# SUBJECT INFORMATION

## JUNIOR SECONDARY TO SENIOR SUBJECT SNAPSHOT

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<th>TAROOM</th>
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<td><strong>Years 7 &amp; 8</strong></td>
<td><strong>Years 9 &amp; 10 Mandatory</strong></td>
<td><strong>Years 11 &amp; 12</strong></td>
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<td><strong>TAROOM</strong></td>
<td><strong>TAROOM</strong></td>
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<td>English</td>
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<td>Science</td>
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<td><strong>Humanities &amp; Social Science (HaSS)</strong></td>
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<td><strong>History, Geography, Economics &amp; Business, Civics</strong></td>
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CHOOSING SUBJECTS

Make decisions about subjects that suit you!
Each student has individual needs and requirements for subject selection which may be quite different from those of other students. When choosing subjects in Year 9 or 10, you are essentially choosing the subjects you should be taking all the way through Senior Years 11 & 12.

Choosing subjects should be based on 4 criteria:
1. Provides enjoyment
2. Enables you to achieve success
3. Opens up career opportunities
4. Develops lifelong skills, attitudes and knowledge

Some of the wrong reasons are:-
Doing (or avoiding) subjects simply because:

⇒ one other person says they are good (or bad);
⇒ your friends are (or are not) doing it;
⇒ you think it is easy (or difficult)
⇒ you like (or dislike) the teacher
⇒ your elder brother/sister did (or didn't do) it
⇒ all the boys (or girls) tend to take the subject

Don’t sell yourself short.

Checklist for subject selection

☐ Will I be able to cope with the demands of this subject? (Is it practical or theoretical enough for me?)
☐ Am I planning to continue this subject after Year 10?
☐ What senior subjects or TAFE courses link to this subject and do I really want to do them?
☐ How will doing this subject value-add to my career path or interests?
Students participate in a range of activities that prepare them to pursue career interests in the agricultural industry. These may include:

**Infrastructure** — water, animal health and welfare, plant production and processing

**Production** — animal husbandry, growing and propagating plants.

**Agribusiness** — animal and/or plant products, market requirements for animal and/or plant products.

Students will also learn ‘Safety and management practices’ to build their knowledge and skills for working safely, effectively and efficiently in agricultural situations:

Workplace health and safety requirements, and other rules, recommendations and regulations controlling agricultural activities, equipment maintenance and operation — checking, cleaning storing and using equipment and management practices — sustainable practices; following instructions; completing tasks on time; and working appropriately, effectively and efficiently with others.

Students will also look at significant ways in which agricultural production systems can be sustainably managed. These fall into four areas:

- plant and animal management
- soil and water management
- climate and weather
- land management

**Senior subject links:**
Agricultural Science; Agricultural and Horticultural Studies; VET Certificate courses

**Example Career Opportunities:**
Biochemist, Bulldozer Driver, Greenkeeper, Farrier, Horse Manager, Horticulturalist, Meat worker, Meterologist, Park Ranger, Pest and Weed Controller, Saddler, Shearer, Veterinary Assistant, Stock and Station Agent, Wool Classer, Jackaroo, Jillaroo
Business offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment.

Business fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

This course is a foundation for the Business Communications and Technologies, Business Studies and Accounting senior subjects.

Students will participate in a mix of theory based discussions and activities, publishing work and practical applications – running their own small business.

Topics include:

- Business Environments and Market Enterprises
- Economic Activity and Marketing Activities
- Event/Business administration – including financial planning and administration
- Basics to Accounting / Computerised Accounting (MYOB)
- Publishing - Managing workplace information, Microsoft Word, Excel and Access
- Practical Entrepreneur Activity – planning and running a small business

Senior subject links: Business, Communications & Technology (BCT)/ Accounting/ Economics/ Legal Studies/Business Management/Tourism/ Business Studies

Career Opportunities: Lawyer, Administration Officer, Human Resource Management, WHS Officer, Accountant, Events Planner, Financial Analyst, Social Media Content Manager, Inventory Clerk, Real Estate Sales Person, Hotel Manager, Recruitment Consultant, Conveyancer, Transport Company Manager
The subject of Design and Technologies at Taroom State School has a manual arts and materials focus. Students will learn about the purposeful application of knowledge, resources, materials and processes to develop solutions to real-world design problems by generating innovative ideas and producing products. Design and Technologies challenges students to understand and appreciate technological innovation and its impact on society.

Students will examine and create solutions to design problems. Design problems are based on identifying a need or responding to an opportunity. Using a design process students will investigate design problems from a variety of contexts, while considering the human needs of individuals and communities, or in response to identified opportunities. They will explore and analyse design factors to develop ideas and produce products through the practical application of manufacturing technologies and materials. Products are created because they meet a need and confirm design decisions.

Projects may include:
- Pencil box
- Table
- Accessories container
- Magazine rack

Senior subject links:
Technology Studies; Graphics; Aerospace Studies, Engineering, Certificates in Construction and Furnishing

Career Opportunities: Industrial Designer, Carpentry, Metal Fabricator, Architect, Graphic Designer, Draughtsman, Engineer, Manual Arts Teacher, Boilermaker
Drama focuses on students expressing and communicating understandings and out human issues and experience through the enactment of real and imagined events. While interacting in a range of roles, relationships, situations and contexts, student of Drama investigate feelings, actions and consequences. The subject allows students to develop confidence and self-awareness as they collaborate to prepare and present drama. Students also develop understanding of form, styles and purpose of drama in various contexts.

Learning outcomes are categorised into three dimensions:

**FORMING** - Creating and shaping dramatic action (role play, improvisation play building and scriptwriting)

**PRESENTING** - Performing scripted and student-devised dramatic works in both informal and formal settings

**RESPONDING** - Reflecting /analysing and evaluating drama.

*Elements of Drama studies include*
Skills & conventions; Improvisation; Body Language; Mime/Movement/Mask; Storytelling/Theatre for children or young people; Script Writing; Text Interpretation; Drama to educate and inform; Exploring forms, styles and conventions; Performance Skills.

**Senior subject links:**
Dance, Music, Creative Arts, Drama

**Career Opportunities:** Musician, Actor; Theatre Director; Script Writer; Lighting and Sound Designer, Public Speaker, Drama Teacher
In Food Technology, students investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.

They

• critically evaluate needs and opportunities for marketing a food product
• investigate the principles of food safety, preservation, preparation and the impact of social, cultural and individual preferences on food products
• generate design ideas for products (food items), services (marketing) and environments (safe, hygienic spaces to produce food)
• select and use appropriate technologies skilfully and safely to produce high quality food products

In Hospitality contexts, skills in kitchen operations are applied across a range of food and beverage contexts. Hospitality events are authentic opportunities for students to create hospitality products and provide services for clients/guests reflective of industry practice, e.g. high tea, breakfast, buffet lunch, three-course dinner, mocktail party, pre-function service, conference, product launch. This could be in the context of professional catering, bistros, restaurants, cafes, takeaway food venues or themes of cellar door, cruise ships, hotels and local clubs.

Students who have hospitality skills are likely to be sought after by employers over those students who do not. This is beneficial for students who need to finance further studies at TAFE or university by seeking part time or casual employment.

IMPORTANT NOTE:
The Certificate II Hospitality which has been on offer in previous years through Roma TAFE and subsided by Vet in School Funding, (VETiS) will now be converted into a school-based subject incorporating several short practical courses such as the responsible service of alcohol. These courses will be available for a small fee and subsidised through hospitality catering events. (Students wishing to pursue a vocational certificate qualification in Year 11, will have access to their VETIS funding to heavily subsidise the course of their choice, rather than use this funding in Year 9 or 10)

Students will also be informed of appropriate dress and presentation requirements. Students will be expected to participate in the “Little Rascals” catering group, preparing food, serving meals and catering for events for fundraising opportunities in real life authentic situations.

Senior subject links:
Home Economics; Hospitality Studies, Health Education, Hospitality Practices

TAFE Links:
Certificate III Hospitality, Diploma of Hospitality

Example Career Opportunities: Apprentice Chef; Bar Attendant; Butcher; Caterer; Health Inspector; Hospitality Teacher; Kitchen Assistant; Pastry Cook; Waitress/Waiter, Home Economics Teacher
INNOVATIONS PROJECT-
SELF-DIRECTED

A self-directed learning project is an independent study or investigation of an area of interest in whatever setting or location provides access to the required new knowledge. Every student has the potential for genius if they are able to gather their strongest features and use them strategically on tasks that they choose. Drawing on personal resources—playing to strengths—greatly increases a student’s chance of success, and if they work hard, they may well become a genius at what they choose to do.

Students develop the following skills-

♦ Communication  ♦ Initiative & Enterprise  ♦ Planning & Organising
♦ Problem-solving  ♦ Self-Management  ♦ Capacity to learning independently
♦ Networking  ♦ Self-knowledge  ♦ Academic knowledge  ♦ Life planning

Individual projects would link directly to the student’s interests and passions and could include:

• The development of a website to raise awareness of a global issue
• Enrolment in and completion of an online course of study.
• Designing and creating an item of clothing with a specific purpose
• Writing a novel/anthology of poems
• Composing a piece of music
• Creating work for, and organising an art exhibition of personal works
• Opening a pizzeria; create a business plan, social media, menus, slogan, logo and more;
• Marketing and hosting a jewellery business
• Creating a travelling puppet show
• Learning a language
• Community/Global project e.g. sewing for Little Dresses for Africa foundation
• Creating a coffee table book of photography based on a theme.

Each student will have a learning contract in place with targets and timelines. A journal of learning and portfolio will be maintained and the project presented to an audience at the end of the semester.
To be eligible for a school-based traineeship (SBT), students must have discussed options with a local employer who is willing to take them on in this capacity. They then need to approach the school coordinator (Head of Department) who will organise for a group training organisation (Golden West) to commence the paperwork and discuss the traineeship in more detail with the relevant stakeholders. Students must also complete an online registration with Golden West expressing interest in a SBT, upload a current resume, and sit two short tests—one for Literacy and one for Numeracy. Students will be assisted to do this.

A short period of work experience prior to signing up for a SBT is desirable. This provides an opportunity for both parties to understand the responsibilities and expectations of the traineeship and ensure employee compatibility for the workplace context.

*Students who currently engage in part time work with a local business house, or have access to a family or neighbouring property are in an ideal position to discuss SBT options with their employer/parents. Currently several students from Taroom State School have undertaken a Certificate III in Agriculture which has involved completing online TAFE modules at school and working in paid employment for one day per week on the home/neighbouring property. Students intending to transition to boarding school for Year 11 are able to continue their SBT studies and complete their work days during the school holiday period.*

*Students undertaking a SBT will be required to drop one (possibly two) electives in lieu of completing a day’s paid work experience and TAFE modules. Adjustments to timetables will be negotiated with the HoD when the paid work day is identified.

SBTs are a two-year commitment, so the end of Year 11 is the earliest time-frame for completion, unless the SBT is converted into a full time traineeship after Year 10, which may be the case for any student seeking an employment or training pathway after Year 10. However converting to a full time traineeship is at the employer’s discretion and students are encouraged to complete their senior studies where they can combine traineeship and academic studies to improve their employability options and economic potential after Year 12.

*The completion of a SBT will give students between 4–6 credit points towards their QCE (Queensland Certificate of Education) and provide an initial starting point for employment or apprenticeship pathways in that industry.*
VISUAL ARTS

Visual Arts promotes the role visual arts play in the community and how students may become involved in community arts activities. This subject focuses on student engagement in art-making processes (rather than academic art history) and making virtual or physical visual artworks for a purpose. This occurs across the following areas of study — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning in response to a particular purpose and for a particular audience. While this will always be personal, students may also be asked to source ideas and inspiration from various sources, cultures, times and places.

Visual Arts has two components: Making and Responding

Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

Responding in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect, analyse, enjoy, appreciate and evaluate their own and others’ visual artworks.

Both Making and Responding involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning.

Learning experiences may include—sculpture, ceramics, installation, fibre art, wearable art & body adornment, costume design, drawing, painting, printmaking, photography

Senior subject links:
Visual Arts, Visual Arts in Practice, Design, Fashion,

TAFE Links
Creative Arts

Career Opportunities: Artist, Art Teacher, Art Journalist, Gallery Curator, Graphic Designer, Makeup Artist, Model, Photographer, Sign writer
Check out the following industry and subject areas for a range of career paths. You will need to register for a Log in on the “myfuture” website if you do not already have one.

https://myfuture.edu.au/bullseyes
Notes/Self-reflective questions

What are my interests?
________________________________________________________________
________________________________________________________________
________________________________________________________________

What subjects do I get my best results in?
________________________________________________________________
________________________________________________________________
________________________________________________________________

What career path might I be interested in after Year 12- University, TAFE, Defence Forces, Apprenticeship, and Work?
________________________________________________________________
________________________________________________________________

What occupations have members of my immediate and extended family had that could interest me?
________________________________________________________________
________________________________________________________________

After looking at the “myfuture” bullseye charts website, what industry areas/occupations might I be interested in?
________________________________________________________________
________________________________________________________________
________________________________________________________________