

HEATLEY SECONDARY COLLEGE



Year 9 and 10 Subject Selection Guide 2022

Heatley Secondary College acknowledges the Traditional Owners of the land on which our College was built in 1968, the Wulgurukaba People.

The Wulgurukaba people call their country “Gurrumbilbarra” Wulgurukaba meaning “canoe people”. An important symbol of the Wulgurukaba people is the Carpet Snake. Wulgurukaba’s creation story tells the story of the creation snake that came down from the Herbert River, went out to sea creating the Hinchinbrook Channel, and continued down to Palm and Magnetic Islands. The snake’s body broke up leaving parts along the coast: the tail of the snake is at Halifax Bay; the body is at Palm Island; and the head rests at Arcadia on Magnetic Island.

We also acknowledge the Bindal People as the traditional owners of the neighbouring land on the southern banks of the Ross River. The Bindal people call the country “Thul Garrie Waja”. An important symbol for the Bindal people is the shooting star. They believe that wherever the star fell, or the direction the star fell in, meant there was either danger coming or that someone from that direction was in need of help or in danger.

We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia’s cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

Contents

Introduction	4
Choosing Elective Subjects	5
My Reflection	6
Curriculum Structure	7
Subject information	8
English	8
Maths	8
Science	9
STEM	9
Humanities	10
Economics and Business	10
HPE	11
Heatley Pride Academy	11
Technologies	
Digital Technologies	12
Digital Technology	12
Design and Technologies	
Food Studies	13
Graphics	13
Industrial Technology & Design	14
The Arts	
Creative Arts: Digital Media	15
Creative Arts: Visual Art	15
Performing Arts: Drama	16
Performing Arts: Music	16
The Arts and Creative Technologies Academy (ACTA)	17
Instrumental Music Program	17
Special Education Program	18
Alignment of Core Subjects and Electives with Senior Subjects	19
Recommended Achievement Levels for Subject Entry	20

Introduction

Heatley Secondary College's year 9 and 10 curriculum reflects our commitment to providing all students with the opportunity to engage in a course of study which meets individual needs and interests, supports their aspirations and provides a pathway for their future.

In years 9 and 10 students have the opportunity to become more active participants in their subject choices through their elective subject selections.

The selection of elective subjects needs to be an informed decision. Curriculum decisions they make now will not only lead to a range of exciting Senior School possibilities, it will lay the foundation for future career pathways.



Heatley Secondary College's Vision, *Our Future is our Focus* shapes every aspect of College life.

Our commitment is to ensure all students have access to meaningful curriculum pathways leading to future career choices, and to support them to achieve their personal best and realise their dreams.

This *Years 9 and 10 Subject Selection Guide* is intended to supplement the information contained in our *Enrolment Information Booklet*. It relates directly to the Curricular and Co-Curricular opportunities for students in years 9 and 10.

Details of any course fees can be found in Resource Hire Scheme documentation.

Choosing Elective Subjects

Decisions about electives to study are important. They may directly affect your success with the subject. They may also impact on your career plans for when you leave school.

The Right Way

Choose subjects which:

- ☺ you enjoy
- ☺ you do well
- ☺ will help you achieve your chosen career goals or keep options open

This may sound easy but it involves a lot of thought and discussion. Never assume you know all about a subject at a higher year level because you have done that subject before.

To find out about any subject:

- ask the teachers of that subject
- look at the books and materials on the subject
- read about the subject in any booklets provided
- listen to what is said about the subject in class, or at subject information sessions

Guidelines

Keep your options open. Many of you do not know exactly what your future career will be. In fact, research tells us that people will change careers/jobs many times before they retire, so it is wise to keep your options open. This means choosing electives that make it possible for you to continue exploring your career options before making more specific decisions in the future.

Make a decision based on what suits you. You are an individual, and your particular subject needs may be quite different from those of other students.

This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Your friends are/or are not taking it
- You like or dislike the teacher
- You have heard that “all the boys or girls take that subject”

Be honest about your abilities and realistic with your occupational ideas. There is little to be gained by continuing with subjects that have proved difficult even after you have put in your best effort. Ask yourself, if your career choices require the study of certain subjects, do you have the ability and determination to achieve the results required?

Talk to your Guidance Officer. Your Guidance Officer can help you:

- Choose subjects related to your career options
- Define career pathways which will help you to successfully reach your career aspirations
- Research information on careers and provide you with career information resources
- Inform you about necessary pre-requisite subjects and criteria required by tertiary institutions (universities, TAFE, business colleges, etc.) for specific courses
- Contact institutions and employees for further information

MY REFLECTION

Subjects I am good at are:

Subjects I like are:

My future career may include:

Curriculum Structure

Heatley Secondary College's year 9 and 10 curriculum is structured to enable students to engage in a course of study which has both a strong academic core, and electives of their choice. Our curriculum is designed to encourage students to engage in deep and rigorous learning while preparing them for their chosen pathway.

In years 9 and 10, students continue to engage with the **Australian Curriculum**, studying **5 Core Subjects** and **2 Elective Subjects** (a major and a minor).

CORE SUBJECTS	
<ul style="list-style-type: none"> ➤ English ➤ Mathematics ➤ Science ➤ Humanities (Strands vary across years 9 & 10) <ul style="list-style-type: none"> ○ History (Mandatory in both years 9 & 10) ○ Geography ○ Civics & Citizenship ○ Work Studies / Career Education (Year 10) ➤ Health & Physical Education (including the Resilience Project) 	
ELECTIVE SUBJECTS	
MAJOR 3 Periods a week	MINOR Periods a week
<p>The Arts</p> <ul style="list-style-type: none"> ➤ Creative Arts <ul style="list-style-type: none"> ○ Digital Media ○ Visual Art ➤ Performing Arts <ul style="list-style-type: none"> ○ Drama ○ Music <p>Technologies</p> <ul style="list-style-type: none"> ➤ Design & Technologies <ul style="list-style-type: none"> ○ Food Studies ○ Industrial Technology & Design ➤ Digital Technologies <ul style="list-style-type: none"> ○ Digital Technology <p>Humanities</p> <ul style="list-style-type: none"> ➤ Economic & Business 	<p>The Arts</p> <ul style="list-style-type: none"> ➤ Creative Arts (Making) <ul style="list-style-type: none"> ○ Visual Art ➤ Performing Arts (Performing) <ul style="list-style-type: none"> ○ Drama ○ Music <p>Technologies</p> <ul style="list-style-type: none"> ➤ Design & Technologies <ul style="list-style-type: none"> ○ Food Studies ○ Industrial Technology & Design ○ Graphics <p>SPORTS ACADEMY</p> <ul style="list-style-type: none"> ➤ Rugby ➤ Football (Soccer) ➤ Volleyball ➤ General <p>STEM ACADEMY</p> <ul style="list-style-type: none"> • STEM

Subject Information

English

Core

COURSE OUTLINE

English in Years 9 and 10 involves the study of spoken, written and visual language across a wide range of meaningful and real-life contexts. All students in Years 9 – 10 are taught the Australian Curriculum. Students study a range of units which develop their skills with language, literacy and literature.

In both years 9 and 10, students examine and analyse the world they live in through the study of a range of text types: novels, poetry, song, film and electronic media. The focus of study is inclusive, with a range of perspectives that reflect the diversity of Heatley students.

As part of this study, students will prepare and present a range of texts including:

- Memoirs
- Narratives
- Persuasive and explanatory speeches, and
- Analytical extended responses.

ASSESSMENT

Assessment is ongoing and includes written, spoken and multimedia tasks which are either prepared as assignments or supervised in class time. All assessment tasks require the submission of drafts.

Maths

Core

COURSE OUTLINE

This course has three content strands:

- number and algebra,
- measurement and geometry, and
- statistics and probability.

In Years 9 and 10, students study the strands through the proficiencies of understanding, fluency, problem-solving and reasoning. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

ASSESSMENT

The Assessments in each semester of year 9 and 10 include:

- A Problem Solving and Modelling Task (PSMT) – a written task requiring both in and out of class work over a period of weeks.
- 2 Exams – an exam at the end of each term covering the topics taught throughout each term.

Science

Core

COURSE OUTLINE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

ASSESSMENT

The Assessments in each semester of year 9 and 10 include:

- Research Report: written task requiring both in and out of class work over a period of weeks.
- Practical Report: following an in class practical, students will be given the opportunity to alter the original experiment and write a report.
- Exam: at the end of the semester covering the topics taught in both terms.

Heatley STEM Academy (Application required)

MINOR
Elective

COURSE OUTLINE



The **Heatley STEM Academy** offers students from Years 9 to 12 the opportunity to engage in an extension Science, Technology, Engineering and Mathematics based subject.

In STEM, students undertake a research project which involves;

- formulating a proposal
- present it to the group
- enacting their project.

Project length can range from a term to a full year and will often involve a State or National competition. The CSIRO Crest Awards are utilised where applicable.

Students also participate in activities that engage the wider school community. These include Primary School transition days and Science Week.

ASSESSMENT

Students will be assessed on their engagement in their identified Research Project as well as their inclusiveness of the wider school community.

Humanities

Core

COURSE OUTLINE

This course focuses students on developing their knowledge, understanding and skills in a range of disciplines across both years 9 and 10.

As part of their Humanities course, students will study:

- History (Mandatory in both years 9 & 10)
- Geography
- Civics & Citizenship
- Work Studies / Career Education (Year 10)

Through the course of study, students are encouraged to investigate, analyse and explain the causes and consequences of actions by individuals and groups, and the ways in which human actions and interactions have shaped the physical and social world we live in.

Students will learn to identify, interpret and interrogate a range of materials from historical records to maps and graphics to social campaign materials.

ASSESSMENT

Assessment includes examinations, short responses and extended research assignments.

Economics and Business

Elective

COURSE OUTLINE

This course introduces students to the business world. Students explore:

- How businesses respond to changing economic conditions
- Different strategies that can be used by consumers, businesses and governments to improve economic, business and financial outcomes.

Students will learn about the roles and responsibilities of participants in the workplace, including the way that businesses can manage their workforce to improve productivity.

The course is divided into topics across a two-year period throughout years 9 and 10.

Unit 1 – Competing with the global economy

Unit 2 – Managing economic performance and standard of living

Unit 3 – Managing financial risks and rewards

Unit 4 – Improving business productivity

ASSESSMENT

Assessment will consist of class tests, projects, assignments and semester exams.

Health and Physical Education

Core

COURSE OUTLINE

In this course, students develop the knowledge, understanding and skills to support them to make health-enhancing decisions about their health and physical activity. The course has both theory and practical components and includes the **Resilience Project** which focuses on four key areas: Gratitude, Empathy, Mindfulness and Emotional Literacy.

Topics include:	<u>Year 9</u> Respectful Relationships Sustainable Health Challenge My Social Responsibility Active Aussies	<u>Year 10</u> Fitness and Training Motor Learning Performance Analysis Active Aussies
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ASSESSMENT

Assessment includes: case studies, multi-modal presentations, research assignments, response to stimulus, short and extended response exams, and practical performances.

Heatley Pride Sports Academy

(Application required)

Subject
Fee
Applies Elective



The **Heatley Pride Sports Academy** offers a range of specialist programs to sports minded students in years 9 to 12, enabling them to improve their performance and excel in their chosen sport.

Students can nominate for Football (Soccer), Rugby League and Volleyball where students will be taught by qualified and experienced coaches. Future sports will be introduced depending on student interest.

Key components of all Academy programs include:

- Skill development
- Fitness development - strength and conditioning
- Sports psychology and sporting performance

Each term, students participate in sport specific training sessions to further their skills in their chosen sport. Student inclusion in the Sports Academy Program is reliant upon their full participation in all aspects of the program.

ASSESSMENT

Students will be assessed on their practical performances in both simple (eg drills) and complex environments (eg game situations) of their chosen sports.

COURSE FEES

Fees apply for the provision of material and an Academy shirt (see Student Resource Scheme).

Digital Technology

Elective

COURSE OUTLINE

This course focuses students on developing knowledge, understanding and skills in computational thinking, and on engaging with a wide range of information systems.

Topics include:

- Computer programming language
- Digital system representation
- Data transmission
- Appropriate use of information systems
- Appropriate collection and use of data and sources
- Analysis of data
- Selection and management of appropriate resources and protocols to store information
- Game development

ASSESSMENT

Assessment includes examinations, tests and projects.

Design & Technologies: Food Studies

Subject
Fee
Applies Elective

COURSE OUTLINE

This course brings together theoretical understandings and practical applications related to food and nutrition. Students:

- develop the skills needed to investigate, design, produce and evaluate a range of food products
- explore the positive impact of making food choices consistent with dietary guidelines in order to promote overall wellbeing
- develop the ability to manage resources such as time, materials and equipment to meet individual and family needs.

Every term a different topic is studied. Topics include: nutrition, meal development, cultural influences on food, food presentation, food preparation and cooking.

Cookery ingredients for the weekly practical lesson are supplied by the school.

At the end of the term all students are required to provide ingredients for an individualised design task (cooking) which is assessed.

ASSESSMENT

Assessment each term is based on a design task and/or a test

COURSE FEES

Fees apply to cover cookery ingredients supplied by the College for practical lessons (see Student Resource Scheme).

Design & Technologies: Graphics

Elective

COURSE OUTLINE

This course aims to:

- Promote graphical communication.
- Develop knowledge and understanding of the fundamentals of graphical communication.
- Develop the ability to interpret drawings and related data.
- Introduce students to Autodesk CAD Suite including Inventor, AutoCAD and Revit 2020 with 2D and 3D modelling (75% of the Graphics course).

Main topics include:

- 2D Drawing, Orthographic Developments, 3D Drawing, Random Point Perspective, 3D Modelling
- Sketching
- Computer Aided Drafting (CAD), Inventor and Revit
- Cabinet Drawing
- Engineering Drawing
- Architectural Drawing

ASSESSMENT

Short graphical responses, extended graphical responses, context-based folios, response to stimulus

Design & Technologies: Industrial Technology & Design

Subject
Fee
Applies Elective

COURSE OUTLINE

This course covers the following areas of study: Project Planning and Design, Materials Study, Applied Technology, Communication Drawing, and Safety.

Units include:

- Basic Wood Working and Joint Construction
- Basic Sheet Metal Working & Resistance Welding
- Basic Plastic Fabrication
- Introductory Mechanical Components
- Introductory Metal Engineering
- Introductory Building and Construction

ASSESSMENT

- Completion of associated Technology/Material/Safety Tasks
- Manipulative hand skills used in making projects
- Self-appraisal and reflection of completed tasks

SAFETY REQUIREMENTS

- All students are required to wear fully enclosed shoes as outlined in the uniform brochure. Jewellery must not be worn, and long hair must be tied back.
- Safety glasses and hearing protection are supplied and **MUST** be worn at all times in the workshops. This is a Workplace Health and Safety requirement.
- A risk assessment will be conducted for all activities in the workshop. Parental permission is required for students to participate in workshop activities deemed high/extreme risk.

COURSE FEES

Fees apply for materials used for weekly practical tasks supplied by school (see Student Resource Scheme).

The Arts – Creative Arts: Digital Media

Subject
Fee
Applies Elective

COURSE OUTLINE

Digital Media involves the use of cameras, lighting, audio equipment and computer technology that are used to entertain, inform and influence audiences around the world each day. This two-year course teaches students the knowledge and skills of:

- photography,
- drawing,
- 2D animation,
- video,
- motion graphic production and
- audio podcast

This knowledge and skills are taught using the industry leading software of the *Adobe Creative Suite – Adobe Photoshop, Premiere Pro, Illustrator, Animate and After Effects.*

ASSESSMENT

The course involves a practical, project-based assessment and one written task each term, including research, planning documents, scriptwriting or storyboarding.

The Arts – Creative Arts: Visual Arts

Subject
Fee
Applies Elective

COURSE OUTLINE

Students in year 9 and 10 will focus on a number of artistic mediums. They explore 2D and 3D art forms and manipulate different mediums such as printmaking, paint, pencil, mixed media and sculptures. Students will apply their new knowledge and skills to different contexts to express their artistic viewpoints along with building their own style through their individual portfolios.

Learning experiences are centred on the development of skills and media exploration and the use of a range of techniques. Students will enhance their understanding of Visual Art while working both independently and in negotiation with their teacher. The course includes both theory and practical components.

ASSESSMENT

Assessment involves two components: Making and Responding. A variety of assessment tools will be used to assess student achievement. These will include practical folios, visual journal entries, appraising tasks, such as essay writing, PowerPoint presentations, editorials and critiques. Prominent artists and their work are studied to gain important insights into how artists go about creating great works of art.

COURSE FEES

Fees apply for materials used for weekly practical tasks supplied by school (see Student Resource Scheme).

The Arts – Performing Arts: Drama

Elective

COURSE OUTLINE

Drama seeks to teach students to communicate effectively in a range of situations, and to use their creativity and imagination to extend their aesthetic understanding of the world.

Students explore verbal, non-verbal and written communication through scripted plays, role plays, improvisation and multi-media. They create their own works, and respond to other dramatic works. **Performance for a public audience is mandatory.**

ASSESSMENT

Assessment occurs in two areas which are weighted equally. Both theory and practical components are assessed.

MAKING: Creating drama and scripts, and delivering polished performances in front of an audience, and

RESPONDING: Written response to or analysis of drama.

The Arts – Performing Arts: Music

Elective

COURSE OUTLINE

This course develops students' ability to perform, listen to and study a wide range of musical styles including:

- World Music
- Film Music
- Jazz
- Rock & Pop
- Classical
- Contemporary Music
- Music and Technology

They will also develop skills in music reading, writing, performing and listening skills. The course includes both theory and practical components.

Students participate in performance groups of different styles using a variety of instruments. Students will compose and perform their own original music.

Students are encouraged to become involved with a musical ensemble within the school (ie stage band, choir, student rock bands) and to be involved with school productions.

ASSESSMENT

Students will be assessed on:

MAKING: Performance on various instruments studied in class (including voice)
Composition and Arranging using computer technology and traditional notation

RESPONDING: Listening (music research and analysis, theory, aural skills)

The Arts and Creative Technology Academy

(Application required)

Elective

In 2022, *The Arts and Creative Technologies Academy (ACTA)* will be established to offer students specialist training in the **creative arts** (visual art and media) and the **performance arts** (drama and music).

The ACTA bridges the gap between traditional arts and technology and students learn how 21st century digital media is transforming the way art is created and commercialised. From graphic design to creating animations, *The Arts and Creative Technologies Academy* builds a foundation for further study in senior arts subjects and TCTC courses.

The Arts and Creative Technologies Academy (ACTA) help students understand their place in the world. Individuality, creativity and self-expression are highly regarded in the world of work and students are both supported and challenged to form opinions about and make their own artistic statements.

Entry to the academy will require applicants to attend a workshop or audition or present a folio of work with one of our highly skilled teachers.

Instrumental Music Program

Subject
Fee
Applies

Elective

Instrumental Music at Heatley Secondary College is a contemporary program which provides students with the opportunity to become musicians/vocalists and experience the expressive qualities of music and music-making through learning to play an instrument, sing and to participate in contemporary music ensembles (hip-hop, pop, rock, jazz, R'n'R and country).

The program supports students with an interest and aptitude in music to build both individual musicianship and group performance. Students have fun while learning to play an instrument and make beats in small groups and ensemble environments. They often provide high level performances for many college events.

Specialisations could include;

- Strings
- Woodwind
- Vocal (individual and ensemble)
- Music Programming / beat making which uses production software
- Guitar / Bass tuition
- Rock Bands
- Drumming

The program involves 35-minute lessons once a week on a rotational basis

Special Education Program

Heatley Secondary College has a proud history of delivering quality educational programs and flexible pathways for *Students with Disabilities* focusing on:

- Maximising the potential of the individual student;
- Fostering life-long learning that will assist students to be active community members, both at school and post school;
- Developing individual strengths and celebrating personal achievements.

All *Students with Disabilities* are case managed by special education teachers who monitor progress and provide additional support to students and their care-givers.

Decisions regarding education pathways for *Students with Disabilities* are made collaboratively. Caregivers, special education staff, main school teachers, and students determine the program that best meets the needs of each student. Programs include:

- **Full-Time Mainstream Classes**

Most *Students with Disabilities* attend mainstream classes and engage in the general curriculum. Educational support for these students includes:

- Curriculum differentiated according to each student's specific needs, including ICPs (Individual Curriculum Plans)
- Specialist support for class teachers around appropriate teaching strategies, curriculum adjustments and assessment tasks
- In-class student support from a special education teacher or teacher aide for students with high support needs

The Head of Special Education Services (HOSES) and special education teachers work collaboratively with classroom teachers to negotiate necessary adjustments required to enable any *Students with Disabilities* to fully access the curriculum.

- **Full-Time Special Education Classes**

Some *Students with Disabilities*, whose high-level needs precludes them from successfully accessing main stream classes, attend full-time Special Education Classes. Students engage with the Australian Curriculum, supported by a differentiated curriculum according to the level identified in their Individual Curriculum Plan (ICP).

Students engage in practical learning activities with a focus on developing functional literacy and numeracy and essential life skills. Students also learn to manage their behaviour effectively, work as a productive member of a team, build positive relationships and recognise and utilise their personal strengths.

Students also access modified Arts and Technology electives. Fees apply for the provision of materials. (See Student Resource Scheme)

- **Combination of Mainstream and Special Education Classes**

A number of *Students with Disabilities* benefit from accessing a combination of the regular curriculum (with the supports listed previously) and special education classes.

Alignment of Core Subjects and Electives with Senior Subjects

Learning Area	Y9 / 10 Elective	Senior Subject
English		English Essential English
Mathematics		Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics
Science	STEM	Biology Chemistry Physics Aquatic Practices Science in Practice
HPE		Physical Education Outdoor Education Certificate III in Fitness
Humanities (History, Geography, Civics)		Ancient History Legal Studies Early Childhood Studies Tourism Cert II Skills for Work & Vocational Pathways Dual Cert II (Health Support Services & Community Services)
	Economics and Business	Business (including certificate courses) Legal Studies Tourism
The Arts	Drama	Drama
	Digital Media	Film, TV and New Media TCTC (certificate courses)
	Music	Music
	Visual Art	Visual Art Visual Arts in Practice
Technology	Food Studies	Hospitality Practices
	Industrial Technology & Design	Building and Construction Skills Furnishing Skills Engineering Skills Industrial Technology Skills (Automotive)
	Graphics	Industrial Graphics Skills
	Digital Technologies	Certificate III Business Certificate III Information, Digital Media & Technology TCTC (Certificate courses)

Recommended Achievement Levels for Subject Entry

SUBJECT	PATHWAY		Possible QCE Credits	RECOMMENDED ACHIEVEMENT LEVELS	IS IT FOR ME?
	General	Applied			
English	✓		4	A minimum C+ level of achievement in Year 10 English.	
Essential English		✓	4	There are no prerequisites for this course.	
General Mathematics	✓		4	A minimum low B level of achievement in Year 10 Maths and English.	
Mathematics Methods	✓		4	A minimum B level of achievement in Year 10 Maths and English.	
Specialist Mathematics	✓		4	A minimum B level of achievement in Year 10 Maths and English.	
Essential Mathematics		✓	4	There are no prerequisites for this course.	
Biology	✓		4	A minimum mid C level of achievement in Year 10 Science and English	
Chemistry	✓		4	A minimum mid B level of achievement in Year 10 Science and English.	
Aquatic Practices		✓	4	There are no prerequisites for this course	
Physics	✓		4	A minimum mid B level of achievement in Year 10 English and Mathematics.	
Science in Practice		✓	4	There are no prerequisites for this course.	
Business	✓		4	A minimum C level of achievement in Year 10 English.	
Early Childhood Studies		✓	4	There are no prerequisites for this course.	
Hospitality Practices		✓	4	There are no prerequisites for this course. Students MUST buy and bring their own ingredients.	
Building & Construction Skills		✓	4	There are no prerequisites for this course.	
Furnishing Skills		✓	4	There are no prerequisites for this course.	
Engineering Skills		✓	4	There are no prerequisites for this course. Students must be prepared to use welders.	
Industrial Technology Skills: Automotive		✓	4	There are no prerequisites for this course.	
Industrial Graphics Skills		✓	4	There are no prerequisites for this course; it would be beneficial to have completed 9-10 Graphics.	
Physical Education	✓		4	A minimum C level of achievement in Year 10 English and C level of achievement in Health & Physical Education.	
Ancient History	✓		4	A minimum C+ level of achievement in Year 10 English and History.	
Legal Studies	✓		4	A minimum mid C level of achievement in Year 10 English.	
Tourism		✓	4	There are no prerequisites for this course.	
Drama	✓		4	A minimum C+ level of achievement in Year 10 English and an interest in performance & expression.	
Film, Television & New Media	✓		4	A minimum C level of achievement in Year 10 English.	
Music	✓		4	Students should have some skills vocally and/or instrumentally and in reading music. A minimum C level of achievement in Year 10 English.	
Music in Practice		✓	4	A background in music is an advantage.	
Visual Art	✓		4	A minimum C level of achievement in Year 10 Visual Arts.	
Visual Arts in Practice		✓	4	There are no prerequisites for this course.	
Vocational Education & Training					
FSK20113 Certificate II in Skills for Work and Vocational Pathways			4	There are no prerequisites for this course.	
HLT23215 Certificate II in Health Support Services & CHC22015 Certificate II Community Services HLTAID003 Provide First Aid			4	There are no prerequisites for this course.	
Certificate II in Outdoor Education			4	There are no prerequisites for this course.	
ICT30120 Certificate III in Information Technology			8	There are no prerequisites for this course.	
Cert III in Fitness			8	There are no prerequisites for this course.	
Cert III in Business			8	There are no prerequisites for this course.	