

WHITES HILL STATE COLLEGE

**2026
Year 10
Elective
Subjects
HANDBOOK**



WELCOME TO WHSC



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**Information in this booklet may be subject to change.*

MESSAGE FROM THE PRINCIPAL

In preparing for your future, Year 10 will see you and your Parents/ Carers making important decisions about your Senior Schooling Pathway at Whites Hill State College; that is, the subjects you will choose to study for the senior secondary phase of your education, to help you transition to a bright future after school.

In Year 10, you will continue to study core subjects of Mathematics, English, Science, History and HPE. You will also choose two elective subjects that you will study for the duration of Year 10.

This Elective Subject Guide contains valuable information about expectations at Whites Hill State College. It is important that both you and your Parents/Carers are familiar with these expectations to ensure you experience success in Year 10.

It's also important that you and your Parents/Carers begin to have conversations about your

future career aspirations and the path you wish to follow after school, so that the subjects you choose for Year 10 and beyond help you reach those goals.

This message will be reinforced at the Parent/Carer Information evening and at your SET Plan interview.

I encourage you to have a realistic view of what you want to achieve through your Senior years and after school. You need to listen to your Teachers, our Guidance Officer (Mrs Kylie Robertson) and Head of School (Mrs Samantha Hawkins), and base your subject selections on the advice you receive from those people.

Year 10 is seen as the beginning of Senior Secondary and it's vital you understand the importance of achieving your best results in all your subjects. This is because, by the end of Year 10, you must achieve the pre-requisite result for Senior Subjects, a summary of

which can be found on page 11 of this handbook. If you do not achieve the pre-requisite result, it is highly unlikely that you will be successful in that course of study in Years 11 and 12. So your Year 10 results are an incredibly important indicator of whether you will be successful in Senior subjects.

In addition to listening to advice from key staff and your Parents/ Carers, it is important that you choose subjects that you'll be able to achieve successful outcomes in and that you enjoy.

My message to you is:

- read this Subject Guide carefully
- involve your Parents/ Carers in all discussions
- choose subjects that you are capable of achieving high results in
- take on board the advice given to you by key staff in the College

- work hard in Year 10 so that you can meet the pre-requisite results by the end of the year, to be eligible to study your desired subjects in Senior
- when it's time to choose your Senior subjects, use your Year 10 subjects as a guide
- be realistic about what you want to achieve in Senior Secondary and after school
- select subjects that will lead you to attaining your goals
- make a strong commitment to your future self and your study in Senior Secondary.

Finally, I wish you every success, both for the remainder of Year 9 and into Year 10. I am sure you will find the next three years both challenging and rewarding, and I look forward to celebrating your achievements with you along the way!

Best wishes,
Richenda Wagener
College Principal

Contact Us

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OPENING HOURS:

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Monday: 8.00-9.30am

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Friday: 8.00am-9.30am



21ST CENTURY SKILLS

PREPARING FOR
A CHANGING WORLD





A Changing World

It is essential that Senior students at Whites Hill State College have a clear understanding of our College's commitment to personal excellence through living and demonstrating our school CARES values of Cooperation, Achievement, Respect, Enthusiasm and Safety each day. It is an expectation at Whites Hill that students will work towards being their personal best each day through hard work and dedication to their Senior studies, so that they may prepare themselves for the demands of their futures.

At Whites Hill State College, we acknowledge that young Queenslanders in the 21st century need to be

- Innovators
- Entrepreneurs
- Lifelong Learners
- Responsible Global Citizens

To prepare students for the 21st Century an important aspect of our curriculum at Whites Hill State College is to develop skills involving the use of

- Personal and social skills
- Communication skills
- Collaboration and teamwork
- Creative and critical thinking
- Information and Communication Technologies skills

All learning at Whites Hill State College is underpinned by:

Literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content.

Numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

All Senior students at Whites Hill State College will participate in learning that is underpinned by:

Applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

Community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom.

Core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

This Handbook is a guide for students progressing to Year 10 at Whites Hill State College. This is the beginning of Senior Secondary education and next year you will select your pathway or course of study in for Years 11 and 12. This is not an easy task, and we encourage Parents/ Guardians to be involved in conversations with your child throughout Year 10 and during this decision-making process. The selection of subjects should be made only after careful research and consideration, as the decisions made will have a major influence on your career and future.



Non-negotiables at WHSC

As a Whites Hill State College Senior student, you:

- uphold the CARES values by actively participating in the Personal Development Program (including The Resilience Project)

and adhere to the Standards for Success, including but not limited to:

- participation in and attaining a C standard or better in all Senior subjects
- consistently working towards competency in VET courses
- participation in all required course work including submissions of drafts and final assessment by the due date
- 95% attendance
- being financially up to date in the School Resource Scheme or providing all required resources as and when needed



cooperation

- We work together to accomplish goals
- We encourage and strive for success

respect

- We value ourselves, others and our community

safety

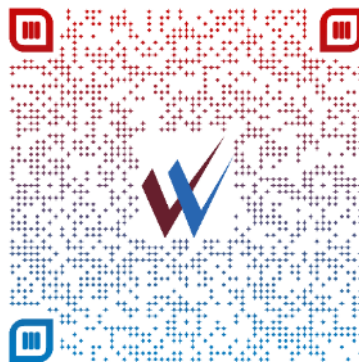
- We actively support the wellbeing of all

achievement

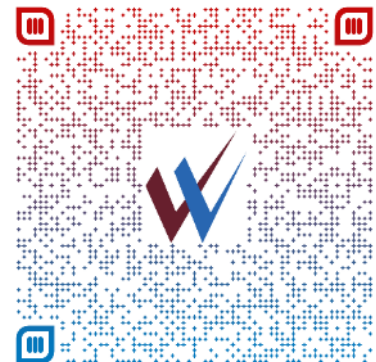
enthusiasm



Assessment Policy



Standards for Success



Uniform Policy



HOMEWORK

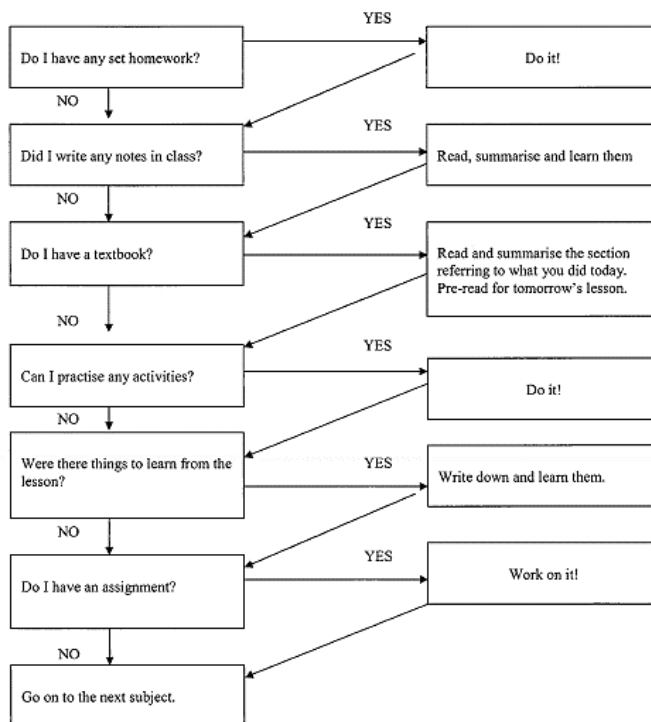
Homework is effective because it:

- Relates to the content students cover in class over the course of the week.
- Reinforces the development of skills learnt in class time.
- Allows students to engage in differentiated activities that are specific to their needs.
- Develops students' independence as a learner through activities such as researching, writing, investigating, designing and making.
- Provides an opportunity for teachers to give feedback on work that students have completed independently.

There is no such thing as no homework!

Set Homework + Assignment + Study = HOMEWORK

If you follow the flow chart below you will find that you will always have HOMEWORK to do



You will rarely get to the end without finding some HOMEWORK you can do. Thinking about each day's lessons is part of your HOMEWORK.



ATTENDANCE

Did you know? Research shows that in Queensland, higher student attendance at school is associated, on average, with higher student achievement.

Why is regular attendance at school important?

Regular school attendance will mean that your child has a better chance in life. Your child will achieve better when they go to school all day, every school day.

They learn better

They make friends

They are happier

They have a brighter future.

Why must I send my child to school?

Under Queensland law, you must make sure your child of school age is enrolled and attends school all day, every school day unless they have an acceptable reason. Illness, doing work experience or competing in a school sporting event are acceptable reasons for being absent from school.

Principals decide if the reason given for your child's absence is acceptable.

Avoid keeping your child away from school for birthdays, shopping, visiting family and friends, if they sleep in, looking after other children, minor check-ups or care such as hair-cuts.

Routine or other medical appointments should be made either before or after school or during the school holidays.

What should I do if our family is going on a holiday in school time?

You are encouraged not to schedule holidays during school time. If your family holiday is during school time, let the school know in advance and talk about what arrangements can be made for your child. Depending on the circumstances the school may be able to provide tasks for your child to complete while they are absent or assist you to organise an exemption from schooling.

Do I need to let the school know if my child has been away from school?

Yes, you must let the school know the reason why your child has been absent from school within two school days of their return. If possible, advise the school beforehand.

A set routine can help

- have a set time to go to bed
- have a set time to get out of bed
- have uniform and school bag ready the night before
- have a set time for starting and finishing breakfast
- set a time for daily homework activities
- speak about school positively
- be firm, send your child to school every school day including their birthday and the last day of term!

What should I do if my child won't go to school?

You should contact the school as soon as possible for advice and support.

SUBJECT SELECTION

MAKE YOUR CHOICES COUNT

It is important to choose Senior subjects carefully as your decisions may affect:

- the types of career pathway you can follow later
- your success at school
- your feelings about learning and further education and training.

There are many factors to consider, but choosing your course of study can be made easier if you explore your options, seek advice when you are unsure, and go about your decisions calmly and logically.

As an overall plan, you are advised to choose subjects:

- you enjoy
- in which you have demonstrated some ability or aptitude
- which help you to reach your career goals
- which help you to develop skills, knowledge and attitudes that will help you throughout your life.



YOUR CHECKLIST

When you have made your choices, check that you have done the following and tick the squares to indicate that you have considered:

- I have a good idea of what subjects I like
- I have checked the pre-requisite for the subjects in Years 11 and 12
- I selected subjects that help lead me to my possible Senior subject
- I considered a School-based Apprenticeship or Traineeship to complement my studies and build on work skills
- I considered TAFE at Schools and other VET programs to complement my studies
- I have consulted with Parents/Carers, the Guidance Officer, the Head of School and Teachers.

5 step decision making model for subject selection



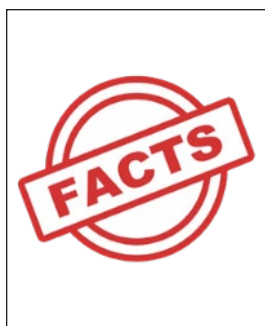
#1 GET THE QUESTIONS STRAIGHT

- Which subjects do I really have to make decisions about?
- By when do I have to make that decision?
- What are my real options?
- Clarify in your own mind and write down just what decision you are trying to make.



#5 CHECK THE RESULTS

- Do these subjects suit my situations?
- Are they possible to achieve reasonable results in?



#2 GET THE FACTS

- What subjects do I need for my career options?
- What are my abilities as shown by my past achievements?
- What subjects have I enjoyed in Year 10?
- Have I met the Year 10 pre-requisite results (eg B in English)?
- What are the pre-requisites for courses or careers I am considering?
- Have I read the subject descriptions in this handbook?
- Have I consulted with people for advice (eg students who are studying these subjects, GO, Teachers, Parents/ Carers)?
- Am I prepared to make the commitment to those subjects?



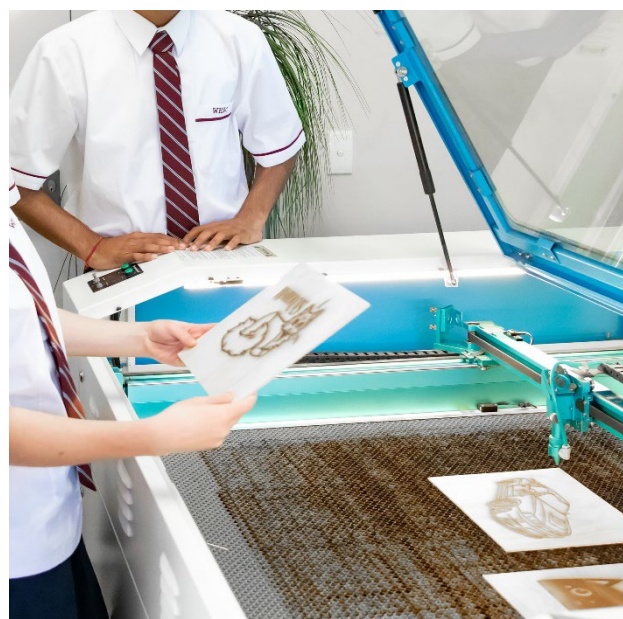
#3 WEIGH UP THE FACTS

- What are the most important considerations?
- What are the consequences of each alternative?
- For tertiary requirements and options refer to Tertiary Courses entry requirements or see Mrs Robertson (Guidance Officer).
- You must list a number of choices and compare the advantages and disadvantages of each.



#4 MAKE A DECISION

Choose your subjects. This is best done after a period of time during which your unconscious mind has had time to weigh up the facts – for very difficult choices it is an advantage to set a time limit and make the decision at that time.



SENIOR SECONDARY PRE-REQUISITES

SUBJECT	FACULTY	PRE-REQUISITE REQUIRED	SUBJECT TYPE	QCE POINTS
Accounting	Business	B in Year 10 English	General	4
Ancient History	Humanities	B in Year 10 English B in Year 10 History	General	4
Aquatic Practices	Science	No pre-requisites	Applied	4
Biology	Science	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics	General	4
Certificate II in Construction pathways	Design & Technologies	No pre-requisites Language, Literacy and Numeracy Tests (LLN)	VET	4
Certificate III in Fitness	Health & Physical Education	No pre-requisites Language, Literacy and Numeracy Tests (LLN)	VET	8
Certificate II in Hospitality	Design & Technologies	No pre-requisites Language, Literacy and Numeracy Tests (LLN)	VET	4
Certificate II in Hospitality AND Certificate III in Hospitality (reduced fee applicable)	Design & Technologies	Language, Literacy and Numeracy Tests (LLN)	VET	6
Certificate III in Hospitality (fee applicable)	Design & Technologies	Language, Literacy and Numeracy Tests (LLN)	VET	8
Chemistry	Science	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics	General	4
Certificate II Health Support Services	Vocational Training	No pre-requisites	VET	4
Certificate II Health Support Services AND Certificate III Health Services Assistance OR Allied Health Assistance	Vocational Training	No pre-requisites	VET	6
Certificate IV in Justice Studies	Vocational Training	C in Year 10 English	VET	8
Diploma of Business (fee applicable)	Business	C+ in Year 10 English Language, Literacy and Numeracy Tests (LLN)	VET	8
English as an Additional Language	English	B in Year 10 English	General	4
Essential English	English	No pre-requisites	Applied	4
Essential Mathematics	Mathematics	D+ in Year 10 Mathematics	Applied	4
General English	English	B in Year 10 English	General	4
General Mathematics	Mathematics	C+ in Year 10 Maths	General	4
Languages	BSDE	Entrance exam	General	4
Legal Studies	Humanities	B in Year 10 English	General	4
Mathematical Methods	Mathematics	B+ in Year 10 Maths	General	4
Media Arts in Practice	The Arts	C in Year 10 Media Arts preferred	Applied	4
Modern History	Humanities	B in Year 10 English B in Year 10 History	General	4
Music in Practice	The Arts	C in Year 10 Music preferred	Applied	4
Numeracy	Mathematics	No pre-requisites	Short Course/ Applied	3
Physics	Science	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics	General	4
Psychology	Science	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics Study General Maths (min)	General	4
Science in Practice	Science	No pre-requisites	Applied	4
Specialist Mathematics	Mathematics	B+ in Year 10 Maths	General	4
Sport and Recreation	Health & Physical Education	No pre-requisites	Applied	4
Visual Arts in Practice		C in Year 10 Visual Arts preferred	Applied	4

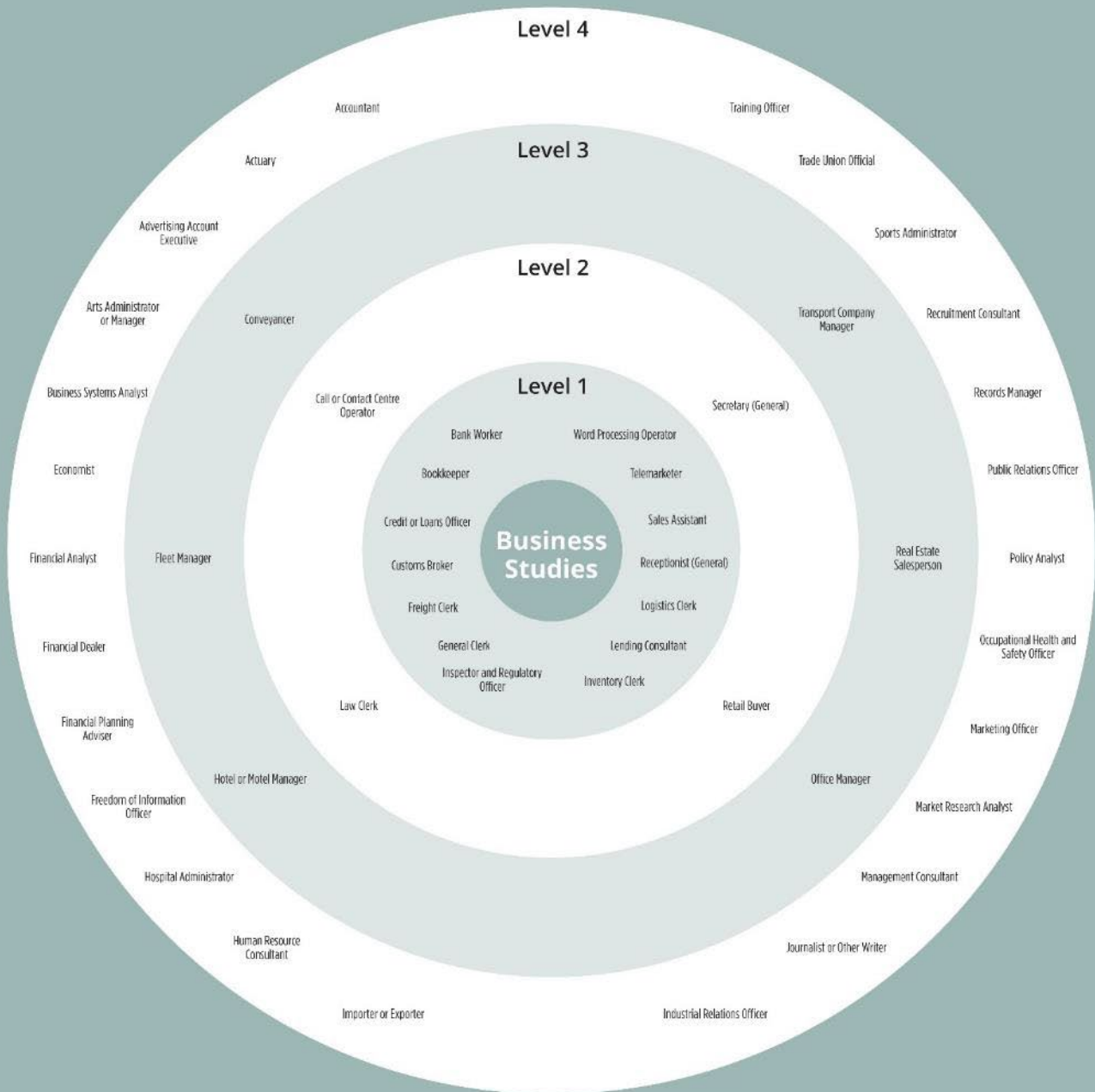
BUSINESS

Within this Faculty area, you may study:

- **Business / Legal / Accounting**



Do you enjoy or are you good at **Business Studies**?



Training levels and requirements

Level 1
Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2
Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Business Studies**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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BUSINESS / LEGAL / ACCOUNTING





PRE-REQUISITE

No pre-requisite applicable

AIM

This subject has been designed to expose students to three different disciplines related to working in the business world. Students will gain the knowledge and skills required in many different types of businesses and industries, which will be valuable for any pathway students may choose after school.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Introduction to business 	<ul style="list-style-type: none"> Students will gain an understanding of the different types of business structures, the life cycle of a business, and the issues and challenges that face businesses in each stage of their life cycle, using real life examples. 	Short response exam	100 minutes
2	Legal Studies 	<ul style="list-style-type: none"> Students will learn about Australia's legal system and how laws are made and reformed for Queensland and Australia. Students will also investigate the impact of international human rights laws on our legislation by completing an inquiry of the death penalty OR the minimum age of criminal responsibility. 	Extended response – inquiry report	4 weeks
3	Accounting 	<ul style="list-style-type: none"> Students will learn the practical skills needed to record financial transactions for a sole trader business, including recording of GST in transactions and preparing end of year financial reports. Students will complete all work using Microsoft Excel. 	Practical exam	140 minutes (2 x 70 min lessons)
4	Business Venture 	<ul style="list-style-type: none"> Students will develop the skills necessary for business success, including customer service, conflict resolution, marketing and communication. These skills will lead to a folio of work and the development of a product which students will sell at WHSC's market day. 	Folio of work Market Day	Ongoing throughout unit

This subject will lead to the following Senior subjects:

- **Diploma of Business**
- **Legal Studies**
- **Accounting**

DESIGN & TECHNOLOGY

Within this Faculty area, you may study:

- **Design and Technology**
- **Food Studies**







DESIGN AND TECHNOLOGY

AIM

Design and Technology actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Furnishing the future 1 	This unit introduces the many elements of the study of design. Students develop and apply design thinking and drawing skills to develop creative ideas in response to human needs, wants and opportunities. Students develop contemporary furniture-making and/or soft furnishing skills for the constructed project (Unit 2).	Design folio	Ongoing throughout unit
2	Furnishing the future 2 	Elements of design are further explored in this unit. Students develop production skills through practical demonstrations and supervised practical experience while engaging with associated theory. Students apply these processes and production skills to fabricate functional, well-designed products.	Project construction	Ongoing throughout unit
3	Modern production techniques 	In this unit students continue exploring the study of design. They generate design ideas considering key characteristics and properties of materials and components to enhance design features. Students document, design and construct a timber project that includes a variety of materials of different characteristics or properties using a variety of systems, components, tools and equipment. Students utilise a combination of traditional skills, modern CNC or CAD machines to experience modern production processing techniques to complete their project.	Design folio and project construction	Ongoing throughout unit
4	Dynamic fluid systems - Hydraulics 	In this unit students investigate hydraulic systems. Students develop fundamental concepts of fluid power, which includes both pneumatic (gas) and hydraulic (liquid) systems. Students generate and refine design ideas communicated by sketches, labelled drawings and annotations. They construct an engineered solution (small hydraulic crane or claw) for a purpose.	Design folio and project construction	Ongoing throughout unit

Subject costs (if not part of the student resource scheme):

Estimated resource and materials cost - \$50






This subject will lead to the Senior subject, Certificate II in Construction Pathways.

FOOD STUDIES

AIM

This subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. It engages students in creating quality designed solutions for identified needs and opportunities and manage projects independently and collaboratively from conception to realisation. Students apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Introduction to the Hospitality Industry 	<ul style="list-style-type: none"> Working in the Hospitality Industry Safety and hygiene in the kitchen. Cooking techniques and processes. Factors that influence the design process. Apply project management skills to manage production processes. Preparing simple dishes suitable for takeaway. Working effectively with others Designing and preparing a takeaway menu. Produce effective designed solutions for an intended purpose. Evaluation of end-product. 	Written Exam	60 minutes
	Takeaway Food Function 		Takeaway Food Function – group work	Planning documents and practical observation
2	Beverage Production and Service 	<ul style="list-style-type: none"> Beverage preparation and service techniques. Create and adapt design ideas for a celebration event. Factors that influence the design process. Create and adapt design ideas. Apply project management skills to manage production processes. Produce effective designed solutions for an intended purpose. Evaluation of end product. 	Design Project – PowerPoint Oral Presentation	300 words 3 to 5 mins
			Design Project Folio and Practical Exam - Planning a celebration event	Planning documents and practical observation
3	Catering for All 	<ul style="list-style-type: none"> Different dietary requirements Apply project management skills to manage production processes. Produce effective designed solutions for an intended purpose. Evaluation of end-product. 	Research Project Design and Produce a menu item to cater for a specific dietary requirement.	600 words Planning documents and practical observation
4	Taste of the World 	<ul style="list-style-type: none"> Students explore culinary trends from various cultures. 	Design Project Folio-themed menu from different cultures. Practical Exam - Produce a menu item.	600 words Practical observation

COSTS

Students are required to provide ingredients for weekly practical lessons. The Student Resource Scheme in operation at the College covers the other costs in this subject. Stationery requirements will need to be purchased by the student.

This subject will lead to the Senior subject, Certificate II or III in Hospitality.

The Certificate III in Hospitality may be used for tertiary selection in two ways:

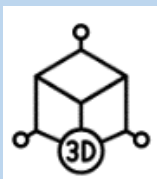



- as one of the five inputs into a student's ATAR (four General subjects, plus one VET qualification at Certificate III or above).; and/or
- as a stand-alone basis for some tertiary admissions.

DIGITAL TECHNOLOGIES

AIM

Digital Technologies provides opportunities for students to apply computational thinking and algorithms to solve real-world problems. Students will engage with a range of technologies and coding methods to develop ideas, prototype, and applying design criteria based on current and future needs, and enterprising opportunities. Students will consolidate their systems thinking by exploring how the hardware and software components of existing and emerging digital tools can be utilised to create interactive content and manage data. They will have frequent opportunities for authentic learning by making key connections to the needs of their local and wider community.

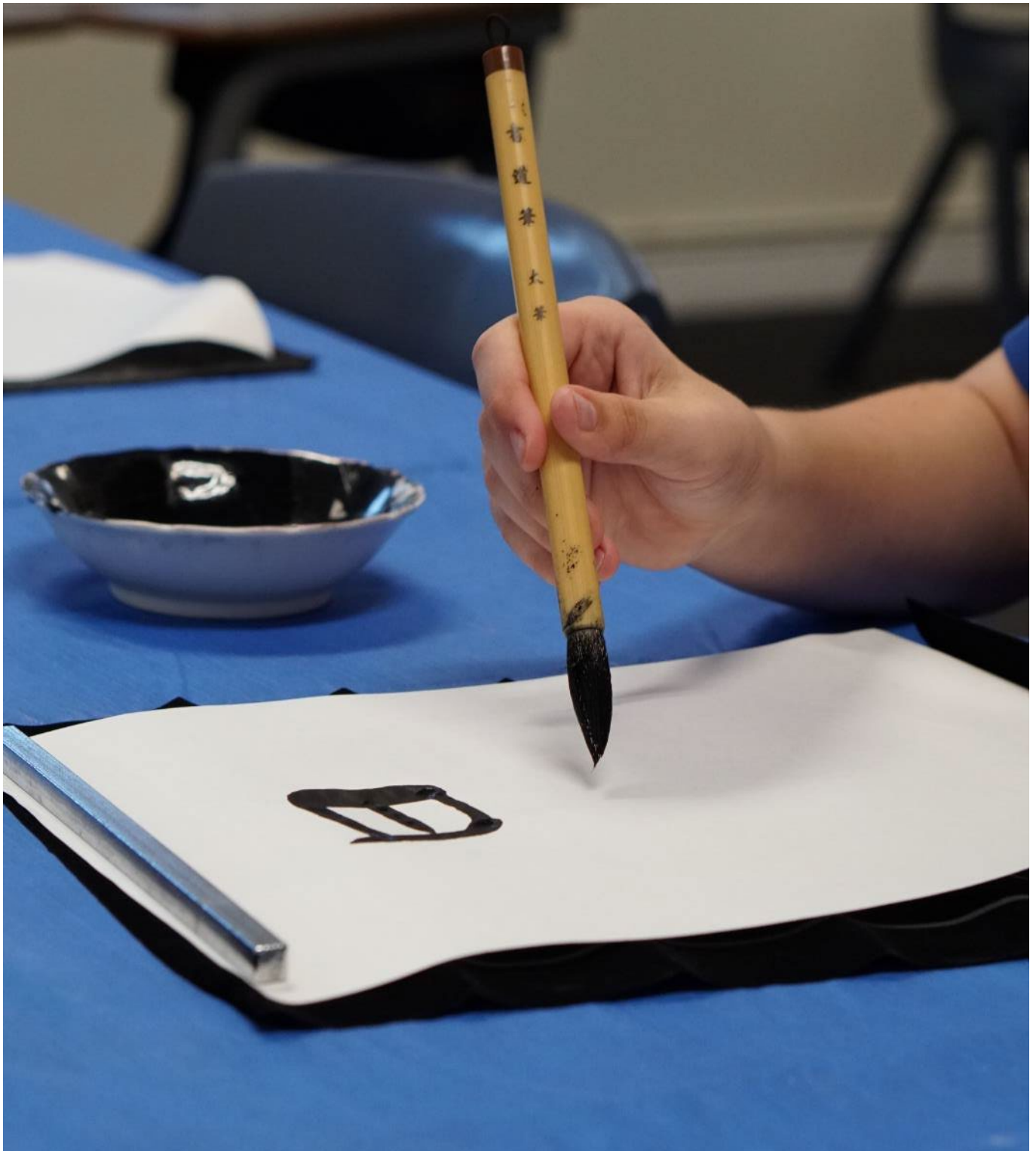
COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Blender Builders 	<ul style="list-style-type: none"> In this unit, students will learn the basics of 3D design and apply their skills to create a digital solution that will benefit their peers. After identifying a real need in the school community, students will design, model, and improve their 3D objects based on feedback. Along the way, they'll build skills in problem-solving, design thinking, and digital creativity. 	Assessment – 3D Design Portfolio	(Ongoing throughout unit)
2	Python Problems 	<ul style="list-style-type: none"> In this unit, students will be introduced to the fundamentals of Python, one of the most widely used coding languages in the world. They will learn how to write simple programs, apply them to problems, and build digital tools that meet user needs. By testing and debugging their code, students will develop confidence in logical thinking, accuracy, and problem-solving. 	Assessment – Written Python Code	(Ongoing throughout unit)
3	Project Planning 	<ul style="list-style-type: none"> In this unit, students will explore the process of planning, managing, and developing a digital game. Working through the stages of game design, from concept and target audience research to prototyping and testing, students will use project management tools to keep themselves organised and meet their goals. By reflecting on their progress and refining their ideas, they will build skills in collaboration, creativity, and critical thinking. 	Assessment – Project Portfolio	(Ongoing throughout unit)
4	Micro:bit Models 	<ul style="list-style-type: none"> In this unit, students will combine their Python programming skills and project planning experience to design and develop their game using Micro:bits. They'll explore how physical inputs can control digital gameplay. Through careful planning, coding, testing, and iteration, students will create fun, functional games that connect the digital and physical worlds, building skills in embedded systems, design thinking, and problem-solving. 	Assessment – Designed Game	(Ongoing throughout unit)

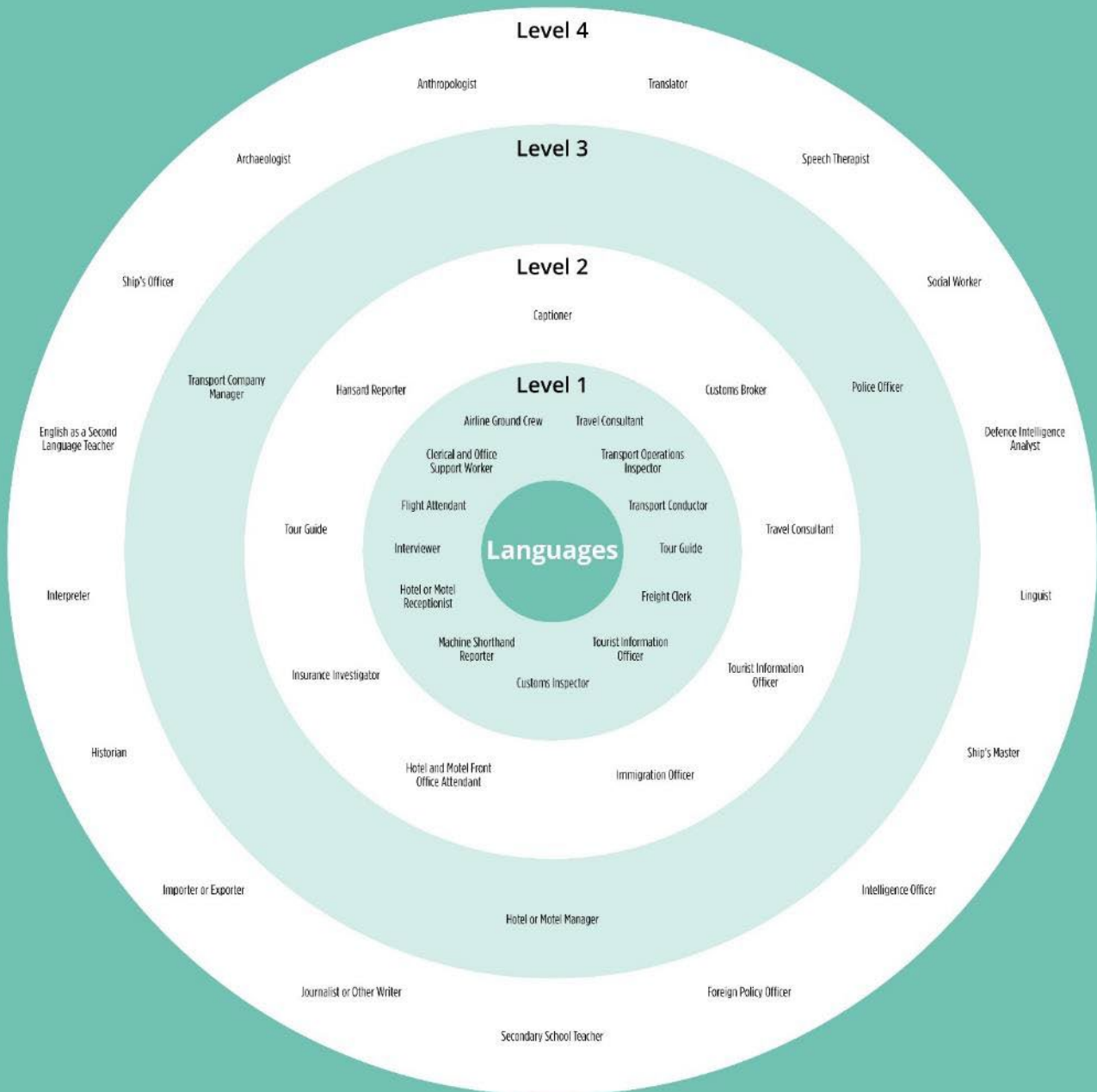
LANGUAGES

Within this Faculty area, you may study:

- Japanese
- Languages through BSDE



Do you enjoy or are you good at Languages?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Languages**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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JAPANESE

SUBJECT OUTLINE

Students will study units that build upon their language learning from previous years. They will develop their knowledge and skills to communicate with people from Japanese-speaking communities as well as develop cultural understanding of Japanese unique culture. Each unit also includes learning to write and recognise relevant script written in hiragana, katakana and kanji.

Types of Assessment

- Written exam
- Multi-Modal presentation
- Practical skill assessment in team and individual contexts.

COST

Students must be participants in the College laptop scheme.

PATHWAYS

Japanese is suited to students who are interested in pathways in tertiary studies, vocational education or work. A course of study in Japanese can establish a basis for further education and employment in many professions and industries such as those, which value the knowledge of an additional language and the intercultural understanding it encompasses such as business, hospitality, law, science, technology, sociology and education.

BSDE - LANGUAGES



PRE-REQUISITES:

C in Year 9 Language studies or native fluency.

AIM

The study of Languages is considered a priority area by the Government and the Department of Education. Brisbane School of Distance Education offers a variety of Language programs and the courses that aim to provide students with a deep understanding of culture through the development of practical language skills. The four skills of listening, speaking, reading and writing will be developed interdependently. By the end of the course, students are expected to be able to speak and write in the selected language course in a variety of situations with varying degrees of complexity.

CONTENT AND ORGANISATION

Emphasis is placed on a functional and communicative approach, so that students use the language in useful situations and gain an appreciation of literature. Activities include reading and discussing stories, reports, poetry, letters, menus, programs, instruction manuals, advertisements and magazine articles. Listening activities include material recorded by native speakers. By the end of the course, students are expected to be able to give short talks in the language course studied and to be able to converse with native speakers.

The main topics covered in Years 11 and 12 are: everyday life at home, school and the future, travel, accommodation, health, interests and hobbies, leisure activities, careers, the environment, politics and language history.

ASSESSMENT AND WORKLOAD

Students are expected to undertake consistent self-directed study and learning (30 minutes daily). Students submit weekly diagnostic work for marking and attend compulsory interactive computer lessons. All assessment is carried out at school under examination conditions.

RELEVANCE TO FUTURE PATHWAYS

Knowledge of a second language is being considered increasingly by employers, both in Australia and Internationally for employment. It is especially useful and desirable in areas such as the tourism industry, airlines, finance, arts, scientific studies and international business. Second languages are gaining greater importance on the world stage through commerce, economic and global studies.

COST

Nil

Students must be participants in the College laptop scheme.

Please Note

All language courses must be individually negotiated with WHSC administration and the College Guidance Officer.

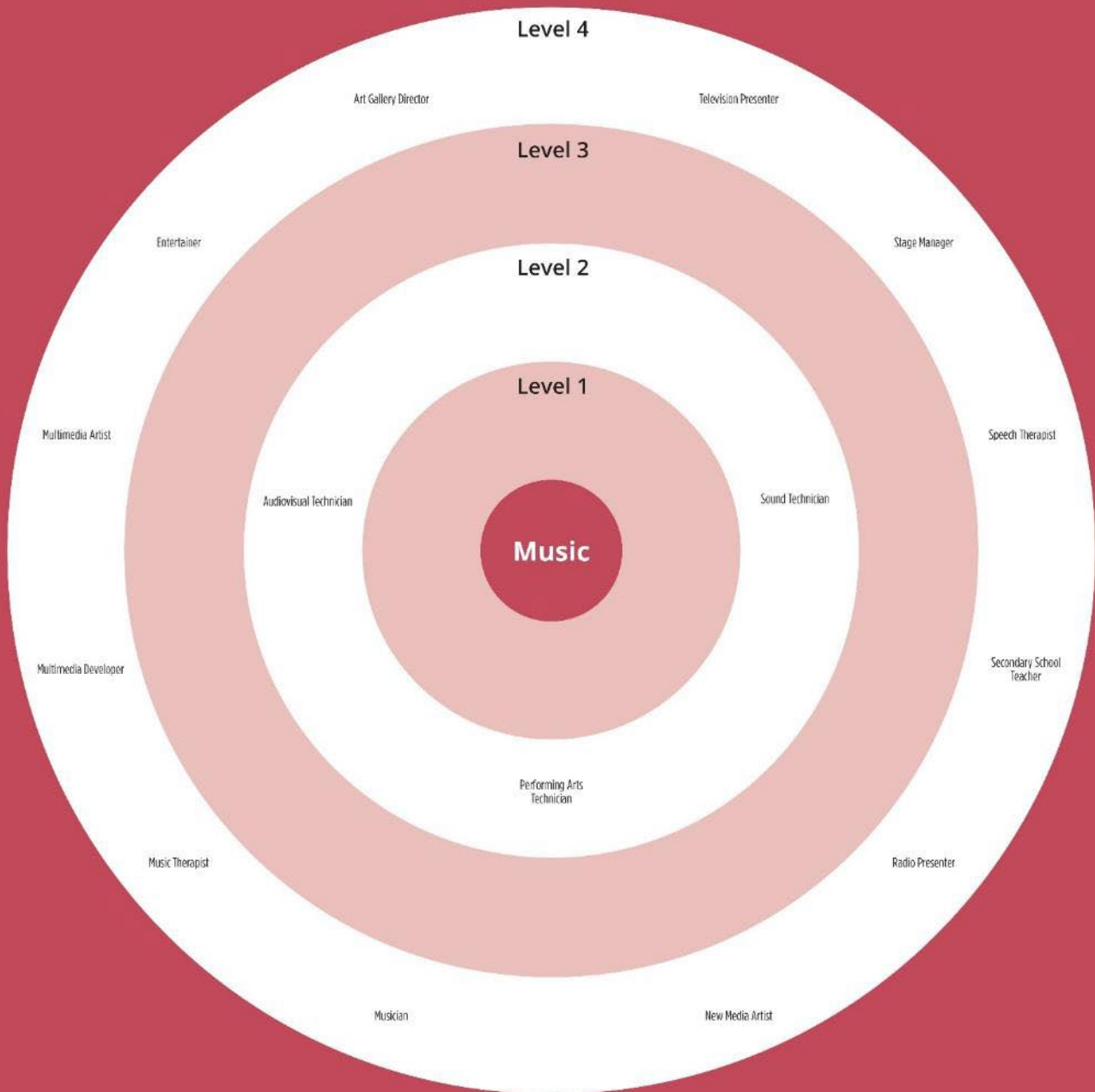
THE ARTS

Within this Faculty area, you may study:

- Music
- Media Arts
- Visual Art



Do you enjoy or are you good at **Music**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Music**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au



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MUSIC

Have you ever wanted to do something innovative and exciting? Do you want to learn in a real world, project environment?

COURSE OUTLINE AND ASSESSMENT

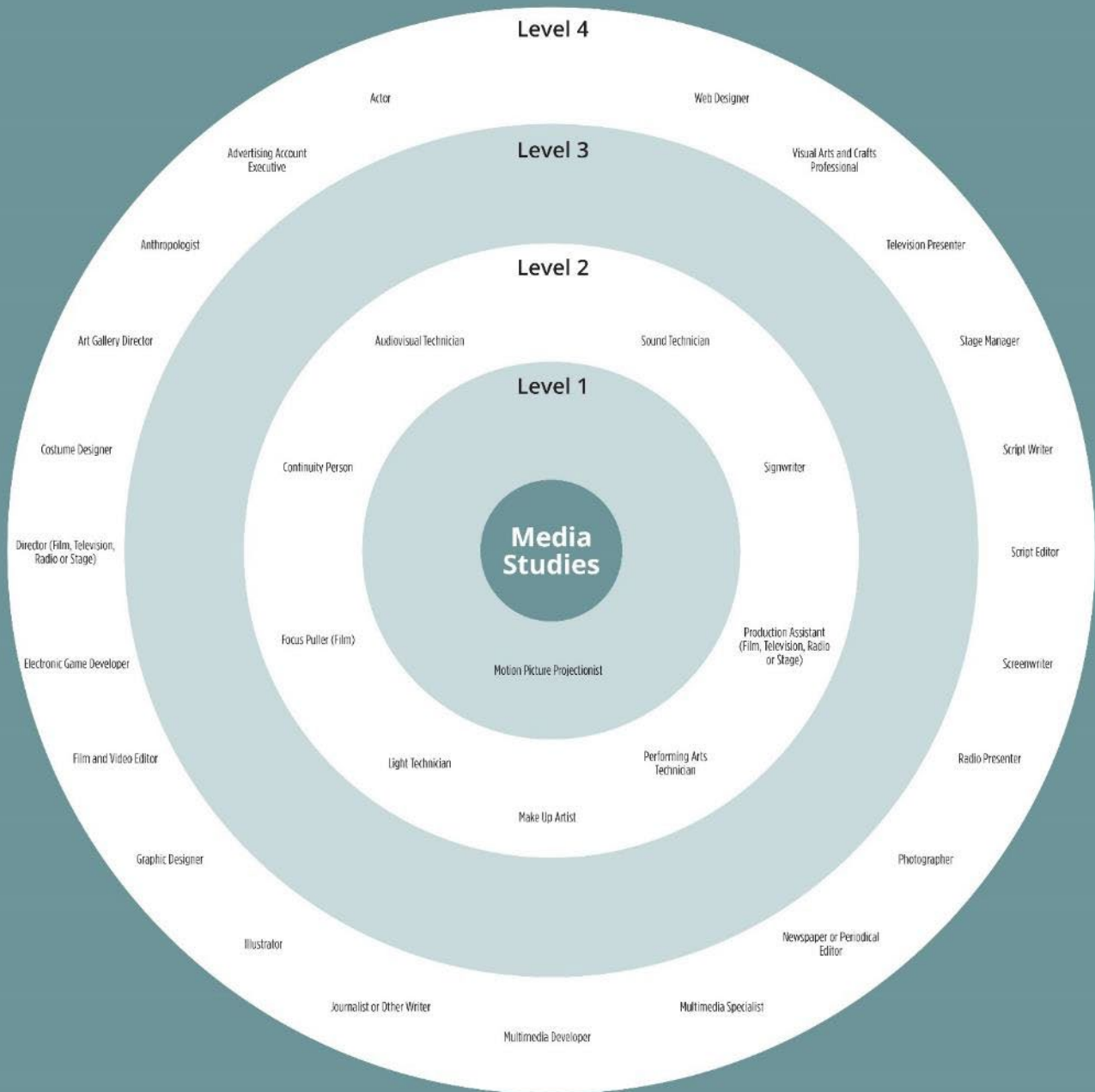
Unit	Unit Name	Topics	Assessment	Length
1	Synapses Ignite 	<ul style="list-style-type: none"> Students will examine how the Arts can inform others and create change. Students will explore their role in a global society, focus on an issue of global importance, and work collaboratively in order to 'Take Action!' Students will focus on the 21st Century thinking skills in a project-based learning environment and design an Arts event. The work will culminate in an Arts event at the conclusion of Semester 1. 	Making - Performance x 2 Making - Composition Responding - Written Journal	3 mins 1 min 800 words
2	Film Music 	<ul style="list-style-type: none"> Students will explore foundation elements of Film Music. Students will work collaboratively with other artists to complete projects. Students will work in the music lab to create digital film projects. 	Making - Performance x 2 Making - Composition Responding- Written exam	3 mins 1 min 600 words

This subject will lead to the following Senior subjects:

- Music in Practice**



Do you enjoy or are you good at Media Studies?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II, Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE's or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Media Studies**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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www.myfuture.edu.au



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MEDIA ARTS

AIM

Have you ever wanted to do something innovative and exciting? Do you want to learn in a real world, project environment?

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Synopsis Ignite 	Students will examine how the Arts can entertain through superheroes and comics. Students study the eras of superhero comic and films from the USA from the late 1940s to now. Students then study key moments in American culture over the same period and create a video essay in response to the question: "How do superheroes demonstrate change in American culture over time?"	You tube style video essay	3 -5 mins
		Students will study graphic design principles and develop practical skills with Photoshop, Illustrator, and studio photography. Students then apply these skills to develop a folio in response to the Synopsis Ignite theme of the year.	Completed design prototypes folio and a didactic panel	3 works
2	Media 	Podcasting Students study the history of auditory media and its impact on the world, finishing with an in-depth look at the development and power of podcasting today. Students then use media authoring skills to develop and produce episodes of their own podcast series.	Assessment: At least two podcast episodes from a series	4-10 minutes
		Film Genre Students study film genre, and the codes and conventions used to communicate with audiences. Students use this knowledge and the skills they have devolved through the year to create a trailer for a specific film genre.	Short film	

This subject will lead to the following Senior subjects:

- **Media Arts in Practice**





VISUAL ART

AIM

Have you ever wanted to do something innovative and exciting? Do you want to learn in a real world, project environment?

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Synopsis Ignite 	<ul style="list-style-type: none"> Students will examine how the Arts can inform others and create change. Students will explore their role in a global society, focus on an issue of global importance, and work collaboratively in order to 'Take Action!' Students will focus on the 21st Century thinking skills in a project-based learning environment, create artworks and design an Arts event. The work will culminate in an Arts event at the conclusion of Semester 1. 	Responding - Artist Journal Appraising – Written exam Making - A portfolio of multi-media, sculpture and photography	Min 20 pages 600 words 3 – 5 artworks Folio of lino block with 3 colours
2	Mirror Mirror on The Wall 	<ul style="list-style-type: none"> In Semester 2 students will explore foundation skills for senior Visual Arts and present a body of work that showcases their skill in lino block and printmaking. 	Responding - Artist Journal Appraising – Written exam Making - A portfolio of print works	Min 20 pages 600 words 3 – 5 artworks Folio of lino block with 3 colours

This subject will lead to the following Senior subjects:

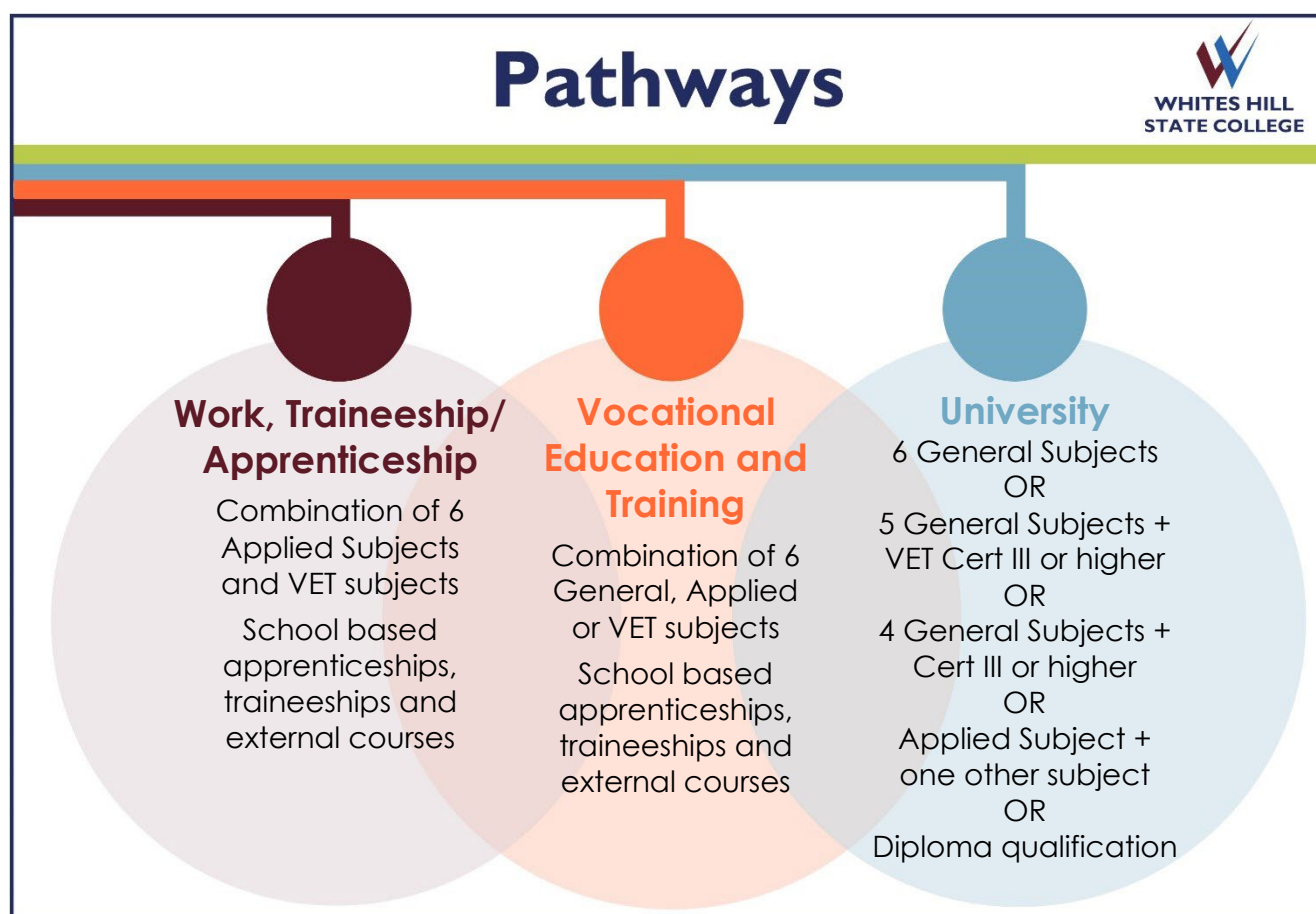
- Visual Art in Practice



Senior School PATHWAYS

Whites Hill State College is committed to providing, as much as possible a personalised pathway for all students.

At the end of Year 10, all students face a range of options and choices, as demonstrated in the suggested pathways below.



STAFF CONTACTS



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