JAMES NASH
State High School
Engage • **Empower** • **Excel**

Subject Selection Handbook

Year: 9

Dance

Faculty:	The Arts
Head of Department:	Chantelle O'Loughlin
Senior Subjects:	Year 10 Dance Year 11 and 12 Dance in Practice (Applied) *Commencing 2022*

Why study Dance?

You do not need to be a dancer to enjoy and build skills in Year 9 dance.

Dance is an energetic subject that enables students to build their creativity, focus and confidence. Students are challenged to understand how their body works through movement, while increasing their coordination, stamina and flexibility. They build dance skills through foundational technique work and performance.

In this introductory twenty week course, students explore the history of dance styles from the early 1900's till the present. They work to solve creative problems as they make dance and respond to dance through analysis and evaluation. They improve their literacy skills and develop their knowledge of the how dance is choreographed to communicate meaning. Dance assists students to develop concentration and memory.

What will Students study?

Unit	Assessment Task	Assessment
Unit One: *Exploring Pop Culture* Students explore the popular dance trends, famous dance styles and crazes through history. They explore how aspects from previous eras can be seen in future trends and styles of dance and how they have made an impact on popular dance in the 21st century.	**Making:** Performance of a Hip Hop dance routine	➢ anatomy ➢ safe warm up and cool down ➢ flexibility ➢ foundational dance skills ➢ popular dance in different eras ➢ popular dance in different countries ➢ Hip Hop dance skills ➢ performance skills
Unit Two: *Exploring Modern Dance* Students investigate how the founders of modern contemporary dance rebelled against ballet to create a more expressionist, free flowing movement genre that influenced contemporary dance as we know it today.	**Responding:** Written analysis of a short contemporary dance **Making:** Choreography of a contemporary dance piece (pairs or small groups)	➢ history of ballet ➢ the rebellion from ballet ➢ the creation and development of modern (contemporary) dance ➢ the elements of dance ➢ how choreographers create and communicate intent within a dance piece ➢ how to select and combine movements to create a sequence

Who should study Dance?

This is the right subject for students who enjoy:

- working in groups
- creative problem solving
- physical exercise
- learning and creating dance
- watching and interpreting dance
- communicating through movement
- listening to music

Career Pathways

Studies in dance are valued in a wide range of fields such as: Professional dancer, Choreographer, Dance instructor, Health Care – physiotherapist, fitness and health coach, Fashion designer, Director – film or live theatre, Teaching or other careers that require presentation skills and the creative industries including studies in design or animation.

Design

Faculty:	INTAD
Head of Department:	Carol Flikweert
Senior Subjects:	Design (General subject)

Why study Design?

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Designers use ideation sketching, schematic sketching, rapid prototyping, and digital tools to work through the explore and develop phases of the design process.

The course is based around 2 contextual design units – Human Centred Design and Sustainability. You will learn the value of creativity and build resilience as you experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips you with highly transferrable, future-focused thinking skills relevant to a global context

What will Students study?

Unit	Description	Assessment
Can Solar Punk Save the Planet?	Students use the design process to investigate the impacts of climate change on our planet and to devise solutions for preferred futures. They will develop a futuristic sustainable city design.	Design Folio and low fidelity prototype
Accessorise!	Students use human centred design as an approach to develop a custom-designed accessory for a person of their choice.	Design Folio and product

Special requirements

Students will use BYOx for researching project information and producing design drawings. A free education copy of software is available for students.

Career Pathways

It is expected that the study of Design will assist students seeking employment in the fields of engineering, architecture, digital media design, graphic design, industrial design, interior design and landscape architecture.

Digital Technologies

Faculty:	Business
Head of Department:	Karen Swift
Senior Subjects:	Digital Solutions (General Syllabus) Information and Communication Technology (Applied Syllabus)

Why study Digital Technologies?

Digital Technologies is about thinking like a problem solver. It empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

What will Students study?

Unit	Description	Assessment
Robotics	Create a technological solution to a current or future, real world sustainability problem using robotics.	Project Folio
Game development	Create a game as a technological solution to a social, environment or economic sustainability problem.	Project Folio

Bonus features of studying Digital Technologies include:

- Draw on previous technical and creative skills in the design and construction process.
- Experiment with other technologies and craft resources to enhance the solution being created.

Career Pathways

Digital Technologies leads to employment in the IT industry or IT section of businesses. The career pathways include: computer service technician, cyber security specialist, data analyst, data scientist, database administrator, hardware engineer, IT consultant, IT manager, multimedia developer, network administrator, network engineer, programmer, software developer, systems administrator, systems analyst, systems engineer, tech support, web developer.

See https://mallory.com.au/information-technology-jobs-descriptions/ for more details and projected IT industry job numbers by 2025.

Drama

Faculty:	The Arts
Head of Department:	Chantelle O'Loughlin
Senior Subjects:	Year 10 Drama Year 11 and 12 General Drama (ATAR) Year 11 and 12 Applied Drama

Why study Drama?

Making drama and performing is harder than it looks.

In Year 9 drama students are challenged to develop effective communication and creative problem solving skills. It takes practice over many years to hone these skills. Year 9 Drama prepares students for the study of drama in Years 10, 11 and 12.

Studying drama is about gaining insight into human behaviour through the analysis of plays from the Ancient Greeks through to our modern age. In Year 9 students create comic and tragic characters and imagine the world from different perspectives. Students transform ideas on the page to the stage. They improve their literacy skills and develop their knowledge of the how drama is constructed to create compelling stories and performance. Through this creative challenge students develop their sense of agency and confidence.

What will Students study?

Unit	Description	Assessment	Key Content
Unit 1 Page to Stage 20 Weeks	Students learn and apply the key steps in taking the ideas on the page – a script, through to a polished performance. Students build their characterisation, stagecraft, acting, directing and script analysis skills. They collaborate with others to create performance using the conventions of the styles of comedy and tragedy. Part A: Comedy 10 weeks Part B: Tragedy 10 Weeks	**Responding:** Written Analysis of Dramatic Action **Making:** Improvisation Comic Character **Making:** Polished Performance	➢ building a character ➢ conventions of comedy ➢ elements of drama ➢ comic stereotypes ➢ stagecraft/blocking ➢ memorisation of lines ➢ conventions of tragedy ➢ Gothic theatre ➢ play text analysis ➢ acting skills ➢ voice and movement skill development

Who should study Drama?

This is the right subject for students who enjoy:-

- working in groups
- creative problem solving
- writing scripts
- practical and movement based learning including games
- speaking in front of the class
- stories, storytelling, reading books or watching movies
- exploring social issues
- making performance.

Career Pathways

Studies in drama are valued in a wide range of fields such as: Law, Journalism, Education, Health Care – Nursing and Medicine Human Services, Psychology, Tourism, Retail, Business and the Creative Industries such as design, event management and game design.

Economics and Business

Faculty:	Business
Head of Department:	Karen Swift
Senior Subjects:	Accounting (General Syllabus) Economics (General Syllabus) Business Studies (Applied Syllabus)

Why study Economics and Business?

Economics and Business is about thinking like a boss – at work and in your own financial life.

Economics is everywhere, it's is a part of everyday life, and it's also the gateway to the future. By learning about economic decision making you'll be able to drive positive change. It's a field of study that's interwoven with technology, management, entrepreneurship and humanitarian progress.

Economies work in tandem with each other. The links between them will give you an international understanding of how the world works and reveal insights about different cultures, people and societies.

Studying Economics and Business develops a lot of soft skills to take into any career. In particular, economics puts you in a prime position to develop your analytical and complex problem-solving skills. According to the World Economic Forum's Future of Jobs Report, analytical thinking and complex problem-solving skills are at the top of the list of most important skills for 2025.

Other important skills for our globalised world include communication and cultural awareness, which you'll also hone with an Economics and Business program. Additionally, you'll improve your business knowledge, an asset that is essential in every sector of employment.

What will Students study?

Unit	Description	Assessment
Financial Management	**Think like a boss about your money**. • How can you make your money work for you? • What investments match your financial style? • What investments would you recommend for others?	Report
Globalisation, trade and Australians	**Think like a boss about Australia.** • Has globalization been a good thing for Australia or not? • How is our life as a consumer affected by international impacts? • How important is international trade to Australia's economy?	Test + Report

Bonus features of studying Economics and Business include:

- Prepare for senior subjects by focusing on thinking skills now, starting with describe and explain, and building through to the more complex analyse, evaluate and decide.
- Get more out of your BYOd by developing computer skills using the basic and new functions of Microsoft Office Online.

Career Pathways

Consumer advocate, business administration, banking, accountancy, business advisor, etc. The understandings gained here will enhance Students' understanding of the need for record-keeping which is covered in the Year 10 course and in Senior Accounting.

Food and Nutrition

Faculty:	Home Economics
Head of Department:	Deanna Stephens
Senior Subjects:	Food and Nutrition (General Syllabus) Hospitality Practices (Applied Syllabus) Early Childhood Studies (Applied Syllabus) Certificate I in Hospitality Certificate II in Hospitality Certificate III in Hospitality

Materials for non take-home examples:
$10.00

Prerequisites
Students will participate in weekly cookery lessons and are required to be organised and able to bring cooking ingredients and requirements to class. Failure to complete the practical aspect of this course may result in a "not rated" in your final results.

Why study Food and Nutrition?
This subject provides opportunities for students to develop an understanding of the Australian Guide to Healthy Eating, the knowledge to be able to make healthier food choices and to also learn the practical skills necessary to prepare healthy meals. The course is designed to provide a balance of practical and theory work.

What will students study?

Unit	Description	Assessment
Nutrition For Me	Students will develop an understanding of basic nutrition and basic cookery skills. Students will cook each week and ingredients will need to be provided from home.	Project Folio and Practical Exam
Diet Related Diseases	Students will investigate diet related diseases and create an appropriate meal. They will develop an understanding of available resources and influence on food preparation and choices. Students will cook each week and ingredients will need to be provided from home.	Project Folio and Practical Exam

Career Pathways
Studying Food and Nutrition can lead to a diverse range of career opportunities in; Community Organisations, Government Departments, Teaching, the Food Industry, Local Councils, Health Promotion and Nutrition Agencies, Consumer Advocacy, Counselling, Family Agencies and Social Work Organisations.

Geography

Faculty:	SOSE
Head of Department:	Ben Tarlinton
Senior Subjects:	Geography (General subject) Legal Studies (General subject) Social and Community Studies (Applied Subject)

Prerequisites

To do well in this subject, you should enjoy or be good at critical thinking and analysis. During field work units, you should be prepared to make choices and work independently. Being interested in learning and motivated to succeed is also a huge benefit.

Why study Geography?

Geography studies make a worthwhile difference. They focus on sustainability, planning and development; critical subjects for the future. Core Geographical concepts underpin a wide range of disciplines and the questions raised in Geography are the big issues facing our world.

What will Students study?

Unit	Description	Assessment
Biomes and Food Security	How are we to ensure that biomes are managed in a way to ensure that there is global food security? How will we feed a growing world?	Field Report based on an excursion.
Going with the Flow	How have the behaviours of people affected the development and functionality of towns and cities and their industries? This study includes ICTs, transport and immigration and globalisation.	Geography practical tasks Possible field work.

Career Pathways

Students of social science subjects are well-equipped to complete further study or training to be advertising consultants, archaeologists, bankers, business policy makers, diplomats, economists, environmental scientists, events managers, film-makers, historians, journalists, lawyers, librarians, meteorologists, museum curators, politicians, primary industries advisors, public relations consultants, researchers, social workers, statisticians, teachers, tour co-ordinators, travel consultants, urban/town planners.

Graphics

Faculty:	INTAD
Head of Department:	Carol Flikweert
Senior Subjects:	Industrial Graphics (Applied Subject) Engineering Skills (Applied Subject) Industrial Technology Skills (Applied Subject) Building and Construction (Applied Subject) Design (General Subject)

Why study Graphic Skills?

The Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

By doing drafting and modelling tasks, students develop transferrable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret technical drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

The course is based around 2 contextual design units – Engineering and Building and Construction. Students use the latest CAD software to complete classwork and assignments.

What will Students study?

Unit	Description	Assessment
Intro to Australian Standards and drafting processes	Students follow the design process to develop a child's toy with a cultural influence. They learn about and use CAD and CAM processes.	Design folio
Drafting and Design	Students use design and drafting knowledge and understanding, and processes and production skills to develop a sustainable tiny home.	Design folio

Special requirements

BYOx. Students must have a home copy of AutoCAD software to assist with major project completion. A free copy is available to students via the Autodesk Community

Career Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Japanese

Faculty:	Languages other than English
Head of Department:	Ben Tarlinton
Senior Subjects:	Japanese

Prerequisites

This subject develops vocabulary and structures from the Year 8 course and previous language study at the primary level.

Why study Japanese?

At this level, students bring to their learning existing knowledge of Japanese language and culture and a range of learning strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Japanese in these.

What will Students study?

Unit	Assessment
Destination Japan • Major Cities • Tourism School Life	Reading, writing, listening and speaking tasks accompany each unit.

Career Pathways

The ability to communicate in Japanese in conjunction with other skills, may increase students' career opportunities. This can provide a competitive edge in areas as diverse as theological, scientific, medical and technological research, space science, marine architecture and engineering, international commerce and banking, diplomacy, information technology, education, tourism and hospitality, and community services.

Health and Physical Education

Faculty:	Physical Education
Head of Department:	Stuart Powell
Senior Subjects:	Physical Education (General subject) Recreation Studies (Applied subject) Certificate II in Sport and Recreation

Prerequisites

To do well in this subject in Year 9, you should enjoy participating in and understanding physical activities and issues, working as a member of a team and helping classmates achieve their best.

Why study Health and Physical Education?

Health and Physical Education is concerned with the study and practice of physical activity, and focuses on the importance of physical activity in the life of an individual and on the significant role that physical activity plays in modern society.

What will Students study?

Unit	Description	Assessment
Theory: units are conducted throughout the semester in 5 week blocks – once per term		
Improving Movement and Activity in the Community	Improving the performance and health of individuals through the promotion of physical activity.	Analytical essay on activity in the community.
Is it safe? (alcohol) and First Aid	Strategies to improve the risk awareness and safety around alcohol use in our society. First Aid action plans and strategies to deal with emergency situations	Exam, multiple choice and short answer.
Practical: units are conducted throughout the semester in 5 week blocks – once per term. There are a wide range of games and sports based upon these core themes.		
Throwing & Catching, e.g. • T. Ball • Basketball	Students are assessed continuously throughout the units focussing on:- • Demonstration of specialised movement skills	
Striking , e.g. • Hockey • Padder Tennis		
Kicking , e.g. • Soccer • Aussie Rules		
Creative, e.g. • Dance • Gymnastics		

Career Pathways

The study of Physical Education has advantages in the terms of general health, fitness and physical activity. It is also beneficial for those wanting to enter specific industries such as fitness, health, teaching, tourism or outdoor sectors. Some related career paths include PE Teaching, Sports Training, Personal Training, Sportsmed, Physiotherapy, Nursing, Emergency Services and Defence Forces.

Materials and Technologies Specialisations

Faculty:	INTAD
Head of Department:	Carol Flikweert
Senior Subjects:	Engineering Skills (Applied Subject) Industrial Technology Skills (Applied Subject) Building and Construction (Applied Subject) Trade Training Centre (trade pathway course)

Why study Materials

The Core concept of this subject is the notion that to design and create solutions involves knowledge and understanding of characteristics and properties of a range of materials, components and production technologies. Materials and Technologies Specialisations focusses on the underpinning industry practices and production processes required to create and construct products in the engineering manufacturing, furniture manufacturing and construction industries. It is a course of study which investigates the nature and functions of available resources through the application of inquiry, design and problem-solving methodologies. Students are exposed to a range of intellectual design challenges while developing skills associated with hand and power tools, machinery and equipment.

What will students study?

Unit	Description	Assessment
Manufacturing with timber and plastics	Designing the layout of and making a ball-bearing skill toy using wood and plastics	Project and design brief. Working drawings and product
Metal fabrication	Intro to working with sheet metal and metal fabrication. Students produce drawings to explore design ideas and manufacture a metal carry-all.	Project and exam. Product and short answer questions.

Special requirements

It is desirable that students have an interest and ability in computing, sketching, designing and manufacturing projects. Students will need BYOx to complete mandatory workshop safety modules and research tasks.

Career Pathways

This subject is designed to lead into trade and other practical career options.

Music

Faculty:	The Arts
Head of Department:	Chantelle O'Loughlin
Senior Subjects:	Year 10 Music Year 11 and 12 General Music (ATAR) Year 11 and 12 Music in Practice (Applied)

Why study Music?

Music is about more than learning how to play an instrument or sing a song. Learning music is a meaningful and rewarding experience that combines creativity, discipline, and expressive communication. These skills are transferable and will help students succeed in school, in society, and in life! Studies from neuroscientists show that, "Adolescents with music training have better cognitive skills and school grades and are more conscious, open and ambitious," (Gordon, 2015).

Year 9 is an opportunity for students to explore music in greater depth over a semester. They will create music using software, and through performances either individually or in groups. They will appreciate music of different styles through listening and reading music. These skills can then be carried onto Year 10 music and beyond.

What will Students study?

Students will be assessed in creating, presenting and responding.

Unit	Description	Assessment	Key Content
Unit One *Laying the Foundations*	Students will develop an understanding of music elements and concepts. They will continue to develop their aural and technical skills established in Year 7 and 8 Music. Students will create music by composing and performing songs.	**Making:** Composing task using MuseScore – 12 Bar Blues	➢ explore the elements of music ➢ roles of instruments in ensembles ➢ compare music from different styles ➢ improvise music ➢ aural skill development ➢ compose music using MuseScore ➢ practise and rehearse on choice of instrument
Unit Two *Programme Music*	Students will continue to develop their aural and technical skills through the exploration of Programme Music, including music found in film.	**Responding:** Written Exam **Making**: Individual or group performance on choice of instrument (including voice)	

Who should study Music?

Music is the right subject for students who enjoy:-

- performing to an audience
- writing their own songs
- listening to a range of styles and genres
- rehearsing technical skills on an instrument
- singing in groups and/or individually
- working in groups
- communicating with others

- using software and recording technologies.

Career Pathways

Studies in music are valued in a wide range of fields such as: music therapy, events management, education, journalism, sound engineering, audio production, musicology, music entertainment, law (copyright/entertainment), and arts administration.

Textiles and Design

Faculty:	Home Economics
Head of Department:	Deanna Stephens
Senior Subjects:	Fashion (Applied Subject)

Materials for non take-home examples:
$10.00

Prerequisites
Students will be participating in practical lessons and are required to be organised and able to bring sewing requirements to class. Failure to complete the practical aspect of this course may result in a "not rated" in your final results.

Why study Textiles and Design?
Home Economics provides opportunities for Students to use their creativity and derive satisfaction from working with resources as they prepare for future employment and personal activities. The course is designed to provide a balance of practical and theory work.

What will Students study?

Unit	Description	Assessment
Design and Decorate	Students will develop an understanding of basic textiles and fabrics. They will design and produce an item using suitable construction techniques. Students will need to provide equipment for the sewing projects.	Project Folio and Practical
Inspired Sleep	Students will design a practical item using fabric embellishment techniques. They will develop decision-making skills, including self and peer assessment. Students will need to provide equipment for the sewing projects.	Project Folio and Practical

Career Pathways
Design and Textiles is a life skills subject and therefore will enhance the individual and help them succeed in any chosen field of study or career.

Students have often chosen Design and Textiles to help them with Fashion Design, Art, Textile Industry, Dressmaking, Advertising, Window Dressing, Personnel Officers, Fashion Co-Ordinator's, Purchasing Officers and Fashion Managerial Positions.

Visual Art

Faculty:	The Arts
Head of Department:	Chantelle O'Loughlin
Senior Subjects:	Year 10 Visual Art Year 11 and 12 General Visual Art (ATAR) Year 11 and 12 Visual Art in Practice (Applied)

Why study Visual Art?

Visual Art blends practical and theoretical learning experiences to provide an opportunity for students to expand their capacity for creativity and problem solving. Through exploring a variety of 2D and 3D media techniques and skills, students are offered the means to explore their personal identity and concepts such as time and culture. They are immersed in key Art movements of the past and develop new artworks in response. Students gain both life and work skills by developing organisational abilities as well as learning to think laterally and work independently. This is achieved as students work through the challenging cognitive processes of creating, presenting and responding to artworks. In this intellectual and "hands on" subject students build their confidence as they express their ideas, experiences, feelings and observations through the artworks they produce.

What will Students study?

Unit	Description	Assessment	Key Content
Unit 1 Time	Students revise drawing skills, principles of Art and build their understanding of the elements of design as they explore the reality of their world through the Art movement of Surrealism.	**Task 1** **Responding:** • Work Booklet • Artist's Statement **Task 2** **Making:** • Drawing 2D Portfolio	• drawing techniques • reality vs surreal • Surrealism Art movement • perspective • elements of design • principles of Art • 2D
Unit 2 Culture	Students experiment with and manipulate the techniques and skills of 3D ceramics, exploring the concept of culture and an Art movement known as Cubism.	**Task 3** **Making:** • 3D ceramic exploring personal symbol	• 3D • sculpture • ceramics • symbol • ancient cultures • Cubist Art movement • masks

Who should study Visual Art?

Art is the right subject for students who:-

- enjoy exploring and experimenting with materials to seek creative solutions
- enjoy being independent learners
- are interested in further study in Years 10, 11 or 12 Visual Art
- enjoy year 7 or 8 Visual Art
- enjoy drawing and other hands on activities

Career Pathways

Studies in Visual Art are valued in a wide range of fields such as: Architecture, engineering, industrial design, town planning, graphic design, advertising, graphic printing, illustration, photography, web designer/ICT, performing arts, film and television, make–up and hairdressing, fashion / costume design, Visual Artist.

Work Studies

Faculty:	Business and Digital Technologies
Head of Department:	Karen Swift
Senior Subjects:	Although it is not aligned to any one subject area in the senior school, the topics and ways of working provide a strong foundation for Business Studies (Applied)

Why study Work Studies?

Work Studies is about thinking like a worker. It is a good subject for students who want to reset the way they work and learn at school, to help them to be more successful workers and learners through to the end of their schooling. This subject helps students how to choose career paths and gives them skills to communicate in work situations. Skills to help them manage their work life responsibilities and work life harmony are developed. Students develop skills to collaborate and plan projects in teams.

What will Students study?

The Australian Curriculum: Work Studies, Years 9–10 has been written in response to key work-related issues facing young people today and into the future. This is a world-leading, future-oriented curriculum, equal in quality, value and rigor to more traditional academic programs. It is designed for all students, whether they pursue a vocational or an academic path.

Unit	Description	Assessment
Think Like a worker	In this unit, students will investigate trends in ways of working and develop their: • actions as learners and workers • potential career paths • career decision making skills • work application portfolio	Project
Act like a worker	In this unit, students will compare workplace cultures and develop their: • workplace communication skills • online communication strategies • self-advocacy, negotiation and constructive feedback skills	Project

Bonus features of studying Work Studies include:

- Get more out of your BYOd by developing computer skills using the basic and new functions of Word Online and PowerPoint Online.
- Learn skills to change your thinking from a fixed to a growth mindset. These skills can be applied in all parts of your school work, out-of-school activities and into your future.

Career Pathways

The skills and attitudes gained in this course will prepare students for a variety of entry points to employment, as well as preparation for continuing study in Year 10, 11 and 12

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Department of Education and Training
CRICOS Provider Code 00608A

International students will participate in James Nash SHS's work programs. It is a condition of student visas that students complete course work and attend 85% of lessons. Reports for international students will be based on work completed at the end of each term.

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