YEAR 9 and 10 SUBJECT INFORMATION GUIDE
Year 9-10 Curriculum

Our senior school curriculum is focused on developing towards the Senior Phase of Learning.

The Year 9 students begin this journey by consolidating the middle phase of learning and moving towards greater opportunities and choice. To align more closely with a national curriculum agenda Year 9 students will study the mandated subjects of Mathematics, English Science, humanities and Physical Education and select from two elective lines.

The Year 10 students continue into the senior phase of learning by selecting six subjects aligning more closely with a national curriculum agenda while preparing them for studies in Year 11 and 12 and life after school. Year 10 students will study the mandated subjects of Mathematics, English, Science and Humanities and select from two elective lines incorporating academic subjects or vocational education and training certificates.

Students study their subjects based on a line system, available from the College office.

A. Year 9 & 10 School Subjects
1. Agricultural Mechanics: motors, machinery, fencing and tractors
2. Agricultural Science: cattle, sheep, poultry, crops, experiments, activities
3. Humanities – including History and Geography
4. Certificate I Business/Certificate I Retail (Year 10 only)
5. English
6. Film & Drama: Theatre forms and performance skills
7. Dance
8. Graphics/CAD: Drawing plans and objects on paper and computer
9. Health & Physical Education (Year 9 only), Physical Education (Year 10 only)
10. Home Economics: Food, textiles and well being
11. Industrial Technology & Design (project-based)
12. Information Communication & Technology (Year 9 only)
13. Mathematics
14. Netball Studies: Netball, refereeing, coaching and game play
15. Rugby League Studies: Coaching, refereeing, skills, fitness and game play
16. Science
17. Visual Art: Printmaking, painting, ceramics

B. Year 9 & 10 School of Distance Education Subjects
Chinese
French
Japanese
Citizenship Education
German
Music

C. Other Qualifications
1. Certificate I Work Education
2. Certificate I Information Technology

D. Year 9 & 10 Special Education Program

E. Year 10 School Based Traineeships & Apprenticeships
QCE and QCIA Information Summary for Parents

Queensland Certificate of Education
Students in Year 10 will work towards the qualification; the Queensland Certificate of Education (QCE).

Eligibility for a QCE
To be eligible for a QCE, a student must be enrolled in a school and registered with the Queensland Studies Authority. For most students the QCE will be achieved over Years 11 and 12, others may achieve after they finish Year 12. The total amount of learning required is equivalent to twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the Senior Phase of Learning.

What is a credit?
A credit represents a minimum amount of learning at a set standard contributing to a QCE. A credit has two elements: an amount of learning and a set standard. For school subjects, credits are awarded on exit. For example, a credit will be awarded for a school subject after one semester (amount of learning) at Sound Achievement (set standard) on exit. In the case of a certificate II qualification once 25% (amount of learning) of the required competencies (set standard) have been achieved, then a credit will be awarded. Some learning achievements may be recorded in the Learning Account but will not attract credit because the required amount of learning or the set standard has not been achieved. A Very Limited Achievement in a school subject does not meet the set standard to attract a credit.

New flexibility
The QCE qualification will recognise more learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning need take place at school. Some learning can be with a registered training provider, in a workplace or with a community group. The list of options is in the table.

The Senior Statement
The Senior Statement is an official record of all the learning achievements in a Learning Account and is available to all young people who complete Year 12. It details: what learning was attempted, the standard achieved and, where and when the learning took place. This includes any credit value attracted and the result achieved in the Queensland Core Skills (QCS) Test if applicable.

Compulsory Schooling Phase
After completing compulsory school at Year 10 students are now able to consider a much wider range of learning options for Years 11 and 12, including: authority subjects, authority-registered subjects, recognised subjects or courses, school-based apprenticeships or traineeships, vocational education and training (VET) or employment.

For more information:
• visit the QSA website at www.qsa.qld.edu.au
• visit the Careers Information Service at www.cis.qsa.qld.edu.au
• visit the Department of Employment and Training at www.det.qld.gov.au for information about school-based apprenticeships and traineeships.

Queensland Certificate of Individual Achievement
Students with a disability who complete Year 12 will be eligible to receive a Queensland Certificate of Individual Achievement or a Queensland Certificate of Education depending of the student’s individualised program.
A. Year 9 and 10 School Subjects

1. Agricultural Mechanics

AIMS:
The Year 9/10 Agricultural Mechanics course is designed to provide a basic understanding of mechanical and structural elements of agriculture. It is of value to both urban and rural students, because it seeks to develop an awareness of the importance of many mechanical and structural aspects used in life. Skills acquired through the study of Agricultural Mechanics will be of value in many and varied life roles. The course places considerable emphasis on practical work, which is conducted both at the school farm, on field trips and in the workshop.

CONTENT: The units of study include:
- Appropriate work preparation, OHS, Machinery Operations and maintenance,
- Chainsaw Operation, Fell Small Trees, First Aid, Tractors, circuits, tyres, fencing,
- engine repair soldering, welding, thermo welding.

The practical work the student will be involved includes:
- Handling of tools machinery competently and safely, safely maintaining and operating equipment, tractor driving, carrying out project work, recording and presenting information

PREREQUISITES: Nil

ASSESSMENT: These may include written tests, assignments and projects, as well as completion of practical tasks.

COSTS: Some components will incur a cost eg. Welding materials, field trips and Ag uniform (approximately $40 for shirt).

CAREERS: Rural Operations can lead to careers in Agricultural Science, Animal Industries, Seed and Grain Industries, Pastoral Companies, Teaching, Mechanical, Motor, Construction and Engineering Industries

SPECIAL SUBJECT REQUIREMENTS: Work generally will involve both theory and practical work at the classroom, school farm, field trips and the workshop

2. AGRICULTURAL SCIENCE

AIMS:
Agriculture is an ever changing phenomenon. Agricultural influences such as the weather, the way producers utilise the land and the products being created and utilised on the land itself are all changing. One of the new issues that change has brought upon the world is Sustainability. Sustainability includes environmental practice that protects and enhances natural resources needed by future generations. This new agricultural catchcry is a timely reminder to all that we must go about our business in a way that leaves the land in a better position for future generations. Students in the Roma State College grade 9/10 Agricultural Science program will develop an understanding of the sustainability phenomena as they learn the many aspects of agricultural life. The school farm is the hub of the program where students will develop practical skills that will allow students to develop skills and knowledge that reflect the farming trends and practices from the past, present and the future.

CONTENT: The major units of study include:
- Sustainability
Beef Cattle production
Equine Studies
Cropping and horticulture
Aquaculture
Agriculture – Local and Worldwide
Animals
Plants
Farming practices
Machinery & Technology
Workplace Health and Safety

The practical work students will experience include:
- Property planning
- Permaculture
- Setting up and maintaining aquaculture and aquaponics systems
- The handling of animals competently and safely
- Safely maintaining and operating equipment
- Fencing
- Tractor driving
- Handling chemicals safely
- Carrying out field and project work and experiments
- Recording and presenting observations accurately
- Observing animal and plant systems

PREREQUISITES: Nil

ASSESSMENT: These may include written tests, assignments and projects, as well as completion of practical tasks.

COSTS: Excursions, field trips and Ag uniform (approximately $40 for shirt).


SPECIAL SUBJECT REQUIREMENTS:
Learning Experiences will involve both theory in class at school and practical work at the school farm. Students will travel to and from the school farms at the Middle Campus and the beef cattle plot on Powell Rd. Students are required to wear a hat at all times when outdoors. Other dress requirements include sun safe clothing (long sleeves and pants), sunscreen and covered footwear.

3. Humanities

AIMS:
The Foundation to Year 10 Australian Curriculum: History develops students’ capacity and willingness to be active and informed citizens, to understand the forces that shape societies, and to use transferable concepts and skills associated with the process of historical inquiry.

CONTENT: How is the Australian Curriculum: History structured?
The Foundation to Year 10 Australian Curriculum: History is organised in two interrelated strands:

- Historical knowledge and understanding – which focuses on personal, local and national history and the societies, events, movements and developments that have shaped world history from the time of the earliest human communities to
the present day

- Historical skills – which focuses on skills used in the process of historical inquiry. Both these strands are integrated in the development of a teaching and learning program to promote students’ understanding and use of historical inquiry.

The Historical skills strand is organised into five sub-strands:

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication.

Each year level from Foundation to Year 10 includes key inquiry questions that provide a framework for developing students’ historical knowledge, understanding and skills. The questions highlight the central importance of investigation in the study of history and provide an opportunity to focus on key concepts such as continuity and change, significance and perspectives.

PREREQUISITES: Nil

ASSESSMENT: These will include:
- Written Research Tasks
- Extended Written Response to Evidence
- Objective, short response and response to stimulus supervised tests.

COSTS: Nil

CAREERS: Humanities can lead to careers in secondary and tertiary teaching, archaeology, museum/curator, the diplomatic service, librarianship and administrative careers in the public service. It is an excellent provider or general knowledge with which to impress all potential employers!

4. Certificate I Business/Certificate I Retail (Year 10 only)

AIMS:
Build students’ understanding of the world of business
Build knowledge of business terms, business records and business language
Build understanding of the different aspects of being involved with business as either owner, manager or employee.

CONTENT: This course is based around two qualifications - Certificate I in Business (BSB10107) and Certificate I in Retail in Retail Services (SIR10107). Students will spend a semester studying each.

Whilst studying Certificate I in Business (BSB10107) students will study and be assessed on the following modules:

- BSBADM101A Use business equipment and resources
- BSBCM101A Apply basic Communication Skills
- BSBITU101A Operate a personal computer
- BSBITU102A Develop Keyboard Skills
- BSBIND201A Plan Skill Development

Whilst studying Certificate I in Retail Services (SIR10107) students will study and be assessed on the following modules:
PREREQUISITES: Nil

ASSESSMENT: Project and exam responses. An in-class portfolio of students work will be maintained for future TAFE certificate I credit, along with completion of topic booklets.

COSTS: This subject is new in 2012 – Costs To be Advised

CAREERS: Successful completion of these qualifications may earn 2 credits (each) towards a student’s Queensland Certificate of Education (QCE). These qualifications lead to further study in subjects such as Certificate II in Business, Accounting, and Business Communications and Technologies, and may assist students in obtaining a traineeship both full-time or school-based in these fields.

SPECIAL SUBJECT REQUIREMENTS: A USB drive.

5. ENGLISH

AIMS: The Foundation to Year 10 Australian Curriculum: English provides students with the skills to listen to, read, view, speak, write and create an increasingly sophisticated range of texts. It aims to create confident communicators who appreciate and use the English language creatively and critically in a range of contexts and for a range of purposes.

CONTENT: How is the Australian Curriculum: English structured?

The Foundation to Year 10 Australian Curriculum: English is organised in three interrelated strands:

- **Language** – which focuses on knowledge of the English language and how it works
- **Literature** – which focuses on understanding, appreciating, responding to, analysing and creating literature
- **Literacy** – which focuses on interpreting and creating a range of types of texts with accuracy, fluency and purpose.

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, skills and understandings. The sub-strands are:
6. FILM AND DRAMA

Working behind the camera and performing in front of it – that’s what we do in Film and Drama! We look at various styles of acting – melodrama, crime drama, soap opera, clowning – and basic filming and editing skills of these genres. We exhibit our work at the twice-yearly film premieres, and create an original television show each year. (Soap opera ‘Shady Crescent’ was produced in 2009; the highly-reviewed crime drama ‘Blood and Bones: Special Crime Investigation Unit’ in 2010.)

CONTENT: The major topics of study include:
- Building Blocks of Film and Drama
- Acting on Stage and Screen
- Soap Opera – acting and filming
- Melodrama and Silent Film
- Clowning and Charlie Chaplin
- Puppetry
- Drama as Social Education
- Crime Drama and Television

PREREQUISITES: Nil

ASSESSMENT: These include written essays or reviews, screenplays, scripts, proposals, character outlines, actor’s workbooks, polished films and performances.

COSTS: While cameras and equipment are provided by the school, students will need to provide tapes and a firewire cable, as well as DVDs for burning their finished products onto, and a USB to store work on.

CAREERS: Film and Drama can lead to careers in numerous industries: Film Production, Television, Acting, writing, designing, technical production, IT, journalism, reviewing, special effects, education, youth work, and more!

SPECIAL SUBJECT REQUIREMENTS: Work generally will involve both theory in class at school and practical work in class and on school grounds.
Students will be required to complete assignments – eg. editing film or rehearsing performances – both during and outside school hours, for instance after school or on weekends.

7. DANCE

AIMS:
So you think you can dance? Roma State college students are now given the chance to use their creativity, imagination and senses to express ideas across a range of contexts through dance. Students will have the opportunity to create their own pieces and present and respond to their own and others’ work. This subject explores the history of dance and the diverse range of genres. Students will have the chance to showcase their work at an end of year performance evening and will get the chance to teach their skills to junior students.

CONTENT: The major topics of study include:
- The building blocks of dance
- Genres
- Cultural dance
- Ritual dance
- Modern dance
- Dance in the community

PREREQUISITES: Nil

ASSESSMENT: These may include written tests, assignments and projects, as well as a report associated with a field study.

COSTS: $25 for incidental costs in regards to performances.

CAREERS: Dancer, dance teacher, community arts worker, choreographer, reviewer, set or costume design.

SPECIAL SUBJECT REQUIREMENTS: Work generally involves both theory and practical work in class at school. Students will be required to complete assignments – eg. Written assessment or rehearsing and choreographing performances – both during and outside school hours, for instance after school or on weekends.

8. GRAPHICS (CAD)

AIMS:
To develop intellectual, manipulative, analytical and problem-solving skills in graphical communication

CONTENT: The areas of study embraced by the syllabus are:
- Computer Aided Drawing (CAD)
- Equipment and aids
- Plain geometrical drawing and construction
- Systems of projection-orthographic, geometrical and ethical
- Pictorial drawing and projection-axonometric, oblique and perspective
- Diagrams and charts
- Development (surface and pattern development)
- Field exercises (setting out, levelling and elementary surveying)
- Presentational graphics (scope and application of graphical presentation, fundamentals of design concepts and elements)
PREREQUISITES: Nil

ASSESSMENT: Progressive and involves assignments and some class tests

COSTS: Nil

CAREERS: A knowledge of graphics is vital for most trades and helpful in many others. Students who have not done graphics at school have found it difficult to be successful in future courses/careers which rely on drawing interpretation. Graphics is very important in the following: Furnishing, Draftsman, Commercial Graphics, Engineering, Packaging Design, Bricklaying, Printing, Architect, Fashion Design, Publishing, Construction, Excavation, Advertising Agency, Plumbing, Site Foreman, Design Office Magazine Layouts

SPECIAL SUBJECT REQUIREMENTS: Students are to provide their own pencils, one 2H and one H, eraser as well as a sketch pad.

9. HEALTH & PHYSICAL EDUCATION (Year 9 only)
PHYSICAL EDUCATION (Year 10 only)

AIMS:
To encourage members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

The key learning area offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- promoting the health of individuals and communities
- developing concepts and skills for physical activity
- enhancing personal development

Students are encouraged to act, individually or collectively, in culturally appropriate ways, to enhance health and wellbeing and to promote structures in society which support their own and others’ health and wellbeing.

CONTENT:
- Health and Wellness: Dimensions of health and lifestyle physical activities
- Body Systems – Anatomy and Physiology: Cross Country and Athletics
- Risk Taking Behaviours: Team sports such as Volleyball, Touch, AFL
- Tournament Organisation: Team sports such as Volleyball, Touch, AFL

PREREQUISITES: A positive attitude towards physical exercise is essential. Students are required to participate to the best of their ability in all practical areas.

ASSESSMENT: Written work will take the form of exams and research tasks. Equal weighting is given to both the practical and theoretical aspects of the course.

COSTS: Nil

CAREERS: Sports Science, sports coach/ trainer/ administrator, nurse, teacher, recreation industry, sports journalist, police, physical fitness instructor.
10. HOME ECONOMICS

AIMS:
The central focus for the Home Economics program is the wellbeing of people within their personal, family community and work roles. Home Economics encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others. Home Economics draws on the fields of nutrition, textiles and fashion, living environments, human development, relationships and behaviour.

In home economics education, students become increasingly aware of the processes of growth and development. They make decisions and take actions to promote healthy eating and develop a sensitive approach to interpersonal relationships. They contribute to environments that are supportive of human growth and development, and develop a respect for the lifestyle choices of other people. The skills that are acquired in this subject are valuable for everyday life. The Home Economics program maintains a balance between theory and practical work.

CONTENT:
- Food and Nutrition
- hospitality
- Textiles
- Recyclable Art

PREQUISITES: An interest in textiles, fashion and foods.

ASSESSMENT: Assessment may include written tests, assignments and practical projects related to food and textiles.

COSTS: Cost of ingredients and materials (about $5-$10 per week).

CAREERS: Health, Fashion, Chef, Teaching and Hospitality.

SPECIAL SUBJECT REQUIREMENTS: Closed in leather shoes for safety reasons.

11. INDUSTRIAL TECHNOLOGY & DESIGN

AIMS:
Industrial Technology and Design Education provides opportunities for students to participate in practical and innovative problem-solving activities within a range of industrial technology and design contexts. They make decisions about what they learn and how they learn in partnership with peers, teachers and people from the industry. Students learn by exploring, experimenting, researching and evaluating in the contexts of the made world.

In this subject students develop the knowledge, practices and dispositions necessary to:
- meet industrial technology and design challenges in response to needs and wants and to capitalise on opportunities
- select and manipulate a range of industrial materials to meet industrial technology and design challenges
- identify workplace health and safety hazards in workshop and industrial environments and manage associated risks
- organise and manage time, materials and production resources
- make choices as consumers of industrial technology and design products

**CONTENT:**
This is a project-based course, providing a balance between student-generated projects and projects which are useful to the school community.

**PREQUISITES:** An interest in designing, planning and constructing.

**ASSESSMENT:** Assessment may include written tests, assignments and practical projects.

**COSTS:** Cost of materials.

**CAREERS:** Handyman, Tradesman.

**SPECIAL SUBJECT REQUIREMENTS:** Closed in leather shoes for safety reasons

### 12. INFORMATION COMMUNICATION & TECHNOLOGY (Year 9 only)

**AIMS:**
Students will:
- Develop their abilities with the manipulation of digital information, primarily using the computer and incorporating new and innovative software and equipment eg digital cameras, video cameras, and Microsoft Office.
- Be introduced to the theory and practice of document design and program production. Students develop knowledge and skills in digital production techniques for text, still images, audio, video, animation and games. This digital media is then integrated to create products.
- Introduce students to the general principles of design in an IT context.

**CONTENT:** The inquiry focused subject will allow students will learn a range of different skills and techniques involved with using ICTs and software. Students will plan and design, construct and produce and then reflect on ICT projects and tasks that they complete as part of this course. This class allows students to use and develop their creative and innovative skills and will have a large focus on teamwork. Students will learn skills in how to manage their time effectively as well as learn about the ethical issues that involve using ICTs in today’s society.

**PREREQUISITES:** Nil

**ASSESSMENT:** Mainly project-based assessment using the different types of software used including game making software as well as software for word-processing, and slide presentations. Most computer tasks will be constructed so that they are completed in class.

**COSTS:** NIL
13. MATHEMATICS

AIMS
The *Foundation to Year 10 Australian Curriculum: Mathematics* provides students with the skills to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations both at school and in their lives outside of school. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills.

CONTENT: How is the Australian Curriculum: Mathematics structured?
The *Foundation to Year 10 Australian Curriculum: Mathematics* is organised around three content strands and four proficiency strands. The content strands are:
- Number and algebra
- Measurement and geometry
- Statistics and probability

The proficiency strands describe the actions in which students can engage when learning and using the content. The proficiencies are incorporated into the content descriptions of the three strands. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise. The proficiencies are:
- Understanding
- Fluency
- Problem solving
- Reasoning.

Content descriptions are grouped into sub-strands to illustrate the sequence of development of concepts through and across the year levels. The sub-strands contained in each strand are listed below.

<table>
<thead>
<tr>
<th>Number and algebra</th>
<th>Measurement and geometry</th>
<th>Statistics and probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real numbers (7-10)</td>
<td>Using units of measurement (F-10)</td>
<td>Chance (1-10)</td>
</tr>
<tr>
<td>Money and financial mathematics (1-10)</td>
<td>Geometric reasoning (3-10)</td>
<td>Data representation and interpretation (F-10)</td>
</tr>
<tr>
<td>Patterns and algebra (F-10)</td>
<td>Pythagoras and trigonometry (9-10)</td>
<td></td>
</tr>
<tr>
<td>Linear and non-linear relationships (7-10)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PRE-REQUISITES: Nil

ASSESSMENT: Students will be assessed in a variety of ways. As well as undertaking pen and paper tests, students may be required to design and construct models, use computer software or carry out investigations.
COSTS: Nil

CAREERS: Mathematics is a core life skill that is essential for students to become active and informed citizens.
14. NETBALL STUDIES

AIMS:
The Year 9/10 Recreation Netball course is designed to develop and enhance students' skills in the sport of Netball. Through training, students will learn advanced skills, techniques, strategies and tactics. The course is also designed to expose students to a range of associated fields within Netball, such as umpiring, coaching, carnival organisation and preparation.

This course will have a primary focus on the skill development of students in the practical aspects of Netball and fitness. Through this development, it is hoped that we can improve the representation of Roma State College students in the South West Regional School team.

As a member of this class, students will participate in the Tri-Series Netball Tournament against St John’s, held in Term 4 every year.

CONTENT: The major units of study include:
- Netball Umpiring
- ANZ Championship study
- Carnival Preparation: Sports nutrition, sports psychology, recovery techniques and team dynamics
- Nutrition for healthy living
- Carnival organisation
- Training programs
- Team strategies

PREREQUISITES: Nil

ASSESSMENT: Assessment will include written tests and assignments, spoken presentations, as well as completion of practical tasks such as Netball umpiring and game play.

COSTS:
Netball involves 1 – 2 excursions away from school each year at an approximate cost of $150-$200 each time. These are course related and it is expected that all students will attend.

CAREERS: Personal trainer, Physical Education teacher, health and fitness industry.

SPECIAL SUBJECT REQUIREMENTS:
- All students must have their own whistle to bring to each class
- Students will be required to attend lessons in appropriate clothing for fitness and Netball training. This includes a hat for outdoor sessions, Netball shoes (or cross trainers, NOT skate shoes, Volleys etc.), shorts and a T-Shirt. It is also recommended that they bring a water bottle to each lesson.

15. RUGBY LEAGUE STUDIES

AIMS: Through its focus on the study of Rugby League, aims to allow students to acquire the knowledge, skills, abilities, attitudes and values in a wide range of Rugby League activities. Students will be participating in number of practical sessions as well as theory lessons as part of the Rugby League Studies course. Recreation (Rugby League) provides students with an opportunity to participate in physical activity, while developing skills necessary and beneficial for life. Whether these skills are oriented towards work, fitness or recreation, students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment.
The course is also aiming to have all students complete certification for coaching, refereeing, strapping, weight training skill development, first aid and incorporates a series of games and tours.

**CONTENT: The basis of the study-area core is:**

- Rugby League, you and the community – examining the benefits of Rugby League on individuals and communities. Students will investigate Rugby League within the Australian Society, as well as equity and diversity issues surrounding Rugby League and Rugby League as a career path.
- Physical activity and healthy lifestyle – investigating the role of physical activity in Rugby League and in maintaining good health. Students will investigate the impact of diet and nutrition on an athlete, as well as the FITT (frequency, intensity, type and time) principles and the planning of a fitness program.
- Safety, risk awareness and health concerns – evaluating strategies to promote health and safety in Rugby League. Acquire and apply skills and strategies for prevention and treatment of harmful outcomes in Rugby League activities. Participation of sports medicine courses including first aid and strapping courses.
- Interpersonal and group dynamics – investigating personal and interpersonal skills in Rugby League to achieve goals. Students will be involved in goal setting, motivation, teamwork and cooperation and role of feedback to enhance your performance.

**PREQUISITES:** Nil

**ASSESSMENT:** Assessment in Rugby League is designed to enable students to demonstrate achievement under the headings of acquiring, applying and evaluating. Assessment techniques may include: observation of performance of physical skills; practical examinations; oral presentations; written tests; research reports; and assignments.

**CAREERS:** These include: player, sports trainer, nutritionist, physiotherapist, chiropractor, PE teacher, coaching, referee, first aid officer, fitness instructor, and dietician

**COSTS:** Rugby League involves 1 – 2 excursions away from school each year at an approximate cost of $150-$200 each time. These are course related and it is expected that all students will attend. In 2011 we are endeavouring to purchase jerseys, shorts, socks, training shirt and backpack with an approximate cost of $120.

### 16. SCIENCE

**AIMS:**
The *Foundation to Year 10 Australian Curriculum: Science* is designed to develop students’ interest in science and an appreciation of how science provides a means of exploring and understanding the changing world in which they live. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science; and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions.

**CONTENT:** How is the *Australian Curriculum: Science* structured?
The *Foundation to Year 10 Australian Curriculum: Science* is organised in three interrelated strands:
- **Science understanding** - which focuses on the important science concepts from across different areas of science
- **Science inquiry skills** - which focuses on skills essential for working scientifically
- **Science as a human endeavour** - which focuses on the nature and influence of science

Content descriptions are organised into sub-strands to illustrate the development of concepts through and across the year levels. The sub-strands contained in each strand are listed below:

<table>
<thead>
<tr>
<th>Science understanding</th>
<th>Science as a human endeavour</th>
<th>Science inquiry skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological sciences</td>
<td>Nature and development of science</td>
<td>Questioning and predicting</td>
</tr>
<tr>
<td>Chemical sciences</td>
<td>Use and influence of science</td>
<td>Planning and conducting</td>
</tr>
<tr>
<td>Earth and space sciences</td>
<td>Processing and analysing data and information</td>
<td>Evaluating</td>
</tr>
<tr>
<td>Physical sciences</td>
<td></td>
<td>Communicating</td>
</tr>
</tbody>
</table>

**PREREQUISITES:** Nil

**ASSESSMENT:** Formal Exams, Assignments, Practical Reports, Extended Experimental Investigations.

**COSTS:** Nil

**CAREERS:** Medical and Dental, Physiotherapy, Veterinary Science, Engineering, Pharmacy, Geology, Electrical, Wildlife and Natural Resource management.

### 17. VISUAL ART

**AIMS:**
People create artworks to interpret, respond to and communicate their experiences. Through art, people give visual form to thoughts, feelings, ideas and beliefs. The year 9/10 Visual Art course aims to develop creative thinking and problem-solving processes involved in the production and appraising of artworks. Active personal involvement by students in researching, developing and resolving ideas will allow them to negotiate and construct meaning through a variety of visual media.

**CONTENT:** (over 4 semesters)
The two year course comprises study within a diverse range of media areas which are studied and explored in a conceptual way.

The course structure is:

**Year 9**
- Painting
- Drawing
- Printmaking
- Ceramics

**Year 10**
Students study the same media areas but with a different in depth focus.
- Painting
- Drawing
- Printmaking
- Ceramics

**PREREQUISITES:** Nil

**ASSESSMENT:** These may include practical folios, major artworks, assignments, as well as the completion of visual diary tasks.
COSTS: Nil

CAREERS: Artwork & theory components are evaluated as a part of admission requirements to university and TAFE College certificate and degree courses. This subject is useful for students considering a career in the Arts and Design Industries.

B. Year 9 & 10 School of Distance Education Subjects

1. Chinese
2. Citizenship Education
3. French
4. German
5. Japanese
6. Music

Please contact the office for more information or check online at http://www.brisbanesde.eq.edu.au/

C. Other Qualifications

CERTIFICATE I in Work Education (30626QLD)

AIMS:
Students:
• Consider career options and develop a personal career plan
• Identify and evaluate employment opportunities and practise applying and interviewing for suitable positions
• Follow defined occupational health and safety policies and procedures
• Meet workplace standards for personal presentation, professional behaviour and communicate and interact effectively with all people in the workplace
• Work effectively as part of a team
• Gain a basic understanding of industrial arrangements in the workplace as they contribute to productive workplace relations
• Practise the skills and knowledge associated with an appropriate work ethic and acceptable work practice

CONTENT: Whilst studying Certificate I in Work Education (30626QLD) students will study and be assessed competencies* similar to these:

- GENPCD101B  Develop career and learning development plan
- GENENP101B  Apply an enterprising approach in a team project
- GENIWR101B  Develop basic knowledge of workplace relations
- GENJSI101B  Apply job search and interview skills
- GENOHS101B  Follow fundamental OHS principles and procedures
- GENPAS101B  Present a positive image in the workplace
- GENSWL101B  Participate in structured workplace learning

* Please Note, DET is currently reviewing this certificate and therefore these competencies may change

PREREQUISITES: Nil

ASSESSMENT: Worksheets, Practical Tasks, Observations, interviews, Employer observations from work experience are techniques all used in assessing students whilst they are undertaking this qualification.
D. Year 9 & 10 Special Education Program

AIMS:
The aim of the Special Education Program is to prepare the students to reach their full potential in all areas of life. Students are taught in the classroom, SEU and in the wider community with an emphasis on functional learning as well as leisure activities. All students’ programs are modified and tailored to suit their individual needs. Ensuring the right program is provided involves consultation with the parents/caregivers, SEP team, and others as required.

CONTENT: As an ‘inclusive’ school, students participate in mainstream subjects whenever possible and appropriate. This gives students the opportunity to work and form relationships with their peers, as well as have access to the regular curriculum. For students attending mainstream classes, they are supported by the SEP teachers or teacher aides, when necessary. This ensures that appropriate adjustments are made to support the students’ achievements and successes.

For those students whose individual needs require specialised support and instruction, we provide an array of programs taught in the special education unit. While Functional Literacy and Numeracy, Computer Technology, and Life Skills are the focus of some specific lessons, they are embedded throughout the other programs. The programs offered aim to develop students’ independence, and to prepare them for all aspects of life after school.

PREREQUISITES: All students who take part in the programs or who are supported through the Special Education Program have a verified diagnosis through Education Queensland’s Education Adjustment Program.

ASSESSMENT: Assessment and data collection is important to determine students’ knowledge, understanding, and development in a particular area. Assessment provided to students is completely individualised and applicable to the student. The students are assessed against their own goals and targets. Their achievements are not compared with their peers.

Students attending mainstream classes will complete assessment tasks as per the program delivered. However, these assessment items and/or conditions are modified to meet the individual needs of the student and allow them to succeed.

COSTS: Exact costs cannot be given. Students participate in many activities (community access / leisure, camps, sporting activities, coffee shop program) where there are some expenses, however these costs are budgeted for and are covered by the SEP. Some costs are necessary throughout they year and need to be met by the parents/caregivers; however, these will be clearly outlined prior to the activity/program taking place.

SPECIALISTS VISITS: Therapy services are provided, as needed and as requested, by the visiting Physiotherapist, Occupational Therapist and Speech Language Pathologist. Advisory Visiting Teachers also service our school, as well as Cerebral Palsy League Queensland.
E. Year 10 School Based Traineeships and Apprenticeships

The Roma State College offers students in Years 10 (minimum age 15 yrs) the opportunity to take part in a School based Apprenticeship or Traineeships as an alternative career pathway. This option allows students to work towards acquiring a nationally recognised Vocational Education Qualification, while completing their senior studies.

**WHAT IS A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP?**

Typically, students who elect to do a School-based Apprenticeship will enter into an 8 year contract in which to complete an apprenticeship, commonly known as a ‘Trade’ qualification. Once the students complete Year 12 they then continue their apprenticeship with the employer in either a full time or part time mode. Once the student finishes school, the remaining time of the apprenticeship is reduced accordingly. Most Apprenticeships are at Certificate III level e.g. Automotive, Hairdressing.

Typically, students who enter into a School-based Traineeship will be contracted for a period of 2 years. Most traineeships are at a Certificate II level e.g. Retail, Agriculture, Hospitality, however, some Certificate III qualifications can be studied. These are not equivalent to a ‘Trade’ qualification e.g. Business Administration, Information Technology.

**WHAT VOCATIONAL EDUCATION AREAS OR QUALIFICATIONS ARE AVAILABLE?**

Currently the Roma State College, is supporting a large number of students who are enrolled in a wide range of the School-based Apprenticeships/Traineeships. These include:

- Cert III in Business Legal Administration
- Cert III in Auto Mechanical Light Vehicle
- Cert III in Automotive Sales Parts Interpreting
- Cert III in Aged Care
- Cert III in Children’s Services
- Cert III in Electro technology Systems Electrician
- Cert III in Business Administration
- Cert III in Engineering Mechanical Refrigeration
- Cert III in Engineering
- Cert II in Retail
- Cert II in Agriculture
- Cert II in Hospitality
- Cert II in Engineering

**WHAT ARE THE ADVANTAGES OF A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP?**

Students have the opportunity to:

- Individualise their Senior Phase of Learning to reflect their specific career goal.
- Achieve a Year 12 Certificate stating the senior subjects studied.
- Achieve or work towards obtaining, a nationally recognised Vocational Education Qualification.
- Develop a strong work ethic and obtain employability skills.
- Trial a career pathway while completing their senior studies.
- Combine Vocational Education and academic studies.
- Gain an understanding of the ‘world of work’ and an insight into specific business or industry work environments.
- Earn an income while completing a qualification.