YEAR 9 & 10 CURRICULUM HANDBOOK

A guide for all Parents/Caregivers and students in Year 9 and Year 10

2024

St Francis College Crestmead

In Simplicity and Harmony

YEAR 9 & 10 CURRICULUM HANDBOOK

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MESSAGE FROM THE PRINCIPAL

Since 1 January 2006, the law has required all young people to remain in recognised education (learning) or employment (earning). That is, upon completing Year 10, all young people must stay in education or training for a further two years or until they:

- Complete their Queensland Certificate of Education.
- Certificate III (Vocational Education) or higher.
- Turn 17.
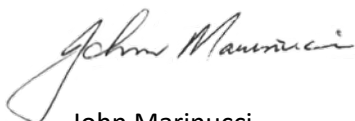- Gain employment for a minimum of 25 hours per week.

All students who complete Year 12 are certified under the Queensland Certificate of Education (QCE). The QCE requires students to demonstrate a certain amount of learning at a minimum standard. To be successful, students need to choose an appropriate individual pathway (which matches their interests and abilities) for learning during the Senior Phase of education.

In Years 7 and 8, all students study a general program, designed to provide them with a broad-based education, whilst providing some opportunity for student choice in Year 9 and 10.

The curriculum structure in Year 10 more closely reflects nationwide trends in education. The College continues to offer a general, rounded model to give students a broad education and to delay career-defining decisions until the students are 15. This model holds that Year 10 should be seen as the first year of a three-year journey through senior schooling. As such Year 10 should lay the foundations for each subject area, allowing students to specialise after Year 10.

Each subject area has developed courses for Year 10 that set students up to pursue related senior studies. Core studies include Religion, English, Mathematics, Science and Humanities. A few elective slots then remain in each individual student's timetable, with a range of elective options to choose from. This range of options expands on those available to the students when choosing subjects for Year 9. The Year 10 structure is also designed to familiarise students with the content, assessment methods and standards associated with various Senior subjects. We are confident that this program will facilitate students making appropriate subject choices in Years 11 and 12.

We look forward to working with you through this subject selection process.

John Marinucci
Principal

LEARNING AND TEACHING FRAMEWORK

St Francis College is part of the Brisbane Archdiocesan System of Catholic Schools, and as such, plans and develops curriculum in response to the following overarching goal:

As a Catholic Christian community, we educate for all to live the gospel of Jesus Christ as successful, creative, and confident, active, and informed learners empowered to shape and enrich our world.

This goal informs the St Francis College Learning and Teaching Framework and Vision for Learning, developed from our college vision of developing Empowered, reflective, and connected learners in a contemporary Catholic Community.

Our Learning and Teaching Framework, consists of four (4) phases and our goals for each phase are to:

Initiate – to establish meaningful, positive relationships that acknowledge and respect individual stories and reflects our Franciscan ethos. Purposefully create a teaching and learning environment that is inclusive and differentiated, data informed, centred on inquiry based learning and Positive Behaviour for Learning (PB4L) and that actively engages all learners and moves them towards success.

Develop – to collaboratively plan, develop and implement a teaching-learning programme with clear and visible learning intentions and success criteria that is student centred, uses a common language and provides equity, academic rigour, measurable outcomes, and differentiated support.

Empower – to enable and promote the development of self-directed, resilient, critical and creative thinkers, confident and independent learners who seek to contribute responsibly and positively in shaping and enriching our world.

Reflect – to provide structured and guided opportunities that promote and enable the development of reflective, self-evaluating individuals. Embed a process of informed, regular, personal, and collaborative review and evaluation of current programmes, strategies and practices that incorporates a celebration of achievements.

VISION FOR LEARNING

The Alice Springs (Mparntwe) Education Declaration identifies the important role education plays in building a nation's prosperity and an individuals' fulfillment and productivity. This document promotes two goals:

i.   Promote equity and excellence for all.
ii. Provide opportunities for all young Australians to become successful lifelong learners, confident and creative individuals, and active and informed citizens.

The Religion Curriculum P-12 is the source for all planning, learning, and teaching of Religion in Brisbane Catholic Education schools.

The Australian Curriculum is the source of all curriculum planning, assessment and reporting for all learning areas covered by the Australian Curriculum in P-10. Learning areas not covered by the Australian Curriculum are sourced from the relevant state statutory body.

LEADERSHIP TEAMS

COLLEGE LEADERSHIP TEAM	
Mr John Marinucci	Principal
Ms Michelle Kelly	Head of Campus 7-12
Mr David Macknish	Head of Campus P-6
Ms Michelle Ferguson	Assistant Principal – Religious Education P-12
Ms Megan Philpott	Assistant Principal – Pastoral 7-12
Mrs Tracey Ross	Assistant Principal – Pastoral P-6 (Acting)
Ms Kate Furlong	Assistant Principal – Learning Growth P-12
Ms Andrea Hickey	Assistant Principal – Curriculum 7-12
MIDDLE LEADERSHIP TEAM	
Mr Benjamin Bray	Senior Schooling Curriculum and Planning Leader
Ms Jillian Dearling	Senior Schooling Learning, Pedagogy and Data Leader
Ms Tina Gibson	Middle Schooling Curriculum and Planning Leader
Mr David Roati	Middle Schooling Learning, Pedagogy and Data Leader
Ms Amy Callaghan	6-12 Pathways Program Leader
Ms Julieanne Carroll	Learning Partnerships Leader
Ms Kaytlin Aburn	Jagun Pastoral Leader
Ms Frankie Kinnane	Kurrawa Pastoral Leader
Mr Joshua Boock	Wimulli Pastoral Leader
Mr Peter Lewis	Yaraay Pastoral Leader
Mr Grant Russ	Sport Program Leader
Ms Virginia Brady	P-6 Pastoral Leader (Acting)
PLL	
Ms Melinda Bowyer	Primary Learning Leader

LEARNING PARTNERSHIPS

Learning Partnerships is available to provide support for students with disabilities and diverse learning needs to access the curriculum and to meet learning outcomes. The function of Learning Partnerships is to match programs to students' needs and to provide resources to help students develop academically, emotionally, and socially.

Learning Partnerships support is provided in several ways including:
- Planning, implementing, and evaluating individual education plans for students with special needs.
- Collaboration with subject teachers to adjust teaching programs to facilitate access to the curriculum for students with diverse learning needs.
- Providing support staff to assist in regular classrooms as well as deliver individual and small group tutorial instruction.

Adjustments to assessment tasks may be made to provide students with opportunities to demonstrate achievement. Adjustments which do not change the standards and criteria do not affect reporting. Adjustments which significantly vary from the programmed assessment will be reflected in the student's report.

HOMEWORK CLUB

Homework Club is available for all students. It is not just for students who struggle with homework or assignments, it is also there for students who wish to achieve higher grades or want to produce polished assignments. Teachers and Support Staff are there to assist students and give them tips and ideas on how to improve their assignment writing and study skills. Homework Club is available on Tuesday and Thursday, 3.00pm – 4.00pm in the College library.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English.

EAL/D students come from diverse multilingual backgrounds and may include:

- Overseas or Australian-born students whose first language is a language other than English.
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language including traditional languages, creoles and related varieties or Aboriginal English.

Additional support is provided:

- To build students' English language learning and their curriculum content knowledge.
- Through Individual, small group and/or classroom support is provided for area specific language structures and vocabulary.
- To support students socially, emotionally, and culturally as their social and cultural expectation may vary.

CHOOSING WHAT TO STUDY

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

- You enjoy.
- In which you have already had some success.
- Which will help you achieve your chosen career goals or keep your career options open.
- Which will develop skills, knowledge, and attitudes useful throughout life.

It is wise to keep your options open. This means choosing a selection of units or subjects that makes it possible for you to continue exploring your career options before making more definite decisions in the future.

THINK ABOUT YOUR CAREER OPTIONS

It is helpful to have some ideas about possible career choices, even though these ideas may change as you learn more about yourself and the world of work.

CAREER RESEARCH

The following information on careers is also highly recommended:

- Queensland Curriculum and Assessment Authority (QCAA);
- Myfuture (www.myfuture.edu.au) – This website is Australia's national career information service.
- Job Guide – Visit the website at http://www.jobguide.deewr.gov.au/.
- SFC Careers - https://www.stfranciscareers.com/

FIND OUT ABOUT THE SUBJECTS OR UNITS OF STUDY OFFERED

It is important to find out as much as possible about the subjects or units of study offered at St Francis College. The following ideas will help:

- Read the subject or unit descriptions in this handbook.
- Ask Curriculum Middle Leaders and teachers of specific subjects or units.
- Look at books and materials used by students in the subjects or units.
- Listen carefully to class talks and course selection information sessions.
- Talk to students who are already studying the subjects or units.

When investigating a subject to see if it is suitable for you, find out about the content (i.e., what topics are covered) and how it is taught or assessed. For example:

- Does the subject or unit mainly involve learning from a textbook?
- Are there any field trips, practical work, or experiments?
- How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

MAKE A DECISION ABOUT A COMBINATION OF SUBJECTS OR UNITS THAT SUIT YOU

You are an individual and your study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a study area because:

- Someone told you that you will like or dislike it.
- Your friends are not taking it.
- You like or dislike the teacher.
- "All the boys/girls take that subject or unit" (all subjects or units have equal value for males and females).

BE HONEST ABOUT YOUR ABILITIES AND REALISTIC WITH YOUR OCCUPATIONAL IDEAS

There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort. Also, if your career ideas require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

BE PREPARED TO ASK FOR HELP

- If you need more help, then ask for it. Talk to your parents, teachers, and other relevant College staff.
- Make use of the school course selection program. Look at the resources suggested in this handbook and make informed decisions about your curriculum studies.
- There is help available beyond school too. Logan City Libraries offer free tutoring through Studiosity Live Online Study Help, available 24/7. Visit: https://loganlibraries.org/homework-help/

COMMITMENT

Students need to practice commitment to study in the following ways to achieve success. Here are some required habits:

- Approach all study time with a Growth Mindset.
- Spend at least 6 hours a week on schoolwork at home.
- Homework involves spending time outside of school on assignment work, structured study and completing practical tasks such as reading, researching, planning, and preparing for assessment, writing responses, learning content, re-working maths problems, practicing orals.
- Get organised by using your student planner.
- Keep a balance between school life, part-time work, sporting and cultural activities, social life, and family life.

The offerings outlined in this Curriculum Handbook are made subject to the availability of teachers and resources. The Principal reserves the right to withdraw any units or subjects where resource limitations or insufficient student numbers make it impractical to pursue the offering.

It is possible that the subject selections of a small number of students may not be able to be timetabled. In such situations, students will be advised to re-select subjects.

CAREER INVESTIGATION

You can use the tables below to investigate careers by relating your interest in school subjects to possible occupations.

You may wish to use these steps:
- Identify the subjects you enjoy and do best at.
- Use this list to find the names of occupations that may be related to these subjects.
- Gather information about these occupations by reading the job Guide and accessing information from the below websites as well as talking to people in these roles.
- http://www.jobguide.deewr.gov.au/ & www.myfuture.edu.au

HISTORY	GEOGRAPHY	HUMANITIES AND SOCIAL SCIENCE	ENGLISH
Anthropologist	Agricultural Scientist	Anthropologist	Actor
Archaeologist	Biological Scientist	Archivist	Archivist
Archivist	Cartographer	Child Care Worker	Author
Barrister	Environmental Scientist	Community Worker	Book Editor
Community Worker	Forest Technical Officer	Counsellor	Broadcaster
Criminologist	Geographer	Environmental Scientist	Copywriter
Foreign Affairs and Trade Officer	Geologist	Geographer	Foreign Affairs and Trade Officer
Geologist	Hydrographer	Library Technician	Human Resources Officer
Historian	Landscape Architect	Police Officer	Interpreter
Journalist	Marine Scientist	Probation and Parole Officer	Journalist
Lawyer	Meteorologist	Public Relations Officer	Lawyer
Librarian	Ocean Hydrographer	Recreation Officer	Librarian
Museum Curator	Park Ranger	Religious Leader	Management Consultant
Public Relations Officer	Surveyor	Social Worker	Printing Machinist
Religious Leader	Teacher	Sociologist	Publisher
Sociologist	Tour Guide	Teacher	Receptionist
Stage Manager	Town Planner	Town Planner	Speech Pathologist
Teacher	Travel Consultant	Trade Union Official	Teacher's Aide
Writer	Water Services Officer	Youth Worker	Travel Consultant
			Writer

MATHEMATICS	SCIENCE	HEALTH AND PHYSICAL EDUCATION	DIGITAL TECHNOLOGIES
Accountant	Automotive Electrician	Acupuncturist	Analyst (IT)
Actuary	Chemist	Ambulance Officer	Architectural Drafter
Bank Officer	Computer Programmer	Beauty Therapist	Business Systems Analyst
Bookkeeper	Electrical Fitter	Chiropractor	Computer Systems Engineer
Credit Officer	Engineer	Fitness Instructor	Computer Hardware Service Technician
Economist	Electronics Service Person	Hospital Food Service Manager	Computer Systems Officer
Electrical Fitter	Environmental Scientist	Jockey	Data Processing Operator
Engineer	Forensic Scientist	Massage Therapist	Database Administrator
Geologist	Laboratory Worker	Nurse	Desktop Publisher
Mathematician	Medical Practitioner	Occupational Health and Safety Officer	Help Desk Operator
Motor Mechanic	Meteorologist	Occupational Therapist	Information Technology Educator
Pattern Maker	Nurse	Physiotherapist	Information Technology Manager
Physicist	Pharmacist	Podiatrist	Multimedia Developer
Programmer (IT)	Photographer	Psychologist – Sport	Programmer Software Designer
Quantity Surveyor	Refrigeration and Air-Conditioning Mechanic	Radiation Therapist	Software Engineer
Statistician	Sports Scientist	Recreation Officer	Systems Designer
Stockbroker	Sugarcane Analyst	Sports Scientist	Teacher
Surveyor	Teacher	Sports Coach	Training Officer
Taxation Agent	Telecommunication Technician	Stunt Performer	Telecommunications Engineer
Teacher		Teacher	Website

MUSIC	DRAMA	VISUAL ART/ MEDIA ARTS	DESIGN TECHNOLOGIES
Announcer	Actor	Architect	Architect
Arts Administrator	Announcer	Artist	Architectural Drafter
Composer	Arts Administrator	Craftsperson	Automotive Electrician
Conductor	Choreographer	Diversional Therapist	Boilermaker
Film and TV Producer	Dancer	Dressmaker	Builder
Multimedia Developer	Film and TV Lighting Operator	Engraver	Cabinetmaker
Music Critic	Film and TV Producer	Fashion Designer	Carpenter/Joiner
Music Therapist	Make-up Artist	Florist	Cartographer
Musical Instrument Maker	Model	Graphic Designer	Drafter
Musician	Public Relations Officer	Hairdresser	Engineering
Piano Technician	Receptionist Recreation Officer	Interior Decorator	Graphic Designer
Recreation Officer	Set Designer	Industrial Designer	Industrial Designer
Singer/Vocalist Sound	Speech Pathologist	Jeweler	Landscape Architect
Technician Stage Manager	Stage Manager	Landscape Architect	Leadlight Worker
Teacher – Early Childhood Teacher – Music	Teacher – Dance	Landscape Gardener	Metal Fabricator
Teacher – Primary	Teacher – Speech and Drama	Make-up Artist	Metal Trades Assistant
Teacher – Secondary	Tour Guide	Multimedia Developer	Panel Beater
	Writer	Photographer	Picture Framer
		Screen Printer	Sheetmetal Worker
		Set Designer	Teacher
		Signwriter	
		Teacher	
		Wood Turner	

FOOD AND TEXTILES TECHNOLOGY	BUSINESS EDUCATION	RELIGIOUS EDUCATION
Butcher	Accountant	Education
Catering Manager	Bank Officer	Journalism
Clothing Patternmaker	Bookkeeper	Law
Cook/Chef	Bookmaker	Event Planner
Dietitian/Nutritionist	Car Rental Officer	Government
Dressmaker	Cashier	Peace Work
Dry Cleaner	Court and Hansard Reporter	Museums and the Arts
Events Manager	Court Officer	Non-Profit or Non-Governmental Organisations
Fashion Designer	Credit Officer	Social Work
Food Technologist	Croupier	Religious Professions
Home Care Worker	Economist	Missionary
Home Economist	Farm Manager	
Hospital Food Service Manager	Hotel/Motel Manager	
Hotel/Motel Manager	Office Administrator	
Interior Decorator	Paralegal Worker	
Nanny	Real Estate Salesperson	
Nurse	Receptionist	
Pattern Maker	Secretary	
Retail Buyer	Stock and Station Agent	
Tailor	Teacher	
Teacher	Travel Consultant	

SENIOR SUBJECT PRE-REQUISITES

When making your choices, be aware that St Francis College applies prerequisites to senior subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful.

Note that students must achieve at least a C+ in English and Maths to undertake General subjects in Year 11. Pre-requisites in the relevant discipline area also apply for General subjects.

It is assumed that if a junior subject is prerequisite to a senior subject, then the junior subject should be studied in Year 10.

This information was correct at the time of printing, but changes in requirements could occur over a three-year period in response to changes in the Australian Curriculum. Similarly, the senior subjects listed here may also change, including subject availability due to class numbers.

COURSE STRUCTURE

In Year 9 and 10, students are required to study six (6) core subjects and two (2) electives as follows:

CORE SUBJECTS

1. Religious Education.
2. English.
3. Mathematics.
4. Science.
5. Health and Physical Education.
6. History.

ELECTIVE SUBJECTS

Year 9 and 10 students will undertake study in **two (2) electives.** Students must study electives for the **full year**.

If students are interested in studying a subject in Year 11 and 12, they must study the subject in Year 10 to build knowledge and skills in the subject.

THE ARTS	TECHNOLOGIES	HUMANITIES AND SOCIAL SCIENCES	PHYSICAL EDUCATION
Dance	Design Technologies	Economics and Business	HPE (Academy HPE)
Drama	Design and Technologies (Food Specialisations)		
Media Arts	Digital Technologies		
Music			
Visual Arts			

All subjects in Year 10 are based on the Australian Curriculum except Religious Education which is based on the approved curriculum Religious Education Archdiocese of Brisbane.

RELIGIOUS EDUCATION

The classroom learning and teaching of religion aims to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

Possible Unit Topics Include:
- Restoring the Balance.
- Let There be Light.
- Making Sense of Jesus.
- Learning from the Past.
- Life Choices.
- Responding to the Signs of the Times.
- The Mystery of God.
- Religious Citizenship.

Links to Senior Learning Pathways

GENERAL	APPLIED
Study of Religion	Religion and Ethics

ENGLISH

Students develop and justify their own interpretations of texts, such as poetry and novels. They create a wide range of texts to communicate complex ideas by experimenting with language, text structures and images.

Typically, students will:

- Read a range of challenging fiction that explores themes and issues.
- Compare and contrast ideas in different texts, justifying their own interpretations.
- Navigate and analyse online texts.
- Talk about the way they select language features and vocabulary when creating texts.
- Explain different viewpoints and perspectives using logical arguments.
- Create written and multimodal texts such as speaking to a prepared PowerPoint presentation.
- Edit and refine their own work and provide constructive feedback to peers.
- Design webpages that include sound, images, and text.
- Plan, rehearse and deliver longer presentations with relevant and well-researched content.

Possible Unit Topics Include:

- Finding your voice.
- Novel Study.
- Journalism through the decades.
- Representations of Adolescents.
- Responding to Literary Texts.
- Shakespeare.

Links to Senior Learning Pathways

GENERAL	APPLIED
English	Essential English

MATHEMATICS

Students extend their knowledge of algebra, graphing and geometry, begin trigonometry of right-angle triangles and work with probability and statistics.

Typically, students will:
- Compare simple and compound interest.
- Model practical situations involving surface areas and volumes.
- Solve problems involving right-angle trigonometry.
- Calculate areas of shapes and volumes of simple solids.
- Apply ratio and scale factors to similar figures.
- Formulate geometric proofs.
- Interpret and compare datasets in statistics.
- Explain the use of relative frequencies to estimate probabilities.

Possible Unit Topics Include:
NUMBER AND ALGEBRA
- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships

MEASUREMENT AND GEOMETRY
- Units of Measurement
- Geometry Reasoning
- Pythagoras and Trigonometry

STATISTICS AND PROBABILITY
- Chance
- Data representation and interpretation

Links to Senior Learning Pathways

GENERAL	APPLIED
General Mathematics	Essential Mathematics
Mathematical Methods	
Specialist Mathematics*	

SCIENCE

Students explore evidence for various scientific theories and develop viewpoints on the impact of scientific discoveries. Their investigations show increased attention to accuracy in measurement and collation of data, reliability of their data, and importance of evidence in their conclusions.

Typically, students will:
- Investigate body systems and ecosystems as examples of interdependent, interactive systems.
- Investigate changes in our genes that affect both our characteristics and evolutionary history.
- Deepen their understanding of changes in chemical systems that can be caused by changes at the atomic level.
- Investigate how the wave and particle theory can explain the behavior of light.
- Deepen their understanding of the physical laws of motion.
- Critically analyse and evaluate claims and approaches used to solve problems, while considering ethics involved and how people's lives might be affected.
- Critically consider the importance of science-based careers.

Possible Unit Topics Include:
- Biological Sciences.
- Chemical Sciences.
- Earth and Space Sciences.
- Physical Sciences.

Links to Senior Learning Pathways

GENERAL	APPLIED
Biology	Science in Practice
Chemistry	
Psychology *	
Physics *	

HEALTH AND PHYSICAL EDUCATION

Students learn about the place of health and physical activity in a rapidly changing world. They learn to question what they see and hear and take action to improve the health and wellbeing of themselves, their peers, and their community.

Typically, students will:
- Learn how other people and places affect their health, safety, and activity choices.
- Learn about options for managing safety (including CPR).
- Understand positive relationships and what should be done when a relationship is not respectful.
- Judge whether sources of health information are reliable and useful.
- Propose ways to counter prejudice and prevent violence and harassment.
- Use technology to make and track a personal fitness plan.
- Explore the role that physical activity, outdoor recreation, and sport play in the lives of Australians and how this has changed over time.
- Draw upon their motivation, persistence and confidence when faced with physical challenges.

Possible Unit Topics Include:
- Respectful Relationships/Basketball.
- No train, no gain.
- Mind Matters/Touch Football.
- Community Health/Recreational Games.
- Values-based Relationships/Group Fitness.

Links to Senior Learning Pathways

GENERAL	APPLIED
Physical Education	Sport and Recreation
Health	

HISTORY

Students are engaged in deeper, more complex thinking; they use logic, ethical thinking, and self-reflection as they question events and issues in the world.

Typically, students will:
- Explain the significance of events and developments from a range of perspectives.
- Explain different interpretations of the past and recognize the evidence used to support these interpretations.
- Sequence events and developments with a chronological framework and identify relationships between events across different places and periods of time.
- Develop, evaluate, and modify questions to frame an historical inquiry.
- Process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.
- Draw conclusions about their usefulness, considering their origin, purpose, and context.
- Organize and present arguments using historical terms and concepts, evidence identifies in sources and using appropriate referencing techniques.

Possible Unit Topics Include:
- Movement of Peoples.
- Making a Nation.
- World War II.
- The globalising world – migration experiences
- Rights and Freedoms.

Links to Senior Learning Pathways

GENERAL	APPLIED
Modern History	

ECONOMICS AND BUSINESS

In Economics and Business, understand modern and traditional markets, roles of and relationships between consumers, businesses, entrepreneurs and work and factors that might affect work in the future.

Typically, students will:
- Explain why and how governments manage economic performance to improve living standards.
- Analyse factors that influence major consumers and financial decisions and explain the short- and long-term effects of these decisions.
- Explain how businesses respond to changing economic conditions and improve productivity.
- Develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event.
- Apply economics and business knowledge, skills, and concepts to familiar, unfamiliar, and complex hypothetical problems.

Possible Unit Topics Include:
- The Australian and Global Economy.
- Managing Financial Risks and Rewards.
- Competitive Advantage in the Marketplace.
- Roles and Responsibilities in the Workplace.
- Why and how governments manage economic performance.
- Economic performance and standards of living within and between economies.
- Improving productivity in Business.
- Organisational and workforce management.

Links to Senior Learning Pathways

GENERAL	APPLIED
Business	Business Studies

GEOGRAPHY

Geography is the study of people, places and the environment and its many landscapes. It is about the people of the world and how and where they live and the dynamic which exists between the two. This course looks at our deep relationship with the earth and our global interconnection. It develops students' understanding of both physical and environmental geography, as well as human geography at a local, national, and global level.

Typically, students will:
- Explain how geographical processes change the characteristics of places.
- Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- Analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments.
- Analyse alternative strategies to a geographical challenge using environmental, social, and economic criteria and propose and justify a response.
- Analyse data to propose explanations for patterns, trends, relationships, and anomalies and to predict outcomes.

Possible Unit Topics Include:
- Biomes and Food Security.
- Geographies of Interconnections.
- Environmental and Change Management.
- Geographies of Human Wellbeing.

Links to Senior Learning Pathways

GENERAL	APPLIED
Geography	Tourism

DESIGN AND TECHNOLOGIES

The Australian Technologies Curriculum aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students can investigate, design, plan, manage, create and evaluate solutions; are creative, innovative and enterprising when using traditional, contemporary and emerging technologies and understand how technologies have developed over time. The learning will be based on the design process where students are given a problem which they generate ideas to solve the problem. They do this by selecting a solution, creating their solution, presenting the results, and evaluating the results.

Typically, students will:
- Explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services, and environments.
- Identify the changes necessary to design solutions to realise preferred futures.
- Establish detailed criteria for success, including suitability considerations and use these to evaluate their ideas and designed solutions and processes.
- Create and connect design ideas and processes of increasing complexity and justify decisions.
- Communicate and document projects, including marketing for a range of audiences.
- Select and use appropriate technologies skillfully and safely to produce high-quality designed solutions for the intended purpose.

Possible Unit Topics Include:
- Building Ecosystems.
- Tools for Tomorrow.
- Renovation and Renewal.

Links to Senior Learning Pathways

GENERAL	APPLIED
Design	

DESIGN AND TECHNOLOGIES (FOOD SPECIALISATIONS)

Food specialisations investigate and make judgements in how the principles of food safety, preservation, preparation, presentation, and sensory influence the creation of food solutions for healthy eating.

Typically, students will:
- Investigate and make judgements in how the principles of food safety, preservation, preparation, presentation, and sensory influence the creation of food solutions for healthy eating.
- Investigate and make judgements on the ethical and sustainable production and marketing of food.
- Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions.

Possible Unit Topics Include:
- Where does our food come from?
- Bountiful Baking.
- Global Feasts.
- Experimental Foods.

Links to Senior Learning Pathways

GENERAL	APPLIED
Health	
Design	

DIGITAL TECHNOLOGIES

Students are encouraged to be imaginative and creative through problem solving and designing as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising, problem solving and evaluating technical problems. You will learn how to manipulate mechanical and computer coding effectively as a vehicle for conveying the outcomes of their research.

Typically, students will:
- Plan and manage digital projects.
- Design and evaluate user experiences and algorithms.
- Design and implement modular program, including an object orientate program, using algorithms and data structures involving modular function that reflect the relationships of real-world data and data entities.
- Take account of privacy and security requirements when selecting and validating data.
- Test and predict results and implement digital solutions.
- Evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.

Possible Unit Topics Include:
- Programming a game or user interface.
- Databases.

Links to Senior Learning Pathways

GENERAL	APPLIED
Design	Information and Communication Technology Skills

DRAMA

Drama is the making and communicating of meaning involving performers and audiences engaging in a suspension of disbelief. It provides a medium for personal exploration, social criticism, celebration, and entertainment. It is explored through the dimensions of forming, presenting, and responding.

Typically, students will:
- Analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform, and view.
- Use their experiences of drama practices from different cultures, places, and times to evaluate drama from different viewpoints.
- Develop and sustain different roles and characters for given circumstances and intentions perform devised and scripted drama in different forms, styles, and performance spaces.
- Collaborate with others to plan, direct, rehearse and refine performances.
- Select and use the elements of drama, narrative, and structure in directing and acting in order to engage audiences.
- Refine performance and expressive skills in voice and movement to convey dramatic action.

Possible Unit Topics Include:
- Children's Theatre.
- Clowning and Slapstick.
- Documentary Drama.
- Commedia Del Arte.
- Mask Theatre.
- Verbatim Theatre.
- Live Theatre Reviews.

Links to Senior Learning Pathways

GENERAL	APPLIED
Drama	Drama in Practice

MEDIA ARTS

Media arts provides opportunities for students to progress from creative and directed learning through the consolidation of knowledge, understanding and skills. This learning area provides students with opportunities to develop practical skills and processes when using technologies, representation, audiences, institutions, and languages to create innovative solutions that meet current and future needs.

Typically, students will:
- Analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with, and distribute.
- Evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning.
- Evaluate how social, institutional, and ethical issues influence the making and use of media artworks.
- Produce representations that communicate alternative points of view in media artworks for different community and institutional contexts.
- Manipulate genre and media conventions and integrate and shape technical and symbolic elements for specific purposes, meaning and style.
- Collaboratively apply design, production, and distribution process.

Possible Unit Topics Include:
- Persuasion.
- Hollowood Film.
- International Film.
- Gender Stereotypes.

Links to Senior Learning Pathways

GENERAL	APPLIED
	Media Arts in Practice

MUSIC

This course involves students making and responding to music. They explore music as an art form, develop their aural skills and they build their understanding and use of the elements of music. They extend their understanding and use of more complex rhythm, diversity of pitch and technical, expressive and performance skills. Students experience, interpret and analyse music from a range of cultures, times, and locations, including Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students reflect on the development of traditional and contemporary styles of music. As they make and respond to music, students explore meaning and interpretation, forms and elements and social, cultural, and historical contexts of music.

Typically, students will:
- Analyse different scores and performances aurally and visually.
- Evaluate the use of elements of music.
- Define characteristics from different musical styles.
- Use understanding of music making different cultures, times, and places.
- Interpret, rehearse, and perform solo and ensemble repertoire in a range of forms and styles.
- Use aural skills to recognize elements of music.
- Compose music.

Possible Unit Topics Include:
- Innovators.
- Rock the Dots.
- Pop the Rock.
- Music in the Theatre.

Links to Senior Learning Pathways

GENERAL	APPLIED
Music	Music in Practice

VISUAL ART

Through making and responding tasks students will develop applied literacy processes and visual literacy skills. As part of all units' students will examine concepts about sustainability and how artists have a role of commenting on society and communicating ideas to others. In each unit students will explore how artists persuade, communicate and express viewpoints and concepts in visual arts through making tasks such as resolved artworks and responding tasks including written essay and artist statement.

Typically, students will:
- Evaluate artworks they make and view and analyse viewpoints from different cultures, times, and places.
- Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas.
- Conceptualise their representational ideas to realise a personal style.
- Manipulate and adapt different representational elements to enhance a meaning in their artworks.

Possible Unit Topics Include:
- Macro-Micro (Insects in art).
- Faces of the World (Surrealism portraiture).
- Urban Political Graffiti.
- Dreams and Nightmares (Surrealism).
- Social Commentary.

Links to Senior Learning Pathways

GENERAL	APPLIED
Visual Art	Visual Art in Practice
Design	

SIT10216 CERTIFICATE I IN HOSPITALITY

Registered Training Organisation: St Francis College 30354

"Correct at time of publication but subject to change".
Stand-alone VET (2 credits)

NATIONALLY RECOGNISED TRAINING

Course Duration: This qualification is a one-year course.

COURSE DETAILS

This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks.

This preparatory qualification provides individuals with knowledge and skills for initial work, community involvement and further learning.

PREREQUISITES AND RECOMMENDATIONS

There are no prerequisites for this course. An interest in hospitality is essential. Students may choose to continue studies in Hospitality by enrolling into Certificate II in Hospitality/Certificate II in Kitchen Operations in Year 11.

CODE	DESCRIPTION
Three Core Units must be completed	
SITXWHS001	Participate in Safe Work Practices
BSBWOR203	Work Effectively with Others
SITXCCS001	Provide Information and Assistance
Three Elective Units must be completed	
SITXFSA001	Use Hygienic Practices for Food Safety
SITHFAB004	Prepare and Serve Non-Alcoholic Beverages
SITXFIN001	Process Financial Transactions

HOW ARE STUDENTS ASSESSED?

Assessment of skills and knowledge occurs through questioning and observation. Students are required to participate in practical projects that represent simulated Hospitality workplace operations. Projects require students to assist customers, prepare and serve non-alcoholic beverages and process customer payments.

POSSIBLE JOB OUTCOMES

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes, and coffee shops. Possible job titles include bar useful, food runner, glass runner, housekeeping assistant, kitchen steward and kitchen useful.

VET (VOCATIONAL EDUCATION TRAINING)

Vocational Education and Training (VET) is a learning pathway available for young people in senior secondary. VET provides students with the opportunity to engage in education and training which may lead to employment and/or further study.

Successful completion of VET provides students with nationally recognised qualifications that deliver the skills and knowledge required for specific industries and occupations.

Nationally recognised VET must be delivered by a registered training organisation (RTO), including:
- schools that are RTOs
- other RTOs, such as TAFE and private training providers.

VET qualifications can be undertaken in Years 10, 11 and 12 and may provide credit towards the Queensland Certificate of Education (QCE).

Benefits of participating in VET include (but are not limited to):
- obtaining practical experience from work
- gaining familiarity on how workplaces operate
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue.

TAFE "Taster" Courses

TAFE QLD's Taster Program allows students the opportunity to experience their course of interest, allowing them to further their understanding of the course and therefore make a more informed decision for future study.

Students can choose from the following: Agriculture Taster, Community Services Taster, Health Care Taster, Trade Taster, Hairdressing Taster and Cookery Taster.

Please use the below link for further information or visit the pathways office.

https://tafeqld.edu.au/trade-training/trade-courses/trade-tasters

TAFE@SCHOOL

Students can gain a nationally recognised qualification whilst still at school and graduate job ready, giving them a head start on any career or future study plans.

Completing a TAFE at School course will fit around Senior high school studies, with TAFE course generally replacing one of your senior schooling subjects.

TAFE@school courses run like normal TAFE courses that see students attend a TAFE Campus (Eg TAFE South Bank, TAFE Acacia Ridge) Depending on the level of the certificate the course may be free (with use of VETIS funding) or have a cost. For more information visit: https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school

SCHOOL-BASED APPRENTICESHIPS/TRAINEESHIPS

What is a school-based apprenticeship or traineeship?
A combination of school, off the job training (with a Registered Training Organisation) and paid work (with a host employer), that can gain you credit towards a nationally recognised qualification.

School-based apprenticeships and traineeships enable students to undertake an apprenticeship or traineeship while studying Years 10*, 11 and 12. This gives them the opportunity to work towards a nationally recognised qualification while remaining at school. Students generally spend one day per week in the workplace, however during school holidays, students may be available to work extra hours by mutual arrangement and negotiation between the student and the host employer.

Who can do a school-based apprenticeship or traineeship?
Any Queensland student attending a recognised secondary school in either Years 10*, 11 or 12. We also encourage you to undertake work experience in the vocation of your choice prior to entering the apprenticeship or traineeship. It is also advised that students engage in the TAFE Taster Program prior to commencing a school-based apprenticeship or traineeship.

What qualifications do I need to start a school-based apprenticeship or traineeship?
Minimum of C standard in English and Maths for semester 2 of year 9 and semester 1 of year 10.

Will I get paid?
A school-based apprentice/trainee must do a minimum of 50 days of paid work per year. You will get paid according to the relevant award or workplace agreement covering the trade or occupation you have chosen.

Students who have completed a school-based apprenticeship or traineeship report the following benefits:
- A nationally recognised industry qualification upon completion.
- Practical hands-on experience.
- Ability to stay at school to complete Senior Certificate (QCE).
- Experience a smooth school to work transition.
- An opportunity to begin a career early.
- Gain contacts and experience in the workforce.

Your school-based apprenticeship/traineeship results are included on your Year 12 Queensland Certificate of Education (QCE) in addition to your school results. At the end of Year 12, school-based apprentices will roll over into either full time or part time employment. The time already spent, and the qualifications gained will be credited towards the full time/part time apprenticeship. School based trainees would have been expected to have completed their qualification prior to the end of Year 12.

School based apprenticeships and traineeships are an excellent means to develop work-related skills and gain a qualification while still at school, as well as increasing your readiness for the work force.

* Students in Year 10 who are interested in a School Based Apprenticeship or Traineeship need to arrange a meeting with the Pathways Program Leader to discuss suitability.

Students on school-based apprenticeship or traineeship, should have "generally" or "better" for their SOLE expectations as they are representatives of the school in the Community.

POTENTIAL VET COURSES

SUBJECT	VET COURSE
Science	Cert II in Sampling & Measurement Cert III in Laboratory Skills
Health & Physical Education	Cert II in Health Support Cert III in Health Services Assistance Cert II in Sport & Recreation Cert II in Sport & Recreation/Cert III in Fitness
History	Cert IV in Crime & Justice Studies
Economics & Business	Cert IV in Business Cert II in Tourism Cert IV in Crime & Justice Studies Cert III in Events
Design & Technologies	Cert II in Horticulture Cert I in Construction Cert II in Engineering Pathways Cert II in Plumbing Cert II in Furniture Making Cert II in Railway Infrastructure Cert II in Design Fundamentals
Design & Technologies (Food Specialisation)	Cert II in Hospitality Cert II in Kitchen Operations Cert II in Baking Cert II in Applied Fashion Design & Technology Cert II in Hospitality
Digital Technologies	Cert III in Information, Digital Media & Technology Diploma of Website Development
Dance	Cert III in Dance Cert III in Screen & Media
Drama	Cert III in Screen & Media Cert II in Make-up
Media Arts	Cert III in Screen & Media
Music	Cert II in Music Industry – Sound production/Music Performance
Visual Arts	Cert III in Visual Art Cert II in Applied Fashion Design & Technology