scene production accompanied by preproduction • Documentary production exploring themes of 'happiness', accompanied by preproduction • Examination responding to a piece of moving-image media
Career Pathway	• Film production roles such as directing, editing, camera operation, foley, sound recording and mixing, colour grading, production design, special effects, screen writing • Photography • Television • New media design • Journalism • Advertising • Writing • Film critique • Teaching • Information Technology
Device Recommendations	Please see the Specific Device Recommendations section at the back of booklet for this subject.

Music

Subject Overview	Music is a powerful tool in enhancing health and wellbeing. Throughout the Year Ten Music Subject students will explore various styles and genres of music, such as Jazz music, Rock music, World music and Classical music. Students will be introduced to music writing technology and will be taught basics for writing songs and pieces in various styles. Students will further develop their theory and aural knowledge and will be given opportunities to perform as soloists and/or in small ensembles.
Assumed Knowledge	It is recommended for a student to have studied and passed Year Nine Music. It is highly recommended that the student receives private tuition on their instrument or voice.
Learning Outcomes	Music in Year Ten focuses on a student's performance on stage as a solo artist or as part of an ensemble. Students will also compose their own music. Through an immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and analyse the elements and patterns of music. Students will study a variety of musical subjects. By singing, playing instruments, listening and composing, students experience satisfaction and enjoyment as they learn.
Assessment Overview	Assessment methods will include performance tasks, composition and musicology tasks.
Career Pathway	The Career pathway: • Performance: solo, ensemble, orchestral or choral performer • Education: instrumental music teaching, band/choral directorship, classroom music teaching, conducting • Music writing: composing, music arranging, score editing and transcribing • Technology and production: sound engineering, sound design, record production, programming and sequencing • Other: music therapy, music journalist
Device Recommendations	Please see the Specific Device Recommendations section at the back of booklet for this subject.

Visual Art

Subject Overview	Creative people need to know how to manipulate images for a range of purposes. Our society is highly visual and the demand for clever young people who know how to control visual ideas is at a premium. Visual Art teaches students to problem solve and challenge through experimentation and investigation.
Assumed Knowledge	A great subject for creative students wanting to mix skills from a range of the Arts. It's less about technical skills of drawing and more about expressing great ideas.
Learning Outcomes	• Develop flexibility, originality and confidence in art-making • Constructively analyse and respond to social issues and concerns • Apply effective communication skills through visual medium • Refine organisational and time management skills • Develop an awareness of other cultures and viewpoints.
Assessment Overview	• Tasks consist of art-making experiments and research leading to resolved works of high quality.
Device Recommended	Please see specific device recommendations at the back of the booklet for this subject
Career Pathway	• Graphic Designer • Ceramicist • Occupational Therapist • Gallery curator • Arts Administrator • Sculptor • Painter • Book illustrator • Prop and set creator for film and theatre • Publishing layout • Historian • Advertising
Device Recommendations	Please see the Specific Device Recommendations section at the back of booklet for this subject.

Certificate Courses

Certificate courses are offered to students who have commenced their senior phase of learning. Each of these courses contribute points towards the Queensland Certificate of Education (QCE).

All of the Certificate courses are nationally recognised and taught to the standards required by the Australian Skills Quality Authority (ASQA) and to standards required by industry.

All certificate courses that are nationally recognised are delivered in compliance with the Standards for Registered Training Organisations (RTOs) 2015 and to standards required by industry.

The Certificate II courses that are offered at Mueller College are provided by external RTO's (Registered Training Organisations) through the VET investment budget. Vocational Education and Training in Schools (VETiS) is the delivery of nationally recognised qualifications to school students in years 10, 11 and 12. VETiS funding is applied to these certificate courses. As such a student may only do one certificate course under this funding model.

If a student wishes to apply for another VETiS funded course parents would then have to pay the fee for the service outlined by the specific RTO

Courses will be delivered by the following external RTO's

- **ACM10117 Certificate I in Animal Studies**
  RTO Provider No.31424 Animal Industries Resource Centre
  RTO Provider No 30414 Mueller College

- **SIT20416 Certificate II in Kitchen Operations**
  RTO Provider No.40700 Redmako
  RTO Provider No. 30414 Mueller College

- **FSK20113 Certificate II in Skills for Work & Vocational Pathways**
  RTO Provider No. 30414 Mueller College

- **SIT20116 Certificate II in Tourism**
  RTO Provider No. 30414 Mueller College

NATIONALLY RECOGNISED TRAINING

ACM10117 Certificate I in Animal Studies

This qualification covers work activities undertaken by a cross-section of animal care and management enterprises such as assistant animal care worker, assistant animal shelter attendant, assistant kennel hand and assistant cattery attendant.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 10, 11 or 12 students at Mueller College, Rothwell.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 7 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face-to-face instruction
- Simulated work-based learning
- Guided learning
- Practical formation of a business venture

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in the hospitality industry as closely as possible.

- Assessment techniques include:
- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks.

Work placement

Students are not required to do work placement.

ACM10117 Certificate I in Animal Studies cont....

Core Units

To attain a ACM10117 Certificate I in Animal Studies 7 units of competency must be achieved:

Unit Code	Title
ACMGAS101	Investigate job opportunities in animal care and related industries
ACMGAS102	Catch and handle a range of quiet animals
ACMGAS103	Assist in the care of animals
ACMGAS202	Participate in workplace communications
ACMWHS201	Participate in workplace health and safety processes
ACMGAS204	Feed and water animals
ACMGAS208	Source information for animal care

Pathways

TACM10117 Certificate I in Animal Studies is an ideal introduction to the animal care industry.

SIT20416 Certificate II in Kitchen Operations

This qualification reflects the role of individuals working in kitchens producing a range of food preparation items and utilising cookery skills to prepare food and menu items. This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés, and coffee shops; and institutions such as aged care facilities, hospitals, and schools.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years Ten, Eleven or Twelve.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Core Units

To attain a SIT 20416 Certificate II in Kitchen Operations, 13 Units of competency must be achieved.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face-to-face instruction
- Work-based learning
- Guided learning
- Online training.

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in the hospitality industry as closely as possible. Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks.

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real office environment.

SIT20416 Certificate II in Kitchen Operations cont..

Core Units

To attain a SIT20416 Certificate II in Kitchen Operations, 13 units of competency must be achieved:

Unit Code	Title
BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SIXWHS001	Participate in safe work practices
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices
SITXFIN001	Process financial transactions
SITHFAB005	Prepare and serve espresso coffee

Pathways

This qualification may articulate into:

- SIT30516 Certificate III in Events
- SIT30616 Certificate III in Hospitality
- Work within the hospitality industry such as food production (kitchen attendant), Food and Beverage (Barista, waiter, host/hostess) Accommodation Services (receptionist, guest services agent, front office manager)

FSK20113 Certificate II Skills for Work & Vocational Pathways

FSK20112 The Certificate II in Skills for Work and Vocational Pathways has been designed to support achievement of vocational competency so that students can gain entry level skills for office administration positions across various industries as well as provide a pathway into other VET courses.

Assessment texts and tasks reflect those typically found in the workplace.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 10,11 or 12 students at Mueller College, Rothwell.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face-to-face instruction
- Simulated work-based learning
- Guided learning
- Online training

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in the hospitality industry as closely as possible.

- Assessment techniques include:
- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks.

Work placement

There is no work placement for this qualification, students are taught in a simulated workplace environment.

FSK20113 Certificate II Skills for Work & Vocational Pathways

Core Units

To attain a SIT20116 Certificate II in Tourism 11 units of competency must be achieved:

Unit Code	Title
FSKLRG09	Use strategies to respond to routine workplace problems
FSKLRG11	Use routine strategies for work-related learning
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work
FSKRDG10	Read and respond to routine workplace information
FSKOCMO7	Interact effectively with others at work
FSKWTG09	Write routine workplace texts
FSKDIG03	Use digital technology for routine workplace tasks
FSKLRG10	Use routine strategies for career planning
FSKLRG07	Use strategies to identify job opportunities
FSKRDG09	Read and respond to routine standard operating procedures
FSKOCM06	Use oral communication skills to participate in workplace teams
BSBWHS201	Contribute to health and safety of self and others
BSBCMM201	Communicate in the workplace

Pathways

This qualification is designed for individuals who require further foundations skills development to prepare for work forces entry or vocational training pathways.

It is suitable for individuals who require:

- A pathway to employment or vocational training
- Entry level digital literacy and employability skills
- A vocational training and employment plan

NATIONALLY RECOGNISED TRAINING

RTO No.30414

SIT20116 Certificate II in Tourism

Certificate II in Tourism is a nationally recognised qualification that provides an introduction into the tourism industry and provides a limited range of tourism operational skills and basic industry knowledge. This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites, and any small tourism business.

If you enjoy travel and wish to commence a career pathway that leads to working in some of the best attractions and locations within Australia and the world then Certificate II in Tourism is an exciting introduction in the industry with a major focus upon local tourism attractions with the Moreton Bay Region.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 10, 11 or 12 students at Mueller College, Rothwell.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face-to-face instruction
- Simulated work-based learning
- Guided learning
- Practical formation of a business venture

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in the hospitality industry as closely as possible.

- Assessment techniques include:
- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks.

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real tourism environment.

Students will be required to volunteer in local Visitor Information Centres operated by Moreton Bay Regional Industry and Tourism (MBRIT) on a minimum of three (3) occasions.

Students will also be required to operate a visitor information booth at the Mueller Fete.

SIT20116 Certificate II in Tourism cont...

Core Units

To attain a SIT20116 Certificate II in Tourism 11 units of competency must be achieved:

Unit Code	Title
SITTIND001	Source and use information on the tourism and travel industry
SITXCCS003	Interact with customers
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
SITXCCSOO2	Provide visitor information
SITXFIN001	Process financial transactions
BSBWOR203	Work effectively with others
SITTTSL002	Access and interpret product information
BSBSUS201	Participate in environmentally sustainable work practices
SIRXPDK001	Advice on products and services
SITXCCS006	Provide service to customers

Pathways

This qualification may articulate into:

- SIT30516 Certificate III in Events
- SIT30616 Certificate III in Hospitality

Work within the hospitality industry such as food production (kitchen attendant), Food and Beverage (Barista, waiter, host/hostess) Accommodation Services (receptionist, guest services agent, front office manager).

General Device Recommendations

This information is intended to serve as a guide to aide in the selection of a suitable device for students on the BYOD program.

In general, device requirements vary depending upon the student's individual classes. For the majority of subjects, a device that supports the latest operating system, an internet browser and word processing applications is all that is needed. However, some subjects may require students to be able to access more specific programs in order to complete classwork. Whilst these devices and programs are provided by the school for students to work on during class time, it can be beneficial and sometimes essential, for students to have access to these resources outside of school hours so as to ensure students can adequately complete tasks that are time-consuming.

As such, below is an explanation of the required programs and system specifications for subjects with essential device recommendations.

Minimum BYOD Recommendations

	Apple or Windows Device
Programs	Word Processing Internet Browser
Storage	32GB
OS	Support recent MacOS or Windows

Design

Overview

The school provides access to devices that the students can work on at school. Students may want a device to work on outside of class but this is not a mandatory requirement as, in our experience, students have enough time to complete the majority of coursework in class with the school's provided devices. Some of the additional programs that are beneficial but not essential for students to have are AutoCad, Inventor, AutoDesk Revit, Adobe Photoshop, Adobe Acrobat DC Pro and Flashprint. The Apple MacOS operating system is not compatible with some of the programs used in Design, and therefore not recommended. A decent PC laptop with an i7chip (the i7 is highly recommended over the i5), at least 8GB of RAM and if possible, a separate graphics card should suffice.

Contact Details:

If you have any further questions, please contact:

Subject Teacher	Chris Gater	**c.gater@mueller.qld.edu.au**
HOD	Peter McClenaghan	**p.mcclenaghan@mueller.qld.edu.au**

Minimum BYOD Recommendations

	Windows Laptop
Programs & Costs	AutoDesk Inventor -Free AutoDesk Revit - Free Flashprint - Free Adobe Photoshop & Acrobat Pro
RAM	8GB
Storage	512GB SSD
Processor	i7 (8th Gen Intel preferred)
OS	Latest Windows 64-bit
GPU	Dedicated 2GB+ VRAM GPU recommended

Digital Solutions

Overview

In Digital Solutions, it is handy to have both a tablet with scribe capability (iPad + Pencil / Surface + Surface Pen) and a laptop. A laptop is an essential requirement as a tablet by itself will not meet course requirements. If students already have either an iPad or Surface, it's recommended to stick within the same family and get an Apple or Windows laptop respectively so that they talk to each other. If students do not currently have a personal device, an Apple laptop is recommended. Apple products are used a lot at school and using technologies such as Airplay and Airdrop are very handy for file distribution and presentation.

Some of the programs that are essential for Digital Solutions are Unity3d + Visual Studio, MAMP & Atom. Having Adobe CC is also beneficial. All of the programs listed are free, with the exception of Adobe CC which is an optional program that some students use to create graphics. Of the above-mentioned programs, Unity 3d requires the most computing power. The general system requirements to run it are as follows.

Contact Details:

If you have any further questions, please contact:

Subject Teacher Josiah Bishop **j.bishop@mueller.qld.edu.au**
Stephen Elliot **s.elliot@mueller.qld.edu.au**

Minimum BYOD Recommendations

	Apple or Windows Laptop
Programs & Costs	Unity 3d+ Visual Studio - Free MAMP - Free Atom - Free Adobe CC - Monthly Subscription
RAM	16GB
Storage	512GB SSD
Processor	i7 (8th Gen Intel preferred)
OS	Latest MacOS or Windows 64-bit
GPU	Dedicated 2GB+ VRAM GPU recommended

Film, Television & New Media

Overview

Film, Television & New Media requires students to capture and edit significant amounts of high-quality footage. The school provides iMac's with Final Cut Pro installed which students have access to during class time and occasionally at other organised times. However, as editing is such a time-intensive process, the ability to be able to edit at other times is very beneficial.

The program that students will be using most in class is Final Cut Pro which runs exclusively on the Apple MacOS operating systems. It will not run on Windows machines. If your student is committed to editing on Windows, Adobe Premiere is the most direct alternative to Final Cut Pro. Both programs require a recent spec Apple or Windows laptop.

Tablets are not powerful enough, however, they are very useful in class work. As students are often capturing footage, Apple products (including iPhones) are compatible with our school's hardware, so they are recommended. The school has some cameras available which can be used for filming, however, students are expected to supply their own SD cards.

Contact Details:

If you have any further questions, please contact:

Subject Teacher	Mark Blackmore	**m.blackmore@mueller.qld.edu.au**
HOD	Simon Ratcliffe	**s.ratcliffe@mueller.qld.edu.au**

Minimum BYOD Recommendations

	Apple Laptop	Windows Laptop
Programs & Costs	Final Cut Pro - one off cost	Adobe Premiere Pro - one off cost
RAM	16GB	16GB
Storage	512GB SSD	512GB SSD
Processor	i7	i7 (8th Gen Intel preferred
OS	Latest MacOS	Windows 64-bit
GPU		Dedicated 2GB+VRAM GPU recommended
Additional Requirements	SD Card (min16GB, Class 10 Speed)	SD Card (min16GB, Class 10 Speed)

Music

Overview

The program Sibelius Ultimate is provided by the school and can be accessed on school devices. However, it is beneficial for students to have this on their private devices to allow them to perform composition works outside of school hours on their own devices. A tablet is not sufficient so an Apple or Windows laptop is necessary.

Contact Details:

If you have any further questions, please contact:

Subject Teacher	Jamie Rule	**j.rule@mueller.qld.edu.au**
HOD	Simon Ratcliffe	**s.ratcliffe@mueller.qld.edu.au**

Minimum BYOD Recommendations

	Apple or Windows Laptop
Program & Costs	Sibelius Ultimate - School purchases licence
RAM	8GB
Storage	256GB SSD
Processor	i5
OS	Latest MacOS or Windows 64-bit

Physical Education

Overview

At times, PE requires students to capture and edit footage. Tablets are handy for capturing footage, however, for editing footage, laptops are recommended over tablets. Students are able to do the required trimming of footage in the default programs that come with Apple and Windows products such as Keynote or PowerPoint. However, an Apple laptop running iMovie or a Windows laptop running an equivalent editing program such as Microsoft Photos can make the process smoother. The school has some cameras available which can be useful when filming class work, though many students prefer to use their tablet.

Contact Details:

If you have any further questions, please contact:

Subject Teacher & HOD Zac Sweetman **z.sweetman@mueller.qld.edu.au**

Minimum BYOD Recommendations

	Apples or Windows Laptop
Programs & Costs	iMovie or Microsoft Photos - Free Keynote or PowerPoint - Free
RAM	8GB
Storage	256GB SSD
Processor	i5
OS	Latest Windows 64-bit

Visual Art/Arts in Practice/Drama

Overview

These subjects require students to document the development of works and provide quality images. Therefore, it is useful for students to own a device with the ability to record audio and visual content. Cameras and other devices are available in class, but a personal device with these capabilities can improve time management and organisation.

Contact Details:

If you have any further questions, please contact:

HOD Simon Ratcliffe **s.ratcliffe@mueller.qld.edu.au**

Minimum BYOD Recommendations

	Apple or Windows Laptop
RAM	8GB
Storage	256GB SSD
Processor	i5
OS	Latest MacOS or Windows 64-bit
Additional Requirements	Ability to capture quality photos and film

Notes:

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