

ST PETER CLAVER
COLLEGE



Let Your Light

Shine

Matthew 5:16

**SUBJECT SELECTION
HANDBOOK
YEAR 10 2025**

'Urtakwerte Atywerrenge Anthurre' (Very Sacred Heart) by Kathleen Kemarre Wallace

READ ABOUT EACH COURSE IN THE BOOKLET SELECTING SUBJECTS

Although Year 10 subjects are designed to prepare students for particular Senior subjects, it would be unwise to select a very narrow course so that you are virtually selecting your Senior subjects in Year 10. Select a broad course so that you taste a range of subjects to give you an idea of what you might like to study during your Senior years. Besides considering future career options, select courses you find interesting and in which you will be able to achieve. Generally, this approach yields the best results in the end.

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QUEENSLAND CERTIFICATE OF EDUCATION (QCE) AND TERTIARY ENTRANCE SYSTEM IN QLD

St Peter Claver College is proud of its **success rate** in Senior Studies. In the past decade the proportion of Year 12 students going on to university has doubled and the number of apprentices has tripled. Ex-Claver students may be found in almost every profession and in all types of businesses. The development of a wide variety of pathways and subjects has further assisted students to develop their potential. The current Year 9 students progress through the QCE system and we are busy preparing students to succeed in this pathway. To prepare for life as a Senior student it is important to know what system the current Year 9's will experience in 2025 and 2026.

What are the Key Aspects of the QCE System?

In the QCE system, subject results will be based on a student's achievement in **three school-based assessments** and **one external assessment** that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA).

This amount of assessment emphasises quality over quantity.

In the QCE system, the external assessment results will contribute 25% towards a student's result in most subjects. In Mathematics and Science subjects, it will contribute 50%.

These will not be 'one-shot' external exams, where an entire course of study comes down to performance over a few hours. External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. Queensland now has a progressive system that embodies the best of school-based and external assessment.

Why is Mathematics and Science 50% and Other Subjects 25% in External Exams?

Variation between subjects reflects the kinds of learning particular to those subjects and how achievement is most appropriately assessed. It would be inappropriate to assess all subjects in the same way.

Variation exists in other States although few share exactly the same approach.

How Many Assessments Across the Two Year Cycle?

Senior students typically complete between six and eight assessments in each subject.

In Year 12, students will be expected to complete four pieces of assessment per subject. Three will be school-based assessments and one will be externally set and graded. All four assessments will count towards a student's final result.



What Certificates will Senior Students be Eligible to Receive Upon Graduation?

The Queensland Certificate of Education (QCE) is Queensland's Senior school qualification. Students who are eligible will be awarded one at the end of Year 12. Students will also receive a Senior Statement. It shows all studies and the results achieved that may contribute to the award of a QCE.

What is an Australian Tertiary Admission Rank (ATAR)? How are Students Assessed for Entrance into Tertiary Pathways?

The ATAR is a fine-grained rank order of students that will be issued to eligible students upon completion. It's a number between 0.00 and 99.95 with increments of 0.05 and is commonly used in other states and territories.

ATARs are calculated by comparing student results through the process of inter-subject scaling. Scaling is necessary so that student results in different types of subjects can be compared. The method of inter-subject scaling will be continually evolving as the QCE system matures.

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs.

Extra Information about the QCE and ATAR's.

- ATARs are designed to place students in a rank order based on their preparedness for university studies. They will be used to award places in university courses. They will cease to be relevant for students after leaving school once students have completed further courses or work which entitles them to an updated rank.
- ATARs will not be relevant for all students. Those students targeting work, apprenticeships and TAFE or other training courses after Year 12 will be advised not to pursue an ATAR course as the subjects required may be too difficult and less relevant for their pathway.
- Only students who complete the required number and type of subjects will receive an ATAR.
- The ATAR will be based on a student's performance in the best five subjects studied in Year 12.
- Four of the five subjects contributing to the ATAR must be General Subjects with the fifth subject being either an extra General Subject, Applied Subject or AQF Certificate III Subject.
- All General subject syllabuses are much more prescriptive than the previous syllabuses allowing schools less flexibility in content and assessment. Only specific General Subjects will be given approval to run as composite Year 11 and 12 classes, a factor which may reduce subject choice.
- Student results in the five subjects will be based on four pieces of assessment completed in Year 12, one of which will be an external assessment. Students wanting an ATAR will therefore likely be disadvantaged by changing subjects during Year 11 because they will not have the necessary preparation for the Year 12 assessment. A subject exited in Year 11 will not contribute to an ATAR.



- Students will need to pass an English subject to be eligible for an ATAR, but the English subject does not necessarily have to contribute to the ATAR calculation. An English subject will be one of the six subjects that students will study at Claver.
- Student results in subjects will be scaled so that some subjects will be worth more points towards an ATAR than others. For example, a high result in Mathematical Methods will contribute more than a high result in General Mathematics. The scaling will also affect different types of subjects such as Dance being scaled against Modern History. Despite the scaling of subjects, the advice for students will remain the same: **select subjects you find interesting, in which you can succeed and meet prerequisites for desired university courses.**

How has the College Prepared the Current Year 9's for their Senior Journey?

Staff at Claver are continually preparing for the QCE system through teaching and learning experiences across Years 7 to 10. We are in a position of strength to deal with the QCE System and student experience in Year 10 will confirm this. Essentially there are five issues the Claver Curriculum will address in Year 10 to assist students prepare.

- Because students will encounter very different types of subjects in terms of their theoretical and practical components and level of difficulty, all Year 10 subjects will prepare students for the range of subject's students will be able to select from for Years 11 and 12. These are General Subjects (hardest), Applied Subjects and Vocational Education and Training Subjects (VET).
- Because we know that changing subjects across Years 11 and 12 is problematic for students wanting an ATAR, the College will give students a realistic taste of the assessment that occurs in Senior subjects during Year 10, so they make informed choices. Work Education classes will enhance students' understanding of their own abilities and future possibilities. The Senior Education and Training Plan (SETP) for each student will be developed in August 2024 with a meeting between parents/caregivers, the student and a course mentor. However, the subject selection process will be more rigorous with student results in practice external exams contributing significantly to determining whether a subject is a suitable choice for a student.
- Students and parents/caregivers will be informed of the prerequisite standards required to gain entry to specific General Subjects.
- Because all General Subjects will have an external exam, students will experience formal exams in all Year 10 subjects (Semester units) which are preparation for Senior General Subjects.
- Claver will use Year 10 as a stepping stone for students choosing from one of four potential Senior Pathways for 2024.



PATHWAY OPTION	PATHWAY DESCRIPTION
ATAR Pathway	Best pathway for high academic achievers (always As and Bs) who are wanting to go to University. Students in most cases will study at least five General Subjects.
ATAR with Insurance Pathway	Best pathway for students who are typically successful in their subjects (Averaging Bs across a variety of subjects) and are wanting to pursue University. Students in this pathway will typically study four General Subjects plus a Certificate III vocational subject.
Pre-requisites Plus Pathway	Best pathway for students who are unsure of whether they want to go to university or whether university is the best next step for them after school. Students will start their program in subjects that act as pre-requisites for Tertiary courses as well as enrolling in at least one Certificate III Vocational subject. Students then have the scope to refine their career pathway across the two years of Senior.
Vocational Pathway	Best pathway for students who wish to move immediately into employment after school. This may take the form of Apprenticeships, Traineeships (Including TAFE courses) or direct entry into the workforce. Students typically will choose more Certificate level and Applied subjects, as opposed to the General subjects designed for Tertiary entrance. Students will select the Mathematics subject which best suits their ability.


How do Year 10 Students Best Prepare for their Senior Experience?

Students need to be prepared for the commitment of Year 10 Senior Preparatory Studies. To achieve their goals of being prepared for their Senior Pathway, all students have to consistently **spend time outside of school hours on school related work**. In Senior Studies, we do not refer to this as just 'homework' as a lot of the work is planned and managed by the student instead of being set by the teacher. Many subjects require a lot of home time for assignment work, structured study and completing practical tasks. This work involves reading, research using the Internet, planning and preparing for assessment, writing responses, learning content, solving problems and many other important learning tasks.

Students are more likely to achieve their best results to take them to their next step of learning when they and their families **set aside quality time to undertake schoolwork at home**. This means time when students are not tired from part-time work or social activities. To achieve the goals of Year 10 schooling, completing schoolwork at home must be a priority and kept in balance with part-time work, sporting and cultural activities, social life and family time.

As a rough guide, students should set aside at least SEVEN HOURS EVERY WEEK for schoolwork at home.

Please read the options carefully and select the desired course using the on-line Web Preferences process.

Online selection should be completed by 8.00 am Monday 26 August 2024. Many subjects will be closed off on that day, so it is important to put preferences in on time to ensure the best chance of enrolling in your desired course. 



YEAR 10 CURRICULUM STRUCTURE

Students study **seven** subjects each semester as well as Work Education and Personal Development Education.

COMPULSORY CORE SUBJECTS WHICH ARE SELECTED FOR STUDENTS

English - two semesters.

Mathematics - two semesters.

Science - two semesters.

Religion - two semesters.

COMPULSORY CORE SUBJECT IN WHICH STUDENTS HAVE SOME CHOICE

Core Health and Physical Education (One semester only):

- Life Sports.
- Dance Development.
- Football/Futsal Development.
- Netball Development.
- Rugby League Development.

ELECTIVE SUBJECTS

Students study five units from the following subject options within the learning areas below:

Humanities and Business

Introduction to Modern History
Accounting and Business
Geography

Arts (year-long or single semester)

Dance
Drama
Media
Music
Visual Arts

Languages

Japanese

Technology

Digital Technologies
Design and Technologies - Woodwork (single semester)
Design and Technologies - Materials (Fashion) (single semester)
Design and Technologies - STEM (single semester)
Design and Technologies - Woodwork and Engineering (year-long)
Design and Technologies – Food Specialisations (single semester)

Health and Physical Education

Fitness and Strength

Please Note: Individual elective subjects will only be offered if there is sufficient demand.



Prepare for Lifelong Learning.



COMPULSORY CORE SUBJECTS

ENGLISH

Why Study English?

English prepares students for life by encouraging them to become skilled communicators in both the written and spoken mode. The English program aims to promote a student's ability to develop as an independent learner, organise their thoughts and share experiences and knowledge appropriately, appreciate and contribute towards their own and others' cultural heritage, as well as prepare for Senior schooling with the skills to read, listen, view, write and speak effectively.

English is a compulsory subject and is based on the Australian Curriculum which focusses on developing students' knowledge, understanding and skills in **listening, reading, viewing, speaking, writing** and **creating**. In order to optimise student performance and improve their current skill levels in an environment tailored to suit their individual needs while allowing opportunities to build confidence through success, the course has been designed with three pathway options built into assessment – targeted at recreating the expectations and differences their three Senior English pathways will provide:

The pathways program prepares students for Essential English, General English, or Literature. Selection is a student's own choice, and they are provided multiple opportunities throughout the year to explore which pathway suits them best as a learner. Entry into Senior English and Literature is determined by the Curriculum Leader – English and Literacy and is based on NAPLAN results, previous report card results, performance and attitude, as well as consultation with parents/caregivers and staff. Students will not be restricted to one level but may change levels throughout the year, hence why they are encouraged to explore their pathway options throughout the Year 10 course of learning.

Learning Experiences

Students will interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students will study informative texts, text structures and language features. They will include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Assessment

Students will explain, analyse, and evaluate how text structures and language features can be used in innovative ways by different authors. They will develop, explore and justify different interpretations of texts and explore ways features within texts can be manipulated to achieve particular effects. Students will produce written, spoken and visual texts that develop their own style in using language features, stylistic devices, text structures and images while articulating different viewpoints, attitudes, perspectives and complex ideas. Students will experience a variety of assessment types that model what they will encounter in Year 11 and Year 12.



MATHEMATICS

Mathematics at St Peter Claver College offers students the opportunity to develop mathematical knowledge, techniques and skills in the strands of Number, Algebra, Measurement, Space, Statistics and Probability based on the Australian Curriculum. The program permits students to learn at different rates and teaches students to become responsible for their own progress.

Why Study Mathematics?

- Mathematics develops interconnected concepts, from both the numerical and spatial domains of Mathematics.
- Mathematics develops a broad range of mathematical processes, including general thinking processes and problem solving.
- Mathematics allows appreciation of the place of Mathematics in our culture and its widespread application in society.
- Mathematics develops thinking skills: solving complex problems, justifying results and answers, comparing and concluding.
- The study of Mathematics links to all futures. Mathematics is a pre-requisite for trades and training, TAFE and University studies, as well as being essential to daily life as an adult.

Learning Experiences

The intent of the course is to encourage students to develop positive attitudes towards Mathematics by an approach involving exploration, investigation, problem-solving and application in a variety of contexts. Students are encouraged to model mathematically, to work systematically and logically to conjecture and reflect, to prove and justify, and to communicate with, and about Mathematics.

MATHEMATICS

The Year 10 Mathematics pathway is based on the Australian Mathematics Curriculum and prepares students for the Senior Mathematics subjects of General Mathematics, Mathematical Methods and Specialist Mathematics, as well as the Senior Applied subject Essential Mathematics. Performance in Year 10 Mathematics will determine a suitable choice of Seniors Mathematics subject in Year 11 – where there are pre-requisite levels of achievement required to choose General Mathematics, Mathematical Methods and Specialist Mathematics.

Assessment in Mathematics: Over the course, assessment includes supervised tests and a Modelling task, which involves report writing. A commitment of approximately 40 - 60 minutes of home learning per week is required to be successful in this subject.



RELIGION

Why Study Religion?

Religion seeks to develop the religious literacy of students so that students might participate critically and authentically in contemporary culture. Religion focuses on education for life including how we can live well and in harmony with our environment. This subject includes study of the major world religions including Christianity, Judaism, Islam, Buddhism, and Hinduism, as well as Aboriginal and Torres Strait Islander Spiritualities with a particular focus and emphasis on Catholic Christian traditions and Gospel values. Students develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally. This subject prepares students for the General Subject Study of Religion and the Applied Subject Religion and Ethics.

Term 1: Religious Voices of World Religions

The year begins with an examination of World Religions and their religious voices, focusing on how different religions around the world provide different voices on matters of faith, ethics and morality. The students consider sources of inspiration, strength and guidance for believers of various faiths including Christianity, Buddhism, Islam, Hinduism and Judaism, focusing on how such faiths provide historical validation of theological ideals, social teaching, various forms of penance (prayer, fasting and alms giving), Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick where relevant), and personal and communal prayer experiences; all forming part of a greater inquiry into the core beliefs of world religions through an examination of spiritual writings that inform religious voices. The commencement phase of the year includes the teachings and prayers for peace and justice as advocated by world religions.

Term 2: Sign of the Times

This term is built upon the idea of reading the signs of the times and responding. A framework for responding to signs of the times: see, judge and act, is taught as a method for analysing and responding to social justice issues identified by students. The students develop their understanding of the experience of faith throughout human history including study of Catholic Social Teaching. The ways in which believers live their Christian vocation by drawing upon examples from the teachings of Saint Paul's letters to communities and important documents such as the Declaration for Human Rights, are also examined. Rituals associated with Easter and Pentecost form a basis of the early study and the focus of class prayer.



Term 3: Making Amends

This unit includes a depth-study analysis of Indigenous Australian spirituality and the impact of colonisation, the stolen generations and migration on Indigenous spirituality. In this, the ideas of 'forgiveness', 'penitence' and 'moving forward' are examined in the context of the 1967 referendum, Mabo and the 'We're Sorry' reconciliation speech. Indigenous and Catholic rituals are explored in this unit of work. The ritual of Eucharist as a powerful symbol of reconciliation together with prayer in nature are experienced, evaluated and analysed. Students have an opportunity to learn about the transcendent power of ritual for adherents of World Religions through application of the Lovat method for analysing rituals.

Term 4: Mystery of God

In Year 10, the students conclude the year by examining the Mystery of God, focusing on sacred texts and Biblical criticism as a means of connecting Year 10 coursework with the Senior syllabus unit, Sacred Texts for Study of Religion or World Religions for Religion and Ethics. This facilitates the fluid development of learning from Years 10 - 12. In this, the students examine the Mystery of God as it exists in a capacity beyond language, focusing on the worlds of the text and reason as well as faith-spirituality. They analyse how meditation, science and philosophy add credibility to faith and contribute to the image of God. The students then examine the sources of spiritual understanding in the Catholic tradition, including analysing the representation of God in the Hebrew scriptures and origin stories. They examine how the divine can be experienced and explained by World Religions including Christianity, Buddhism, Islam, Hinduism and Judaism.

Learning Experiences

Year 10 Religion incorporates learning experience such as explicit teaching, group activities and independent work. Year 10 students also attend an excursion in Term 3 to learn about the importance of ritual for Aboriginal and Torres Strait Islander Spirituality.

Assessment

Students are assessed using three criteria: Knowledge and Understanding, Processes and Skills, and Research and Communication Skills. Students complete a range of formative tasks and four summative tasks including:

1. An extended response to stimulus exam.
2. A letter of concern.
3. An annotated ritual.
4. A short response to stimulus exam.



SCIENCE

Why Study Science?

Science prepares students for the General Subjects – **Biology, Chemistry, Physics and Psychology** and is designed for those wishing to enter various fields such as Health, Education, Science, Medicine or Engineering.

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises. In Year 10, students will choose to either engage with all Science Understanding strands (Biological Sciences, Chemical Sciences, Physical Science, Earth and Space Sciences) in a year-long course to prepare them for linked Senior pathways.

Subject Description

This course significantly engages students in the Australian Curriculum Science Understanding strands of Biology, Earth and Space Science, Chemistry and Physics. The Biology unit will involve study of the transmission of heritable characteristics from one generation to the next and the theory of evolution to explain the diversity of living things. To prepare for Chemistry, students focus on the structure of the atom and how it is used to form elements, compounds and ions. Further investigations explore valency, chemical reactions, balancing chemical equations as well as quantitative factors that affect reaction rate. To prepare for Physics, students study scalar and vector quantity aspects of gravity and Newton's Laws of Motion as well as conservation of energy and energy efficiency. The Earth's structure and global systems, including the carbon cycle, as well as features of the Universe and its origin will be explored in the Earth Science unit.

Learning Experiences

Students participate in practical experiments and design their own investigations and submit experimental reports as well as undertake independent research.

Assessment

Students' complete assessment items similar to those used in the Senior Sciences. They will be assessed using Student Experiments, Research Investigations and Examinations. Vital science and mathematical skills are reviewed as well as the exploration of new topics. They also learn study and note-taking skills which are important preparation for exams. Students are assessed against the criteria: Science Understanding and Science Skills. Parts of assessment tasks are expected to be completed in a student's own time at home. It is expected that students develop a regular study and revision program in their own time at home. Students should be prepared to spend 90 -120 minutes each week outside class time on home learning, assessment and study.



COMPULSORY CORE SUBJECTS

(In which student has some choice)

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a core subject over one semester in Year 10. The theoretical component of the course is standard across all the elective development classes and are guided by the HPE National Curriculum and Senior syllabus documents. The theoretical and practical components of the course are assessed via the National Curriculum Criteria of Knowledge & Understanding and Performance and Practical application of skills.

Why Study Health and Physical Education (HPE)?

HPE teaches students how to enhance their own and others' health, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable, and physically active.

In HPE students develop the knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It also helps them be resilient, make decisions and take action to promote their own health and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise health behaviour. They also learn to use resources for themselves and the communities with which they identify, and to which they belong.

Integral to HPE is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities.

Assessment

Multimodal assignments, exams, response to stimulus exams and criteria-based assessment of practical performance are utilised to evaluate student performance. All assessment methods are based on the National Curriculum assessment strands of Knowledge & Understanding and Skills. Students should expect minimal work at home; however, it is recommended that students perform private study and completion of assignments is to be undertaken by students in their own time. All units prepare students for the General Subject – Physical Education as well as the VET Certificate II in Sport and Recreation, Certificate III in Fitness courses and Certificate III in Health Services Assistance.

HPE Theoretical Units

Learning Skills for Physical Activity: Students undertake study on how individuals learn new physical skills. Through theoretical and laboratory components, students gain an understanding of how we learn, how we move, how we progress from one stage of learning to the next and the characteristic of a learner at each stage of learning a new skill.

Students studying HPE in Semesters 1 or 2 will complete the two units below:



Drug Investigation: Students will learn about the effects of Illegal drugs as well as critically analyse and argue current issues in our community to deal with harm minimisation strategies. They will develop the skills to analyse credible sources to make sound judgement and safe choices which impact their safety and wellbeing.

Identity and Relationships: Students will undertake study on content relating to Identities, Love and Relationships. This unit focusses on sexual relationships and the social influences and pressures that impact choices in relation to healthy behaviours. Students will demonstrate an understanding and skills required to respond appropriately to a range of situations where their own or others' wellbeing and safety may be at risk.

HPE Practical Units

Students select one of the following HPE Core options:

DANCE DEVELOPMENT

Subject Description

Dance is a preparatory subject for General Dance and is designed to extend students' understanding of dance as a physical mode of expression and communication. Students analyse, perform and create dance works that communicate meaning.

Learning Experiences

Students will develop their contemporary technique and performance skills as well as skills in critical analysis, and an understanding of movement and choreographic devices to create meaning.

Assessment

Students are assessed against two criteria: Knowledge & Understanding and Skills, through Choreography, Performance and Appreciation tasks. They will analyse a dance work, complete an exam based on the senior external assessment, perform a contemporary dance piece and create their own contemporary dance piece to communicate a narrative.



FOOTBALL/FUTSAL DEVELOPMENT

Prerequisites

Students must demonstrate a commitment to playing Football for the College, a commitment to training and extracurricular activities and ideally have had previous experience in Football.

Subject Description

This unit is designed for those who have a high level of interest and ability in Football. Students participate in advanced training and game simulated activities. This unit prepares students for the General Subject – Physical Education as well as the VET Certificate Subjects - Certificate III in Health Services Assistance and Certificate III in Fitness.

Learning Experiences

Students participate in advanced skill and game play settings within Football and participate in a seasonal strength and conditioning training program. Students participate in Futsal skill and teamwork training and participate in Football skill, tactical development and teamwork training.

NETBALL DEVELOPMENT

Subject Description

The Year 10 Netball unit is designed for those who have a high level of interest and ability in Netball whilst increasing both their knowledge and skills in all areas of the game. Students participate in advanced training and game-simulated activities. This unit prepares students for the General Subject – Physical Education as well as the VET Certificate III in Health Services Assistance and Certificate III in Fitness.

Learning Experiences

Students participate in advanced skill and game play settings within Netball and participate in a seasonal strength and conditioning training program. Students undertake a pre-season training program focusing on skill development and strength and conditioning. The focus is on tactical awareness and teamwork development in preparation for various competitions (QC Cup, CISSA and QISSN).



RUGBY LEAGUE DEVELOPMENT

Prerequisites

Students must demonstrate a commitment to playing Rugby League for the College, a commitment to training and extracurricular activities, and ideally should have had previous experience in Rugby League.

Subject Description

This unit is designed for those who have a high level of interest and ability in Rugby League. Students participate in a pre-season strength and conditioning training program and in season team training activities. All units prepare students for the General Subject – Physical Education as well as the VET Certificate III in Health Services Assistance; Certificate II in Sport and Recreation (Rugby League); and Certificate III in Fitness courses.

Learning Experiences

Students participate in advanced skill and game play settings within Rugby League and a seasonal strength and conditioning training program. Students participate in conditioning and skill training focusing on technique development and team tactics.

LIFE SPORTS

Subject Description

Throughout the study of Life Sports, students participate in the practical activities of Basketball, Fitness, Soft Crosse, Softball and/or Volleyball. This unit prepares students for the General Subject – Physical Education as well as the VET Certificate Subjects - Certificate III in Health Services Assistance; Certificate II in Sport and Recreation (Rugby League); and Certificate III in Fitness.

Learning Experiences

Students experience skilful participation and understanding of the rules, etiquette, and strategies through a Games Based Practice model promoting student centred learning. They explore the influences on access and equity to sport and physical activity within the community and broader environs. They also focus on how the body functions, with a major focus on energy systems and the body's response to exercise.



ELECTIVE SUBJECTS

HUMANITIES AND BUSINESS

INTRODUCTION TO MODERN HISTORY

Why study Introduction to Modern History?

History is an excellent preparation for university as it develops good research, and analytical and communication skills. The enthralling topics prompt student interest and provide a deeper understanding of our world and the psychology of human behaviour. This subject provides a definite advantage for future studies in the Social Science and Business area. The study of History prepares students for courses and careers in management, teaching, psychology, social work, government, politics, journalism and law to name a few.

Subject Description

Studies in History will allow students to develop skills in research and analysis through the engagement of exciting and fascinating stories about the past. This subject links to the General Subject Modern History.

This course focuses on periods of revolution in our global past; exciting and terrifying periods of history defined by ideological advocacy and great military struggles. It begins with an introduction to Nazi Germany, exploring what ideologies were forming at the beginning of the 20th Century leading into World War II. The course then delves into World War II in the Pacific with a focus on the impact in Australia and lesson learned. The second half of this unit is an in-depth study of rights and freedoms, looking at Indigenous Australian rights and the Freedoms Movement in Australia.

Learning Experiences

Students will begin learning the skills required for completing assignments at university. They look at interesting evidence in the form of photographs, posters, videos and documents to establish what happened, interpret the evidence and form justified opinions on key questions.

Assessment

Students are assessed in their Knowledge & Understanding and Skills. Assessment tasks include short response exams and an annotated bibliography.



ACCOUNTING AND BUSINESS

Why study Accounting and Business?

The study of Accounting and Business opens opportunities in the specialist areas of business development, entrepreneurship and marketing.

Subject Description

This is a practical unit for students who wish to gain an understanding of Business and Accounting concepts. Students also develop skills to interact confidently in business environments. This subject links to the Senior General Subjects Accounting and Business.

Learning Experiences

Students develop a range of skills including the use of business technologies and understanding the business life cycle. They learn about the different account types and appreciate the skills and attitudes that enhance employability, enjoyment of life and preparedness for life-long learning. In doing so, students develop skills to prepare financial data and information and analyse and evaluate information for a range of business contexts.

Assessment

Students complete combined response examinations. These examinations will test students' abilities to comprehend, describe, explain, analyse, and communicate.

GEOGRAPHY

Why study Geography?

The study of Geography opens up opportunities in specialist areas such as resource planning and management, environmental assessment, local government and town planning to name a few, and can lead to further study at TAFE and university.

Subject Description

This unit has strong links with the 'real world' outside the classroom. Geography is the study of people and planet Earth, and students develop key skills by studying a variety of issues, places and countries. The focus is on managing the environment and the human challenges facing the world today.

Learning Experiences

Students use a range of visual and statistical data. They participate in a field study and investigate and develop conclusions about the management of places. Students develop skills to analyse and interpret data from graphs, tables, photos and maps, write paragraphs and reports and collect and interpret data in the field.

Assessment

Students complete a report based on data collected during field work as well as a data response and response to stimulus exam looking at global wellbeing. They will be assessed on their knowledge and understanding as well as geographical skills including interpreting data, analysing and synthesising information and creating maps and graphs.



HEALTH AND PHYSICAL EDUCATION

FITNESS AND STRENGTH

Why Study Fitness and Strength?

The health, fitness and strength industry is one of the fastest growing employment sectors in Australia. Every year there are new and creative ways to engage with fitness and strength training and in this course, you will gain significant practical experience with the most current and up to date industry practices. Moreover, this course will provide you with a base level of knowledge that will allow you to springboard into further study of numerous health areas.

Subject Description

This unit is designed for those who have a high level of interest in developing their understanding of the fitness and strength industry. Students participate in a range of fitness and strength activities leading to the development by students of individual conditioning and training programs. Students undertake theoretical studies in Fitness Components, Training Methods and Principals, Biomechanics, Anatomy and Motor Learning. All units prepare students for the General Subject – Physical Education as well as the VET Certificate III in Health Services Assistance; Certificate II in Sport and Recreation (Rugby League); and Certificate III in Fitness courses. Therefore, students are encouraged to select this subject if intending on undertaking study in the previously mentioned subjects only. Fitness and Strength is offered in Semester 1 and 2; however, it is recommended that students have completed Health and Physical Education in Semester 1 (preferably through one of our sports development classes) in order to be prepared for this course.

Learning Experiences

Students participate in individual, peer and small group fitness and strength training sessions. Students develop individual training programs and complete associated WH&S administrative tasks. Maintenance of equipment and hygiene procedures are integrated into all elements of the course.

Assessment

Multimodal assignments, exams, response to stimulus exams and criteria-based assessment of practical performance are utilised to evaluate student performance. All assessment methods are based on the National Curriculum assessment strands of Knowledge & Understanding and Skills. Students should expect minimal work at home; however, it is recommended that students perform private study and completion of assignments is to be completed by students in their own time.



LANGUAGES

JAPANESE

Why study Japanese?

The study of Japanese language and culture is very important, as Japan is Queensland's largest trading partner and one of Australia's biggest export markets. The continued cultural and technological exchanges between Japan and Australia since World War II have brought the two societies closer together, to the point where there is great friendship between Australia and Japan.

There are almost endless career possibilities for students who have studied Japanese. These include Hospitality, Tour Guides, Import and Export Managing positions, Teaching, Research etc. Many students who have studied Japanese go to Japan to work in a variety of positions. Some of these include interpreting for large car firms such as Toyota and Mazda or even acting in Japanese movies requiring foreigner roles. Ipswich's close relationship with its sister city Nerima has created jobs for local residents.

Subject Description

The study of this subject enables students to develop communicative competence and increase their skills in the four areas of Reading, Writing, Listening and Speaking. Japanese in Year 10 is a foundation semester for those wishing to pursue this subject in Year 11 and 12 in the Senior General Subject Japanese. Due to the challenging nature and expectations of Year 10 Japanese curriculum, it is highly recommended that students only enrol in this subject if they have studied Japanese in Years 8 and 9.

Learning Experiences

Students are provided with opportunities to learn more about the grammatical structure of Japanese and how to develop and use complex sentences to communicate a range of functions such as likes, dislikes, preferences and comparisons. Students are also encouraged to develop metacognitive strategies to monitor and improve their own understanding of Kanji thereby assisting them to become independent language learners.

Assessment

Students are assessed on reading comprehension, speaking, listening and writing. This assessment includes the use of Hiragana, Katakana and Kanji in communicative contexts. Since Year 10 is a foundation semester for Senior Japanese, emphasis is placed on mastering Kanji that can be used should students pursue their studies further.



THE ARTS

DANCE

Why study Dance?

Dance is useful to students who are seeking to enhance their expressive abilities and social and cultural awareness. Engaging in dance allows students to develop important, lifelong skills such as creative thinking, teamwork, discipline, perseverance, confidence and leadership skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. **In 2024 students will be offered the opportunity to choose Dance in both Semester 1 and 2 or as a single semester unit.**

Subject Description and Learning Experiences

Semester 1 - Telling Stories

This unit explores how stories can be told through **Contemporary** dance, specifically First Nations people's stories. Students will study and respond to works from Bangarra Dance Theatre. They will consolidate their own Contemporary expressive and technical skills and work to increase their confidence, clarity of movement and projection. Through choreography, students will explore choreographic processes and create their own works, that are adaptations of narratives, told through dance.

Semester 2 - My Dance Identity

This preparation for Senior Dance unit is designed for students wanting to study Dance in Years 11 and 12. It aims to develop students' versatility through exploring a **Fusion** of genres including Contemporary, Musical Theatre, Hip Hop, Jazz and Lyrical. This unit places students at the Centre as they consider themselves as developing artists. They investigate the choreographic processes of influential choreographers through research, analysis, creative and critical thinking, whilst considering their own movement identity.

Assessment

Students are assessed in the dimensions of Making (Performance and Choreography) and Responding.



DRAMA

Why study Drama?

Drama is a fun, but substantive academic subject that enhances expressive abilities, both verbal and physical. It is an outlet for personal expression, that also teaches interpersonal skills, creative thinking and problem solving; coping mechanisms, perseverance, organisation and confidence; and maturity and self-awareness. It provides skills that are useful in all future careers. **In 2024 students will be offered the opportunity to choose Drama in both Semester 1 and 2 or as a single semester unit.**

Subject Description and Learning Experiences

Semester 1 - Drama as Community

This unit explores drama as a contemporary practice in the community and the various ways that it is practiced. By engaging with community programs facilitated by professional theatre groups, students will get to prepare for audiences beyond the College and extend their skills. Students will engage with different styles of theatre, and conventions of performance relevant to different community contexts, as well as respond to professional productions and create their own unique pieces. **NB: This unit may have an extended performance outcome for participants that won't take place until August.**

Semester 2 - Myths and Meanings

This preparation for the Senior Drama unit is well-suited for students wanting to study Drama in Years 11 and 12. Students will go back to where drama as we understand it really began in Ancient Greece. They will explore the historical context and perform scenes from ancient plays, before dragging the past into the present. They will respond to contemporary interpretations of ancient texts and myths and develop their own original pieces that use ancient mythology as a stimulus, taking inspiration from modern artists who are doing the same thing.

Assessment

Students are assessed in the dimensions of Making (Performance and Devising) and Responding.



MEDIA

Why study Media?

Media students gain a variety of skills useful in the workforce including organisation, problem solving, ICT competence, collaboration, independent learning, resilience and creativity. Media helps prepare students for the Senior General Subject - Film, Television and New Media. **In 2024 students will be offered the opportunity to choose Media in both Semester 1 and 2 or as a single semester unit.**

Subject Description and Learning Experiences

Semester 1 - Songs and Style

This unit explores how Media makers develop their own sense of style. Students explore different filmmakers to understand how creators develop something unique to themselves and participate in a number of activities designed to help them uncover their own personal sense of style. Students respond to the work of stylistic media artists and learn to use creative technologies to develop their own style. This all culminates in exploring and experimenting with the best mainstream space for experimentation – the music video.

Semester 2 - Into the Industry

This unit is designed to help prepare students for Senior Film, Television and New Media (FTNM) and is well-suited for students wanting to study FTNM in Years 11 and 12. Students will explore how the major film and television industries shape our consumption of media today, and how new media plays a vital role in keeping the industries going. They'll respond to works by professional media artists, and design and pitch their own production concepts in industry styles and formats. Students will additionally extend their skills with creative software and take a pre-production concept into production and post-production.

Assessment

Students are assessed in the dimensions of Making and Responding.



MUSIC

Why study Music?

Music offers a unique way for students to connect with their world using critical and creative thinking. Cognitive learning in Music develops students' abilities to think and solve complex problems with intuition, creativity and imagination. Students develop interactive skills, social confidence, problem-solving skills, research skills and effective communication skills. The senses are engaged cognitively and physically, allowing students to develop an understanding of their own culture and that of others. **In 2024 students will be offered the opportunity to choose Music in both Semester 1 and 2 or as a single semester unit.**

Subject Description

Semester 1 - Music Traditions and Remixes/Expanding Your Playlist

This semester encompasses two units. Unit One focuses on a range of **Music Traditions** and how they have been used in an authentic and contemporary setting. Unit Two focuses on the exploration of the **popular song** and its ongoing dominance of the music industry in the 21st Century.

Semester 2 - Storytelling in Music

This unit is designed to help prepare students for Senior Music and is well-suited for students wanting to study Music in Years 11 and 12. Students will explore earlier styles of music making, before moving the past into the present and delving into the story-telling capabilities of music.

The semester focuses on how performers and composers make musical decisions to reinforce the message or story of the lyrics as students explore **Storytelling in Music**. The repertoire studied is drawn from a range of styles and genres, from 'Classical', popular and fusion, to vocal, instrumental and even orchestral.

Learning Experiences

All students learning Music listen, perform and compose, using the Elements of Music as a basis. Students create and compose music using musical elements and compositional devices. They refine and rehearse technical and interpretive skills of performance, through playing, singing or conducting. Students also aurally or visually analyse musical elements and music notation.

Assessment

Students are assessed in the dimensions of Making (Performance and Composing) and Responding.



VISUAL ARTS

Why study Visual Arts?

Studying Visual Art allows students the opportunity to further develop their thinking and problem solving skills through making original and exploratory works of art. Students work in a fun, fast paced studio setting where they stretch their imaginations and develop the ability to communicate across visual, written and digital platforms. Throughout the year students exhibit their works in the College gallery and at various exhibitions. **In 2024 students will be offered the opportunity to choose Visual Arts in both Semester 1 and 2 or as a single semester unit.**

Subject Description and Learning Experiences

Semester 1 - Art as Impact

Inquiry question: How does Art make an Impact?

This unit explores how visual artworks can impact the audience and the world through narrative, instigating conversations, transforming mindsets, and emphasizing contemporary issues. Issues investigated include First Nations people's issues, social justice issues, the environment and the impact of science and technology on the world.

Students will draw inspiration from contemporary artists and the world around them, documenting, photographing, digitally manipulating to create original compositions. Skills exploited to create compositions include painting and sculpture/construction/assemblage.

Semester 2 - Art as Inspiration

Inquiry question: How can I be inspired by others?

This preparation for the Senior Visual Art unit is designed for students wanting to study Visual Art in Years 11 and 12. It aims to develop students' confidence, literacy and art making skills through exploring a variety of media including digital manipulation, photography, drawing, painting and sculpture to generate relevant visual solutions in response to stimuli.

This unit explores how students can gain inspiration from practicing contemporary artists and the world around them, case studying these artists and transferring their new knowledge into original artworks. They investigate the artistic processes of contemporary artists through research, analysis, experimentation, and reflection whilst developing their own personal artistic style, skills and preferences.

Students will engage in a simulated version of Senior Visual Art; they will learn how to write an investigation and create an experimental and resolved Body of Work.

Assessment

Students are assessed in the dimensions of Making and Responding.



TECHNOLOGY

DESIGN AND TECHNOLOGIES - MATERIALS (FASHION)

Why study Fashion?

Fashion is a significant part of life - every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric. In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Subject Description

Design and Technologies - Materials (Fashion) is a form of textile art dedicated to the creation of clothing and other lifestyle accessories. Students are challenged to design, construct and reflect throughout the design process. This subject links to the Applied Senior Subject - Fashion.

Learning Experiences

Students investigate the nature of textiles and fashion, explore the elements and principles of design as well as develop higher order thinking skills while researching and investigating the structure of fabrics. Students use their creative skills to design and produce fashion clothing.

Assessment

Students are assessed using the two strands: Knowledge and Understanding and Processes and Production Skills. Students undertaking this subject are expected to complete their Process Journal and design and create fashionable clothing. Some parts of this assessment task are expected to be completed in a student's own time at home.



DIGITAL TECHNOLOGIES

Why study Digital Technologies?

Digital Technologies will assist students to navigate a future of increased automation, preparing them for a world where both their personal and work life are increasingly influenced by digital technologies. This unit prepares students for the General Subject - Digital Solutions and the Applied Subject - Information and Communication Technologies.

Subject Description

Students in this subject will primarily be developing their coding skills in two of the most popular programming languages in the world: Python and JavaScript. The Python unit will require students to build a video game while the JavaScript unit will require students to generate an animation. Students will also develop computational thinking and project management skills during the process of generating their digital products.

Learning Experiences

Students will learn the foundations of Python programming through numerous exercises performed collaboratively and individually in the classroom. Students will gain exposure to the JavaScript programming language by completing self-paced on-line learning modules. The topic of data encryption and structured query language will also be explored in preparation for Senior courses.

Assessment

Students will complete one exam and one assignment in each term of the semester course. The first term assessment instruments will assess student's coding skills in the Python programming language. The second term JavaScript coding assignment will involve the application of Process and Production Skills while the final exam will assess student's Knowledge and Understanding of data and encryption concepts.



DESIGN AND TECHNOLOGIES - WOODWORK

Why study Design and Technologies - Woodwork?

Design and Technologies - Woodwork is intended to provide students with a greater opportunity to develop knowledge and understanding through a creative process in a workshop environment. A course of study in Design and Technologies – Woodwork can establish practical skill and understanding of woodworking equipment; and provide a basis for further education and employment in vocational fields of building and construction, carpentry, cabinet making and general product manufacture.

Subject Description

The subject has two main learning contexts - Wood Manufacturing and Design.

These two contexts are interwoven in a practical project that students work on throughout the semester. The project takes a Design, Make and Appraise approach with students creating their own project using either the wood working machinery and tools. Students are taught the design process, graphical communication methods, and practical workshop skills in order to successfully complete the project. The project will centre around a theme determined by the teacher and the workshop resources available.

Learning Experiences

Students will develop their knowledge and expertise in a variety of workshop tools and machinery. They will learn about the safe and correct use of woodworking tools and machinery. They will learn about the design process and how to successfully design, make and appraise a practical project. They will learn about material sustainability and how to manage resources effectively.

Assessment

Students are assessed on the two dimensions of Knowledge and Understanding; and Processes and Production Skills. Students will complete their design project using a Design, Make and Appraise approach. This approach will give equal priority to all elements of the process – i.e. students are judged equally on their design communications and their practical project outcome. Students complete online safety training 'OnGuard' at home prior to entering the workshop space.

It is mandatory that in all DT subjects, students wear black leather College Day uniform shoes or wear approved Safety footwear during class time.



DESIGN AND TECHNOLOGIES - ENGINEERING

Why study Design and Technologies - Engineering?

Design and Technologies – Engineering is intended to extend students practical manufacturing skills and will build upon the concepts learned in previous design and technologies subjects. With a greater emphasis on alternative construction methods and materials, students will have the opportunity to broaden their knowledge and understanding of manufacturing by working with materials such as metal, plastic and acrylic. A course of study in Design and Technologies – Engineering can establish practical skill and understanding of workshop equipment; and provide a basis for further education and employment in vocational fields of engineering, sheet metal work and plastic forming.

Subject Description

The subject has two main learning contexts - Engineering and Design.

These two contexts are interwoven in a practical project that students work on throughout the semester. The project takes a Design, Make and Appraise approach with students creating their own project using the manufacturing or engineering workshop machinery and tools. Students are taught the design process, graphical communication methods, and practical workshop skills in order to successfully complete the project. The project will centre around a theme determined by the teacher and the workshop resources available.

Learning Experiences

Students will develop their knowledge and expertise in a variety of engineering workshop tools and machinery. They will learn about the safe and correct use of tools and machinery. They will learn about the design process and how to successfully design, make and appraise a practical project. They will learn about material sustainability and how to manage resources effectively.

Assessment

Students are assessed on the two dimensions of Knowledge and Understanding; and Processes and Production Skills. Students will complete their design project using a Design, Make and Appraise approach. This approach will give equal priority to all elements of the process – i.e. students are judged equally on their design communications and their practical project outcome. Students complete online safety training 'OnGuard' at home prior to entering the workshop space.

It is mandatory that in all DT subjects, students wear approved black leather shoes or Safety footwear during class time.



DESIGN AND TECHNOLOGIES - STEM

Why study Design and Technologies - STEM?

Design and Technologies - STEM refers collectively to the teaching of Science, Technology, Engineering and Mathematics to achieve an overall unified design solution. STEM education enables students to develop solutions to complex problems and provides them with literacies and capabilities that will help them succeed in a world of technological change. As future innovators, educators, researchers and leaders, it is important that students develop the skills required to compete on a global scale.

Subject Description

The subject has two main learning contexts – Design and Practical Application.

These two contexts are interwoven in a practical project that students work on throughout the semester. Students will undertake a number of smaller STEM challenges in order to build their problem-solving skills. They will then be challenged to combine these skills to create their own design solution to a greater presented problem. Students are taught the design process, graphical communication methods, and practical manufacturing skills in order to successfully complete the design and practical application. The project will centre around a problem presented by the teacher and may be completed in any way practically possible in the given context.

Learning Experiences

Students will develop their problem-solving skills, and their knowledge of the design process. They will learn the fundamentals of STEM and the way these may be used in a practical setting. They will learn about the safe and correct use of tools and machinery. They will learn about the design process and how to successfully design, make and appraise a practical project. They will learn about material sustainability and how to manage resources effectively.

Assessment

Students are assessed on the two dimensions of Knowledge and Understanding; and Processes and Production Skills. Students will complete their design project using a Design, Make and Appraise approach. This approach will give equal priority to all elements of the process – i.e. students are judged equally on their design communications and their practical project outcome. Students complete online safety training 'OnGuard' at home prior to entering the workshop space.

It is mandatory that in all DT subjects, students wear approved black leather shoes or Safety footwear during class time.



DESIGN AND TECHNOLOGIES – FOOD SPECIALISATIONS

Why study Design and Technologies – Food Specialisations?

Design and Technologies (Food Specialisations) is suited to all students who wish to understand and explore the when, where, why and how a certain food gets from the farm to your plate and who is involved in getting it there. Students develop food skills and an understanding of food properties, processing, preparation, nutrition and consumption. Students also learn to evaluate food choices in a range of contexts and to consider technological, cultural, economic, social and environmental factors. Students considering a career in the Hospitality industry should consider selecting Design and Technologies (Food Specialisations) as a subject.

Subject Description

Students in this subject will primarily be developing their cooking and food preparation skills in various different methods. They will produce many different food products using a range of sources of ingredients and sources of inspiration. Students will also develop teamwork and evaluation skills during the process of creating their products.

Learning Experiences

Students will learn the foundations of cooking and food preparation through numerous exercises performed collaboratively and individually in the classroom. Students will gain exposure to different styles of cooking, using both locally sourced and international ingredients and methods.

Assessment

Students are assessed on the two dimensions of Knowledge and Understanding; and Processes and Production Skills. Students will complete their projects using a Design, Make and Appraise approach. This approach will give equal priority to all elements of the process – i.e. students are judged equally on their communications and their practical project outcome. Students complete online safety training 'OnGuard' at home prior to entering the kitchen space.

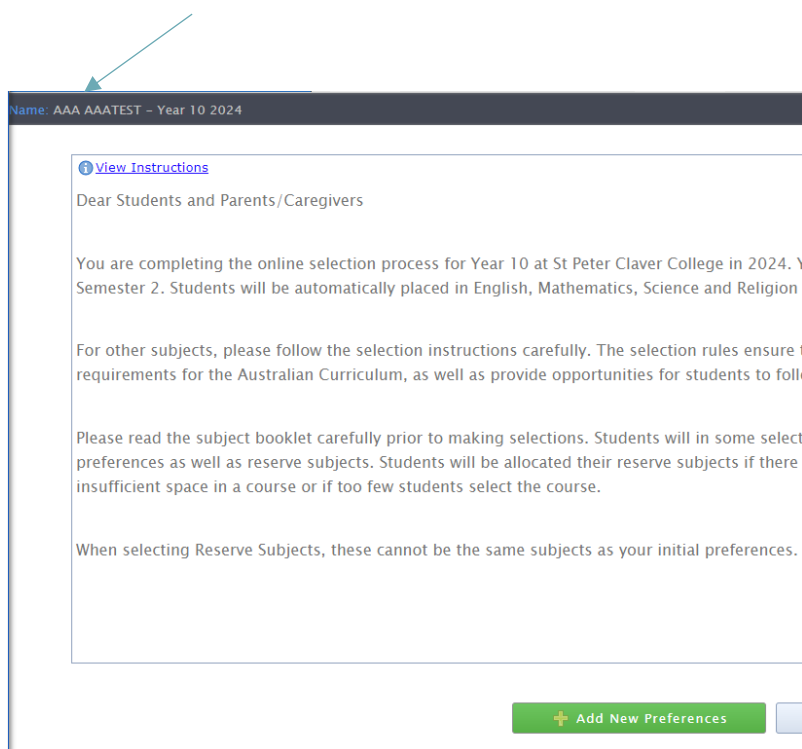
It is mandatory that in all DT subjects, students wear approved black leather shoes or Safety footwear during class time.



HOW TO ENTER YOUR SUBJECT PREFERENCES ONLINE


Please follow these simple steps:

1. Read your subject book and discuss with your student the subjects they have to study and the choices available.
2. On your College laptop, open the email sent to you from Web Preference Manager (WPM), containing the details on how to access the WPM portal.
3. Click on the link in the email to access the WPM portal. There are also instructions included as to how to manually access the site.
4. The Add New Preferences page will appear. Your name and year level will appear in the top left hand corner.






5. Carefully read the instructions on this page regarding how to complete your subject selection.
6. Click the green **Add New Preferences** button on the right hand side.









7. The Select Your Preferences page will open. Carefully read the instructions at the top of this page as well.

Preference boxes that have a  icon located to the right must have a valid subject selected from that box before you can submit your preferences.

Core Health and Physical Education

Preference 1	-----UNSELECTED-----	
Reserve 1	-----UNSELECTED-----	
Reserve 2	-----UNSELECTED-----	

Electives (Arts, Humanities, HPE & Technology)

Preference 2	-----UNSELECTED-----	
Preference 3	-----UNSELECTED-----	
Preference 4	-----UNSELECTED-----	
Preference 5	-----UNSELECTED-----	
Preference 6	-----UNSELECTED-----	
Reserve 3	-----UNSELECTED-----	
Reserve 4	-----UNSELECTED-----	
Reserve 5	-----UNSELECTED-----	

WEB PREFERENCES VIEW INSTRUCTIONS

In selecting subjects for Year 10 in 2025, please be aware that you must select the number of subjects indicated in each selection box.

- In Preference 1 - **Health and Physical Education**, all students select one subject and two reserves.
 - Students are required to choose the linked HPE that aligns with their preference sport.
- In Elective Preferences 2 to 6 - **select your preferred Arts, Humanities, HPE and Technology electives for the year. Please note that if you select one or more of the year-long subject offerings, you will not be required to select all six preference options.**

When selecting Reserve Subjects, these cannot be the same subjects as your initial preferences.

To choose your subjects click on the drop-down box beside each subject area.

You will notice as you go through this process that the red bar across the top of the page will update, telling you the minimum number of subjects required, and how many you have selected. You will not be able to process your subject preferences until all subjects are entered correctly.



Health and Physical Education (HPE)

Preference 3 - **HPE** – click on the drop-down arrow ▼ and choose a HPE subject.

- HPE Reserve 1 - click on the drop-down arrow ▼ and choose a reserve HPE subject.
- HPE Reserve 2 - click on the drop-down arrow ▼ and choose another reserve HPE subject.

You must choose one HPE subject, and two reserve HPE subjects.

Core Health and Physical Education	
Preference 1	HPE - Dance Development (1 Unit) ▼
Reserve 1	HPE - Football/Futsal Development (1 Unit) ▼
Reserve 2	HPE - Netball Development (1 Unit) ▼

Elective Subjects

Elective Preference 2 through to 6 - click on the drop-down arrow ▼ and choose an Elective subject for each preference. If you choose one or more of the year-long options, you will not need to complete all dropdown boxes.

Electives (Arts, Humanities, HPE & Technology)	
Preference 2	Accounting and Business (1 Unit)
Preference 3	Dance (single semester) (1 Unit)
Preference 4	Design and Technologies - Materials (Fashion) (single semester) (1 Unit)
Preference 5	Digital Technologies (1 Unit)
Preference 6	Drama (single semester) (1 Unit)
Reserve 3	Media (single semester) (1 Unit)
Reserve 4	Visual Art (single semester) (1 Unit)
Reserve 5	Design and Technologies - STEM (single semester) (1 Unit)

Reserve Elective 3 to 5 - click on the drop-down arrow ▼ and choose an Elective subject for each reserve.

Note: If you repeat a subject anywhere in your preferences you will not be able to click on **Proceed** to submit your preferences.

8. Once all your preferences are in, click on:



Note: You will not be able to click on the **Proceed** button if you have the same subject in your preferences twice. You cannot select both the year-long and single semester versions of elective subjects (where offered).



Your preferences will appear on the screen.

Full year Science course selected.

Please add Parent/Guardian email for Signature

Parent/ Guardian Email Address:

Your Preferences

Preference No	Preference Name	Unit Value
Preference 1	HPE - Dance Development	1 Unit
Preference 2	Accounting and Business	1 Unit
Preference 3	Dance (single semester)	1 Unit
Preference 4	Design and Technologies - Materials (Fashion) (single semester)	1 Unit
Preference 5	Digital Technologies	1 Unit
Preference 6	Drama (single semester)	1 Unit
Reserve 1	HPE - Football/Futsal Development	1 Unit
Reserve 2	HPE - Netball Development	1 Unit
Reserve 3	Media (single semester)	1 Unit
Reserve 4	Visual Art (single semester)	1 Unit
Reserve 5	Design and Technologies - STEM (single semester)	1 Unit
Total:		6 Units

Student Signature



9. You will need to enter your parent/caregiver's email address in order for them to be emailed a copy of your subject selection choices to approve.
10. You also need to sign your preferences, by using the touch screen on your laptop or by clicking type and typing your name.
11. After completing all preferences if you are happy with your choices click Submit Valid Preferences, which opens your Preference Receipt. If you are not happy with your choices, click on 'Cancel Start Again' and complete your preferences again. Note: You can only click on 'Submit Valid Preferences' twice, so if in doubt, click on Cancel Start Again, rather than Submit Valid Preferences and then change your preferences.



Preference Receipt: ST608-59342-7677157-4676680

Student Name:	Tester AAA
School Name:	St Peter Claver College (Year 10 2025)
Receipt Date:	2/08/2024 11:08:45 AM
Number of Subjects/Units Selected:	6
Submission No.:	2

Preference 1: HPE - Dance Development (1 Unit)
 Preference 2: Accounting and Business (1 Unit)
 Preference 3: Dance (single semester) (1 Unit)
 Preference 4: Design and Technologies - Materials (Fashion) (single semester) (1 Unit)
 Preference 5: Digital Technologies (1 Unit)
 Preference 6: Drama (single semester) (1 Unit)
 Reserve 1: HPE - Football/Futsal Development (1 Unit)
 Reserve 2: HPE - Netball Development (1 Unit)
 Reserve 3: Media (single semester) (1 Unit)
 Reserve 4: Visual Art (single semester) (1 Unit)
 Reserve 5: Design and Technologies - STEM (single semester) (1 Unit)

Please print or save (as a PDF) this receipt for your records. There is no requirement to submit a copy of this receipt to the College. The subjects students are enrolled in will not be available until November.


Student Signature

Test Student



12. You can Print Your Preference Receipt by clicking on and clicking **Print Receipt**.



 Open Print View

Web Preferences Receipt

St Peter Claver College (Year 10 2025)

Student Name: Tester AAA

Home Group:

Date: 2/08/2024 11:08:45 AM

No. of Subjects/Units Selected: 6

6

Receipt Code: ST608-59342-7677157-4676680

Submission No.: 2

2

Preference List:

Preference 1: HPE - Dance Development (1 Unit)

Preference 2: Accounting and Business (1 Unit)

Preference 3: Dance (single semester) (1 Unit)

Preference 4: Design and Technologies - Materials (Fashion) (single semester) (1 Unit)

Preference 5: Digital Technologies (1 Unit)

Preference 6: Drama (single semester) (1 Unit)

Reserve 1: HPE - Football/Futsal Development (1 Unit)

Reserve 2: HPE - Netball Development (1 Unit)

Reserve 3: Media (single semester) (1 Unit)

Reserve 4: Visual Art (single semester) (1 Unit)

Reserve 5: Design and Technologies - STEM (single semester) (1 Unit)


Please print or save (as a PDF) this receipt for your records. There is no requirement to submit a copy of this receipt to the College. The subjects students are enrolled in will not be available until November.

Student Signature

Test Student

Parent/Guardian Signature request email sent: 02/08/2024 11:08:45 - Shane.Tooley@bne.catholic.edu.au

12. Exit Web Preferences by clicking the **Log Out** button. Well done! 😊

 Log Out

