# WHITSUNDAY
# CHRISTIAN COLLEGE

26 Paluma Road, Cannonvale



# 2023 Introduction to Senior School Information Guide for Year 10

# Senior Phase  Year 10 – Year 12

At Whitsunday Christian College, we count it a privilege to be involved in educating young people. Regardless of whether students are on a more academic or vocational pathway during the senior phase of their learning, we seek to educate the whole person. That is, we focus on the head, the hands and the heart. In this way, we encourage students to have strong minds, develop practical skills and cultivate character, instilling Christian values. We believe God has a special plan and purpose for every student and that each one can achieve success. We are a learning community where every student can shine - spiritually, intellectually, physically, socially and emotionally.

Our aim is to support students as they transition from Middle Phase and continue on their individual pathway through to their Senior Phase of schooling. In Year 10, our students enter Senior Phase (Years 10 – 12) where we continue to implement the Australian Curriculum, ensuring it is taught from a biblical, Christian worldview. In addition, students begin to investigate and make choices that assist them to follow a pathway that sets them up for success when they leave school. Students are given the opportunity to begin working towards their Queensland Certificate of Education, including vocational training.  I am excited about the opportunities offered to students as they enter Senior Secondary at Whitsunday Christian College and pray this time is a significant and successful one as they complete their schooling and transition into work or further study.

Kylie Langshore
Principal

# Year 10 – Core Subjects

All Year 10 students will study the following core subjects:

- English

- Mathematics

- Science

- Social Studies

- HPE – Health and Physical Education

- Religion and Ethics

- Certificate II in Applied Digital Technology

## English

We value that the study of English helps create confident communicators, imaginative thinkers and informed citizens. Students learn to analyse, understand and communicate with others and with the world around them. Students engage imaginatively and critically with literature to expand the scope of their experiences. The teaching of English is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

## Mathematics

Our Mathematics lessons provide students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Our programs aim to develop the numeracy capabilities that all students need in their personal, work and civic life. We provide students with carefully paced in-depth study of critical skills and concepts. We encourage and help students become self- motivated, confident learners through inquiry and active participation in challenging and engaging experiences. As we seek to prepare students to study QCAA Mathematics subjects in Year 11 & 12, students may be invited to study Advanced Maths in preparation.

## Science

Our Science program provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. We support students in developing scientific knowledge, understandings and skills to make informed decisions about local, national and global issues. Students will study a range of disciplines including Biology, Chemistry, Physics and Earth Science.

## Social Studies

Through a study of Social Studies, students develop a greater awareness of the world around them, especially in terms of the physical and social aspects of human experience. There will be a main focus on the study of History as well as inquiry based research skills that will set students up for success in their further studies.

## Health and Physical Education

Health and Physical Education promotes the development of student knowledge, processes, skills and attitudes necessary to make informed decisions, take action and advocate in order to enhance:

- personal and community health, especially as it relates to food and nutrition, and to personal safety
- movement skills
- physical performance and fitness
- personal development, in particular identity, interpersonal relationships and resilience.

## Religion and Ethics

All students will study Units 1 and 2 of the QCAA Applied subject Religion and Ethics. The subject will enhance students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It allows for flexible courses of study that recognise the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice. The course also explores how these topics are dealt with in various religious, spiritual and ethical traditions. As the students explore these topics, they will also develop a deeper understanding of Christianity and how to view the world from a Biblical perspective. In addition to this being an integral part of our Biblical Studies program, the completion of this course will give students 2 credit points towards their Queensland Certificate of Education (QCE) at the end of Year 10. Students will then continue the full course into Year 11 and complete Units 3 & 4, acquiring a total of 4 credit points.

## Certificate II in Applied Digital Technology

The Certificate II in Applied Digital Technology will equip students with the foundational skills and knowledge to use applied digital technologies in varied contexts. The course is designed for developing the necessary digital and technology skills in preparation for work, future study or a career in the IT industry. Through a mix of theory and practical coursework, students learn to;

- Implement business application skills in word processing, spreadsheets and database
- Develop digital imaging skills and web design
- Use and develop social media presence
- Work with basic computer hardware and operating systems
- Gain workplace health and safety knowledge
- Develop sustainable work practices.

## Additional Subjects – Electives Year 10

Given the opportunity to try a wide variety of subjects in Years 7 and 8, ensures students are well placed to elect subjects of interest and skill in Years 9 and 10. Students are able to choose 4 elective subjects to study each year.

| The Arts | Design & Technologies |
|---|---|
| *Dance* | *Digital Technology* |
| *Drama* | *Home Economics* |
| *Media Arts* | *STEM* |
| *Music* | *Woodwork* |
| *Visual Arts* | *Metalwork* |
| | *Graphics* |
| ***Other*** | |
| *Certificate II in Engineering Pathways* | |
| *Sports Performance* | |
| *Japanese* | |

## Students also participate in:

- Home Class: Christian Living, Life Skills Education, Team Building, Character Education
- Sport: Sport & Recreation, After School Sports, Swimming Carnival, Athletics Carnival, Cross Country Carnival, District Sport and Interschool Sport, House Competitions.
- Chapel
- Camp Program
- Subject specific excursions

# Elective Descriptions

## Dance

In Dance, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.

Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.

## Drama

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. Students learn to think, move, speak and act with confidence.

## Media Arts

Students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage in their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

## Music

Students study and analyse the musical elements to develop an understanding of how music is made. They have opportunities to create their own music in a variety of styles. Practically, students will enjoy making musicthrough singing and playing instruments in both small groups and individually.



## Visual Arts

Visual Arts is divided up into three sections: design work, research and practical work. Students learn about the elements and principles of design and how they are applied. They develop their own designs and document all work. They are encouraged to think creatively and evaluate their achievements.

## Design and Technology – Digital Technology

Learning in Digital Technology focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

## Design and Technology – Graphics

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

## Design and Technology – Home Economics

Home Economics encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships and living environments. Students will learn a variety of food preparation skills across various forms of cooking methods and cuisines.

## Design and Technology – STEM

STEM is a subject that connects four areas of study; science, technology, engineering and mathematics. This subject has been designed to include the practical elements of the design process with the use of mathematics and science to solve real-world challenges and problems.

## Design and Technology – Woodwork/Metalwork

Discover the exciting and creative world of working with timber and metal. Students learn how to use hand tools and selected electric tools. The course begins with wood and metal theory and jointing methods before students undertake individual projects. They use AutoCAD (a commercial software application for 2D and 3D computer-aided design) to create their designs and produce actual models using 3D printing. The subject provides a solid foundation to careers in industrial design, architecture, drafting and web design.

## Certificate II in Engineering Pathways

The MEM20413 qualification first lays the groundwork, introducing students to the foundations of engineering and manufacturing – including the correct use of hand and power tools, appropriate understanding of PPE and proper welding techniques. Students then apply this foundational knowledge in a variety of engaging and practical projects.

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

The completion of this certificate course will provide students with 4 credits towards their QCE. In addition, the pathway will be open for students to study the Certificate III in Aviation in Years 11 and 12.

## Japanese

Japanese language is used to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. Students sequence and describe events using a range of cohesive devices, and complete communicative tasks that involve planning, performance, collaborative and independent work. They use language more fluently and are able to read and write using hiragana, katakana and an increasing number of kanji in texts.

## Sports Performance

In Sport and Recreation, students learn to apply more specialised and complex movement strategies and concepts in different movement environments. Students examine the role of physical activity, outdoor recreation and sport in the lives of Australians and investigate how this has changed over time.