WESTERN CAPE COLLEGE

2026 Secondary Subject Guide Years 7 - 10

Western Cape College

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WCC Service Commitment

For graduates of Western Cape College, our Service Commitment means that we recognise our responsibility to ensure that 100% of students graduate, are confident, healthy young Australians and achieve one of the following:

- An ATAR and enter university
- A clear VET pathway to employment
- Paid employment of 25+ hours per week
- Alternative pathways for some students with special needs.

Students are encouraged to explore the pathways available to them to ensure that they obtain the knowledge and skills required to achieve their career pathway goals.

Junior Secondary Schooling (Years 7 – 9)

The Junior Secondary phase of learning is a preparation pathway to senior schooling.

Years 7-8 provide the platform for building confidence, knowledge and skills for secondary schooling. During this year, students will be challenged and supported across all learning areas of the Australian Curriculum and will develop personal and study skills to prepare them for the academic, social and wellbeing demands of Years 8 and 9, and beyond.

In Year 9, students start to forge a pathway by choosing two elective subjects.

Across Junior Secondary, students are expected to establish clear and realistic personal and learning goals. Individual goals and targets will focus discussions with teachers, parents/ carers and their peers. When students are clear on their targets, and identify and practice strategies to achieve personal them, they are more motivated, work harder to achieve them, and are well prepared to achieve success.

Individual case management processes ensure that each student is monitored and supported by the teachers, and school leaders. Contact will be made with parents/carers when academic, social, or wellbeing progress is being impacted.

Senior Secondary Schooling (Years 10 – 12)

Year 10 is the commencement of students' pathways through Senior Education at Western Cape College. It provides students with the opportunity to begin transitioning into suitable learning choices to be successful in Senior Studies and beyond. Students will be able to select from a range of subjects that will potentially lead them in Years 11 and 12 to align to their chosen post schooling pathway. In Year 10, all Western Cape College students are required to develop a Senior Education and Training Plan (SETP). This plan is designed to map out what, where and how a student intends to study during Years 11 and 12. The SETP will assist the students to structure their learning around their abilities, interests and ambitions. The school and students will regularly review the SETP to monitor progress towards each student's intended learning outcome.

Year 10 students participate in a Careers Program as follows:

- Students complete a range of career related surveys and activities and participate in WCC's Annual Careers Expo.

- Work Experience: During the final week of Term 2, students complete a one week block of work experience.
- Students and parents are invited to participate in Subject Information Sessions which cover a range of topics including an overview of the Year 11/12 subject selection process, an overview of the Queensland Certificate of Education (QCE) as well as information regarding career pathways including tertiary, VET and employment pathways.
- Students complete a subject selection survey. This feedback assists in determining the subject offerings for Year 11/12 in the following years as well as the construction of subject lines.
- Completion of the SET Plan and Year 11 subject selection is the final step of the Year 10 Careers Program which is completed during an individualised meeting late in Term 3/early Term 4 with students and their parents/caregivers.

Subject Selection General Information

At Western Cape College, we understand how crucial it is for each student to make the best decisions in selecting subjects. Students in Years 9 and 10 are afforded the opportunity to elect two subjects from the Arts and Technologies learning areas. Students should choose subjects:

- that they enjoy
- in which they have shown ability or aptitude
- in which they have experienced success which develop skills, knowledge and attitudes useful throughout their lives
- which optimise opportunities to reach their potential
- are pre-requisites for preferred/ desired tertiary (university or vocational) studies.

Final subject offerings will depend upon the number of students electing to do a specific subject. Subjects will only be offered if student numbers are viable to deliver the subject. Students that fail to return subject selection forms within the required timeframe will be placed in the most suitable subject.

Successful subject selection in Years 9 and 10 must include consultation with parents/caregivers and the school.

Subject changes

Year 9 and 10 students are encouraged to commit to their electives for the 12-month period. Changing subjects throughout the year is challenging for the student and class and limits the depth of learning that can occur in that curriculum area. Requests to change an elective subject initiates a discussion between the student, teachers, family and school leaders. It is important that subject selections reflect the student's learning goals, interests and career aspirations. Any subject change requests in Years 9 and 10 occur by completing a subject change form prior to the close of Week 2 of each Semester

Core & Specialist Subjects

In Years 7 and 8, a student's timetable consists of a combination of 'core' and 'specialist' subjects/courses. The *'Secondary Teaching and Learning Model'* outlines the wrap around support for students transitioning into Junior Secondary and the gradual release of responsibility as students select specialist subjects in Years 9 and 10 to align with potential career pathways.

Secondary Teaching & Learning Model: Years 7 - 10

Year 7 - Core Teaching Model with rotating specialist subjects

- Core Teacher delivering lessons in English (3), Mathematics (3) , Science (3), Humanities (3), Literacy (1) and Numeracy (1) - 14 lessons
- Specialist HPE Teacher delivering Health & Physical Education – 2 lessons
- Specialist Teachers delivering rotating semester units of Arts and Technology (two subjects per semester) – 4 lessons

Year 8 - Secondary School Model with rotating specialist subjects

- Students transition to regular secondary schooling model with subject area teachers for all core and specialist subjects
- English (4 lessons), Mathematics (3 lessons), Science (3 lesson), Humanities (3 lessons), and Health & Physical Education (3 lessons each) – 16 lessons
- Specialist Teachers delivering rotating semester units of Arts and Technology (two subjects per semester) – 4 lessons

Year 9 - Secondary School Model with students choosing specialist subjects

- Students continue secondary schooling model with subject area teachers for all core and specialist subjects
- English (4 lessons), Mathematics (3 lessons), Science (3 lesson), Humanities (3 lessons), and Health & Physical Education (3 lessons each) – 16 lessons
- Students select two specialist subjects (2 lessons each):
  - Digital Technologies, Engineering, Furnishings, Design, Marine Technologies, Food & Textile Studies, Visual Art and Multi Arts Practice

Year 10 – Secondary School Model with students choosing specialist subjects (with a focus on transition to Senior Secondary)

- Students continue secondary schooling model with subject area teachers for core and specialist subjects
- English, Mathematics, Science, and Humanities (3 lessons each) – 12 lessons
- Health & Physical Education – 2 lessons
- Certificate II in Skills for Work and Vocational Pathways (2 lessons)
- Students select two specialist subjects (2 lessons each):
  - (Digital Technologies, Furnishings, Design, Food & Textile Studies, Introduction to Automotive, Multi Arts Practice, Visual Arts, Hybrid Humanities, STEM, Certificate II in Engineering Pathways*)

*subject to Principal approval

Individual Curriculum Plans (ICPs)

At Western Cape College, all students are provided with instruction in the Australian Curriculum and assisted to work towards Australian Achievement Standards, and beyond. A small number of students accessing the Australian Curriculum perform substantially below year level expectations, despite receiving support. Alternatively, it might be that the student is capable of working and achieving significantly about their relevant year level. In these cases, teachers and support staff work together to generate and analyse student performance data to determine an appropriate instructional level for individual students in their subjects.

An ICP will outline the curriculum year level that a child is working towards in each core subject. It outlines his/her intended curriculum and achievement that will be assessed and reported against. The identified students will work towards the year levels listed for the duration of the current semester. Student instructional levels will be assessed each 6 months.

Student Resource Scheme

The purpose of the Student Resource Scheme (Scheme) is to ensure that all students are provided with the necessary resources for a quality education. The Scheme is resourced through an annual parent contribution fee, per student. The Scheme operates under the policy and guidelines of Education Queensland.

Is the Scheme compulsory?

The Scheme is discussed at a Weipa Campus Parents & Citizens Association (P&C) meeting. Parents/caregivers are invited to attend this meeting held annually and express their opinions on the Scheme. A vote is taken at this meeting each year as to the continuation of the Scheme.

The Scheme is not compulsory but does provide real savings and benefits for the school, parents and most importantly students. Parents/caregivers who do not wish to participate in the Scheme should indicate NO on the Participation Agreement Form and return it to the Administration Office. These parents/caregivers will receive a cheque from the school to the value of the Government Allowance for their child (Years 7-12 only). However, they are expected to provide all necessary textbooks and resources for their student as detailed on the lists available from the Administration Office.

If a student enrols at the school after first term, a pro-rata fee will apply based on the number of school weeks remaining in the year. An invoice will be forwarded following enrolment.

How do I participate in the Scheme?

1. Complete and return the Participation Agreement Form
2. Make the required payment when the invoice issues or contact the Administration Office for an ‘instalment plan’.

Parents/caregivers experiencing financial difficulty

We understand that some families may have difficulty meeting this cost in one payment therefore we have four options for payment. Please contact the Administration Office to discuss these options.

If the student leaves other than at the end of the year, a pro-rata refund is available based on the number of school weeks remaining in the year.

Subject Levies & Fees

Particular Secondary subjects attract a levy fee, due to the high volume of learning resources required to deliver the subject effectively and authentically. Subject fees are ratified by the P&C prior to each new school year. All parents/carers are welcome to provide input into this process. Parents/carers can be provided with an overview of the levy expenditure distribution (per student), upon request. Parents/cares will receive an invoice for all Subject Levies as soon as is practicably possible following the enrolment of the student in subjects/courses. Please be advised that changes to subjects/courses, at the allowed times, can also result in a change to the owed Subject Levy, as each levy relates specifically to individual subjects.

Core Curriculum Subjects

English Course Overview

English creates confident communicators, imaginative thinkers and informed citizens who analyse, understand, communicate and build relationships with others and the world around them. English develops usage, appreciation and enjoyment of language, form, structure and expression and enjoying English to create meaning, evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.

The Australian English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 10 students will study one of the following English subjects:

- **Prep General English**

  Prep General English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

- **Prep Essential English**

  Prep Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Mathematics Course Overview

In Year 10, students will study one of the following Mathematics subjects:

- **Prep Mathematical Methods**

  Prep Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem solvers. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems. A course of study in Prep Mathematical Methods can establish a basis for further education and employment

in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

- **Prep General Mathematics**

  Prep General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world. A course of study in Prep General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

- **Prep Essential Mathematics**

  Prep Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens. A course of study in Prep Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Science Course Overview – Australian Curriculum

Science supports students to develop scientific knowledge, understanding and skills to enable them to make informed decisions about local, national and global issues while nurturing their natural curiosity about the world around them. Students will explore, explain and predict phenomena using a range of scientific inquiry methods to make informed, evidence-based decisions when evaluating and debating scientific decisions.

The Australian Science curriculum strands Science Inquiry Skills, Science as a Human Endeavour and Science Understanding are interrelated and their content is taught in an integrated way across the following sub strands: Biological sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

Year 10 Science – Australian Curriculum

In Year 10 students will continue to study the Australian curriculum though the following options.

- **General Science**

General Science students will study units covering content from Biological sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences from the Australian Curriculum. Students will develop skills that will prepare them to study Physics, Biology and Chemistry in Year 11 and 12. Students will be assessed in a variety of formats including data tests, research papers and experimental investigations.

- **Applied Science**

General Science students will study units covering content from Biological sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences from the Australian Curriculum. Students will develop practical skills in the laboratory. Students will be assessed through a variety of ways including projects.

STEM (Year 10 Elective)

The world around us is changing. Advances in technology impact everything, especially the world of work. Automation and globalisation are changing the way we think about, and define, careers. As the world of work changes, we will need to change our skills to match. This requires a priority focus on science, technology, engineering and mathematics (STEM). In addition, future careers will also rely heavily on '21st century skills' — for example, critical thinking, creativity, cultural awareness, collaboration and problem-solving. It's predicted that future workers will spend more than twice as much time on job tasks requiring science, mathematics and critical thinking than today.

STEM learning is important for students as the ability to understand and apply data, and develop solutions to complex problems, are important life skills. In 2026, Western Cape College will offer a STEM elective to Year 10 students as a specialised Science elective. The emphasis is on extending understanding and inquiry through experimentation and project work. The course is designed for students willing to take risks, challenge themselves academically and engage in Higher Order Thinking skills while making genuine links across multiple disciplines.

STEM will be taught in a blended learning environment that introduces students to how the Scientific method and Design thinking applies to everyday life. It teaches students thinking skills and problem solving through focusing on the real-world applications in an integrated environment.

Humanities Course Overview

At Western Cape College, students study the Australian Curriculum in three different key learning areas under the banner of Humanities. Students will study a semester of History and, in Years 8 and 9, a term each of Geography, Economics and Business and Civics and Citizenship.

Through the History curriculum, students promote an understanding of societies, events, movements and developments that have shaped humanity. They develop knowledge, understanding and appreciation of the past and forces that shape societies. This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through past and present debates.

The Geography curriculum inspires curiosity about the diversity of the world's places and reflecting on the interconnections between people, places and environments over time. Students develop knowledge about, and respect of, places, people, cultures and environments throughout the world. This curriculum continues to develop students' geographical knowledge and mental map of the world through the investigation of selective studies of world regions and specific countries.

Economics and Business encourages students to investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work.

Students also examine the influences on decision-making within consumer and financial contexts through a focus on the role of Australia's system of taxation, particularly in relation to spending by individuals and businesses, support for the common good, and the importance of goal-setting, budgeting and planning.

Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

- **Year 10 – Core Humanities**

In Year 10, students study Australian Curriculum History in Semester 1, and then Civics and Citizenship in Semester 2.

- **Year 10 – Extension Humanities**

In Year 10 we also offer a Humanities Extension course, which seeks to prepare students for the study of a General Humanities subject in Years 11 and 12. Students follow the same course structure as Core Humanities, but with slight variation to assessment techniques and conditions, and an increased emphasis on critical analysis. Humanities Extension prepares students for the senior Humanities subjects on offer at WCC (Legal Studies, First Nations Studies and Social and Community Studies).

- **Hybrid Humanities**

This subject takes students journey through Australia's most fascinating landscapes and cultures, right from your classroom! This integrated Geography and Aboriginal & Torres Strait Islander Studies course is an immersive experience that brings learning to life. Dive deep into the rich stories of Cape York and the Torres Strait and explore both the natural world and the deep cultural connections that have shaped it for thousands of years.

This is no ordinary subject - it's hands-on, exciting, and full of discovery. Students will learn about geographical processes through real-world examples while uncovering the unique perspectives and worldviews of Aboriginal peoples and Torres Strait Islander peoples. Through fieldwork, research, and interactive projects, students will gain a whole new understanding of how land, culture, and history are interconnected.

This subject is also designed to sharpen students thinking skills. They'll engage in inquiry-based learning, tackle big questions, analyse data, and come up with solutions to real challenges. Students will also get to appreciate Indigenous knowledge systems, seeing how they contribute to Australia's identity and offer insights into our future.

Health and Physical Education Course Overview

The Australian Health and Physical Education curriculum develops healthy and active citizens with critical inquiry skills to analyse and understand the influences on their own and others' health, safety, wellbeing, and physical activity participation. HPE develops knowledge, understanding and skills for students to take positive action to protect, enhance and advocate for regular movement-based activity, personal identity and wellbeing, and respectful relationships.

The Australian HPE curriculum is broken into two strands: Personal, Social and Community Health and Movement and Physical Activity. The Health component of the curriculum is taught across the three following sub-strands: Being healthy, safe and active, Communicating and interacting for health and wellbeing and Contributing to healthy and active communities. The Movement component of the curriculum is taught across the following sub-strands: Moving our body, Understanding movement and Learning through movement.

Western Cape College's HPE curriculum includes the Respectful Relationships Education (RRE) program, designed to instruct students on fostering healthy, safe, and respectful relationships by developing positive behaviours and attitudes. The RRE program assists students in cultivating skills and knowledge while reinforcing the idea that every individual possesses the right to receive respect, feel valued, and be treated equitably. It underscores the collective responsibility we all share in nurturing a culture of respect.

Specialist Subjects

The Arts Course Overview

The Arts promotes learning how to communicate and share ideas, emotions, observations and experiences through making as artists and responding to artworks as artists and audience. Students develop knowledge, understanding and skills for creativity, exploration, experimentation and critical thinking across a range of cultures and contexts.

The Australian Arts curriculum is split into Performing subjects and Visual subjects. Performing subjects are comprised of Dance, Drama and Performing Arts (9-10). Visual subjects are comprised of Media Arts and Visual Arts. All subject strands are interrelated, and students experience the strands simultaneously through arts processes.

Visual Art

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic and appreciate and value that of others.

Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

Possible Career Opportunities

Artist (Sculptor, Potter, Painter etc), Animator, Graphic Designer, Interior Designer, Museum Curator, Photographer, Teacher, Web Designer/Developer, Graphic Artist, Fashion Designer, Cartoonist, Art Historian, Art Gallery Director, Illustrator, interactive designers, Early Childhood, Teacher, Arts management and promotions, arts advertising and marketing, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

Multi-Arts Practice

The central focus of a multi-disciplined arts practice is an exploration of personal, cultural and social worlds through new media, social media, music, drama and dance that engages, entertains and challenges. Students create meaning by embracing studies in and across performing and media arts. All art forms have the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Students choose their preferred pathway from exploration of the elements of dance, drama, media arts or music. Media arts encompass art forms that have in common their composition and transmission through film, television, radio, print, gaming and web-based media. Media arts work generally combine moving or still image with text or sound to create meaning and to express insight, commentary or critique. Music is an aural art form that uses sound and silence as a means of personal expression and communication. It helps to create and heighten emotion and enhance arts experiences. Drama is an art form that uses the voice and body as the main means of expression to communicate meaning to an audience. It involves the representation and re-enactment of experiences, ideas and stories. Dance is a physical art form that uses the body to communicate and express meaning through purposeful movement. It is often performed with music and follows a sequence of steps to express dance ideas that serve particular purposes.

Possible Career Opportunities

Dancer, Sound/Lighting technician, Costume designer, Choreographer, Coach, Workshop facilitator, Aerobic instructor, Creative director, Actor, Director, Stage manager, Lighting/sound technician, Producer, Human resources, event manager, Casting manger, Workshop facilitator, Promotions, Advertising, Theatre Critic, Creative writer, Author, Playwright, Teacher, Editor, Social Entrepreneur, Design Director, Video game designer, Animator, Content strategist, photographer, web designer, journalist, film-maker, publicist.

Technologies Course Overview

Technologies develop the capacity for action to create innovative solutions that improve the lives of people and societies globally, using traditional, contemporary and emerging technologies, to meet current and future needs. Technology aids students to be confident and responsible when individually and collaboratively creating solutions, by making informed and ethical decisions when investigating, designing, planning, managing and evaluating for a sustainable economy, environment and society.

The Australian Technologies curriculum is split into Digital Technologies and Design and Technologies. Design and Technology is further broken down at Western Cape College into Industrial Technology and Design (7-8), Textiles and Food Studies (7-8), Furnishings (9-10), Engineering (9), Design (9-10), Food and Textiles (9-10) and Introduction to Automotive (10).

Digital Technologies

Learning in Digital Technologies 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. Students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback.

When communicating and collaborating online, students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.

Possible Career Opportunities

ICT analyst, system administrator, software and application programmers, teacher, ICT manager, web developer, programmer, game designer, ICT support technicians, ICT sales representative.

Industrial Design and Technologies

PPE: Students must bring and wear their own enclosed shoes for all practical activities.

Industrial Design and Technologies involves the design and manufacture of products. Students will engage in producing sustainably designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. They communicate these designs and products through sketches, annotations, and justifications of 2D & 3D graphical representations.

Students in Industrial Design and Technologies use a design process involving investigation, ideation, production and evaluation when they design and manufacture products and solutions. By applying their knowledge and practical skills and processes when using technologies and construction materials to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

In Year 9, IDT specialises in two separate courses of study to support the transition of junior secondary curriculum into senior. Therefore, in Year 9 students continue to study the Australian Curriculum, however, greater focus is placed on an engineering pathway (Engineering) or a building and furnishings pathway (Furnishings).

Possible Career Opportunities

Studying Design and Technologies can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in any manufacturing, engineering, or construction professions or trades.

Food and Textiles

PPE: Students must bring and wear their own enclosed shoes for all practical activities.

The central focus of Food and Textiles Technologies is the wellbeing of people within their personal, family, community and work roles. The subject encourages personal independence and effective living within wider society and promotes preferred futures for self and others. Food and Textiles Technologies is an interdisciplinary study drawing on the fields of nutrition, textiles and fashion, human development, relationships and behaviour.

Students become increasingly aware of the processes of growth and development and take increasing responsibility for their own growth and development. They make decisions and take actions to promote healthy eating and develop a sensitive approach to interpersonal relationships. They contribute to environments that are supportive of human growth and development and develop a respect for the lifestyle choices of other people.

Possible Career Opportunities

Home Economist, Food Photographer, Fashion Designer, Interior Decorator, Chef, Dietician, Tourism, Architect, Graphic Designer, Interior Designer, Teacher, Food Technologist, Manufacturing of food and textiles.

Furnishings

PPE: Students must bring and wear their own enclosed shoes for all practical activities.

Furnishings involves the design and manufacture of furnishing products. Students will engage in producing sustainably designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. They communicate these designs and products through sketches, annotations, and justifications of 2D & 3D graphical representations.

Students in Furnishings use a design process involving investigation, ideation, production and evaluation when they design and manufacture products and solutions. By applying their knowledge and practical skills and processes when using technologies and construction materials to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

Possible Career Opportunities

This is a course of study that leads students towards careers in carpentry, furniture trades, cabinet making, and all building trades.

Design

Design focuses on the processes, practices and thinking used to create solutions to real-world problems. Students learn how to identify needs and opportunities, generate and communicate ideas, and develop design solutions that are practical, innovative and user centred.

Learning occurs through hands-on experiences and project-based work. Students engage in sketching, modelling, prototyping and using digital technologies to communicate and refine their ideas. They also explore a variety of design fields, including product design, built environment design, industrial design, graphic design and digital design.

Possible Career Opportunities

Studying Design develops transferable skills such as problem-solving, creativity, critical thinking and collaboration. It provides a pathway to further education and employment in areas such as architecture, engineering, industrial design, graphic design, interior design, digital media and other design-related industries

Introduction to Automotive

PPE is required for all practical lessons.

This course aims to provide students with a basic knowledge of the automotive area and prepares students for the Certificate II in Automotive course in Year 11 and 12. Students will be exposed to a working Automotive workshop and experience real life Automotive tasks and procedures. Students will work on small engines, service vehicles and many other Automotive practices with a major focus on workshop safety, workshop practice and gaining a sound knowledge of correct terminology and use of components, parts and tools.

This course requires the participants to wear the Western Cape College manual arts uniform to every class, failure to wear this uniform may result in removal from the class.

Possible Career Opportunities

Industrial Spray Painter, Radiator Repairer, Service Station Attendant, Train Driver, Truck Driver, Truck Offsider, Tyre Fitter and Repairer, Vehicle Detailer, Vehicle Dismantler, Vehicle Serviceperson, Windscreen Fitter, Heavy Vehicle Mechanic, Forklift Operator, Exhaust Fitter And Repairer, Delivery Driver, Car Salesperson, Car Rental Officer, Car Park Attendant, Car Driver, Bus Driver, Bicycle Technician.

Vocational Education & Training

Western Cape College is a Registered Training Organisation (RTO No. 30452) which means that we are able to deliver training and assessment for Nationally Recognised Qualifications. These qualifications are developed through consultation with local industry and validation processes.

MEM20413 Certificate II in Engineering Pathways

RTO No. 30452 – Western Cape College

PPE is required for all practical lessons.

This qualification is intended for students interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip students with knowledge and skills that will enhance their prospects of employment in an engineering or related working environment. The students will be required to produce a range of engineering products to the specifications outlined in the project task, using industry standard equipment.

AHC21020 Certificate II in Conservation and Ecosystem Management

RTO No. 30685 – Tallebudgera Outdoor & Environmental Education Centre

This qualification is a hands on course that provides students with the practical knowledge and skills required when maintaining natural places or working in the areas of conservation, parks and gardens or Indigenous land management. The course consists of theory components as well as practical skills and requires students to apply these skills by completing projects around the school and in the local community.

FSK20119 Certificate II in Skills for Work and Vocational Pathways

RTO No. 30685 – Tallebudgera Outdoor & Environmental Education Centre

This qualification is designed to provide Year 10 students with foundation skills development to prepare for workforce entry or vocational training pathways. It provides students with a potential pathway to employment or vocational training and has a large focus on literacy and numeracy to align to Australian Core Skills Framework (ACSF) Level 3. The course also focuses on entry level digital literacy and employability skills as well as developing a vocational training and employment plan.

Languages

Course Overview

Languages enable communication in our increasingly interconnected and interdependent world by engaging with the linguistic and cultural diversity of the world and its peoples. Languages provide opportunities for students to understand themselves as communicators by communicating in the target language and understanding the relationship between language, culture and their learning.

Students who are interested in studying a language subject through Cairns School of Distance Education will need to discuss this with the Deputy Principal Junior Schooling.