



North Lakes | STATE COLLEGE

2019

# Curriculum Handbook

## Year 10

# TABLE OF CONTENTS

SENIOR EDUCATION .....	3
CARE AND SUPPORT .....	3
SUBJECT COSTINGS .....	3
NORTH LAKES STATE COLLEGE SENIOR CURRICULUM.....	3
WHAT WILL YEAR 10 STUDENTS STUDY? .....	4
DEVELOPING THE SET PLAN .....	4
ENGLISH.....	5
MATHEMATICS .....	6
MATHEMATICS EXTENSION .....	7
SCIENCE.....	8
SCIENCE EXTENSION .....	9
STEM ROBOTICS.....	10
HISTORY.....	11
GEOGRAPHY .....	12
LEGAL STUDIES.....	13
HEALTH & PHYSICAL EDUCATION CORE.....	14
HEALTH AND MOVEMENT.....	15
HEALTH AND PHYSICAL EDUCATION EXTENSION .....	16
(SIS10115) CERTIFICATE I IN SPORT AND RECREATION .....	17
DANCE.....	18
(CUA10113) CERTIFICATE I IN DANCE .....	19
(CUA20113) CERTIFICATE II IN DANCE .....	20
DRAMA .....	21
DRAMA IN PRACTICE .....	22
VISUAL ART .....	23
VISUAL ART STUDIES.....	24
MUSIC .....	25
DIGITAL TECHNOLOGIES.....	26
ECONOMICS AND BUSINESS .....	27
(BSB10115) CERTIFICATE I IN BUSINESS.....	28
ITALIAN.....	29
GRAPHICS.....	30
FOOD AND NUTRITION .....	31
(SIT10216) CERTIFICATE I IN HOSPITALITY.....	32
(MSM10216) CERTIFICATE I IN MANUFACTURING (PATHWAYS).....	33
SIGNATURE DANCE.....	35
SIGNATURE GOLF.....	35
SIGNATURE BASKETBALL .....	36
SIGNATURE RUGBY.....	36

# INTRODUCTION

## SENIOR EDUCATION

At North Lakes State College Senior Education comprises Year 10 to Year 12, where one of the important roles is to assist students with the transition from school to work and/or further study.

To ensure that all students are equipped to meet the challenges of a rapidly changing society, we are creating a flexible approach to Senior Education. Students entering Year 10 undertake Foundation Senior Studies with a focus on enhancing the solid base developed in Prep to Year 9.

At North Lakes State College our Senior curriculum will provide opportunities for students to develop 21<sup>st</sup> century skills which:

- Connect to life outside through real curriculum opportunities.
- Use problem-solving and decision making techniques of various inquiry processes to investigate learning.
- Improve communication / social / self-management skills.
- Develop an awareness of social and cultural responsibilities.
- Negotiate learning and authentic assessment.
- Have their diverse needs met through the exploration of multiple intelligences and learning styles.

## CARE AND SUPPORT

All parents are encouraged to contact their child's class teachers at any stage to check on their progress academically, socially or emotionally. Other support people in the school include the Senior Schooling HOD, Guidance Officer and the Learning Support Team. Appointments can be made via the ULC Reception, 3482 5777. Each year level has a Year Level Coordinator who also provides support for students and acts as a contact person for parents.

## SUBJECT COSTINGS

Please refer to subject selection summary of costs.

## NORTH LAKES STATE COLLEGE SENIOR CURRICULUM

At North Lakes State College, our senior curriculum is based on the Australian Curriculum and the Queensland Curriculum Assessment Authority (QCAA) syllabuses. Subjects are offered to all students in the key learning areas. These are:

CORE SUBJECTS (COMPULSORY)	ELECTIVE SUBJECTS (SELECT 2)
ENGLISH	<b>THE ARTS</b> Dance, Certificate II In Dance, Drama in Practice, Visual Art, Visual Art Studies
MATHEMATICS (CORE OR EXTENSION)	<b>LANGUAGES</b> Italian
SCIENCE (CORE OR EXTENSION)	<b>SCIENCE</b> STEM Robotics
HISTORY/GEOGRAPHY (SIX MONTHS ROTATION)	<b>HUMANITIES</b> Legal Studies
HEALTH & PHYSICAL EDUCATION CORE	<b>HEALTH &amp; PHYSICAL EDUCATION</b> Health & Physical Education Extension, Health & Movement, Certificate I in Sport & Recreation
	<b>INFORMATION AND COMMUNICATION TECHNOLOGIES</b> Digital Technologies
	<b>BUSINESS</b> Economics & Business, Certificate I in Business
	<b>TECHNOLOGY</b> Graphics, Food & Nutrition, Certificate I in Hospitality, Certificate I in Manufacturing

The Year 10 program is based on the attainment of specific outcomes designed to ensure students have reached suitable standards and that they continue to develop their knowledge in preparedness for Year 11 and Year 12. Students are encouraged to *bank points* towards their Queensland Certificate of Education (QCE) by participating in Certificate I courses in Year 10. This provides students with a greater range of employability skills for the future. Students have guidance to develop the Senior Education and Training Plan (SETP), which outlines specific targets and goals for Year 11 and beyond. This will be developed in the Access program across terms 2 and 3 in 2019.

#### **WHAT WILL YEAR 10 STUDENTS STUDY?**

- Students will study English, Mathematics, Science, History, Health and Physical Education, and Access as compulsory core subjects.
- Students will have the opportunity to study Sport / Recreational activities for one session each week.
- Students will study Career Development through the Short Course in Careers Education for one session each week.
- Students will choose two electives for the year - they will have three sessions per week per elective.
- Students are encouraged to study their elective all year with a focus on an in-depth study in their chosen field.
- There will be a two week change period allowed at the beginning of each term (*only if class space permits and students have met prerequisites*). A *subject change form*, and associated processes, will need to be followed to ensure that any changes support student pathways and are viable within the timetable.

#### **DEVELOPING THE SET PLAN**

Students will be guided through a decision-making process in developing the Senior Education and Training (SET) Plan. They should also discuss all issues and intended pathways with parents/guardians as they work towards completing their SET Plan. The process of completing their SET Plans may include, but is not limited to, the following areas.

1. Investigating and considering a range of issues which may impact on their Senior course selections including:
  - their past results
  - activities they enjoy
  - how they think that they best learn
  - general career aspirations
2. Accessing career information so they can respond to those issues identified above - including prerequisite subjects needed for post-secondary study.
3. Accessing information on learning opportunities available in the Senior Phase of Learning and sketching a learning pathway leading to a Senior Certificate and a QCE or QCIA.
4. Discussing with school support staff their intended pathway.
5. Discussing intended pathways with parents.

Students will engage in the SET Planning process through Access in Term 2 and 3. All students will engage in a SET Planning Interview conducted in Term 3, to discuss their senior education and training options. This process involves the student, parents and carers and the School.

#### **PLEASE NOTE**

- Subjects listed in this guide are dependent upon student numbers, teacher availability, resourcing and QCAA requirements. In the event a subject cannot run in 2019 students will be requested to select another subject.
- Costs mentioned for subjects are additional costs and are listed as a guide only. They are subject to change. An itemised list of subject fees is distributed at the end of every year.
- The continued implementation of the Australian Curriculum may result in changes to some of the subjects in this guide. All information is correct at the time of publication.

In Years 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They 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. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

Students create a range of imaginative, informative and persuasive types of texts including narratives, speeches, blogs, and essays.

### COURSE OUTLINE

In Year 10, English students will study the Australian Curriculum.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>STRANGER THAN FICTION</b> A look at documentaries and how they represent the <i>'truth'</i>	<b>CHARACTER BUILDING</b> Explore the resilience of the human spirit and the transformation of texts	<b>WAR STORIES</b> An examination of the representation of War in prose and poetry	<b>LOVE HURTS</b> An introduction to Shakespeare through the study of his tragedy, Romeo and Juliet

### PREREQUISITES

No minimum requirements

### ASSESSMENT SUMMARY

Throughout the year students will complete written, spoken and multi-modal tasks in a range of conditions.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications  
 Microsoft Office suite of products  
 USB Flash Drive

Designed predominately for students who are looking to do Essential Mathematics or General Mathematics in Year 11 and Year 12. It is the core level of Maths offered in Year 10. The content builds on the knowledge learnt in Year 9 but will require a significant amount of effort to be successful.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

By the end of Year 10, students solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. They recognise the relationships between parallel and perpendicular lines. Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. Students recognise the connection between simple and compound interest.

Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students solve surface area and volume problems relating to composite solids.

Students compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

### COURSE OUTLINE

Students at North Lakes State College will study mathematical units of work from the Australian Curriculum which:

Connect to the real world and their interests.	Reflect the development stage of their mathematical learning.	Collaborate in learning environments that are inclusive and academically rigorous.	Show mathematical investigation and deep understanding of number and algebra, measurement and geometry, statistics and probability and problem solving.
--	---	--	---

### PREREQUISITES

No minimum requirements

### ASSESSMENT SUMMARY

Students will be assessed via completion of written tests and assignments.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications

Microsoft Office suite of products

USB Flash Drive

GeoGebra Software (*available free for download from the GeoGebra website*)

# MATHEMATICS EXTENSION

## CORE SUBJECT

COMPULSORY

A demanding level of Mathematics, designed for students that wish to study higher order Mathematics (*Methods or Specialist*) in Year 11 and Year 12. Students would choose Mathematics Extension for preparation for a technical university course such as Engineering. The content of Mathematics Extension is a more advanced level than Mathematics core. It is offered to students who have a 'B' or higher on their End of Semester 1 Report in Year 9.

Students will study content from the Australian Curriculum. Mathematics Extension will often cover the same topic as Mathematics but with additional ACARA descriptors (*for example Mathematics Core will learn trigonometric ratios for right-angled triangles only, Mathematics Extension will cover this and also the Sine and Cosine rules for non-right-angled triangles*). Topics covered include: Trigonometry, Probability and Statistics, Measurement (*graphing, area and volume*) and Algebra.

Students solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. They recognise the relationships between parallel and perpendicular lines. Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. Students recognise the connection between simple and compound interest.

Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students solve surface area and volume problems relating to composite solids.

Students compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

### COURSE OUTLINE

Students at North Lakes State College will study mathematical units of work from the Australian Curriculum which:

Connect to the real world and their interests.	Reflect the development stage of their mathematical learning.	Collaborate in learning environments that are inclusive and academically rigorous.	Show mathematical investigation and deep understanding of number and algebra, measurement and geometry, statistics and probability and problem solving.
--	---	--	---

### PREREQUISITES

B or above in Year 9 Mathematics

### ASSESSMENT SUMMARY

Students will be assessed via completion of written tests and assignments.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications

Microsoft Office suite of products

USB Flash Drive

GeoGebra Software (*available free for download from the GeoGebra website*)

Students who do not wish to study Physics, Chemistry, Engineering Technology, Earth Science or Biology in Year 11 but would still like to study a general level of science are encouraged to study Science. Science will involve a range of science strands as outlined by the Australian Curriculum. As Science is compulsory in Year 10, any student not studying Extension Science will study Science.

### COURSE OUTLINE

In Year 10 Science students will study the Australian Curriculum.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>BIOLOGICAL SCIENCES</b></p> <ul style="list-style-type: none"> <li>The transmission of heritable characteristics from one generation to the next involves DNA and genes.</li> <li>The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.</li> </ul>	<p><b>CHEMICAL SCIENCES</b></p> <ul style="list-style-type: none"> <li>The atomic structure and properties of elements are used to organise them in the Periodic Table.</li> <li>Different types of chemical reactions are used to produce a range of products and can occur at different rates.</li> </ul>	<p><b>PHYSICAL SCIENCES</b></p> <ul style="list-style-type: none"> <li>Energy conservation in a system can be explained by describing energy transfers and transformations.</li> <li>The motion of objects can be described and predicted using the laws of physics.</li> </ul>	<p><b>EARTH AND SPACE SCIENCES</b></p> <ul style="list-style-type: none"> <li>The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe.</li> <li>Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.</li> </ul>

### PREREQUISITES

No minimum requirements

### ASSESSMENT SUMMARY

Students are assessed under the two criteria of:

#### UNDERSTANDING DIMENSION

#### SKILLS DIMENSION

Students will:

- Learn the theory and contextual applications of theory in real life situations.
- Carry out experiments and analyse results.
- Report on experimental findings.

Science assessment in Year 10 consists of one exam per semester and the completion of an assignment or investigation per semester. The final exam of the year will assess the entire year's course

### UNIFORM REQUIREMENTS

Students **MUST** wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the laboratory.

### RESOURCE REQUIREMENTS

BYOD - Mid-range laptop or equivalent specification with USB port.

Microsoft Office suite of products.

USB Flash Drive



# SCIENCE EXTENSION

## CORE SUBJECT

COMPULSORY

Students wishing to complete further study in Physics, Chemistry, Engineering Technology, Earth Science or Biology or with a possibility of continuing with tertiary science studies are strongly recommended and encouraged to choose this course in preparation. Students wishing to study an authority science subject in Year 11, must achieve a 'B' or higher grade in Year 10 science as a prerequisite

### COURSE OUTLINE

In Year 10 Science Extension, students will study the Australian Curriculum.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>BIOLOGICAL SCIENCES</b> <ul style="list-style-type: none"><li>• The transmission of heritable characteristics from one generation to the next involves DNA and genes.</li><li>• The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.</li></ul>	<b>CHEMICAL SCIENCES</b> <ul style="list-style-type: none"><li>• The atomic structure and properties of elements are used to organise them in the Periodic Table.</li><li>• Different types of chemical reactions are used to produce a range of products and can occur at different rates.</li></ul>	<b>PHYSICAL SCIENCES</b> <ul style="list-style-type: none"><li>• Energy conservation in a system can be explained by describing energy transfers and transformations.</li><li>• The motion of objects can be described and predicted using the laws of physics.</li></ul>	<b>EARTH AND SPACE SCIENCES</b> <ul style="list-style-type: none"><li>• The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe.</li><li>• Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.</li></ul>

### PREREQUISITES

B or above in Year 9 Science

### ASSESSMENT SUMMARY

Students are assessed under the two criteria of:

#### UNDERSTANDING DIMENSION

#### SKILLS DIMENSION

Students will:

- Learn the theory and contextual applications of theory in real life situations.
- Carry out experiments and analyse results.
- Report on experimental findings.

Science Extension assessment in Year 10 consists of one exam per semester and the completion of an assignment or investigation per semester. The final exam of the year will assess the entire year's course.

### UNIFORM REQUIREMENTS

Students **MUST** wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the laboratory.

### RESOURCE REQUIREMENTS

BYOD - Mid-range laptop or equivalent specification with USB port.

Microsoft Office suite of products.

USB Flash Drive

# STEM ROBOTICS

## ELECTIVE SUBJECT

ELECTIVE

At North Lakes State College, we aim to prepare students to be active citizens who make thoughtful and critical decisions which may influence their own and others lifestyle and environment. The intention is to develop the knowledge and skills of students to enable them to become active citizens of a global community who make informed choices in their everyday lives.

The study of Robotics, within a STEM context, establishes a place in the curriculum for students to explore the place of automation in the digital world. It affords learners the opportunity to observe, to wonder, to question, to investigate and to explain robotics, coding and automation.

Robotics will centre upon constructing an understanding of robots and automated devices and develop digital literacies and citizenship skills. It will:

- Offer opportunities to teach STEM concepts through a design thinking process with a focus on engineering, science, maths and technology contexts.
- Develop digital literacy skills by exposing students to various coding formats.
- Develop literacy skills through opportunities to communicate processes and findings.
- Develop numeracy skills through coding and task requirements.
- Offer learning experiences which are connected to (a) the real world and (b) the interests of the middle school student.
- Comprise of opportunities to develop an understanding of robotic and automated devices and their place in society.
- Create collaborative learning environments that are inclusive and academically rigorous.

### COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
ICON PROGRAMMING Control systems	TEXT PROGRAMMING Control systems 2.0	TEXT PROGRAMMING Robotic Orchestra	ROBOTIC ENGINEERING Automated Vehicles

### ASSESSMENT SUMMARY

Robotics assessment in Year 10 consists of one assignment per term and ongoing project based portfolio assessment.

### RESOURCE REQUIREMENTS

BYOD - Mid-range laptop or equivalent specification with USB port (compulsory).

Microsoft Office suite of products.

USB Flash Drive

Software downloads (free) –EV3 Mindstorms (student version), Arduino

All students will complete one semester of History in Year 10.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. A general awareness of current events is important for this subject. **Pathways to Senior Subjects** - Senior Geography, Senior Legal Studies, Senior Modern History, Senior Social and Community Studies

### COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3
<p><b>WORLD WAR II (1939-1945)</b></p> <ul style="list-style-type: none"> <li>An overview of the causes and course of World War II.</li> <li>An examination of significant events of World War II, including the Holocaust and use of the atomic bomb.</li> <li>The experiences of Australians during World War II (such as <i>Prisoners of War (POWs)</i>, the <i>Battle of Britain</i>, <i>Kokoda</i>, the <i>Fall of Singapore</i>).</li> <li>The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (<i>conscription</i>, <i>manpower controls</i>, <i>rationing and censorship</i>).</li> <li>The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia.</li> </ul>	<p><b>RIGHTS AND FREEDOMS (1945-PRESENT)</b></p> <ul style="list-style-type: none"> <li>The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration. Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations.</li> <li>The US civil rights movement and its influence on Australia.</li> <li>The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (<i>the Stolen Generations</i>), the Apology.</li> <li>Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle.</li> <li>The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007).</li> </ul>	<p><b>THE GLOBALISING WORLD - MIGRATION EXPERIENCES (1945-PRESENT)</b></p> <ul style="list-style-type: none"> <li>The waves of post-World War II migration to Australia, including the influence of significant world events. The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish'. The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees.</li> <li>The contribution of migration to Australia's changing identity as a nation and to its international relationships.</li> </ul>

### PREREQUISITES

- Compulsory
- Research skills will be developed
- Develop interpretive skills
- You will work individually and in teams
- Develop written and oral communication skills
- Active and informed citizen in a global society
- Actively involved in gaining knowledge and making decisions and choices

### ASSESSMENT SUMMARY

- Research Report
- Stimulus Response
- Written & oral assignment
- Short Response
- Multimodal presentation

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications  
Microsoft Office suite of products.  
USB Flash Drive

All students will complete one semester of Geography in Year 10.

Geography is the study of the Earth as the space in which people and other species live. Senior Geography encompasses the concept of sustainability and explores the challenges facing people and their environment. The curriculum will focus on developing geographical understanding through sequential studies of the main characteristics of place, space and environments.

Each year level has two sets of core ideas about specific characteristics through which students will cumulatively learn about the basic patterns, processes and principles that explain the geography of their world. One set focuses on the environmental characteristics of places, but also explores related human themes and the other focuses on their human characteristics, but also explores environmental themes. The introduction to geospatial technologies will be a focus throughout Year 10 Geography. A general awareness of current events is important for this subject. **Pathways to Senior Subjects** - Senior Geography, Senior Legal Studies, Senior Modern History, Senior Social and Community Studies

### COURSE OUTLINE

UNIT 1	UNIT 2
<p><b>ENVIRONMENTAL CHANGE AND MANAGEMENT</b></p> <p>This unit focuses on the study of a specific type of environment to investigate environmental geography. Sustainability and the impact of environmental worldviews are considered using studies drawn from Australia and other countries</p>	<p><b>GEOGRAPHIES OF HUMAN WELL-BEING</b></p> <p>This unit focuses on the differences in human wellbeing at global, national and local levels. Human wellbeing concepts, causes, measures and programs designed to reduce differences within and between countries are explored and evaluated. Investigations use studies from Australia, India and other countries.</p>

### PREREQUISITES

- Are/want to be environmentally aware
- Prepared to work individually and in teams
- Want to develop interpretive skills
- Want to develop written and oral communication skills
- Want to work in the open field to collect data.
- Are actively involved in gaining knowledge and making decisions and choices

### ASSESSMENT SUMMARY

- Field Report
- Practical Exams
- Short Response and Practical Exams
- Oral Presentation
- Stimulus Response

### RESOURCE REQUIREMENTS

BYOD - Mid-range laptop or equivalent specification with USB port.  
 Microsoft Office suite of products.  
 USB Flash Drive

Students may select Legal Studies as an elective in Year 10. Legal Studies focuses on enhancing students' ability to recognise the diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. Students will gain knowledge to understand legal frameworks that regulate and shape society.

Legal Studies enables students to formulate personal views of the world and understand how the law affects their world. Through critical analysis, examination and problem solving, they are empowered to make decisions that can benefit themselves and the community.

This subject will be of benefit to students who have an interest in:

- Acquiring knowledge of the relationship between law and society.
- Understanding the historical development of Australia's legal system
- Communicating with others about legal matters.
- Acquiring knowledge of citizens' rights and responsibilities.
- Developing skills in using legal information.
- Responsible community membership.

**Pathways to Senior Subjects** - Senior Geography, Senior Legal Studies, Senior Modern History, Senior Social and Community Studies

### COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>INTRODUCTION TO THE AUSTRALIAN LEGAL SYSTEM</b> In this unit you will be introduced to the Australian legal system and how this operates in society.</p>	<p><b>ANIMAL RIGHTS</b> Students will investigate the legal aspect of animal rights in society.</p>	<p><b>DRUGS AND THE LAW</b> Students will investigate the legal aspect of drugs within society.</p>	<p><b>TECHNOLOGY AND THE LAW</b> Throughout this unit you will learn the relevant laws relating to technology and the law. Specific topics may include: music burning and downloading, spam, virus attacks, e-business, IVF and so on.</p>

### PREREQUISITES

- C or above in Year 9 History / Geography
- Want to understand the impact of the law, legal system and legal processes in their daily lives
- Are/want to develop knowledge, skills and attitudes to enhance their ability to participate as informed, proactive and critical members of society
- Desire to make constructive assessments and informed commentaries on the law, its system and processes
- Are actively involved in gaining knowledge and making decisions and choices
- Are prepared to work individually and in teams
- Want to develop written and oral communication skills

### ASSESSMENT SUMMARY

- Inquiry Task
- Extended response to Stimulus
- Short Response
- Non-written response

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications  
Microsoft Office suite of products.  
USB Flash Drive

# HEALTH & PHYSICAL EDUCATION CORE

## CORE SUBJECT

COMPULSORY

Health and Physical Education Core is a compulsory subject in Year 10. The curriculum for Year 10 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, lifelong physical activities and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities which will be identified and invited into the subject.

This subject involves students learning in, about and through physical activity. Students participate in a series of written, oral and physical learning experiences based on the study of selected physical activities. Students are encouraged to develop as independent learners who can make informed decisions and judgments on their involvement in personal health practices and physical activity.

### COURSE OUTLINE

This key Learning Area is organised into two strands. Students will study units from each strand.

PERSONAL, SOCIAL & COMMUNITY	MOVEMENT & ACTIVITY
ALCOHOL & OTHER DRUGS	TOUCH FOOTBALL
FOOD & NUTRITION	ORIENTEERING/NAVIGATION
HEALTH BENEFITS OF PHYSICAL ACTIVITY	ARCHERY
MENTAL HEALTH & WELL-BEING	FUTSAL
RELATIONSHIPS & SEXUALITY	SOCCER
CYBER & PERSONAL SAFETY	BASKETBALL
GAMES & SPORTS	VOLLEYBALL
LIFELONG PHYSICAL ACTIVITIES	BOXING FOR FITNESS
GOAL SETTING & TIME MANAGEMENT	TRX SUSPENSION TRAINING
	KETTLE BELL CLASSES
	INDOOR HOCKEY

### PREREQUISITES

No minimum requirements

### ASSESSMENT SUMMARY

Students are assessed on three criteria:

**ACQUIRE** - ability to acquire knowledge, understanding, capacities and skills in, about and through physical activities.

**APPLY** - ability to analyse, interpret, and manipulate information in, about and through physical activities.

**EVALUATE** - ability to problem solve, propose, justify and synthesise information in, about and through physical activities.

Health and Physical Education will include both written tasks and non-written tasks to assess these criteria. Students should expect at least one physical task and one written task per term. Assessment Tasks will include:

- Written tasks (e.g. exam essays, research tasks, journals, performance tasks).
- Physical tasks (e.g. speed and accuracy of responses, performance of offensive and defensive strategies).

### UNIFORM REQUIREMENTS

Students must be dressed appropriately for practical work. On the days where practical lessons are scheduled, students are to wear their school sport uniform (as per North Lakes State College Uniform Policy) complete with North Lakes State College cap or hat.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac

**COSTS** - Students will required to attend an incursion in Term 4, approximate cost \$7.00

# HEALTH AND MOVEMENT

## ELECTIVE SUBJECT

ELECTIVE

Health and Movement provides students with specific health related theory content, accompanied by physical pursuits that are 'lifestyle' oriented. This subject caters for students who are interested in the health and fitness domains, but prefer physical activities that promote lifelong fitness, rather than competitiveness. Students participate in a series of written, oral and physical learning experiences based on the study of personal, peer, family and population health. Students will research current health topics and concerns, and learn how to create strategies to improve the health of themselves and those around them. This subject is designed to prepare students for success in the study of Senior Health Education and Certificate III in Fitness, as well as directing students towards making positive, personal, healthy lifestyle choices.

### COURSE OUTLINE

This subject is comprised of both practical and theoretical areas of learning, with a greater emphasis on the theoretical components. Students will study four units focusing on the different areas of Health and using different health frameworks. A brief outline is listed below:

HEALTH			MOVEMENT		
MENTAL HEALTH AND WELLBEING			PHYSICAL ACTIVITY FOR HEALTH AND RELAXATION		
Personal Health	Social View of Health	Social Determinants of Health	Yoga	Pilates	Tai Chi
ALCOHOL AND OTHER DRUGS			FITNESS FOR HEALTH		
Peer Health	Social Determinants of Health	Social Justice Framework	Skipping	Boxercise	Resistance Training
HEALTH BENEFITS OF PHYSICAL ACTIVITY			SPORT FOR LIFE AND ENJOYMENT		
Family Health	Iceberg Model	Ottawa Charter	Lawn Bowls/ Ten Pin Bowling	Tennis/Badminton	Park/Beach Games
FOOD AND NUTRITION			FITNESS FOR LIFE AND ENJOYMENT		
Population Health	Health Belief Model	Ottawa Charter	Walking	Jogging	Swimming

### PREREQUISITES

Entry into the Health and Movement program is by invitation only. Interested students should speak to the Head of Department - HPE/Sport.

- Minimum B in Year 9 Health and Physical Education theory work.
- A keen interest in personal health and current community health issues.
- The ability to complete set tasks under direct and indirect supervision.
- B in Year 9 English.
- A willingness to learn and participate in new lifestyle physical activities.
- The ability to follow directions and display initiative and organisation.

### ASSESSMENT SUMMARY

Students are assessed on three criteria:

**KNOWLEDGE AND UNDERSTANDING** - ability to retrieve and comprehend information

**APPLICATION AND ANALYSIS** - ability to manipulate and refine information

**SYNTHESIS AND EVALUATION** - ability to make decisions, reach conclusions, solve problems and justify actions

Health and Movement Studies will include both written tasks and non-written tasks to assess these criteria. Students should expect at least one physical task and one written task per term. Assessment Tasks will include:

- Written tasks (e.g. exam essays, research reports, journals).
- Physical tasks (e.g. demonstrated knowledge and participation).

**UNIFORM REQUIREMENTS** - Students must be dressed appropriately for practical work. On the days where practical lessons are scheduled, students are to wear their school sport uniform (as per NLSC Uniform Policy) complete with NLSC cap or hat.

**RESOURCE REQUIREMENTS** - BYOD - laptop with minimum CORE i5 with preference for Mac

**COSTS** - Due to some activities requiring external venues, a total cost of approximately \$60-\$100 will be required: *Please note that this cost is an estimate and a more accurate costing will be sent out to parents prior to the date of each activity.*

- Gym Entry: \$10 - \$20
- Tai Chi classes: \$10 - \$20
- Swimming: \$20 - \$30
- Bus fees to external venues: \$20-\$30

**Year 10 Camp** - Students involved in this subject will have the option to attend camp at the end of the year. The camp venue is North West Island on the Great Barrier Reef, 6-7 nights, approx. cost \$570. The focus of the camp is to extend the curriculum from the year and develop 21st century skills that underpin the senior subject syllabuses which the students will begin the following year.

# HEALTH AND PHYSICAL EDUCATION EXTENSION

## ELECTIVE SUBJECT

ELECTIVE

Students will be identified and invited into the subject. This subject involves students learning in, about and through physical activity. Students participate in a series of written, oral and physical learning experiences based on the study of selected physical activities. Students are encouraged to develop as independent learners who can make informed decisions and judgments on their involvement in physical activity. This subject is designed to prepare students for study in Senior Physical Education and Certificate III in Fitness.

### COURSE OUTLINE

Students will study three content focus areas each year: Learning Physical Skills, Biological Bases of Training and Exercise and Physical Activity in the Context of Australian Society.

INTEGRATED WITH THE PHYSICAL ACTIVITIES LISTED BELOW	
VOLLEYBALL OR BASKETBALL	FITNESS TRAINING FOR A SPECIFIC SPORT/ACTIVITY
TOUCH FOOTBALL	AQUATICS - snorkelling, rescue procedures, swimming for fitness
BADMINTON	SKILL ACQUISITION
NUTRITION	ANATOMY AND BIOMECHANICS
SPORTS PSYCHOLOGY AND INDIVIDUAL GOAL SETTING	

### PREREQUISITES

Entry into the Health and Physical Education Extension program is by invitation only. Interested students should speak to the Head of Department - HPE/Sport

- A minimum B standard in both the Year 9 HPE theory and practical areas are required.
- A minimum B standard for both behaviour and effort in Year 9 HPE are required.
- A willingness to improve current skills and/or learn new physical activities
- To complete set tasks under direct and indirect supervision
- The ability to follow directions and display initiative and organisation
- Above average motor skills and fitness level. Students with physical or chronic medical problems should consult HPE staff before choosing the subject

### ASSESSMENT SUMMARY

Students are assessed on three criteria:

**ACQUIRE** - ability to acquire knowledge, understanding, capacities and skills in, about and through physical activities.

**APPLY** - ability to analyse, interpret, and manipulate information in, about and through physical activities.

**EVALUATE** - ability to problem solve, propose, justify and synthesise information in, about and through physical activities.

Health and Physical Education will include both written tasks and non-written tasks to assess these criteria. Students should expect at least one physical task and one written task per term. Assessment Tasks will include:

- Written tasks (e.g. exam essays, research tasks, journals, performance tasks).
- Physical tasks (e.g. speed and accuracy of responses, performance of offensive and defensive strategies).

### UNIFORM REQUIREMENTS

Students must be dressed appropriately for practical work. On the days where practical lessons are scheduled, students are to wear their school sport uniform (as per NLSC Uniform Policy) complete with NLSC cap or hat.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac

**COSTS** - Year 10 Camp - Students involved in this subject will have the option to attend camp at the end of the year. The camp venue is North West Island on the Great Barrier Reef, 6-7 nights, approx. cost \$570. The focus of the camp is to extend the curriculum from the year and develop 21st century skills that underpin the senior subject syllabuses which the students will begin the following year.



# (SIS10115) CERTIFICATE I IN SPORT AND RECREATION

VET ELECTIVE SUBJECT

QCE CREDITS 2

(RTO NUMBER 31420)

VET



This qualification allows individuals to develop basic functional knowledge and skills to prepare for work in the sport and recreation industry. It provides a range of real world practical experiences that help develop the knowledge, processes and skills necessary to work in the industry. Likely employment pathways for someone with this qualification can include working in grounds and maintenance, various retail outlets, cafés, fitness centres, outdoor sporting grounds or complexes and aquatic centres. This course is also a valuable pathway for students wishing to undertake a Certificate II in Outdoor Recreation or Certificate III in Fitness in Year 11 or 12.

Through the completion of practical and theoretical tasks, students will collect and organise information individually and in teams. They will plan and organise activities, propose and implement solutions to problems and communicate ideas and information. Students will learn to use a range of strategies and skills to assist in conducting sports and recreation activities.

## COURSE OUTLINE

CORE UNITS		ELECTIVE UNITS	
CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
HLTAID003	Provide first aid	SISXFAC001	Maintain equipment for activities
HLTWHS001	Participate in workplace health and safety	BSBLED101	Plan skills development
SISXCAI001	Provide equipment for activities	BSBWOR202A	<i>Organise and complete daily work activities*</i>
SISXCAI002	Assist with activity sessions	BSBWOR203B	<i>Work effectively with others*</i>
SISXIND001	Work effectively in sport, fitness and recreation environments	*Flexible units of competency	

## PREREQUISITES

- A willingness to improve current skills and/or learn new physical activities
- To complete set tasks under direct and indirect supervision
- The ability to listen and follow directions accurately
- To display initiative and organisation
- To complete learning activities and competency-based assessments each lesson

## ASSESSMENT SUMMARY

Students will be assessed using competency-based assessment in 8 competencies (5 Core and 3 Elective). Students must be deemed competent in all 5 core competencies and 3 elective competencies to be awarded the Certificate I in Sport and Recreation. The flexible units of competency are available for students to complete if required.

Assessment will include:

- Practical tasks
- Assessment Workbooks
- Observations
- Self and peer assessments
- Reports from workplace supervisor

## RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac

## SUBJECT COSTS

Approximately \$100 for first aid instruction and certificate through an external provider.  
Approximately \$25 for swimming pool entry.

This subject prepares young people with 21st century skills and resources. The study of Dance enables the application of multiple literacies through which students create, demonstrate, express and reflect on meaning made through movement. Dance has the means to prepare students for unimagined possibilities, with highly transferrable skills and the capacity for flexible thinking and doing. Multiple literacies are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. A course of study in Dance establishes a basis for further education and employment across many fields, both inside the Arts and culture industries and beyond. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

Through creating, presenting and responding, students will develop skills transferrable across subjects including: problem-solving, group work, creative and critical thinking, communication, adaptability, multi-tasking and leadership.

### COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3
<p><b>CONTEMPORARY DANCE</b></p> <p>In this unit, students will develop practical and theoretical knowledge of Contemporary dance. Students will learn teacher directed Contemporary dance sequences; create a multi-media and multi-modal theme-based contemporary dance; and, communicate intention through a written task utilising creative and critical thinking.</p>	<p><b>ALL THAT JAZZ</b></p> <p>An exploration of Jazz dance styles and artists with an emphasis placed on Musical Theatre, exploring the cultural, societal and historical influences. This unit has a strong choreographic and performance focus, with critical and creative thinking embedded through analytical writing.</p>	<p><b>MODERN DANCE</b></p> <p>In this unit, students will further explore cultural and historical origins and influences of Contemporary dance through experiencing and reflecting on technical sequences inspired by pioneers of Modern Dance.</p>

### PREREQUISITES

- Be independent learners
- Complete tasks both supervised and in own time
- Have the ability to move freely
- Have energy and motivation
- Be able to work in groups

### ASSESSMENT SUMMARY

**UNIT 1** - Students perform a series of set Contemporary dance sequences taught by their teacher. Utilising skills acquired, students then explore, experiment and create a multi-modal Contemporary performance piece consisting of multi-media presentation and themed Contemporary choreography. Choreographic processes and communication of ideas are also analysed and presented within a written statement of choreographic intent.

**UNIT 2** - Students perform a piece of choreography based on jazz dance. Students evaluate set repertoire.

**UNIT 3** - Students perform a teacher-directed piece of Contemporary choreography inspired by the pioneers of modern dance.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac

# (CUA10113) CERTIFICATE I IN DANCE

VET ELECTIVE SUBJECT

QCE CREDITS 3

(RTO NUMBER 31420)

VET

(RPL AVAILABLE) THROUGH YEAR 10 DANCE SUBJECT ONLY - NOT AS A SEPARATE SUBJECT



This course targets those students who may be looking to pursue the subject of Dance in a more practical way. Students who may wish to pursue a career in the area of Dance (e.g. teacher, performer, choreographer, administrator, reviewer) may wish to consider combining this course with the subject of Dance (therefore enrolling in both Dance and Cert I in Dance).

The program will be delivered through class-based tasks that will simulate a specific industry environment. In addition, all students will be encouraged to be involved in work placements over the one year.

A range of teaching and learning strategies will be used to deliver the competencies.

These include:

- Practical tasks.
- Activities in simulated work environments.
- Group work.
- Work placements - students doing this course will be expected to spend up to 4 days gaining experience in local industry environments.

## COURSE OUTLINE

CORE UNITS		ELECTIVE UNITS	
CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
CUADAN101	Develop Foundation Dance Techniques	CUADAN102	Develop Foundation Ballet Dance Technique
CUAIND201	Develop and apply Creative Arts Industry Knowledge	CUADAN103	Develop Foundation Jazz Dance Technique
CUAWHS101	Follow Safe Dance Practices	CUADAN105	Develop Foundation Street Dance Technique

## PREREQUISITES

- Able to work in groups
- Able to move freely and have energy and motivation
- Independent learners
- Able to complete tasks both supervised and in own time

## ASSESSMENT SUMMARY

- Observation with checklists and self-assessment (performance)
- Reports from workplace supervisor
- Projects/portfolios (workbook, diary, journal)
- Response to DVD stimulus
- Teacher questioning
- Written responses to exams

## HOMEWORK REQUIREMENTS

- Students will need to practise in their own time.
- Students will need to choreograph in groups and work on their written component outside of class time.

## CAREER OPPORTUNITIES

The skills provided in dance will enable students to confidently engage in any career they choose. Below is a list of some of the occupations specific to the area (but not exhaustive).

- Dancer
- Arts Administrator
- Lighting technician
- Dance teacher
- Choreographer
- Childcare Worker
- Teacher (primary/secondary)
- Director
- Publicist

## RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac

# (CUA20113) CERTIFICATE II IN DANCE

VET ELECTIVE SUBJECT

QCE CREDITS 4

(RTO NUMBER 31420)

VET



This course targets those students who may be looking to pursue the subject of dance in a more practical way.

Students who may wish to pursue a career in the area of Dance (e.g. teaching, performing, choreographing, administrator, reviewer) may wish to consider combining this course with the subject of Dance (therefore enrolling in both Dance and Certificate II in Dance).

The program will be delivered through class-based tasks that will simulate a specific industry environment. A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Activities in simulated work environments

## COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<ul style="list-style-type: none"> <li>• Develop basic dance techniques (Core)</li> <li>• Incorporate artistic expression into basic dance performances (Core)</li> <li>• Follow basic safe dance practices (Core)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform basic contemporary dance technique (Elective)</li> <li>• Develop a basic level of physical condition for dance performance (Core)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform basic cultural dance technique (Elective)</li> <li>• Prepare self for performance (Core)</li> <li>• Work effectively with others (Core)</li> </ul>	<ul style="list-style-type: none"> <li>• Manage personal stress in the workplace (Elective)</li> <li>• Develop and apply creative arts industry knowledge (Core)</li> </ul>

CORE UNITS		ELECTIVE UNITS	
CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
CUADAN201	Develop basic dance techniques	CUADAN205	Perform basic contemporary dance technique
CUADAN202	Incorporate artistic expression into basic dance performances	CUADAN209	Perform basic cultural dance technique
CUAWHS101	Follow safe dance practices	CUADAN103	Develop foundation jazz dance technique
CUAWHS201	Develop a basic level of physical condition for dance performance		
CUAPRF201	Prepare for performances		
BSBWOR203	Work effectively with others		
CUAIND201	Develop and apply creative arts industry knowledge		

## PREREQUISITES

No minimum requirements

## ASSESSMENT SUMMARY

Students will be involved in the following modes of assessment:

- Response to DVD Stimulus
- Observations with checklists and self-assessment
- Role Play/Oral Presentation
- Written Responses to Exams and Questions
- Folio/Diary/Journal/Workbook
- Teacher Questioning / Online Courses

OPTIONS AVAILABLE FOR RPL FOR STUDENTS WHO DANCE EXTERNALLY OR ARE PART OF THE SIGNATURE PROGRAM IN DANCE AT THE COLLEGE.

## RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac

Drama is a one year developmental course that is skills based and aims to blend academic and practical elements, learning from a wide range of issues, themes, situations, characters, use of ICT, texts and styles of drama. The skills developed will enable you to form, present and respond to drama performances, whilst increasing your knowledge and understanding of the world you live in, gaining opportunities to build your social, emotional and personal skills. This course may include excursions to live theatre productions, therefore incurring a cost as per ticket.

Students will learn:

- Performance techniques
- Management skills
- Communication and Team Work
- Cinematic and Multi-Media
- Research skills
- Evaluative Writing
- Script Analysis
- Theatre and Social History

### COURSE OUTLINE

UNIT 1	UNIT 2
<p><b>PHYSICAL THEATRE</b>                      Student's explore text and experiment with form and style through an exploration of Physical Theatre. Physical Theatre explores storytelling with an emphasis on movement with minimal language to tell a story.</p>	<p><b>CINEMATIC THEATRE</b>                      Students incorporate aspects of film and live performance in this hybrid style of theatre. Activities include film-making, design and acting, culminating in a project.</p>

### PREREQUISITES

- C or above in Year 8 or Year 9 Drama
- An interest in technical equipment
- An ability to listen
- A desire to perform
- A willingness to visit libraries, theatres and museums
- A joy of working in teams
- An interest in scriptwriting
- Motivation, respect and self-discipline
- An interest in television, radio, film and theatre

### ASSESSMENT SUMMARY

Students will be assessed in the successful completion of written and practical tasks.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac

# DRAMA IN PRACTICE

## ELECTIVE SUBJECT

ELECTIVE

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

In Drama in Practice, students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve particular purposes. They identify and follow creative and technical processes from conception to realisation, which fosters cooperation and creativity, and helps students develop problem-solving skills and gain confidence and self-esteem. Students also learn essential workplace health and safety procedures, as well as effective work practices and industry skills.

The Drama in Practice syllabus recognises that the needs and interests of students vary considerably. Students are given the flexibility to develop their knowledge in the design and technical production aspects of drama and theatre, as well as those with interests in performance.

### COURSE OUTLINE

Students will study aspects of performance	Students will study aspects of production design	Students will develop their analytical and critical thinking skills
--	--	---

### ASSESSMENT SUMMARY

- Performance
- Project
- Product
- Extended Response
- Investigation

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac

Visual Arts uses an inquiry learning model, enabling multi-modal thinking and individual responses through researching, developing, resolving and reflecting. Through making and appraising, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople.

In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In appraising artworks, students investigate artistic expression and critically analyse artworks within diverse contexts.

The Year 10 Visual Arts course places an emphasis on problem solving and creativity. It emphasises the process of investigation as well as the production of an image or object and provides experiences that lead to the development of students' investigative and thinking skills and contributes to their ability to participate in aesthetic processes. It encourages students to move beyond acquisition of facts to metacognition and developing understandings about concepts and focuses. Students are encouraged to take responsibility for their own learning, which can contribute to enhancing self-esteem.

### COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>PROLIFIC PRINTS</b> The theme of this unit is "Nature." Students will explore different methods of printmaking, and look at artists that work in this field. Their journal will document their process of creating designs for different print media. The practical component of this unit is to create a folio of prints.</p>	<p><b>CERAMICS WITH A CONSCIENCE</b> Students will start this unit by completing a written task that analyses an artist and one of their sculptures. This term's making task is to design and construct a ceramic sculpture based on a world issue. Journal work will explore the design process, experiment with ideas, look at other artists work for inspiration and create the sculpture design.</p>	<p><b>METAMORPHOSIS</b> Students are to work through a process of design in their journals to create a painting that responds to the theme of metamorphosis. This painting unit will include an extended written response under exam conditions looking at two Modern artists and their work.</p>	<p><b>FIGURE IN LANDSCAPES</b> Students will explore a range of artists who work with figures in a landscape format. An A3 drawing of their own design is completed using their choice of drawing media creating meaning and mood. Journal work will document this design process.</p>

### PREREQUISITES

- C or above in Year 8 or Year 9 Visual Arts
- The Year 10 Visual Arts course of study progresses from teacher-directed learning in the earlier part of Year 10 to a more student-teacher negotiated style of learning in the second half of Year 10. This prepares students for Visual Arts studies in Year 11 and Year 12. In Year 12, student-directed learning becomes the main teaching style and enables students to specialise.

### ASSESSMENT SUMMARY

Visual Arts outcomes are making, displaying and appraising images and objects. Students are assessed in relation to:

**VISUAL LITERACY** - ability to read and interpret images, symbols and signs.

**APPLICATION** - ability to apply skills and knowledge.

**APPRAISING** - ability to describe, analyse, interpret and evaluate.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac  
USB 8GB

Students explore and apply techniques, processes and technologies to express ideas that serve particular purposes. They gain practical skills, employ essential terminology, investigate 'solutions' to 'problems', and make choices to communicate through their arts making.

At all times, arts making is the focus of student activities and should reflect authentic practice, thus short written assessment tasks are kept to a minimum.

### COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>COUNTRY CONNECTIONS</b> Students are to investigate the artworks by Indigenous people around the world. Students will produce an abstract painting using their research as inspiration. Journal work will document this design process. A written artist research task explores the life and work of a well-known Australian indigenous artist.</p>	<p><b>A CLOSE PORTRAIT</b> Students produce an A2 drawing of a chosen person- self, a family member or famous person using their choice of media. Journal work will experiment with drawing media and skills and then document the design process. The written artist research task explores the life and work of Chuck Close- a well-known American artist.</p>	<p><b>PROPPING UP BURTON</b> Students are to construct, build and paint a gothic inspired creature using Papier Mache. Journal work will document the design process. The written artist research task will explore the life and work of Tim Burton- an artist that designs figures for films.</p>	<p><b>EVERYDAY DESIGN</b> Students create design for a purpose. This includes environmental and public art concepts and practices. Journal work will document the design process. The artist research task will focus on a choice of various designers.</p>

### PREREQUISITES

- No minimum requirements
- Students selecting this course need to have an appreciation of art and take pride and interest in the making of art works

### ASSESSMENT SUMMARY

Visual Arts Studies criteria are:

**EXPLORING** - refers to investigating processes and skills to communicate purposes through arts works while working independently and/or in a group (Visual Arts Journal).

**KNOWING** - refers to being able to recall processes, essential terminology and safe practices associated with arts making in the chosen arts area(s) (Artist Research Task - focusing on Terminology and Processes).

**EXPRESSING** - refers to demonstrating the practical aspects of arts making while completing or working towards the completion of arts works, working independently and/or in a group, within specified timeframes (Folio of Work).

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac  
USB 8GB



At North Lakes State College, we hope to shape the music maker by developing the ability to think and express themselves in sound. Meaning is constructed through engagement with music that is carefully chosen for its musical content, with the abilities, experience, needs and prior knowledge of the student in mind.

To achieve this vision, this course has been developed so that the value of providing opportunities for students to acquire knowledge, practices and dispositions that can be used to develop self-awareness, aesthetic awareness and the ability to solve problems, make decisions and communicate effectively can be realised and achieved.

This course will centre upon the way people interact with each other, and with a variety of environments (*physical and social*). It will create a lifelong learner who is:

- A responsive creator
- An active investigator.
- A reflective and self-directed learner.
- A knowledgeable person with deep understanding
- A complex thinker.
- An effective communicator
- A participant in an interdependent world.

A study of Music can lead to careers in performing, music tuition (both private and formal education systems), A/V industry, entertainment, music therapy, speech pathology, child care and arts administration. Music is also an effective outlet for students with creative and analytical potential.

### COURSE OUTLINE

Year 10 Music will prepare students for the senior subject - Music. Students will be encouraged to pursue an instrument to learn.

UNIT 1	UNIT 2	UNIT 3
<p><b>ELECTRONIC INFLUENCES</b> Students will investigate a range of electronic music styles with a focus on the use of technology to develop composing skills.</p>	<p><b>PRACTICAL MUSICIANSHIP</b> An exploration of guitar, vocals, keyboard and drum kit instruments across various styles of music, with opportunities for students to develop and specialise in practical skills. Musicology and analysis skills will be further expanded in preparation for Year 11 and Year 12 Music.</p>	<p><b>ON MY OWN</b> Students will be given an opportunity to guide their own learning, facilitated by the teacher. They will be engaged in exploring topics of their own choice and then producing works that reflect what they have learned. This may involve collaborative work with others.</p>

### PREREQUISITES

- C or above in Year 8 or Year 9 Music
- Are self-motivated
- Can read music
- Have the ability to follow directions
- Have effective time management
- Complete set tasks under direct and indirect supervision

### ASSESSMENT SUMMARY

Assessment is spread across three dimensions:

**RESPONDING** - Making critical judgements of Music created by themselves and others

**PERFORMING** - The performance of Music in different genres

**COMPOSING** - The creation or making of a Music work

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac

# DIGITAL TECHNOLOGIES

## ELECTIVE SUBJECT

ELECTIVE

Computers are an integral part of today's work, study and leisure, and students must know how to use them effectively, efficiently and ethically. To realise this, the subject provides the flexibility needed to accommodate new and emerging technologies, and the wide range of interests and abilities of the students who study it. By using a task-oriented approach instead of a tool-oriented approach, emphasis is placed on using ICTs to solve problems or complete tasks. Tasks will come from a variety of areas including:

- Use ICTs competently
- Engage in self-directed learning
- Use ICTs ethically
- Animation
- On-line communication
- Employ safe and healthy procedures in the use of ICTs
- Document production
- Make informed decisions
- Strive for excellence and aim for quality
- Website development
- Managing data
- Manage time and resources effectively and efficiently
- Communicate and work with others
- Digital audio
- Multimedia authoring
- Digital still imaging

### COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
DIGITAL IMAGING Adobe Photoshop	INTRO TO CODE	GAME DESIGN	GAME DEVELOPMENT

### RECOMENDED

- No minimum requirements
- Be an independent learner
- Be able to work in groups
- The ability to complete tasks both supervised and in own time

### ASSESSMENT SUMMARY

- Demonstrate practical understanding of ICT outcomes.
- Complete animations, applications and graphic/web development projects culminating from activities undertaken throughout the semester.
- Complete one short writing task per semester of 400 - 600 words related to units of work undertaken throughout the semester.
- Use the framework of **DESIGN**, **DEVELOP** and **EVALUATE** with all project work.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with USB port  
 Microsoft Office suite of products.  
 Adobe Creative Cloud  
 USB Flash Drive

# ECONOMICS AND BUSINESS

## ELECTIVE SUBJECT

ELECTIVE

Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

Economics and business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the economics and business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently. Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

### COURSE OUTLINE

This course is designed to prepare students for the demands of future studies, including: **BUSINESS, ACCOUNTING, ECONOMICS**

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
Introduction to Economics and Business	Managing Economic Performance and Living Standards	Australia's Economic Performance	Business and Consumers	Improving Business Productivity	Business Issues Study

### ASSESSMENT SUMMARY

Assessment in *Economics and Business* will reflect the requirements of the new senior syllabus documents being implemented from 2019 and will include, but not limited to: Research and Analysis Reports; Examinations.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications  
Microsoft Office suite of products  
USB Flash Drive

# (BSB10115) CERTIFICATE I IN BUSINESS

VET ELECTIVE SUBJECT

QCE CREDITS 2

(RTO NUMBER 31420)

VET



Business refers to enterprising endeavours undertaken in order to meet human needs and wants. Business impacts upon and presents a range of challenges to individuals and members of groups and organisations in their roles as citizens, consumers, workers or entrepreneurs. Business practices continue to evolve and to remain at the forefront of dynamic, diverse and competitive markets, and this course aims to equip students with entry level skills to the world of business.

The Certificate I in Business provides students with a practical application of business practices that will build upon their acquired knowledge of word processing and use of computer software programs to deliver more targeted ways of operating in a business environment.

Students must demonstrate competency in all six competencies to gain their Certificate I in Business, which is a nationally accredited certificate.

## COURSE OUTLINE

CORE UNITS			
CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
BSBWHS201	Contribute to health and safety of self and others	BSBADM101	Use business equipment and resources
BSBCMM101	Apply basic communication skills	BSBWOR202	Organise and complete daily work activities**
BSBSUS201	Participate in environmentally sustainable work practices	ICTICT102	Operate word processing software

## PREREQUISITES

There are no prerequisites for this course, though students are expected to be able to:

- Work individually and in a team
- Complete tasks in a supervised environment
- Undertake research
- Demonstrate motivation, respect and self-discipline

## ASSESSMENT SUMMARY

Assessment will include (*but is not limited to*) demonstration of skills in communicating, organising, planning, using a computer and operating business equipment, as well as completion of a range of self-paced activity booklets, that is, competency based assessment.

Successful completion of all six units of competencies will lead to the awarding of Certificate I in Business\*\*

\*\***BSBWOR202** includes students undertaking **COMPULSORY** work experience (*minimum 5 day placement*) that they are required to *organise themselves*.

## RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications  
Microsoft Office suite of products  
USB Flash Drive

Students of a second language typically demonstrate higher levels of literacy, improved problem solving skills and a greater appreciation of diversity than their peers. Our approach to language teaching is highly communicative with an emphasis on authentic materials and realistic contexts.

We have endeavoured to design learning tasks that are engaging and challenging for all students and which encourage them to understand and appreciate diversity. Units of work are designed in such a way that language is regularly revisited and enriched. We understand that broad exposure and opportunities to use language in a number of contexts are important.

Italian cultural content is embedded in all units. Linguistic features will also reveal aspects of culture by highlighting the ways in which meaning is encoded in language, values, social relationships and conventions. We endeavour to expose students to rich, comprehensible language input from which they can recognise patterns and make sense of the language as a system.

### COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
MI SONO PERSO Directions	I GIOVANI E IL TEMPO LIBERO Youth and their spare time	LA SALUTE Health	LE FAVOLE Fairy Tales

### RECOMMENDED

- C or above in Year 9 Italian and/or Year 9 Immersion Italian
- To be self-motivated
- The ability to work cooperatively with others.
- The ability to complete tasks under directed and self-paced learning environments

### ASSESSMENT SUMMARY

Students are required to complete a variety of assessment tasks in reading, writing, speaking and listening. These tasks include both exams and pre-prepared pieces of work.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications  
Microsoft Office suite of products  
USB Flash Drive

This subject introduces students to the basic design processes and concepts associated with Graphics. Students will solve design problems that relate to a variety of real life careers such as an architect, industrial designer, interior designer, engineer and draftsman. In all aspects of work, students will be placed in real life situations to develop a deep understanding of the use of Graphics in our world.

The emphasis will be placed on following a design process to providing suitable graphical representations for a variety of audiences. Students will also be introduced to some computer aided drafting software including AutoCAD 2D, Inventor and Rivet Architecture. Free software can be downloaded from the following site for student use: (<http://www.autodesk.com/education/free-software/featured>)

What will students learn?

Graphics contributes to student's understanding and proficient use of technologies. It develops communication, analytical and problem solving skills. As students develop and present graphical representations of ideas and solutions for design problems and audiences, students will:

- Sketch and draw freehand
- Develop spatial cognition and visualisation
- Produce technical graphical representations in 2D and 3D formats
- Apply mathematical techniques in a variety of contexts.
- Use existing and emerging technologies using computer based design software including Computer Aided Drafting.

Students will learn to:

- Use design processes in graphical contexts
- Formulate design ideas and solutions using design factors which include (user centred design; element and principles of design; technologies; legal responsibilities; design strategies; project management; sustainability and materials).
- Apply industry conventions where applicable
- Develop design solutions for end-users and present in graphical representations suitable for a variety of audiences.

### COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
<b>GRAPHIC DESIGN</b> Identify - Faculty logo for North Lakes State College	<b>INDUSTRIAL DESIGN</b> Design a wireless speaker	<b>BUILT ENVIRONMENT (ARCHITECTURE)</b> Design a residential house for North lakes	<b>BUILT ENVIRONMENT</b> Redesign an area in North Lakes State College	<b>INDUSTRIAL DESIGN</b> Design a Multifunctional lamp	<b>GRAPHIC DESIGN</b> Olympic Games logo design for a city/country of your choice

### PREREQUISITES

- C in Year 10 Mathematics
- C in Year 10 Graphics (*if studied*)
- Must study Year 11 Authority English

### ASSESSMENT SUMMARY

Assessment in Graphics gives students opportunities to demonstrate the knowledge and understanding, analysis and application and synthesis and evaluation applicable to solving design problems and representing ideas and solutions graphically. In Graphics, assessment instruments include design folios and extended response examinations.

- Design folios record the design process you have used to solve a design problem. These folios will contain some written information but most consist of sketching and drawing of your ideas
- Extended response examinations will require sketching to provide a solution in response to a design stimulus.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications  
 Microsoft Office suite of products  
 USB Flash Drive

The aim of the subject are for the student to:

- Gain knowledge of the interrelationship between food, nutrition and wellbeing.
- Develop the practical skills necessary to produce healthy and nutritious meals.
- Develop a deep understanding of the importance of good nutrition throughout the life cycle.
- Recognise the part that all forms of media play in the nutrition choices that people make.

### COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>INTRODUCTION TO NUTRITION</b> <ul style="list-style-type: none"> <li>• Nutrients</li> <li>• Dietary Guidelines</li> </ul>	Reducing waste throughout the food process	<b>FOOD AND NUTRITION AS PERCEIVED AND PORTRAYED BY THE MEDIA</b>	<b>MODIFYING CULTURAL FOODS TO BECOME HEALTHY CHOICES.</b>

### PREREQUISITES

- Solid record of bringing ingredients for Junior Food technology classes.
- Self-motivated and able to use initiative in group situations.
- Able to adapt skills taught / learned to varied situations.
- Demonstrated ability to follow directions and work safely.
- Interest and passion for Food and Nutrition.

### UNIFORM REQUIREMENTS

Students **MUST** wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the kitchen.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications  
 Microsoft Office suite of products.  
 USB Flash Drive

# (SIT10216) CERTIFICATE I IN HOSPITALITY

## VET ELECTIVE SUBJECT

QCE CREDITS 2

(RTO NUMBER 31420)

VET



Certificate I in Hospitality is an introduction for students interested in a pathway in hospitality. It provides students with a basic understanding and skills for level entry jobs in this field.

The aims of the subject are for the student to:

- Gain skills and knowledge for competence in routine tasks in various hospitality settings e.g. restaurants, catering operations and cafes.
- Develop an appreciation for diversity across different cultures.
- Be able to work in a team to achieve successful outcomes.
- Prepare for Certificate III in Hospitality.

### COURSE OUTLINE

Six units must be completed successfully:

CORE UNITS		ELECTIVE UNITS	
CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
BSBWOR203	Work effectively with others	SITHCCC003	Prepare and present sandwiches
SITXWHS001	Participate in safe work practices	SITHFAB004	Prepare and serve non-alcoholic beverages
SITXCCS001	Provide customer information and Assistance	SITXFSA001	Use hygienic practices for food safety

### PREREQUISITES

- No minimum requirements
- Able to complete set tasks under direct and indirect supervision
- Able to follow directions and work safely
- Able to exhibit safe practices in the kitchen
- Self-motivated and able to use initiative in group situations
- Able to adapt skills taught/learned in varied situations
- Interested in hospitality

### UNIFORM REQUIREMENTS

Students **MUST** wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the kitchen.

### RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications  
Microsoft Office suite of products.  
USB Flash Drive



# (MSM10216) CERTIFICATE I IN MANUFACTURING (PATHWAYS)

VET ELECTIVE SUBJECT

QCE CREDITS 3

(RTO NUMBER 31420)

VET



Manufacturing is a practical, project-oriented course, intended to develop skills that have direct application to a technical or industrial field and that helps students meet the changing demands of society. Manufacturing helps students develop understanding of industrial technologies and their application to industry and enhances their capacity to cope with, and contribute to life in, a technological society. It enables students to use their creativity and derive satisfaction from working with materials, tools and machines while they gain the skills they need to prepare them for future employment in this sector of Australian industry, as well as for recreation and leisure.

The units chosen provide practical skills that are relevant and useful to the area in which the student hopes to gain employment or is currently working within the Metals Engineering and Furnishing Industry. The group of units chosen support the project and incorporate both the technical and employability skills needed for work.

Completion of a Certificate I in Manufacturing (Pathways) should provide the student with a set of competencies that collectively open up pathways into employment and/or further study. Students will complete three Core Pathway units as well as elective units that will cover timber and metal competencies that will lead into the Furnishing and Engineering courses offered in Year 11 and Year 12.

## COURSE OUTLINE

CORE UNITS		ELECTIVE UNITS	
CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
MSMPC1101	Adapt to work requirements in industry	MEM05007C	Perform Manual heating and Thermal cutting
MSMPC1102	Apply effective work practices	MEM07032B	Use workshop machines for basic operations
MSMPC1103	Demonstrate care and apply safe practices at work	MEM14004A	Plan to undertake a routine task
		MSMPC11298	Make an object from metal
		MSFFM1002	Operate basic woodworking machines
		MSFFM2002	Assemble furnishing components

## PREREQUISITES

- C or above in Year 9 Materials Technology (if studied)
- Use initiative in group and individual situations
- Adapt skills taught/learned in varied situations
- Be self-motivated
- Complete set tasks under direct and indirect supervision
- Ability to follow directions
- Have a previous safety record of working in the workshops (no more than 3 unsafe events)

## ASSESSMENT SUMMARY

Assessment in Manufacturing will vary according to the approach selected. Assessment techniques may include observation of performance, oral presentations, written tests, research reports and practical tasks.

## UNIFORM REQUIREMENTS

Students **MUST** wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the workshop.

## RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications  
Microsoft Office suite of products.  
USB Flash Drive

# Signature Programs

**DANCE**



**GOLF**



**BASKETBALL**



**RUGBY**



## SIGNATURE DANCE

### SIGNATURE PROGRAM

SIGNATURE

As part of North Lakes State College's Signature Program, we offer a highly successful extension dance program from Year 1 to Year 12 for students who are considering a career in the dance industry.

Entry into this Signature Program is through audition only. There are three troupes running within the College: Lil Kicks (Year 1 to Year 3), Mid Kicks (Year 4 to Year 6) and Kicks (Year 7 to Year 12). These troupes perform at various competitions and events throughout the year ranging from Eisteddfods to the North Lakes State College *Arts and Culture* evening. The troupes have demonstrated excellence in their practice winning a multitude of awards since their inception in 2005. Within the troupes the students learn from qualified dance teachers with only a small fee to cover costumes and make-up. Students require a team uniform, tracksuit and shoes.

#### GOALS OF PROGRAM

- To continue the development of North Lakes State College Dance students to provide them with tools necessary to forge a career in Dance.
- To further develop the performance skills of Dance students through a variety of opportunities such as: Eisteddfods, Dance Camp (Year 8 to Year 12), Choreographic Development, Mentoring for younger students and other performance opportunities for various community and schooling events.
- To provide intensive specialised training for dance students and assist them in the understanding of how to improve and develop as a dancer.

#### ELIGIBILITY CRITERIA

Entry via audition showing:

- Demonstration of outstanding behaviour and understanding of Prep to Year 12 Culture in College life.
- Evidence of high level of motivation and commitment to Dance through attendance, participation, personal philosophy and performance.
- Commitment to academic studies.
- High level of Dance technique, spatial perception and communication / performance skills.

For further details, see the College website or contact the HOD - The Arts, Leisa Cooper -

**Phone:** 07 3482 5686

**Email:** lcoop4@eq.edu.au

## SIGNATURE GOLF

### SIGNATURE PROGRAM

SIGNATURE

North Lakes State College offers the Signature Golf Program as part of the College's commitment to the development of sport. This program is currently available to all students in Year 7 to Year 12 who meet the selection criteria and standards set down by the College's coaching and management staff.

#### GOALS OF PROGRAM

Students will engage in specifically designed training sessions by a qualified Australian PGA Professional aimed at enhancing the student's knowledge, skills and attitudes important for participation at the highest level. The program provides students who have a genuine commitment to their chosen sport with an opportunity to pursue the sport along many pathways that now exist. This includes the option of pursuing the sport as a career. The program follows a holistic approach to student development and exposes the students to all facets of the game with the objective of assisting each student to be the best player they can be. The program is conducted weekly before, during and after school and includes the following sessions:

- Fitness (Tuesday Mornings): Addresses stability, core and dynamic strength using state of the art equipment such as TRX, VIPR, BOSU and HART training equipment.
- Skill Development (Wednesday Afternoons): This session allows students to work on technical aspects of their game. All sessions are conducted at the North Lakes Golf Club and address all aspects of the game.
- On Course Play (During School Sport): Each week students are given the opportunity to hone their skills at the program's host facility, North Lakes Golf Club. Students play under the supervision of PGA Professional, Anthony O'Connell. They work on their course management skills and also learn the finer details of the rules and etiquette of the game.

For further details, contact the program director, Anthony O'Connell -

**Phone:** 07 3482 5775

**Email:** golf@northlakescollege.eq.edu.au

# SIGNATURE BASKETBALL

## SIGNATURE PROGRAM

SIGNATURE

### GOALS OF PROGRAM

- To offer basketball as an alternative to school sport.
- To continue in the growth and development of our current North Lakes State College basketball students, by providing a more enhanced specialised program.
- To develop the basketball and general athletic abilities of each student enrolled in the program.
- To provide specialised training for students and assist them in the understanding of how to improve and develop as a player.
- Provide opportunities to compete at various high level basketball competitions and assist in the development of each individual to reach their maximum potential.
- To develop a strong basketball culture within the school and wider community whilst developing morals and values prevalent in positive citizenship.

### ELIGIBILITY CRITERIA

- Outstanding athletic ability as evidenced by fitness results.
- Representative in club basketball, playing and training with local club.
- Demonstration of outstanding behaviour in all aspects of College life.
- Evidence of commitment to interschool sport and to personal fitness.
- Member of a representative team for club basketball e.g. Wizards U14 div 1.
- Representative of state emerging basketball squad or state team member.
- Representative Player at district, regional or state level in basketball.

For further details and an application guide, contact the program director, David Burnett

- Phone: 07 3482 5555

Email: [dburn78@eq.edu.au](mailto:dburn78@eq.edu.au)

# SIGNATURE RUGBY

## SIGNATURE PROGRAM

SIGNATURE

The Signature Rugby Program at North Lakes State College is designed to develop the sporting talents of students, and illustrates the College's commitment to excellence. The program is currently available to male students in Years 7 to 12, with future opportunities to be created for female students. To be selected in the Signature Rugby Program students must meet selection criteria, maintain standards set by the College, and attend multiple trials.

### GOALS OF PROGRAM

- To further create a positive sporting culture within North Lakes State College
- To develop personal fitness and health levels
- Have high standards both on and off the field
- Build self-confidence, and take pride in representing the school at events
- To help students achieve their personal goals in Rugby (i.e. Representative teams)
- Provide opportunities to play against schools/teams from across the state

The program is conducted through before and after school sessions. Students involved in the program will also be required to attend tournaments both during and outside normal school hours.

For further information please contact the program director, Sean Purvis

- Phone: 07 3482 5775

Email: [spurv9@eq.edu.au](mailto:spurv9@eq.edu.au)