

Junior Subject Selection Handbook



July 2023

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WELCOME

In Year 9 and 10, students are discovering more about themselves and are often eager to explore new avenues for adventure. Year 9 and 10 offer a fantastic opportunity for students to take learning risks and see where their passions may lead them. Without doubt, one of the most exciting aspects of secondary school for students is the ability to choose which subjects they would like to study. Students are always encouraged to pursue study in areas that are of interest to them and where they think they will do well.

At St Monica's College, students follow the Australian Curriculum and, along with their elective subjects, have core (or mandated) subjects that they must study. For students in Year 9 and 10, these core subjects are:

- Religious Education (Year length)
- Mathematics (Year length)
- English (Year length)
- Science (Year length)
- Modern History (Semester length)
- Health & Physical Education (Semester length)

All elective subjects offered at the college in Year 9 and 10 are one semester in length, meaning students will study four (4) elective subjects each year.

During Year 7 and 8, students followed a set timetable which allowed them to sample all the elective subject areas while also completing their core subjects. If students particularly enjoyed a rotational subject area in Year 7 and/or 8 they should consider making the subject (or a relative to it) one of their elective choices.

When selecting elective subjects, students and parents must be mindful of three subject areas: Music, Japanese and Italian. If students think they may wish to pursue these areas in later years at school, they must include them within their elective choices as these subjects build on conceptual knowledge and skills from year to year.

Ensure that students have selected six (6) electives in total (includes two reserves) with them being ranked from one (1st preference) to six (6th preference). Reserves are allocated if there's a clash of subjects on timetabled lines, a subject cannot run due to insufficient numbers, etc.

Whichever subjects are selected, rest assured that students will gain new skills and have the opportunity to learn and be challenged!

Wishing you every success in your learning journey.

Warm regards,

Larissa Nolan

Assistant Principal – Curriculum

St Monica's College Curriculum Guidelines

Curriculum development at St Monica's College is based on our Mission Statement and the following set of principles:

That:

- Our curriculum must seek ways to show an appreciation of the richness and diversity of each member of the community.
- Our total College environment models the Gospel value of Justice.
- The education we provide should encourage independent thinking and a responsible approach for life.
- Our curriculum should provide opportunities for students to make decisions about their own learning.
- Each student's self-image must be built up in very positive ways.
- We have to offer the opportunities to experience the Christian values of caring, support and sharing.
- A variety of experiences is important if students are to develop their talents and this will only be achieved if we have a flexible approach to our planning and implementation of our programs.
- That our teaching/learning programs offer hope and a sense of purpose.

College Expectations

A student is required to:

- complete all work by the due date in accordance with the Assignment Procedure
- be in attendance at all lessons unless prior arrangements have been made
- be punctual in attendance at class and other school activities
- have on hand all necessary equipment and materials
- fulfill the requirements of any tests, examinations and assignments
- work to the best of her ability at all times
- come appropriately dressed for activities being
- undertaken

Assessment

Although students' skills are assessed using a variety of methods, some of which are often specific to a faculty area e.g. knowledge of content; understanding the processes involved and acquiring the particular skills needed, the principal factor common to all units is that students work to demonstrate achievement of levels specific to particular learning outcomes.

During the course of a unit, a student will have had opportunities to demonstrate what she knows and what she is able to do with this knowledge and skill set. Student performance will be expressed as a five point scale, from A to E, with finer indicators of + or - indicating the top or lower third of each band.

Reporting

Reporting takes place four times every year. At mid-semester, (end of Terms 1 and 3) Progress reports are issued indicating a student's work and progress in their subject. End of Semester reports, issued twice a year, show a student's achievement on the A to E scale as shown below.

Student Achievement in Year 7 to 10 is reported as a five band scale:

- A. indicates that a student is achieving well above what is expected
- B. indicates that a student is achieving above what is expected
- C. indicates that a student is achieving what is expected
- D. indicates that a student is achieving below what is expected
- E. indicates that a student is achieving well below what is expected

Planning a Course and Choosing Subjects

In the course of discussing and considering subject choices, the following points should have a high profile:

Interest and ability of student

Students must think about their individual needs and talents when considering their choices which can be quite different from the requirements of other students. They should select those areas of study which have a high level of interest for them personally, even though they may not have had access to study in that area previously.

Past performance

Students should be guided, in part, by their prior record of performance and should think about choosing subjects in which they have proven ability and a successful track record.

Career path

Many students in Years 9 and 10 have given some thought to their future but are often unsure about the courses and careers they might pursue once they leave school, therefore it is desirable to make choices about courses of study, in conjunction with exploring possible career choices and the subjects which may be pre-requisites or of value in particular career paths.

Balance of subjects and core subjects

It is wise for students to make subject selections which keep their “options open”. This means choosing subjects which keep open the broadest selection of senior study and career choices.

Requirements for senior subjects

Students should remember that subjects they choose in Years 9 and 10 may affect their choice later in Years 11 and 12. Some senior courses of study require a very solid background, in the specialist area. Students should make sure that they have the information they need about subjects in the Senior School when making choices particularly in Years 9 and 10.

**A STUDENT SHOULD CAREFULLY STUDY ALL OF THE
SUBJECT DESCRIPTIONS BEFORE MAKING A DECISION**

RELIGIOUS EDUCATION

All students study Religious Education throughout their time at St Monica's College.

Year 9 Religious Education

The junior Religious Education program follows the RE Curriculum produced by Brisbane Catholic Education. The program aims to give students the ability and confidence to articulate their faith and live it in an open and authentic way by learning about and exploring some key learning areas:

- Understanding the mystery of God.
- Insights from major world religions.
- Learning about how the Church has responded to the presence of good and evil throughout history.
- Sources that have guided the Church's action in the world.
- Sources of inspiration, strength and guidance for Believers today
- The ways in which believers live their Christian vocations.

The content of the Religion Curriculum is organised in four interrelated strands: Sacred Texts, Beliefs, Christian Life and Church

Each strand is balanced and integrated into the units studied in Year 9.

Making Sense of Jesus
Learning from the Past
Let there be Light
Restoring the Balance

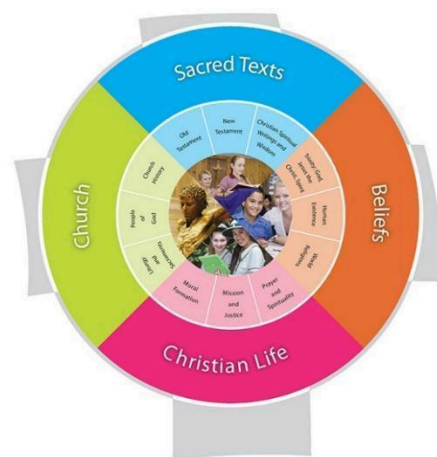


Image from: <http://www.bnc.catholic.edu.au>

Year 10 Religion and Ethics

Applied Senior Subject

This Applied syllabus provides for a course of study that encourages students to explore their personal values and life choices and the ways in which these are related to their beliefs. Religion and Ethics helps students understand the personal, relational and spiritual perspectives of human experience. A search for meaning assists students from different cultural, social and religious backgrounds to learn about and reflect on the richness of religion and ethical worldviews.

The learning characteristics of this subject are broken into 3 dimensions:

1. Knowing and understanding
2. Applying and examining
3. Producing and evaluating

Religion and Ethics covers a range of topics and assessment techniques:

Module One: Meaning and Purpose- Project comprising a written and product component.

Module Two: Sacred Stories- Extended response in the form of a spoken presentation.

Module Three Ethics and Morality- Extended response.

Module Four: Social Justice- Examination

Success in this subject will contribute 2 points towards the senior Queensland Certificate of Education (QCE).

In Year 11, students will have the option of continuing with Religion and Ethics, moving to Study of Religion (general subject) or Catholic Faith in Action (diocesan based program).

ENGLISH

The English Curriculum at St Monica's College recognises that each learner brings unique strengths, talents and needs to the learning process. By embracing the principles of the Australian Curriculum students will engage with language and respond imaginatively and critically to a range of texts. The subject of English is comprised of three strands: Language, Literature and Literacy.

In this subject, students learn to analyse, understand, communicate and build relationships with others and the world around them. English assists in developing the knowledge and skills needed for education, training and the workplace.

Whilst studying English students will:

- Learn to read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing 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
- Develop interest and skills in using the aesthetic features of texts and develop an informed appreciation of literature

ASSESSMENT:

Students will be assessed in both written and spoken tasks under a range of conditions.

In each semester students will complete:

- A written assignment
- A supervised written task
- An individual or group spoken presentation

EXTRA-CURRICULAR OPPORTUNITIES:

- Debating
- Rostrum Voice of Youth
- Calanna Rotary Speaking Competition
- Readers' Cup
- Spelling Bee



Year Level	Units	Possible Assessment
<p style="text-align: center;">Year 9 English</p>	<p>Unit 1: Australian identity Students explore how the Australian Identity has developed by discussing a variety of texts and responding to ideas and issues presented in novels, short stories, films, poetry/songs and contemporary indigenous literature.</p>	<p>Imaginative Writing Persuasive Speaking</p>
	<p>Unit 2: Power of Language Students investigate poetry identifying examples of language devices in a range of poems, ballads or poetic extracts.</p>	<p>Informative Writing</p>
	<p>Unit 3: Stories from other Lands Students explore how events, situations and people are represented from different perspectives by reading literary and non-literary texts, including those from and about Asia.</p>	<p>Analytical Writing Persuasive Writing</p>
	<p>Unit 4: Other Worlds Students examine the purpose, language and structure of fantasy and gothic horror short stories. An investigation into the world of graphic novels.</p>	<p>Informative Speaking</p>
<p style="text-align: center;">Year 10 English</p>	<p>Unit 1: Adolescent Stories Students analyse and explain how language and images create representations of adolescents by responding to issues and themes in texts.</p>	<p>Analytical Writing</p>
	<p>Unit 2: The Great Debate Students analyse and evaluate how human experience is represented in news media texts and documentaries, including the use of images. Students develop a critical understanding of contemporary media and how it represents issues.</p>	<p>Persuasive Writing Persuasive Speaking</p>
	<p>Unit 3: The Classics Students investigate classic world literature, including a play by Shakespeare, to explore themes of human experience and cultural significance.</p>	<p>Analytical Writing Imaginative Speaking</p>
	<p>Unit 4: More of the Classics Students compare and contrast the social, moral and ethical themes in a range of contemporary films or novels.</p>	<p>Imaginative Writing</p>

MATHEMATICS

Year 9 Mathematics

In Year 9 students revisit and reaffirm topics previously covered including Geometry, Algebra, Probability and Statistics. While student knowledge is extended in these areas, new and important topics are introduced in Year 9. This includes Trigonometry and Pythagoras' Theorem.

From 2021, assessment for the year will consist of **four** pieces comprising a term exam, two semester exams and a Modelling and Problem Solving (MPS) task.

Exams will be organized using QCAA criteria: **simple familiar (60%), complex familiar (20%) and complex unfamiliar (20%)**.

The MPS task will be in report format and will be worth 25% of course work. It will be graded using an Instrument specific marking guide equivalent to the senior QCAA marking guide.

Assessment Plan/Weightings are as follows:

Term	Item	Weighting
1	Term Exam	(15%)
2	Semester Exam	(30%)
3	MPS Task	(25%)
4	Semester Exam	(30%)

Cut-offs for awarding levels of achievement in Year 9 Mathematics

Level of Achievement	Combined UFPS and R %
A	$\geq 85\%$
B	$\geq 70\%$
C	$\geq 50\%$
D	$\geq 25\%$
E	$< 25\%$

Year 10 Mathematics

Since the establishment of the National Mathematics Curriculum, Year 10 students have had the opportunity to study topics beyond the core syllabus.

After the Term 1 assessment, Year 10 students are invited to study these topics as part of an Extension Maths class. This aligns with the study of the Senior Year 11 subjects, Mathematical Methods and Specialist Mathematics. Alternatively, studying Core Maths in Year 10 aligns with the less technical General Mathematics and Essential Mathematics in Year 11.

1. Year 10 Mathematics – Core

Topics in Core Mathematics include: Algebra, Geometry, Linear functions, Probability and Statistics. To help students prepare for Year 11, emphasis is placed on the extended study of Trigonometry.

2. Year 10 Mathematics – Extension

Topics in Extension Mathematics include: Algebra, Geometry, Linear and Non-linear functions. To help students prepare for Year 11, emphasis is placed on the extended study of Probability in the form of Combinatorics.

From 2021, assessment will consist of **four** pieces comprising two term exams, a MPS task and a final end of year exam.

Exams will be organized using QCAA criteria: **simple familiar (60%), complex familiar (20%) and complex unfamiliar (20%)**.

The MPS task will be graded using an Instrument specific marking guide equivalent to the senior QCAA marking.

The end of year exam will cover the whole year's work divided into 2 exams, technology and technology free for Extension; and Simple and Complex for Core.

Assessment Plan/Weightings are as follows:

Term	Item	Weighting
1	Term Exam	30 marks (15%)
2	MAPS task	40 marks (20%)
3	Term Exam	30 marks (15%)
4	End of Year Exam	100 marks (50%)

Cut-offs for awarding levels of achievement in Year 10 Mathematics

Level of Achievement	Combined UFPS and R %
A	≥85%
B	≥70%
C	≥50%
D	≥25%

E	<25%
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SCIENCE

Science at St Monica's College provides students with opportunities to develop an understanding of important science concepts and processes. Using programs based on the Australian Curriculum a variety of teaching, learning and assessment methods are employed including direct instruction, hands on practical exploration, field work, computer simulations, tutorials and online content delivery. Science is compulsory at St Monica's College until the end of Year 10.

Students at St Monica's College are encouraged to think and act in scientific ways to be confident, self-motivated and active members of our society.

Year 9 Science

Topics covered include: Electricity, Light, Atomic structure, Chemical reactions, Body systems and Ecological Systems. Students experience the joy of scientific discovery and nurture their natural curiosity about the world around them.

Year 10 Science

As seniors of the school, Year 10 students are able to elect which semester length Science subjects they'd like to study. As you'll find in their descriptions, the several of the semester length units are designed to complement the Science courses offered in Year 11 and 12 which are studied as part of the Queensland Certificate of Education.

There are six (6) different units from which students may choose:

1. General Unit 1
2. General Unit 2
3. Biology
4. Chemistry
5. Physics
6. Psychology

General Science

The Year 10 General Science courses are each one semester in duration and are specifically designed for students who are not likely to take a Science subject in Year 11 and 12. Reasons for choosing a science in Year 11 and 12 include: you love it and/or are interested in Science, you would like to pursue study or a career in a scientific field after Year 12 or you need the subject as a prerequisite for tertiary study see [QTAC](#) (Queensland Tertiary Admissions Centre).

Topics covered in the Year 10 General Science Unit 1 strand comprises of Oceanography and Marine Biology

The Year 10 General Science Unit 2 strand comprises of Forensic Science

Assessment will include one or more of the following: Research Task, Student experiment, Data Test and an Exam

Biology

The Year 10 Science Biology strand is one semester in duration and is specifically designed to inform students who intend on taking Biology as a subject in Year 11 and 12. Reasons for choosing a science in Year 11 and 12 include: you love it and/or are interested in Science, you would like to pursue study or a career in a scientific field after Year 12 or you need the subject as a prerequisite for tertiary study see [QTAC](#) (Queensland Tertiary Admissions Centre).

Topics covered in the Year 10 Science Biology strand include Macromolecules, Cell structure, Cell function, DNA, Mitosis, Meiosis, Mutations and Inheritance

Assessment will include one or more of the following: Research Task, Student experiment, Data Test and an exam.

Chemistry

The Year 10 Science Chemistry strand is one semester in duration and is specifically designed to inform students who intend on taking Chemistry as a subject in Year 11 and 12. Reasons for choosing a science in Year 11 and 12 include: you love it and/or are interested in Science, you would like to pursue study or a career in a scientific field after Year 12 or you need the subject as a prerequisite for tertiary study see [QTAC](#) (Queensland Tertiary Admissions Centre).

Topics covered in the Year 10 Science Chemistry strand include: Atomic structure, Electron configuration, Isotopes, The Periodic table, Metals and Non-metals, Chemical bonding, Chemical equations, Types of Reactions, Reaction Rates and Balancing equations.

Assessment will include one or more of the following: Research Task, Student experiment, Data Test and an exam.

Physics

The Year 10 Science Physics strand is one semester in duration and is specifically designed to inform students who intend on taking Physics as a subject in Year 11 and 12. Reasons for choosing a science in Year 11 and 12 include: you love it and/or are interested in Science, you would like to pursue study or a career in a scientific field after Year 12 or you need the subject as a prerequisite for tertiary study see [QTAC](#) (Queensland Tertiary Admissions Centre).

Topics covered in the Year 10 Science Physics strand include: Motion, Newton's Laws, Graphing techniques, Gravitational Energy and Kinetic Energy.

Assessment will include one or more of the following: Research Task, Student experiment, Data Test and an exam.

Psychology

The Year 10 Science Psychology strand is one semester in duration and is specifically designed to inform students who intend on taking Psychology as a subject in Year 11 and 12. Reasons for choosing a science in Year 11 and 12 include: you love it and/or are interested in Science, you would like to pursue study or a career in a scientific field after Year 12 or you need the subject as a prerequisite for tertiary study see [QTAC](#) (Queensland Tertiary Admissions Centre).

Topics covered in the Year 10 Science Psychology strand include: The Brain and Nervous System, Memory, Cognitive Development, and Intelligence.

Assessment will include one or more of the following: Research Task, Student experiment, Data Test and an exam.

HUMANITIES

As part of the Australian Curriculum, all Year 9 and 10 students at St Monica's College study one semester of History as a "core" unit.

Year 9 History (Core)

This semester course consists of two units:

1. The Industrial Revolution

In this unit students investigate the period of major industrialisation and innovation that took place during the late 1700s and early 1800s

Topics include:

- The Agricultural Revolution and Inventions
- Cottage Industry
- Population Growth and the Development of Cities
- Working and Living Conditions
- Social, Economic and Political of Impact of Trains

2. The First World War 1914-1918

In this unit, students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

Topics include:

- Causes of World War One
- Reasons for Enlistment
- Theatres of war
- Gallipoli and the ANZAC Tradition
- Impact of war and the changing roles of women

History Assessment

Assessment will include:

- A Response to Stimulus Examination
- A research assignment (Essay)

Year 9 Geography

What is covered in this subject?

This semester course consists of two units of study:

Unit 1: Biomes and food security

This unit investigates the role of the biotic environment and its role in food and fibre production. It examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

Unit 2: Geographies of interconnections

This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students investigate the ways that transport, and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places.

Geography Assessment

Assessment will include two of the following:

- Combination examination
- Data report or Fieldwork Report

Why is Year 9 Geography a great subject to study?

- **Fieldwork.** In this unit you will visit farms, sample produce and talk to farmers about how food is produced and the sustainable practices they employ.
- **A real life subject.** It is impossible to read a newspaper, watch television or surf the net without finding reports on current issues that are studied in geography

Year 10 History (Core)

What is covered in this subject?

This semester course consists of two units:

1. World War 2

This unit explores the causes of World War 2, how the war affected Australians on the home and war fronts and analyses some of the key theatres of war.

Topics include:

- The Treaty of Versailles and the foundation of World War 2
- Purpose of the League of Nations
- Hitler and the rise of the Nazi Party
- The rise of Japanese Militarism
- Australians in the Pacific War: Battle of Kokoda
- The use of the Atomic Bombs in 1945

2. Rights and Freedoms

This unit explores the history of Civil Rights movement in Australia and focusses on development of rights for Aboriginal and Torres Straights Islanders from 1945 to the present.

Topics include:

- A day of Mourning, 1938
- The Stolen Generations
- The USA Civil Rights movement
- The 1967 Referendum on counting the Indigenous in the Census
- The Freedom Ride
- The Mabo Decision and Terra Nullius

History Assessment

Assessment will include:

- A Response to Stimulus Examination
- A research assignment (Essay)

Year 10 Core is Compulsory however, what will you gain from studying History?

- A love of History that you will draw upon for the rest of your life, whether it be because you travel the world or want to have an understanding of your place in the bigger picture.
- Critical thinking skills that will help you in the senior school and can be used in any occupation including analytical thinking, problem solving, decision making, oral and written communication skills.
- You could follow a career path that has History at its core including being a lawyer, archivist, criminologist, writer, journalist, historian, curator, soldier, travel consultant, diplomat, archaeologist and many more.

Year 10 History (Elective)

What is covered in this subject?

This semester course consists of two units:

1. The US Civil Rights Movement

This unit explores the period of political and social change in the United States of America starting with the US Civil War 1861-1865 and the reconstruction period leading to the major events of the Civil rights movement during the protest era of the 1960's.

Topics include:

- The Jim Crow Laws
- The Brown Case
- The Montgomery Bus Boycott
- The 1960 Sit-ins
- The Freedom Rides 1961
- The assassination of Martin Luther King
- The Klu Klux Klan

2. The Holocaust

This unit explores the treatment of the Jews under the rule of the Nazis from 1933 culminating with a focus on the Holocaust, where between six and nine million people were murdered during World War.

Topics include:

- The rise of Adolf Hitler and the Nazi Party
- Kristallnacht 1938
- The Concentration Camps/ Nazi Party's Schutzstaffel (SS) organisation.
- The Wannsee Conference 1942/ The Final Solution
- The Nuremburg Trials

History Elective Assessment

Assessment will include:

- Essay in response to stimuli
- An independent source investigation

What will you gain from studying Elective History?

- A love of History that you will draw upon for the rest of your life, whether it be because you travel the world or want to have an understanding of your place in the bigger picture.
- Critical thinking skills that will help you in the senior school and can be used in any occupation including analytical thinking, problem solving, decision making, oral and written communication skills.

You could follow a career path that has History at its core including being a lawyer, archivist, criminologist, writer, journalist, historian, curator, soldier, travel consultant, diplomat, archaeologist and many more.

Year 10 Geography

What is covered in this subject?

This semester course consists of two units of study:

1. How much are we trashing our oceans?

This unit focuses on investigating environmental geography through an in-depth study of a marine environment.

Topics include:

- The environment: Life's support system
- Environmental worldviews
- The importance of marine environments
- The Great Pacific Garbage patch
- Plastic pollution and marine life
- Microplastics effect on the ocean food chain

2. What makes a good life?

This unit explores geographies of human wellbeing, investigating global, national and local differences in human wellbeing between places.

Topics include:

- Measuring and mapping human wellbeing
- Issues in wellbeing e.g. terrorism, child exploitation, water wars, squatter settlements and slums
- Patterns of human wellbeing in India
- Making a difference- the role of World Vision and Caritas Australia

Geography Assessment

Assessment will include the following:

- Combination examination
- Data report or Fieldwork Report

Why is Geography a great subject to study?

- Fieldwork provides an 'unparalleled opportunity' to study the real world and reinforce classroom-based learning
- Everything is global now and we have never been so interconnected and never so interdependent- who better to understand these planet-wide realities than a geographer.
- Geospatial Technologies. Computer Mapping, GIS, Satellite Imagery, GPS, and Navigation Systems have found exponentially more uses and more users each year. If one has these tools in their technological toolbox, their employment prospects have never looked brighter.

Year 10 Business

What is covered in this subject?

This semester course consists of two units of study:

Unit 1 Students studying this unit will develop their understanding of economic principles and how these affect standards of living. They will examine, via case study, local, national and international performance measures and how individuals, businesses and governments respond to changing conditions.

Unit 2 Students will also research a business issue or event in order to understand causes and effects. They will apply their knowledge to a real world problem to consider and justify a proposed course of action. Students will learn to use a cost benefit analysis and evaluative criteria to predict the consequences of their recommendations.

Students will visit a local business to learn how economic factors have influenced the business and how the business has responded.

Assessment

- Combination examination
- Business report

Why study Business?

Business as a field of study is very practical — it is the study of applying ideas to create or add value to a product or service in order to generate a profit.

The skills you learn in a business program can be easily transferred and adapted to just about any future career or job position imaginable. Business places a huge focus on teaching students the ability to think critically, problem solve in innovative ways, and manage time effectively. All of these are skills that will be useful in any job you find yourself in down the road, even if it's not immediately business related. The ability to think critically and make quick decisions on your feet will serve you well not just in a career capacity, but in your day-to-day life as well.

What is a Standard of Living?

- A standard of living is the level of wealth, comfort, material goods, and necessities available to a certain socioeconomic class or a certain geographic area.



Year 10 Accounting

What is covered in this subject?

This is an introductory course to the subject of Accounting. Topics covered include learning about the different business types and how businesses record transactions to determine their financial position. Personal budgeting skills will be developed as well as the appreciation of retaining records. This subject will also introduce some basic accounting principles, accounting concepts, and accounting terminology with the opportunity to use an Accounting software program to record daily transactions and generate financial reports.

Why is Accounting a great subject to study?

Accounting is for students with an interest in business, commerce, entrepreneurship and personal management of financial resources which will provide the necessary skills required to complete Accounting in Year 11 & 12.

Assessment

Assessment consists of two exams.

Year 10 Legal Studies

What is covered in this subject?

In this semester unit, students are introduced to the foundations, features and processes of Australia's legal system. Students will understand what law is, how it has developed and the benefits and limitations of the legal system. They will explore how disputes are resolved and examine the processes involved in changing a law. The topics studied will include:

1. The Rule of Law and other Foundational Concepts
2. Law Makers in Australia
3. The Election of our Government
4. Legal systems – The Adversary System and The Jury
5. The Court Hierarchy and the Criminal Jurisdiction of Queensland's Courts
6. Police and the Investigation of a Crime

Legal Studies Assessment

Assessment will include:

- a short response combination examination with stimulus
- an investigation: research inquiry report

Why is Legal Studies a great subject to study?

The law is part of daily life. A study of the law provides us with the opportunity to learn about our rights, our responsibilities and the ways in which our society is regulated. Almost every area of life is impacted by the law. By studying Legal Studies you will learn how to analyse, debate, research and structure an argument. We use both real life examples of criminal cases and hypothetical scenarios when applying our knowledge. A visit to the courts will provide us with first hand experience of the criminal courts in action.

HEALTH & PHYSICAL EDUCATION

Year 9 HPE (Core)

This unit is designed to develop skills and strategies in a range of team sports including Hockey, Underwater Hockey and Basketball. The students will also be involved in the choreography and performance of a group Fitness routine. The theoretical aspect of the unit covers a range of topics including 'Risky Behaviours', designed to develop ideas and strategies for making better, safer choices and 'First Aid and Body Systems', where students develop and apply a range of First aid skills and techniques.

Year 9 HPE (Elective)

This unit includes an introduction to some of the topics covered in Senior Health and Senior PE. The students will investigate 'Anxiety' and 'Resilience', Health and wellbeing' in the theory component of the course. The practical units include application of skills and strategies in Volleyball and a range of football codes including Touch, AFL and/or Rugby League. The students will also be involved in the application of a training program and performance in a Triathlon.



Year 10 HPE (Core)

This unit, students investigate the importance of 'Respectful Relationships' and propose and evaluate interventions to improve and promote 'Fitness and Physical Activity' in the St Monica's College community. The practical units include development and application of skills and strategies in Water Polo, Table Tennis and Badminton. Students will also participate in a Golf unit which involves analysis and correction of their own technique. They will also be involved in choreography and instruction of a group 'Fitness' task, which has a direct link to the Senior Certificate III in Fitness program.



Year 10 HPE (Elective)

This unit is a direct link into the Senior PE program and investigates a range of topics including 'Tactical Awareness', 'Ethics and Integrity' and 'Exercise Physiology'. This unit will also involve the development and application of movement sequences and defensive and offensive strategies to improve performance in a range of ball sports including Volleyball, Basketball and Netball. The students will also be involved in the application of a training program and performance in an Aquathlon.



LANGUAGES

St Monica's College offers classes in two languages - Japanese and Italian. Students who wish to study a language in Year 11 and 12, must study this language throughout Year 9 and 10. Achieving a passing standard in Year 10 is essential. (Other languages are available via the School of Distance Education - please ask the AP Curriculum for more information if interested.)

Year 9 Japanese

This is a semester length course.

Unit 1: A Busy Life

This unit is essential for students wanting to use Japanese to talk about their life. Students build on their knowledge from Year 7 and 8 and learn to describe their daily life in Japanese. They learn how to communicate information about their school life, family, pets, daily routine, interests and hobbies.

Unit 2: Animals of the World

This unit expands on the vocabulary and language from previous units and teaches students about animals in Japanese. Students learn animal names, how to describe animals, body parts, diets, habitats and animal noises. Students also learn to recognise and draw the Japanese script of Katakana and learn to master some key Kanji characters relating to the topics studied.

Assessment: Speaking, Listening, Reading and Writing Exams

Written Assignment



Year 10 Japanese (Semester 1)

Prerequisites – Year 7 Japanese, Year 8 Japanese and Year 9 Japanese

Unit 1: Restaurants & Shopping

In this unit, students explore cultural aspects of Japanese food and dining etiquette as well as developing practical communication skills such as ordering in restaurants. Through their language study students will also gain an understanding of the Japanese shopping culture and make comparisons with those of Australia. Students will develop necessary skills to understand and create conversations in retail settings.

Unit 2: Fashion & The Four Seasons

This unit allows students to explore traditional and youth fashion in Japan, as well as understand weather forecasts and describe weather conditions in detail. Students engage in tasks which allow them to be creative and spontaneous in their choice of language.

Assessment: Listening, Reading and Writing Exams

Prepared Speaking Role-play & Multimodal Assignment



Year 10 Japanese (Semester 2)

Prerequisites – Year 7 Japanese, Year 8 Japanese, Year 9 Japanese & Year 10 Japanese Semester 1

Unit 1: Health & Directions

In this unit, students learn the key phrases for discussing health concerns as well as giving and receiving directions. Students learn how to ask for and follow directions; and to give detailed information about where things are located. Students also learn to describe illness and injury, comment on health, give advice and express sympathy.

Unit 2: The Homestay Experience

This unit allows students to explore in depth the lifestyle of students in Japan and Australia. Students will compare and contrast social customs, popular activities and the demands of lifestyles in Australia and Japan. This unit will develop language skills to discuss differences in customs between the two cultures and allow students to successfully explain the key information for participating in a Japanese homestay or Australian homestay.

Assessment: Speaking Exams, Short Response Exams & Multimodal Assignment



Students who are considering studying Japanese in senior years must complete all units of study and are required to demonstrate a pass standard in Year 10 subjects.

Year 9 Italian



9ITL
Personal & Community life
Leisure & Recreation

FRIENDS, FASHION & FOODS
LEISURE ACTIVITIES, PREPARATIONS, TRAVEL & CELEBRATIONS

ASSESSMENT: LISTENING, READING, WRITING & SPEAKING

Year 10 Italian (Semester 1)

10ITL1
PERSONAL & COMMUNITY LIFE
LEISURE & THE BUILT WORLD

FITNESS & WELLBEING
FASHION
GETTING AROUND
RECOUNTING ADVENTURES

ASSESSMENT: LISTENING, READING, WRITING & SPEAKING

Year 10 Italian (Semester 2)

10ITL2
PERSONAL & COMMUNITY LIFE
LEISURE & THE BUILT WORLD

VISITING PLACES
MAKING FUTURE PLANS
OUR WORLD & TECHNOLOGY

ASSESSMENT: LISTENING, READING, WRITING & SPEAKING

ARTS

Year 9 Dance

Year 9 Dance is a course that goes for the duration of one semester. During this course entitled 'Count Me In', we will examine Dance Concepts and Skills, as well as creating and identifying meaning in Dance. The main areas of focus in Term A will be the functions of dance and dance genres (including Indigenous dance). In Term B, the main area of focus will be Musical Theatre. In both units, students will complete Performance, Choreography and Responding tasks.



Year 9 Drama

Year 9 Drama is a semester unit which focuses on the variety of comedy and tragedy dramatic styles and its conventions. It begins by looking at a sample of tragedies, such as Greek tragedy and Shakespearean tragedy. A selection of texts are studied to identify the tragic conventions and along with elements of drama, each will be evaluated to determine what makes a good tragedy.

Next, a variety of comedy styles are studied. These include, clowning, melodrama, commedia dell'arte and Shakespearean. Again, a selection of texts are studied to identify the comic conventions and along with elements of drama, it will be determined what makes us laugh. The study of tragedy and comedy styles culminates into the study of Collage Drama.

For assessment, students complete a spontaneous improvisation in the tragic style, a student-devised collage drama combining a variety of performance styles and respond to a live performance by analysing the elements of drama in an analytical essay.

Drama is a subject that has a multitude of benefits. It builds confidence, helps with concentration and in developing language, communication and numeracy skills. Additionally, Drama encourages students to cooperate, assists in understanding the world around them building relationships and emotional intelligence for others and their situations. Finally, Drama not only increases physical strength and fitness but also develops the mind through creative thinking.



Year 9 Music

In Term A, students learn about Film and Stage Music through score reading and aural analysis and complete an aural exam and group performance. In Term B, they complete a unit about Mozart and study the stylistic features and characteristics of Classical music. Student assessment involves a performance, musicology exam and a theme and variations composition based on a nursery rhyme.

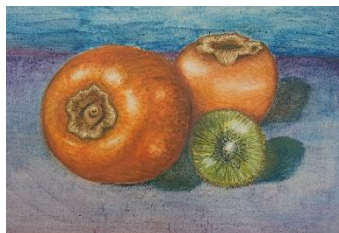
Year 9 Visual Art (Semester 1)

This semester's course explores *sculptural ceramics* based on the marine environment. Students will experience an underwater world through a visitation to the Cairns Aquarium. This stimulus will be used as a platform for them to produce three-dimensional clay artworks. Fundamentals of ceramic construction, hand building methods and surface decoration will underpin their art making processes. They will study contemporary artists who create work based on this marine theme.



Year 9 Visual Art (Semester 2)

This semester's course explores *drawing, painting and photography* based on the specific art genres of still life and landscapes. These two-dimensional mediums will provide students with fundamental skills to create artworks that establish and exploit the elements and principles of art. Interior ideas of still life fruit and flowers will be photographed and drawn. Exterior landscapes will be painted on canvas. A mentor artist will provide a workshop opportunity for students to refine and build their skills and knowledge in drawing and painting.





Year 10 Dance (Semester 1)

Yr 10 Dance offers two separate semester-long units of study. During the first semester, we will examine Dance Concepts and Skills, the creation of impact and we will identify meaning in Dance. The main area of focus in Term 1, entitled '*Let's Dance*', will be on using Dance Concepts and Skills to create impact, where the main dance genre will be Jazz. In Term B, '*Contemporary Dance*', the main area of focus will be on how meaning can be created through Contemporary Dance.

Year 10 Dance (Semester 2)

During the second semester of the course, entitled '*Dance On Film*', we will examine screen dance media and its use of Dance Concepts and Skills (especially the production element of technology) to create effect in Dance. In preparation for Yr 11 Dance, the main area of focus will be on using Dance Concepts and Skills to create impact and/or meaning, honing the technological skills of camera work and editing. You will be given the freedom to specialise in dance genres of your choice.



Year 10 Drama

Year 10 Drama is a semester unit which focuses on the Australian Gothic style and the works of William Shakespeare. The unit begins by examining the conventions of Australian Gothic through a series of acting workshops, devising scenes manipulating the conventions and performing extracts from an Australian Gothic text. The works of William Shakespeare have stood the test of time and although many consider his works to be outdated, there is so much to learn from this master playwright. An in depth study of one of his plays is studied to discern his intuitive understanding of humanity. Many have reimagined his works to suit contemporary audiences. One such work is analysed and evaluated to determine the dramatic meaning.

For assessment, students use their creative skills to devise a dramatic concept from a playtext for performance, perform a scene from an Australian Gothic text and analyse and evaluate a live performance. This assessment mirrors very closely to the Senior Drama Internal Assessment, allowing students to experience aspects of Senior Drama curriculum.

Drama is a subject that has a multitude of benefits. It builds confidence, helps with concentration and in developing language, communication and numeracy skills. Additionally, Drama encourages students to cooperate, assists in understanding the world around them building relationships and emotional intelligence for others and their situations. Finally, Drama not only increases physical strength and fitness but also develops the mind through creative thinking.



Year 10 Music (Semester 1)

The Innovators

In Semester One, students complete a unit of study which focuses on music written by famous composers of the Renaissance, Baroque, Classical, Romantic and Modern Eras. They explore a range of music from each genre through score reading and aural analysis. Students complete a composition, a performance and a multi-modal presentation and aural exam in which they analyse a musical innovator from a genre of their choice.

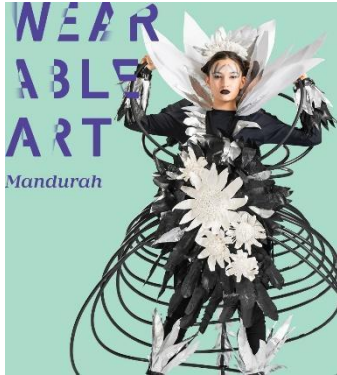
Year 10 Music (Semester 2)

In Term Three, students complete a unit about musical theatre. They study a variety of compositions from an eclectic range of Musicals, Operas and Stage music through score reading and aural analysis. Students prepare a performance and an original composition. In Term Four, students gain more independence and complete a unit entitled "Music That Moves Us" which includes a musicology exam based on their chosen repertoire. They also choose a venue and concert for their final performance which can be in a group or as an individual.



Year 10 Visual Art (Semester 1)

This semester's course explores *sculpture and photography* based on wearable art. Contemporary materials and techniques will be applied to design and create art that transforms the ordinary. Students will construct work that emphasises current social issues by working collaboratively. The Australian, Mandurah *Wearable Art* and New Zealand, *World of Wearable Art* [WOW] Exhibitions will underpin the development of the students work. Students will have opportunity to wear, display and perform their creations. Designers and artists working in this field will be critiqued.



Year 10 Visual Art (Semester 2)

This semester's course prepares students who are considering pursuing studies in Senior Visual Art. Students will work in a variety of artistic disciplines such as two-dimensional imagery, three-dimensional sculptural works, as well as time-based media using film, photography and or digital media. There is an emphasis on how to develop a *body of work*, by responding to an authentic experience at a local art gallery. Students become independent artists, expressing their own identity by resolving artworks that reflect influences of key artists through research.



Artwork: Idesa Erbes (reprinted with permission from artist)

TECHNOLOGY

Year 9 Food Technology

Unit Description:

Students will be introduced to the fascinating world of International Cuisine and Food Sustainability.

They will be involved in the selection, preparation and evaluation of foodstuffs and recipes from a wide variety of cultures. Evaluating these recipes using the Australian Guide to Healthy Eating, students will examine the effect multiculturalism has on the diet and food selection of Australian families. Students will research food sustainability and packaging and will prepare a multimodal presentation comparing a freshly made cultural meal to a packaged commercially prepared equivalent.

Major Topics:

- Practical cookery using ingredients from a variety of cultures.
- Research on the food, diet and meal patterns from a variety of countries including Italy, France, India, Japan, Greece, Middle Eastern.
- The use of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating for healthy food selection.
- Food sustainability and packaging



Assessment:

- Practical Exam and Written Folio – Pasta Dish and Salad.
- Practical Exam and Multimodal Presentation – Cultural Meal and Convenience Food Comparison.

Why it's a great subject to study:

Food Technology is a practical subject where students develop skills for life including cooking skills, design thinking and problem solving. This subject also looks at issues relevant to the world we live in such as healthy eating and sustainability.

Year 9 Materials Technology (Textiles)

Unit Description:

The course expands students' practical experiences and is centered around developing "materials" skills, (textiles, plastic, metal, acrylic, wood, recyclable materials). Items for both personal and home use will be constructed using skills such as applique, patchwork, quilting, embroidery, beading, macrame, stenciling and printing techniques. Students will use an interior design program to design the interior of a room and will use the skills and techniques used throughout the course to produce items for this room. The focus of this course is the use of a variety of materials, techniques and technology and students will be assessed on their practical skills, creativity, application of knowledge, time management, use of equipment and their ability to work and communicate as part of a team.

Major Topics:

- The safe use of the sewing machine and other equipment.
- Textiles and materials such as wood and polymer clay.
- Product design and production.
- Recycled materials knowledge related to materials sustainability.

Practical tasks can include:

- Patchwork cushion.
- Quilted oven mitts.
- Decoupage coasters or key holder
- Macrame keyrings.
- Polymer clay jewellery
- Interior design.



Assessment:

- Compulsory practical items and production step journal.
- Interior design.

Why it's a great subject to study:

Materials Technology is a practical subject where students develop skills for life including sewing, dexterity, design thinking and problem solving. This subject also looks at issues relevant to the world we live in such as sustainability.

Year 9 Design and Technologies (Graphics)

Unit Description:

Year 9 Design explores one or more of the technologies contexts, the features of technologies and their appropriateness for purpose. The student then will use one or more of these technologies to create a designed solutions based on real-world design problems.

Students create, adapt, refine design ideas, and justify their decisions by evaluating their designs against a design criterion. Students communicate design ideas, processes, and solutions to a range of audiences, using their informed choice of digital tools.

Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary.

Topics Covered:

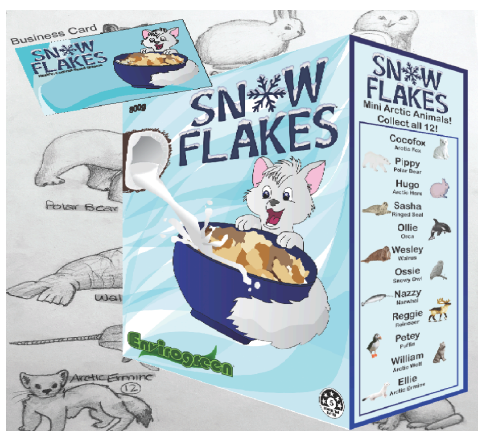
- Design concepts using size and proportion
- Creating in 3D models for a purpose
- Mechanics of 3D printing
- Vector tracing hand drawn sketches
- Design Principles and process
- Project Management
- Writing a Design Proposal

Assessment:

Year 9 design assessments are project based. Students will work on tasks such as, identify poorly designed products to then create a new and improved redesign to present to stakeholder audience, and a 3D design task, where students create and print their solution to a design problem. One 3D design problem used has been to create a sleeve/cover for a USB stick.

Why it's a great subject to study:

Students became familiar in the use of digital tools such as 3D design software, CAD-CAM technology, Adobe Photoshop, Illustrator, and Indesign, and 3D printing technology. Students strengthen their ability to think outside the square and to solve real world problems. Students adapt and apply their creativity skills and learnt divergent strategies to push through creativity blocks to complete tasks. If design and or entrepreneurship is a career path that is being considered this course will give students the practical skills and knowledge they will need.



Year 9 Digital Technologies (ICT)

Unit Description:

Year 9 Students learn how to design and validate algorithms and implement them, including in an object-oriented programming language. Students use problem solving skills to iterate, test and fix digital issues and navigate technical problems. Student use design and engineering skills to build and create robots that are capable of completing necessary game task which are based on real world task that industrial robots are built to do.

To implement the above learning Year 9 Digital Technologies covers a topic on Robotics. Students first build their competition VEX IQ robot and game board then, students learn how to install an operating system to the brain/computer of the robot, connect and install the moving parts of the robot using motors and sensors to control its movements to complete strategised games moves in the aim of beating their oponent in the game. Students learn how to control their robot by using a variety of mechnisams such as a controller, coding the movements using block code and/or Python programming languages. This subject also incorporates creating, designing and building a 2D game. Students will learn the mechanics of a game, including setting rules, designing gameboard and play pieces down to the final coding elements of game design.

Topics Covered:

- Fostering an Inclusive Computing Culture
- Collaborating Around Computing
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing
- Game Develop and Design

Assessment:

Students will be required to complete a robotic build successfully and coded challenging tasks set out as part of their first assessment. The second assessment will comprise of some group work and then an independent project entailing the documentation of the processes taken and project management including the actual coding to complete a 2D game students designed themselves using industry standard gaming software.

Why it's a great subject to study:

Digital Technologies lies at the heart of everything we do today. This subject provides students with the skills and mindset it takes to learn new digital software and coding tasks. Employment of the future will entail digital technology skills in various and ever advancing forms and this is an excellent way to become digitally knowledgeable and gain the skills required to assist with future technology learning for any field in the workforce.

Year 10 Design and Technologies (Graphics)

Unit Description:

Consolidating the skills and knowledge learnt in Year 9, the Year 10 Design units explore how people consider factors that impact on design decisions, and the technologies used, to design and produce products, services, and environments for sustainable living. Students explore and explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. Students create, adapt, and refine design ideas, processes and solutions and justify their decisions through an evaluation of design criterion that includes sustainability. Students communicate design ideas, processes, and solutions to a range of audiences, using careful and appropriately selected range of digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary.

Topics Covered:

- Design Brief, Criteria and Proposal writing techniques
- Sketching Techniques
- Design development skills such as analyse, devise, synthesise and evaluation
- Divergent Strategies and Tools
- Principles of Good Design
- QCAA Senior Curriculum Design Process
- Environmental, social, and economic impacts
- Human Centred Design

Assessment:

Year 10 assessments are project based where students create portfolios based on finding a solution to real world design problems. Students work on tasks such as sustainable design, where students identify a household item that could be improved for sustainability and purpose, and Human Centred Design, where students interview stakeholders to then analyse data and identify the needs and wants of the stakeholders. From the analysis, students make informed decisions to produce several purposeful design opportunities. An evaluation is then conducted to find the best most suitable design opportunity to be presented as their final design proposal.

Why it's a great subject to study:

Students became familiar in the use of digital tools such as 3D design software, CAD-CAM technology, Adobe Photoshop, Illustrator, and Indesign, and 3D printing technology. Students strengthen their ability to think outside the square and to solve more complex real-world problems by implementing creativity strategies and skills. If design and or entrepreneurship is a career path that is being considered this course will give students the practical skills and knowledge they will need.

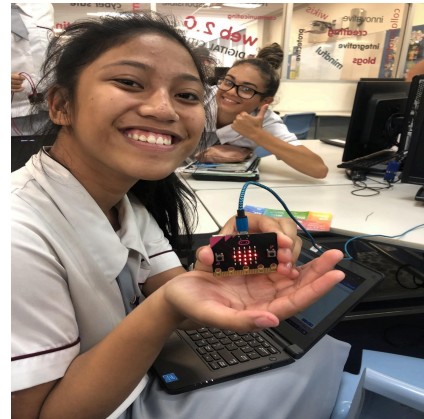
Year 10 Digital Technologies (ICT)

Unit Description:

By the end of Year 10 students develop and modify innovative digital solutions, decompose real-world problems, and critically evaluate alternative solutions against stakeholder elicited user stories. Students acquire, interpret and model complex data with databases and represent documents as content, structure and presentation. They design and validate algorithms and implement them, including in an object-oriented programming language. Students learn how manage, control and secure access data; and will model cyber security threats and explore a vulnerability. They use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects. Students apply privacy principles to manage digital footprints.

Topics Covered:

- Web Application Software
- Database development
- Agile software development
- Project Management
- Adaptive planning
- Understanding of the problems to be solved
- Data Security
- Privacy Principles



Assessment:

Assessment for this subject will be a combination of projects and an exam. Students will be required to develop a digital solution to solve a digital problem involving the transfer of data. Students will also be required to explain and answer questions about the transfer of data, the security implications and privacy implication of data whilst it is being transferred via the web. Students will also be assessed on their ability to prototype a digital solutions.

Why it's a great subject to study:

Digital Technologies lies at the heart of everything we do today. This subject provides students with the skills and mindset it takes to learn new digital software and coding tasks. Employment of the future will entail digital technology skills in various and ever advancing forms and this is an excellent way to become digitally knowledgeable and gain the skills required to assist with future technology learning for any field in the workforce.

Year 10 Health & Food Science (Food Technology)

Course Description:

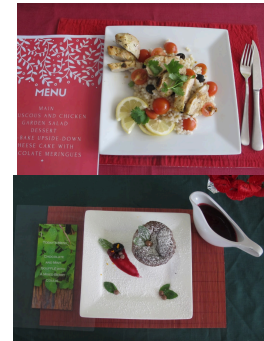
Students will focus on nutrition for healthy living and well-being for both individuals and families throughout the life cycle, but particularly for adolescents. The selection, preparation, storage and presentation of food is investigated as well as how the chemical and functional properties of carbohydrates, protein and fat are used in food production. Students will be assessed on their practical skills, time and resource management and their ability to work as a member of a team.

Major Topics:

- Weekly practical cookery focusing on healthy nutritional habits and cookery skills.
- Knowledge of basic nutrients.
- Application of nutritional knowledge to adolescent eating patterns and food choices.
- Investigation into adolescent related lifestyle diseases.
- Food science.

Assessment:

- Practical Exam and Written Folio 1 – Themed restaurant - main meal using seasonal list of foods.
- Personal diet evaluation.
- Practical Exam & Written Folio 2 – Science behind it - Dessert using assigned list of ingredients.



Why it's a great subject to study:

This is a practical subject where students develop skills for life including cooking skills, design thinking and problem solving. This subject also looks at issues relevant to the world we live in such as eating for health and sustainability.

Year 10 Fashion and Design (Textiles)

Course Description:

This course further develops students' Materials knowledge, fashion, skills and techniques focusing on the processes involved in producing clothing for self and fashion sustainability. Students will identify the selection, use and care of fabrics, designs for individual body shapes and sizes and produce a dress and a pair of pajamas for their own use. They will research the role of fabric choices, fashion and garment design in the choice of clothing specific for them. Students will be assessed on their practical performance; management of time, equipment and resources; ability to work as part of a team; knowledge, understanding and application of textile / fashion industry.

Major Topics:

- Constructing pajamas.
- Constructing a dress/skirt.
- Fashion design.



Assessment:

- Pyjamas and process journal.
- Dress/skirt and process journal.

Why it's a great subject to study.

Fashion and Design is a practical subject where students develop skills for life including sewing, dexterity, design thinking and problem solving.

VOCATIONAL EDUCATION & TRAINING (VET)



Vocational Education & Training in Schools (VETiS)

SIT20416

Certificate II in Kitchen Operations



Within 12 months



Weekly Sessions



Classroom Delivery



12 Service Shifts
Work Placement



No Fee

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification provides a pathway to working kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes and coffee shops.

Course Delivery

The SIT20416 Certificate in II Kitchen Operations is delivered within 12 months. Training and assessment will be delivered in weekly classroom sessions at the school.

Eligibility Criteria

To be eligible to enrol in the VET in Schools program, you must:

- Be enrolled at high school (years 10, 11 or 12)
- Be a resident in Queensland
- Be an Australian or New Zealand Citizen, or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency
- Have not already exhausted VETiS funding
- QLD State Government VETiS funding is only available for one qualification for each student

Career Pathways



Catering Assistant



Breakfast Cook



Takeaway Cook



(07) 4041 04 07
training@mihaven.edu.au
www.mihaven.edu.au
Version1_0820



Students will access their VETiS (Vocational Education & Training in Schools) funding for this year long course. Choosing this course may affect Vocational Education & Training courses students will be able to access in Senior years as VETiS funding can only be accessed once.

Vocational Education & Training in Schools (VETiS)

SIT20416

Certificate II in Kitchen Operations



Course Requirements

To achieve SIT20416 Certificate II in Kitchen Operations, 13 units must be completed including 8 core and 5 elective units.

Core Units

- 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
- SITXWHS001 Participate in safe work practices

Elective Units

- SITHCCC002 Prepare and present simple dishes
- SITHCCC003 Prepare and present sandwiches
- SITHCCC006 Prepare appetisers and salads
- BSBCMM201 Communicate in the workplace
- SITXCOM002 Show social and cultural sensitivity

Vocational Education and Training in Schools (VETiS) Program

The VETiS program is funded by the Queensland Government to give eligible students funding to complete a Certificate I or II level qualification while attending secondary school. VETiS qualifications can be undertaken in years 10, 11 and 12, and may provide credit towards the Queensland Certificate of Education.

MiHaven Training is a Skills Assure Supplier under this program for the delivery of this qualification. As students can only access the VET in Schools subsidy once, it is important that you consider and compare your training options to ensure they align with your chosen career pathway. As a condition of your enrolment, you will be required to complete a student training and employment survey within three months of finishing or discontinuing your training. For more information on the VETiS program, including eligibility requirements, subsidy information, and program related documents, visit www.desbt.qld.gov.au/training where you can find Frequently Asked Questions or download the VETiS Fact Sheet.

Student Co-Contribution Fee

There are no student fees applicable for this course.

Additional Information

Elective units can be customised to suit outcomes. Students are required to complete 12 service shifts in industry. MiHaven Training will assist in securing work placement for students.



(07) 4041 04 07
training@mihaven.edu.au
www.mihaven.edu.au
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Year 9 2024 Subject List

The College has operates on a seven line timetable. This means that for Year 9 students there will be five lines of compulsory core subjects and two lines of electives.

Australian Curriculum English, Mathematics, Science, HPE and History will be taught in 2024.

COMPULSORY CORE SUBJECTS:

All students study –

- Religion and SEL (for the year)
- English (for the year)
- Mathematics (for the year)
- Science (for the year)
- History CORE (for one semester)
- Health & Physical Education CORE (for one semester)

PLUS FOUR SEMESTER ELECTIVES (in order of preference from the list below)

Subjects	Subject Codes
● Business	9BUS
● Geography	9GEO
● Music	9MUS
● Visual Art (Sem 1)	9VAR1
● Visual Art (Sem 2)	9VAR2
● Dance	9DAN
● Drama	9DRA
● Food Technology	9FTEC
● Textile Technology	9TEX
● Health & Physical Education Elective	9HPE2
● Information Communication Technology	9ICT
● Japanese	9JAP
● Italian	9ITA
● Graphics	9GRA

PLEASE NOTE: As continuity of study is needed for Music, Japanese and Italian, students would need to choose these electives in Year 9 to have the foundations for Year 10 and beyond.

****Students choose TWO RESERVE ELECTIVES** (These are subjects which students would want to study if one of the preferences could not be placed)

YEAR 9 SUBJECT SELECTION FORM

NAME: _____ Homeform: _____

	Year 9 subjects	Length of study
CORE	Religion and SEL	Year study
	English	Year study
	Mathematics	Year study
	Science	Year study
	History CORE	Semester study
	Health & Phys Educ CORE	Semester study
Four Semester Electives	Preference 1	Semester study
	Preference 2	Semester study
	Preference 3	Semester study
	Preference 4	Semester study
In case your electives are not offered because of lack of numbers or too many students wanting a subject, please nominate two reserve electives		
Reserve electives	First Reserve	Semester study
	Second Reserve	Semester study

Student Signature: _____

Date: _____

Parent signature: _____

Date: _____

PLEASE RETURN THIS FORM TO THE BOX MARKED - YEAR 9 OF 2024 - OUTSIDE MS EVANS' OFFICE (Sick Bay) BY Monday 11th September 2023.

Year 10 2024 Subject List

The College currently uses a **seven line timetable**. This means that for Year 10 students there will be **five lines of compulsory core subjects and two lines of electives**.

Australian Curriculum English, Mathematics, Science and History (Core) will be taught in 2024.

COMPULSORY CORE SUBJECTS:

All students study –

- Religion & Ethics and SEL (for the year)
- English (for the year)
- Mathematics (either Core 10 OR 10+ Extension) (for the year)
All students study CORE in Term 1, then depending on results move to adjusted CORE or EXTENSION groups
- Science – General Science Unit 1 OR General Science Unit 2
OR Biology OR Chemistry OR Physics OR Psychology (two semester courses)
- Modern History (for one semester)
- Health & Physical Education (for one semester)

PLUS FOUR SEMESTER ELECTIVES (in order of preference from the list below)

<u>Subjects</u>	<u>Subject Codes</u>
• Business	10BUS
• Accounting	10ACC
• Legal Studies	10LST
• Geography	10GEO
• History - elective	10HISE
• Visual Art (Sem 1)	10VAR1
• Visual Art (Sem 2)	10VAR2
• Dance (Sem 1)	10DAN1
• Dance (Sem 2)	10DAN2
• Drama	10DRA
• Food	10FTEC
• Fashion	10TEX
• HPE – elective	10HPE2
• Information Communication Technology	10ICT
• Graphics	10GRA
• Italian (Sem 1)	10ITL1
• Italian (Sem 2)	10ITL2
• Japanese (Sem 1)	10JAP1
• Japanese (Sem 2)	10JAP2
• Music (Sem 1)	10MUS1
• Music (Sem 2)	10MUS2

****Students choose TWO RESERVE ELECTIVES**

(These are subjects which students would want to study if one of the preferences could not be placed)

YEAR 10 SUBJECT SELECTION FORM

NAME: _____

Homeform: _____

Subject type	Year 10 subjects	Length of study
CORE	Religion and SEL	Year study
	English	Year study
	Mathematics	Year study – after Term 1, students are invited to study either CORE or EXTENSION
	Science <i>Number 1 – 6 in order of preference</i>	<input type="checkbox"/> General Science Unit 1 <input type="checkbox"/> Chemistry <input type="checkbox"/> General Science Unit 2 <input type="checkbox"/> Physics <input type="checkbox"/> Biology <input type="checkbox"/> Psychology
	History Core	Semester study
	HPE	Semester study
Four Semester Electives	Preference 1	Semester study
	Preference 2	Semester study
	Preference 3	Semester study
	Preference 4	Semester study
In case your electives are not offered because of lack of numbers or too many, please nominate two reserve electives		
Reserve electives	First Reserve	Semester study
	Second Reserve	Semester study

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

PLEASE RETURN THIS FORM TO THE BOX MARKED – YEAR 10 OF 2024 – OUTSIDE MS EVANS’ OFFICE (Sick Bay) BY – Monday 11th September 2023