

# GLADSTONE STATE HIGH SCHOOL



## Subject Information Booklet Year 10 2023

(VERSION: 13/10/2022)



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## **GENERAL INFORMATION**

### **The law**

Under the *Youth Participation in Education and training Act 2003*, the school leaving age in Queensland has been raised to make it compulsory for all young people to be either 'learning or earning' until they turn 17. Young people need to stay at school until they finish Year 10 or turn 16, whichever comes first. After that, they need to either:

- Stay in education and training for a further 2 years
- Gain a QCE (Queensland Certificate of Education)
- Get a Certificate III vocational qualification or higher
- Be in full-time employment (at least 25 hours per week) or
- Turn 17

## **VOCATIONAL EDUCATION AND TRAINING COURSES (VET)**

Through initiatives developed by Education Queensland and the Queensland Curriculum and Assessment Authority (QCAA) it is now possible to offer vocational courses which comprise both general and vocational education components and provide participants with a variety of intellectual, technical, operational and workplace skills. At Gladstone State High, these courses are offered either on-campus or off-campus.

Upon successful completion the participants will be eligible to receive some or all of the following:

- \* A record of the qualification on their Senior Statement
- \* Credit towards the QCE
- \* Certificate I, II and/or III depending on competencies successfully achieved, and/or
- \* Certification listing where competency has been gained in some modules but not the full Certificate

Vocational Education and Training helps Year 10, 11 and 12 students in their transition from school to work. It contributes to young people's chances of obtaining employment upon leaving school and offers other benefits. Recognised vocational education and training programs allow school students to reinforce and consolidate general learning in more applied contexts. In this way, recognised VET programs also cater for a broader range of students' learning styles. **The VET courses offered here are subject to teacher availability with the correct qualifications (courses may not run if a teacher does not have the correct qualifications) and the competencies listed are accurate as of the date of publication of this booklet.**

## Year 10 Subject Selection Process

Students are required to undertake a number of mandatory subjects in Year 10 in order to fulfil the requirements of the National Curriculum. As a result of this, students are **unable to select** these subjects but will be automatically enrolled into them for year 10.

**Some of the mandatory subjects have extension classes but again students cannot select these extension classes, they will be automatically enrolled into them based on their Year 9 exit results. Any questions regarding the extension classes should be directed to the Head of Department or Deputy Principal.**

**The mandatory subjects** are: English, Mathematics, Science and HPE for the whole year and History for a semester.

These subjects are further detailed throughout this booklet to provide information about what the subject covers and why this subject is important to study.

**The elective subjects** are important, and are designed to provide the students with a solid understanding of what is involved in this subject in Year 11 and 12. Students will gain very valued skills and knowledge as a result of studying these subjects. It is important that students have investigated the recommended Year 11 and 12 pre-requisite pages of this booklet (see page 7 and 8) so that they are selecting the subjects in Year 10 that will put them into the best position when they enter Year 11. It is also important for the students to read the section on each subject page titled 'Recommended compatible senior subject', as this an overview of what Year 11 and 12 subjects this Year 10 subject relates to. **Students will select 3 elective subjects that run for one semester each.**

Time allocation for subjects

Subject	Lessons per week
English	3 all year
Maths	3 all year
Science	3 all year
HPE	3 all year
History	4 for 1 semester
Elective 1	4 for 1 semester
Elective 2	4 for 1 semester
Elective 3	4 for 1 semester

Students will have opportunities to explore Career Pathways and preparation for their Senior Education and Training (SET) Plan through the course of the year.

Once students have commenced their subjects in Year 10, subject changes are not desirable. Therefore, students need to think carefully about the subjects they are choosing.

If help is required to make decisions about subject selections students should consult relevant Heads of Department and the Guidance Officer.

# **THE GUIDANCE OFFICER CAN HELP**

All students need assistance of some kind during their school years. The Guidance Officer is one of the people in the school who is available to talk with students about any concerns or problems the student may be having. It doesn't matter how large or how small the issue is, if it is a concern for the student, then it is a concern for the Guidance Officer too.

The following is an example of ways the Guidance Officer can help you.

## **Educational**

- \* Help you to choose appropriate subjects.
- \* Help organise assistance with any learning difficulties.
- \* Help with study techniques/timetables.

## **Career**

- \* Discuss career options with you
- \* Discuss appropriate subjects to assist you in achieving your career.
- \* Explain how to obtain accurate information about various careers.

## **Personal**

- \* Help you to understand yourself and your friends.
- \* Assist you with any hassles or concerns you are having.
- \* Help you to cope with personal concerns that are affecting your progress at school.
- \* Help you to improve your ability to make decisions and solve problems.

## **Choosing Year 10 Subjects**

There are many important decisions you have to make whilst at school. Some of the most important are concerned with the choice of subjects to take in Year 10, and later the selection of subjects for Years 11 and 12.

These are important decisions since they may affect the type of occupation or career you can follow when you leave school.

Your course selections also directly affect your happiness and success while at school.

## **Overall Plan**

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have already had some success
- which will help you reach your chosen career/s, or at least keep many careers open to you
- that will develop skills, attitudes and knowledge useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

## ***Guidelines***

### **Keeping your options open**

Many students in Year 9 have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished at school. It is wise, therefore, when looking at subject choice, to "keep your options open". This means choosing a range of subjects which makes it possible for you to continue thinking about career choice over the next year before making more definite choices as you approach the end of Year 10.

A suggested way of keeping options open is to study:

- \* English
- \* Mathematics
- \* Science; and
- \* Humanities (History/HASS Elective)

### **Find out about the list of subjects your school offers**

It is important to find out as much as possible about the specific subjects offered in Years 10-12. Some of the subjects may be new to you.

To find out about our school's subjects:

- \* read the subject descriptions in booklets provided by our school
- \* ask the teachers and Heads of Department of particular subjects
- \* look at books and materials used by students in the subjects
- \* listen carefully at class talks and subject selection nights.

When investigating a subject to see if it is suitable for you, try to find out not only about the content (i.e. what topics are covered in the subject) but also how the subject is taught and assessed.

For example: does the subject mainly involve learning from a textbook; are there any field trips, practical work, or experiments; how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work.

Remember too, that your choice of subjects **now** may affect your choice later in Years 11 and 12. For example:

- It will be difficult in the future to take Maths Methods and Specialist Mathematics without a background in Extension Maths.
- Chemistry and Physics will require a study of Science and Maths at an extension level.
- Music and Languages in the senior years require previous study at Year 10 level.
- Subjects such as Art and Drama may be taken up for the first time in Year 11, although it is useful to have taken related subjects in Year 10.

Read carefully the **Recommendations** stated at the bottom of each subject outline in this Subject Selection booklet, as they will alert you to the recommended pre-requisites for Years 11 and 12.

### **Be prepared to ask for help**

If you need more help then seek it - otherwise, you may regret it later. Talk to your parents, teachers, or guidance officer. Make use of the school subject selection program. Look at the resources suggested in this article. You'll be doing yourself a favour.

## **POLICIES AND PROCEDURES OF MINIMUM PREREQUISITE**

### **Background**

Students, when choosing a course of study for the Senior Phase of schooling, are expected to make a wise and considered decision. The choices they make are informed by their past academic performance, personal interest, prerequisites and standards for senior subjects and the requirements for their intended future pathway. Most students make appropriate choices according to these prerequisites and their ability, based on past academic performance, personal interest and intended pathway. Some students however, against all reasonable advice, information about past academic performance and required prerequisite subjects and standards, make inappropriate decisions. Some students also continue to remain in subjects when their academic performance is consistently below an acceptable standard and will not enable the student to successfully pursue any pathway or achieve a Queensland Certificate of Education (QCE).

### **Purpose**

The purpose of this policy and set of procedures is to ensure that students make appropriate decisions regarding a course of study in the Senior Phase of Learning. It is also to ensure students maintain a reasonable standard of academic performance throughout the Senior Phase of Learning, which will effectively contribute to the student being able to attain their chosen future pathway and Queensland Certificate of Education (QCE).

### **Policy**

Students wishing to enter senior subjects must complete the required prerequisite subjects and attain the minimum standards for their chosen senior subjects. If a student fails to meet the minimum standard, both the student and parent will have to sign a minimum standard contract for each subject that is chosen where minimum standard is not met. Throughout unit 1, the student's academic progress in the subject will be reviewed to determine if they are achieving the required academic standard as outlined in the contract. If these requirements are not met, the students will be advised to select an alternative subject. All students must also maintain a reasonable standard of academic performance throughout the Senior Phase of Learning, which will effectively contribute to the student being able to attain their chosen pathway and achieve a Queensland Certificate of Education (QCE).

### **Procedure**

- While in Year 10, all students will participate in a Subject Selection Program that will provide support for them to make an informed choice regarding their course of study in the Senior Phase of Learning.
- Parents will be informed about the existence of this policy at subject selection evenings and in correspondence related to subject selection.
- Completion and attainment of the prerequisite subjects and standards will be checked at the subject selection interviews and again at the end of year 10 and students will be advised, if choices are inappropriate, that they should find an alternative subject to study. Where students do not accept this advice and make an inappropriate choice based on the information that is available, the advice will be recorded and a subject specific learning contract must be signed by all parties (parent, student, teacher) and filed with the student's enrolment form. This contract is designed to highlight to the student and parent what the subject requires the student to do in order to be successful as a result of not meeting the minimum standard at the end of year 10.
- Where students insist that they be able to enter a subject even though they do not have the prerequisite subject and/or minimum standard, they must understand that their academic progress will be reviewed during unit 1 to determine if they are fulfilling the subject minimum standard contract. The learning contract is a source of support for the student and should they fail to follow this support and not compile with the subject expectations, the student and parent will have a meeting regarding a change of subject.
- When the school is putting together the Timetable 'Subject' lines and decisions are being made to offer subjects, the school will take into consideration a student's previous academic performance if it is necessary to select from a list of students who are all wishing to enrol in the same course of study, and there are too many students for the number of classes on offer.
- During unit 1, Heads of Department will review students' academic performance and review any student on minimum standard contracts. They will contact the students and parents about the continuation in that subject and make a student specific learning plan, as well as, informing the Principal, Deputy Principals or Head of School - Senior, about students underperforming in the subject and the measures that are in place for the student to be successful and whether a subject change is required.
- Reasonable academic performance or reasonable standard is defined as achieving a C grade achievement or above. In some circumstances Heads of Department may deem that students, achieving at the top end of the limited band, be given additional time to achieve a C level of achievement.
- Where a student does not meet a reasonable academic standard, they will be supported by advice from the Guidance Officer as to which is an appropriate alternative subject and/or alternative future pathway.



## RECOMMENDATIONS FOR SENIOR SUBJECTS

To study general subjects in year 11 and 12 at Gladstone State High School, it is highly recommended that subject selections are based on the information presented below.

<b>If I wish to study these subjects in Year 11 and 12 ...</b>	Any General subject	Engineering Physics Chemistry Specialist Mathematics	Biology Digital Solutions Accounting
<b>... then it is highly recommended that I enrol in these subjects</b>	English	Mathematical Methods	General Maths (minimum)

The following is additional subject specific recommendations for enrolling into year 11 and 12 general subjects.

<b>General Subject</b>		
<b>Biology</b>	A or B in Biology Unit in Science	
<b>Chemistry</b>	A or B in Chemistry Unit in Science	
<b>Physics</b>	A or B in Physics Unit in Science	
<b>Engineering</b>	C or higher in Physics Unit in Science	
<b>General Mathematics</b>	A in Year 10 Foundational Mathematics B in Year 10 Mathematics C in Year 10 Mathematics Extension	
<b>Mathematical Methods</b>	B in Year 10 Mathematics Extension	
<b>Specialist Mathematics</b>	Must be enrolled in Mathematical Methods B in Year 10 Mathematics Extension	
<b>English</b>	C in English	
<b>Ancient History</b>	C in English C in Year 10 History, Modern History or Ancient History	
<b>Geography</b>	C in English C in Year 10 History or Geography C in Year 10 Maths	
<b>Legal Studies</b>	C in English A or B in Year 10 History OR C in Year 10 Civics and Citizenship recommended	
<b>Modern History</b>	C in English C in Year 10 History, Modern History or Ancient History	
<b>Japanese</b>	C in Year 10 Japanese	
<b>Design</b>	C in Year 10 Design is recommended	
<b>Food and Nutrition</b>	C in a Year 10 Home Economics is recommended	
<b>Marine Science</b>	C in English A or B in Biology unit in Science A or B in Marine Studies year 10 elective	
<b>Physical Education</b>	C in English A or B in year 10 Health and Physical Education Or C in year 10 PEN (elective)	
<b>Music</b>	C in Year 10 English Student should be able to read and write music and play an instrument (including voice).	It is beneficial to be engaged in current or previous school IM or private lessons on chosen instrument.
<b>Music Extension - Yr 12 only</b>	(Composition or Performance or Musicology) Must study Music in year 11 and 12	Beneficial to have reached 5th Grade AMEB (or equivalent) performance
<b>Visual Art</b>	C in Year 10 English	
<b>Drama</b>	C in Year 10 English	

# ENGLISH

## Why Study English?

English is the study of the language and its texts, such as novels, poems, short stories, and media programs and articles. Knowledge of, and competency in using, Standard Australian English is necessary for participation as an active citizen in local, national and global communities. English offers opportunities for students to use language and texts for enjoyment, and also asks students to analyse, evaluate and appreciate English language texts.

In English, students learn about the language and its texts through listening and speaking, reading and viewing, and writing and designing. Students use their knowledge of language and texts to effectively, creatively, reflectively and critically:

- interpret and analyse texts composed for a range of purposes and audiences in a variety of contexts through listening, reading and viewing
- compose texts for a range of purposes and audiences in a variety of contexts through speaking, writing and designing.

## Homework Requirements:

Students may be asked to complete a weekly homework sheet which has spelling, grammar and punctuation as a focus. Assignments will be completed in class and at home.

## Recommended Compatible Senior Subjects:

English (if exiting Yr 10 with a B or above) or Essential English (if exiting with a C or planning a vocational pathway)

## Future Perspective:

In English, students learn to examine how language elements are used in combination to interpret and convey meaning in texts. They will also be able to apply these skills to create texts that effectively convey meaning for a specific purpose and audience.

## Course Overview

In Year 10, students have the opportunity to study a range of different topics and texts. The Year 10 program continues to build on the knowledge and skills developed in the junior English curriculum, whilst beginning to introduce students to some more challenging texts and contexts. The learning over the course of these units is also designed to effectively prepare students for success in either of the English subjects offered in Year 11 & 12.

Semester	Unit Description	Assessment
1	Literary Leanings – Reading and responding to a novel	Written: imaginative narrative
	Have I Got News for You! – Issues in news media texts	Oral: multimodal presentation
2	Now is the Winter of Our Discontent – exploring a play and movie by Shakespeare (9 weeks)	Written: film review
	Political cartoons – understanding visual texts (8 weeks)	Written: analytical essay

# FOUNDATIONAL MATHEMATICS

## Why Study Mathematics?

Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics has its own value and beauty and Mathematics aims to instill in students an appreciation of the elegance and power of mathematical reasoning. Mathematics focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

**Students are not required to select the level of Mathematics they will study in Year 10.** Based on Year 9 results and teacher recommendations, students will be placed in the most appropriate level of mathematics. It is advised that students will need to attain at least an “A” in Foundational Mathematics to proceed successfully into General Mathematics in Year 11. Students who do not meet the requirement for General Mathematics need to consider Essential Mathematics.

## Home Work Requirements:

Homework will be given weekly (approx. 60 mins per week)

**Recommended Compatible Senior Subjects** (those subjects which this course leads to in senior):

Essential Mathematics

## Future Perspective:

Essential Mathematics will be of benefit for students wanting an apprenticeship, traineeship or full-time employment. Essential Mathematics allows students to achieve the numeracy requirements for their QCE through assignment work and exams. The course will help students to apply mathematics to their everyday and future lives. It is highly recommended for students looking to enter a trade (not electrical), traineeship or full-time employment.

## Course Overview

Semester	Unit Description	Assessment
1	During this semester students will cover the following topics: <ul style="list-style-type: none"><li>• Pythagoras and Trigonometry</li><li>• Probability</li><li>• Linear and non-linear relationships</li><li>• Algebra</li></ul>	Exam – Term 1  Exam – Term 2  Assignment
2	During this semester students will cover the following topics: <ul style="list-style-type: none"><li>• Statistics</li><li>• Geometric reasoning</li><li>• Measurement</li><li>• Linear and non-linear relationships</li></ul>	Exam – Term 3  Exam - Term 4

# GENERAL MATHEMATICS

## Why Study Mathematics?

Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics has its own value and beauty and Mathematics aims to instill in students an appreciation of the elegance and power of mathematical reasoning. Mathematics focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

**Students are not required to select the level of Mathematics they will study in Year 10.** Based on Year 9 results and teacher recommendations, students will be placed in the most appropriate level of mathematics. It is advised that students will need to attain at least a “B” in General Mathematics to proceed successfully into General Mathematics in Year 11. Students who do not meet the requirement for General Mathematics need to consider Essential Mathematics.

## Home Work Requirements:

Homework will be given weekly (approx. 60 mins per week) plus personal study (at least 30 minutes per week)

**Recommended Compatible Senior Subjects** (those subjects which this course leads to in senior):

General Mathematics

## Future Perspective:

General Mathematics will be of benefit for students wanting an apprenticeship or tertiary education in a non-mathematical or scientific field (Business and Tourism, Creative and Performing Arts, Education (not High School Science or Mathematics), Humanities and Social Sciences, and Law. Essential Mathematics allows students to achieve the numeracy requirements for their QCE through mostly assignment work. The course will help students to apply mathematics to their everyday and future lives. It is highly recommended for students looking to enter a trade (not electrical) or traineeship.

## Course Overview

Semester	Unit Description	Assessment
1	During this semester students will cover the following topics: <ul style="list-style-type: none"><li>• Pythagoras and Trigonometry</li><li>• Probability</li><li>• Linear and non-linear relationships</li><li>• Algebra</li></ul>	Exam – Term 1  Exam – Term 2  Assignment
2	During this semester students will cover the following topics: <ul style="list-style-type: none"><li>• Statistics</li><li>• Geometric reasoning</li><li>• Measurement</li><li>• Linear and non-linear relationships</li></ul>	Exam – Term 3  Exam - Term 4

# MATHEMATICS EXTENSION

## Why Study Mathematics Extension?

Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics has its own value and beauty and Mathematics aims to instill in students an appreciation of the elegance and power of mathematical reasoning. Mathematics focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

**Students are not required to select the level of Mathematics they will study in Year 10.** Based on Year 9 results and teacher recommendations, students will be placed in the most appropriate level of mathematics. It is advised that students will need to attain at least a “B” in Mathematics Extension to proceed successfully into Mathematical Methods in Year 11. Enrolment in Mathematical Methods in Year 11 is required to be able to enrol in Specialist Mathematics in Year 11. Students who do not meet the requirement for Mathematical Methods need to consider General Mathematics.

## Home Work Requirements:

Homework will be given each week (approx. 60 mins per week) plus personal study (at least 30 minutes per week)

**Recommended Compatible Senior Subjects** (those subjects which this course leads to in senior):

Mathematical Methods, Specialist Mathematics

## Future Perspective:

Mathematical Methods will be of benefit for students wanting an apprenticeship in electrical trades or tertiary education in mathematical or scientific fields (Education including Secondary Maths and Science, Engineering and Technology, Health and Recreation and Sciences). Specialist Mathematics will be of benefit for students wanting to study tertiary education in Engineering, Pure Mathematics and the Sciences.

## Course Overview

Semester	Unit Description	Assessment
1	During this semester students will cover the following topics: <ul style="list-style-type: none"><li>• Pythagoras and Trigonometry</li><li>• Probability</li><li>• Linear and non-linear relationships</li><li>• Algebra</li></ul>	Exam – Term 1  Exam – Term 2  Assignment
2	During this semester students will cover the following topics: <ul style="list-style-type: none"><li>• Statistics</li><li>• Geometric reasoning</li><li>• Measurement</li><li>• Linear and non-linear relationships</li></ul>	Exam – Term 3  Exam - Term 4

# SCIENCE

## Why Study Science

Science is studied in Year 10 to ensure that students are scientifically literate in the scientific world around us.

Year 10 Science allows a smooth transition into the study of the general subjects Physics, Chemistry, Biology and Engineering in Years 11 and 12.

A student who is looking at an apprenticeship at the end of school is strongly advised to do the applied subject Science in Practice for Years 11 and 12.

At Gladstone State High School, the Year 10 science course is taken from the National Curriculum. Units of work in the Year 10 science curriculum are centred around Biology, Chemistry, Physics and Earth and Space.

## Assessment

Science assessment will mirror the formats being developed throughout the Senior Science Syllabuses. These include written tests, experimental investigations, short and extended response items and mini extended experimental investigations.

**Home Work Requirements:** Homework sheets, short response exercises, assignment, study for exam

**Recommended Compatible General Senior Subjects:** Biology, Chemistry, Engineering and Physics

**Recommended Compatible Applied Senior Subjects:** Science in Practice

**Future Perspective:** Health & Environmental Sciences, Engineering, Apprenticeships

## Course Overview

### Semester One:

Students will study units of work on Biology, Chemistry and Physics. Assessment will be exams.

### Semester Two:

Students who are following a pathway into Biology, Chemistry, Physics and Engineering in year 11 and 12 will continue studying:

- Biology
- Chemistry
- Physics

Students who are following a pathway such as an apprenticeship will have the opportunity to revise and consolidate concepts along side Earth and Space which will lead into the applied subject – Science in Practice in year 11 and 12.

# ENGINEERING PRINCIPLES AND SYSTEMS

Engineering Principles and Systems should be undertaken by students who are intending to study one or more of the following subjects in year 11 and 12:

- Engineering
- Physics
- Chemistry
- Biology

**Reason:** This course is a very good introduction to many of the different types of assessment that students will be undertaking in year 11/12 General Science subjects.

During this course students will learn basic principles of the engineering problem solving process through several problem-solving exercises. It will allow them to solve problems and make informed decisions on real life problems. Students also participate in a variety of hands on practicals which will improve their skills set for General Senior Science subjects. Whilst undertaking the course students will develop scientific research skills which is utilised in year 11/ 12.

**Recommended compatible senior subjects:** Engineering, Physics, Chemistry and Biology.

Semester	Unit Description	Assessment
1 or 2	<p>Unit 1 (Term 1 or 3)</p> <p>Students will develop success criteria based on the task conditions, brainstorm ideas, sketch ideas, build the prototype for testing and evaluate the design process. The use of the engineering process is central to this subject and is a valuable skill for the Senior Engineering subject.</p>	<p>Folio of work includes:</p> <p>Tasks completed through group work during class time.</p> <p>Wind Turbine design completed independently.</p>
	<p>Unit 2 (Term 2 or 4)</p> <p>Students will develop skills in scientific processing such as drawing graphs based on the data, evaluating the data for identifying the trends and patterns. They will develop the skills to work independently. A research investigation where they will evaluate secondary evidence which is a skill that is required for two assessment types in year 11/12 Physics, Chemistry and Biology</p>	<p>Science Investigation:</p> <p>Evaluating scientific process for experiments conducted in class.</p> <p>Research Investigation:</p> <p>This task is completed independently and is on climate change.</p>

# PSYCHOLOGY

## Why Study Psychology

Psychology is a scientific discipline that studies thoughts, feelings and behaviours. Psychology aims to describe, predict and explain behaviour through scientific research and principles. In this elective, students will examine the brain mind connection and how it is affected by genetics and environment to drive the development of personality and behaviours. Psychology has grown in popularity due to the increased awareness of mental ill health in humans and a desire to understand ourselves better. Students may find the subject engaging and interesting as it will focus on the topics of attention and perception, development during infancy and adolescence, motivation and memory. These are topics that will be relatable to their own lived experiences and will prepare them well to study psychology in year 11 and 12 should they choose. (Note: this subject is currently being offered as a Distance Education subject for years 11 and 12)

## Assessment

At the completion of the first term of study, students will sit a closed book exam across one lesson. This will consist of multiple choice and short response answers. At the completion of the second term of study there will be an assignment based on a systematic review of empirical research.

## Home Work Requirements

Access to OneNote to stay in contact with classwork, homework sheets, short response exercises and to study and prepare for each assessment.

**Recommended Compatible General Senior Subjects:** Psychology

**Future Perspective:** Therapeutic support professions such as Psychologist or Counsellor, Human Resources and Education. Psychology is extremely versatile and compatible with many other professions such as law, journalism, medicine and allied health.

## Course Overview

Term	Unit Description	Assessment
1	During this term students will cover the following topics: <ul style="list-style-type: none"><li>• Origins of psychology</li><li>• Positive psychology</li><li>• Attention and perception</li><li>• Cognitive lifespan development</li><li>• Motivation and achievement</li></ul>	Exam – closed book, one lesson
2	During this term students will cover the following topics: <ul style="list-style-type: none"><li>• Memory</li><li>• Research articles</li><li>• Statistical analysis</li><li>• Causational and correlational relationships</li></ul>	Systematic review research assessment (1000-1200 words)



# HISTORY

## Why Study History?

History is a disciplined process of inquiry into the past that develops your curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding that societies, events, movements and developments that have shaped humanity from earliest times. It helps you appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History is a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

*“There is another reason to study history: it's fun. History combines the excitement of exploration and discovery with the sense of reward born of successfully confronting and making sense of complex and challenging problems.”*

--Frank Luttmer (1996)

## Course Overview

Depth Study 1 – World War 2 – Student investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcomes and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.

Depth Study 2 – Rights and Freedoms – Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

Depth Study 3 – The Migration Experience – Students investigate the contribution of migration has had on Australia’s changing identity as a nation and to its international relationships.

## Home Work Requirements

Students will be required to complete homework throughout this course. Homework will include working on assessment tasks, watching documentaries/current affair programs/news and so on, reading news/magazine articles and occasionally web-based tasks.

## Recommended Compatible Senior Subjects:

Modern History, Social and Community Studies, Tourism.

## Future Perspective: ·

Academic librarian. · Archaeologist. · Archivist. · Broadcast journalist. · Civil Service administrator. · Editorial assistant. · Information officer. · Politician's assistant. · Anthropologist. · Behavioural Scientist. · Teacher.

# YEAR 9 INTO 10 HUMANITIES AND SOCIAL SCIENCES ELECTIVES

## Civics and Citizenship

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.

**Recommended compatible senior subjects:** Legal Studies, Social and Community Studies

## Geography

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. The unit contains two depth studies. One focusing on environmental change and the issue of blue green algae at Lake Awoonga. The students will apply human-environment systems to understand the causes and consequences of the change and geographical concepts and methods to manage the situation. The second depth study focusses on Geography of human wellbeing and focuses on global differences between countries from a variety of perspectives. Students will explore programs designed to reduce the gap between differences in wellbeing.

**Field Excursion:** Day trip to Boynedale and Lake Awoonga

**Recommended compatible senior subjects:** Geography

## Ancient History

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

**Ancient history** is all the events we know about between the invention of writing and the start of the Middle Ages. It covers all continents inhabited by humans in the 3,000 BC - 500 AD period. Some of the key figures from this period include Cleopatra, Archimedes, Aristotle and Alexander the Great.

**Recommended compatible senior subjects:** Ancient History, Modern History

## Modern History

Modern History enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the curriculum refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century. Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world.

**Recommended compatible senior subjects:** Modern History, Ancient History

# LANGUAGES

## Japanese

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken, and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social, and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

### **Why Study Japanese?**

The potential to use a language other than English and shift between cultures is important for full participation in the modern world, particularly in the situation of increased globalisation and Australia's cultural diversity.

The course aims to improve students' communicative skills and literacy in Japanese, and to encourage deeper understanding about different cultures. It allows students to explore wider social and intellectual environment, and to find different ways of viewing the world.

**Homework Requirements:** Completion of language sheets and written tasks.

**Recommended Compatible Senior Subjects:** Japanese

**Future Perspective:** Post school Japanese is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in Japanese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology, and education.

### **Course Overview**

Students undertaking studies in Japanese will participate in a program of instruction that will provide opportunities for them to develop their speaking, listening, reading, and writing ability within Japanese. Students will also learn about Japanese traditions, culture, and lifestyle.

\* It should be noted that this course may be difficult if Japanese wasn't studied in Year 9, or you failed to pass in Year 9.

# BUSINESS STUDIES

## Why study Business Studies?

This subject aims to take students on an exciting journey into the world of business. It asks students to 'think outside the square' and be involved in many activity-based learning experiences. It gives an introduction to and an awareness of business activities and the business world.

The purpose of 'Business Studies' in the curriculum is to help young people understand their role as consumers and participants in the world of business and how businesses operate. Everyone will either work in or own their business – therefore 'Business Studies' is a necessary part of life.

## Homework Requirements:

Students will be required to complete set tasks and work on assessment items.

**Recommended Compatible Senior Subjects:** Accounting, Business and Certificates II in Workplace Skills.

**Future Perspective:** It is envisaged that students who study this program will develop an interest in all business pursuits.

## Course Overview:

Semester	Unit Description	Assessment
The subject may be either studied in Semester 1 or Semester 2	Financial Decision Making for Consumers – short and long term consequences	A variety of assessment techniques may be used to assess a student's progress in Business Studies: <ul style="list-style-type: none"><li>➤ Collection of Work</li><li>➤ Response to stimulus</li></ul>
	Improving Business Decisions – managing their workforce and responding to change	

# INTRODUCTION TO ACCOUNTING

## Why study Introduction to Accounting?

This subject aims to introduce students to the business world and how business owners use and prepare financial information. It appeals to students who like to solve problems by working through a series of steps and be involved in many activity-based learning experiences. It gives an introduction to and an awareness of what business operators need to understand to make their businesses run successfully.

The purpose of 'Introduction to Accounting' in the curriculum is to help young people understand how businesses make a profit and how they can too. Everyone will either work in or own their business – therefore Accounting will be very useful for their future roles.

## Homework Requirements:

Students will be required to complete set tasks, work on assessment tasks and revise for examinations.

**Recommended Compatible Senior Subjects:** Accounting, Business and Certificate II in Workplace Skills.

**Future Perspective:** It is envisaged that students who study this program will develop an interest in all business pursuits.

## Course Overview

Semester	Unit Description	Assessment
The subject may be either studied in Semester 1 or Semester 2	Accounts and Reports – investigating business accounts and financial reports	A variety of assessment techniques may be used to assess a student's progress in Accounting: <ul style="list-style-type: none"><li>➤ Short / Extended Response Exam</li><li>➤ Collection of Work</li></ul>
	Understanding your business – preparation of financial information and SWOT analysis	

# DIGITAL TECHNOLOGIES

## Why study Digital Technologies?

Computer programming is a basic literacy in the digital age. This course will teach students how to use the formal programming language Python to express computations. Students will create an app or a game using a guided approach with Python programming, working collaboratively and adding their own design features. Students will also develop techniques for acquiring, storing and validating data from a range of sources. They will also consider the use and impact of technological solutions in social, economic and legal contexts.

This course will develop students' computational thinking and problem-solving skills. Engagement in this course will increase capability at formulating problems, thinking creatively about solutions and expressing solutions clearly and accurately.

**Homework Requirements:** Approximately 1 hour of work per week on assessment items will need to be completed at home.

**Recommended Compatible Senior Subjects:** Digital Solutions, Engineering Tech, Maths Methods and Specialists Maths

**Future Perspective:** Digital Technologies develops students' capability at creating digital solutions through defining, designing and implementing, evaluating and collaborating and managing. It is a valuable introduction to Senior Digital Solutions courses.

## Course Overview

Semester	Unit Description	Assessment
The subject may be either studied in Semester 1 or Semester 2	Understanding issues – Students become familiar with contemporary digital solutions whilst considering the social, ethical and legal impacts of the solutions.	Take home folio of nine weekly tasks
	Python Programming – Students plan and create their own game using GameFrame PyGame, a primer on the Python programming language.	Simple-arcade-style game using the GameFrame PyGame Framework
	Databases – Students will develop a relational database to meet an identified need. The database is to provide the user with the ability to: enter, store, analyse and compile data.	Relational database using Microsoft Access

# DIGITAL TECHNOLOGIES - ROBOTICS

## Why Study Robotics:

Current and predicted future jobs in many fields are being profoundly affected by technological advances, including automation, artificial intelligence and robotics. The skills that students will need as they prepare to enter the labour market are changing rapidly, with an increasing number of jobs being taken over by programmable machines.

This course will focus on automation: using EV3 Lego Mindstorm robot technologies to solve real-world problems with digital solutions which are student designed, built, tested, and evaluated. Students will work collaboratively. They will use robotic sensors to gather information about the environment, and program their robots to respond appropriately to the perceived conditions, incorporating a variety of user needs in their solutions.

**Prerequisite:** Demonstrated ambition to be involved in this program.

**Homework Requirements:** Up to two hours of work per week on assessment items will need to be completed at home.

**Recommended Compatible Senior Subjects:** Engineering, Physics, Digital Solutions

**Future Perspective:** Entrepreneurship, Engineering, 21<sup>st</sup> Century digitally enabled workforce, Computer programming

## Course Overview

Semester	Unit Description	Assessment
The subject may be either studied in Semester 1 or Semester 2	Students will complete challenges incorporating design thinking and prototyping to create a digital solution to a real-world problem using EV3 Lego Mindstorm bricks. Students will demonstrate their ability to program sequencing, branching and iteration. Solutions will involve preparation of flow charts, robot design modifications, programming of variables, counters and states. Students will evaluate interactive digital solutions that address contemporary issues in robotic mechanical design, sustainability, ethics and current and future enterprise.	Folio task to be completed using Lego Mindstorm EV3 controller technology

# APPLIED DESIGN

## Why Study Visual Art - Applied Design?

- Students will investigate designs for a variety of situations and apply them in a range of 2D and 3D media.
- The subject allows students to develop a visual design language and to communicate ideas through graphic design, product and packaging.

## Home Work Requirements:

- Students will be required to complete some journal work at home as preparation for class work.

## Recommended Compatible Senior Subjects:

- Visual Arts in Practice (Applied Subject - appreciation of Art and development of artistic skills).

## Future Perspective:

- Visual Art is a powerful means of communication. Students can continue in many career options after high school. Examples include – artist, animator, fashion designer, interior decorator, game designer, commercial artist, art teacher, gallery assistant, curator, web designer. etc.

## Course Overview

Semester	Unit Description	Assessment
Term 1	<p><b>PRODUCT DESIGN</b> (bakery items and confectionery)</p> <p><b>2D Design</b> - Design essentials, logo and label design, poster design. Media: drawing, Graphic design, digital imaging, lino/screen printing.</p> <p><b>3D Design</b> - Product design and packaging, prototypes. Media: clay sculpture, construction in card, acrylic paint, collage.</p>	<p><b>Making - Practical Work:</b> 3 – 4 products, 1x packaging.</p> <p><b>Making - Design Journal:</b> - Documentation of information and folio of design drawings.</p> <p><b>Responding - Statement:</b> 300–400 words.</p>
Term 2	<p><b>GRAPHIC DESIGN</b> (skateboard, t-shirt or bag)</p> <p><b>2D Design 2</b> - Lettering, advertising layout, stencilling, colour scheme making, skateboard design. Media: Acrylic paint, collage, stencilling resolved advertising artwork.</p> <p><b>3D Design 2</b> – Media: skateboard, t-shirt or/and bag product, screen printing.</p>	<p><b>Making - Practical Work:</b> 1 skateboard and bag or t-shirt</p> <p><b>Making - Design Journal:</b> Documentation of information and folio of design drawings.</p> <p><b>Responding - Statement:</b> 300–400 words.</p>



# VISUAL ART

(General Art)

## Why Study VISUAL ART – General Art?

- Fosters curiosity and imagination and teaches students how to generate and apply new and creative solutions when problem solving in a range of contexts.
- Extends students' visual language for expressing ideas.
- Skill development in a range of 2D and 3D media including drawing, painting, sculpture and printmaking.
- Students will develop skills in appraising and writing about the work of other artists and their own.
- Students will document their research and development of ideas.

## Home Work Requirements:

- Students will be required to complete journal work; written response tasks and some extension work at home.

## Recommended Compatible Senior Subjects:

- Visual Art (General Subject – further tertiary study eg. University, TAFE)
- Visual Art Studies (Applied Subject – appreciation of Art and development of artistic skills).

## Future Perspective:

- Visual Art is a powerful means of communication. Students can continue in many career options after high school. Examples include – advertising, artist, animator, brand specialist, commercial artist, curator, fashion designer, illustrator, interior decorator, game designer, art teacher, gallery assistant, photographer, web designer.

## Course Overview

Semester	Unit Description	Assessment
Term 1	<b>Speak Out! Environment</b> - Students explore the focus "Environment" and create a 2D experimental folio exploring a range of media and techniques and influencing a resolved work about a chosen environmental issue.	<b>Experimental Folio:</b> In journal including reflections, developmental work and research. <b>Resolved Work:</b> One artwork derived from experimental folio. <b>Short Response Task:</b> Analyse and evaluate own work.
Term 2	<b>Speak Out! Society</b> – Through the creation of an experimental folio, students explore printmaking to construct a resolved artwork drawn from the focus of society and social comment.	<b>Experimental Folio:</b> In journal including reflections, developmental work and research. <b>Resolved Work:</b> One artwork derived from experimental folio. <b>Extended Response:</b> Analytical essay which analyses, interprets and evaluates the work of a chosen artist.

# DRAMA

## Why Study Drama?

Drama provides a learning environment that challenges and extends students whilst promoting imagination, critical thinking skills, communication, creativity and problem solving. Students develop social skills such as self-discipline, self-confidence and teamwork. Students build specific dramatic skills of script writing, stage performance and performance analysis.

The promotion of cross-curricula skills i.e. the confidence gained in working with others and performing has benefits in all subjects where orals are required for assessment. In a world where humans are becoming isolated due to their use of technology and busy lifestyles, Drama offers a world beyond one's own, where the expectation is to engage with others and strive for personal excellence.

## Home Work Requirements:

Preparation for performances – learning lines, organising costumes, set and props. Researching and work on written assessment tasks.

## Recommended Compatible Senior Subjects:

Drama (General Subject – further tertiary study eg. University, TAFE)

Drama Studies (Applied Subject – appreciation of performance and backstage roles, technical opportunities)

## Future Perspective:

Further study in Year 11 and 12 Drama, tertiary study (university or TAFE). some potential careers include performer, artist, actor, designer, teacher, director, theatre critic, journalist, child care worker, costume maker, publicity officer, event management, set designer, playwright, the list is endless.

## Course Overview

Semester	Unit Description	Assessment
1 or 2	<b>Heritage Drama</b> – With a focus on heritage styles of performance, students immerse themselves in time of yesteryear. Styles may include: Commedia del'Arte, William Shakespeare's comedies & tragedies, Comedy of Manners, etc.	Over the semester: <b>4 tasks total</b> <ul style="list-style-type: none"> <li>• Making – 2 performances,</li> <li>• Responding - 1 analytical writing,</li> <li>• Making - 1 directing task (practical)</li> </ul> OR <ul style="list-style-type: none"> <li>• Making - 1 scriptwriting task (written)</li> </ul>
	<b>Contemporary Drama (Performance based)</b> – With a focus on contemporary styles of performance, students are expected to present a polished performance to an audience. Styles may include: whole class play, physical theatre, Musical theatre, Australian gothic theatre.	

Whilst Drama is a semester length subject, semester 1 and 2 are different.

Eg. Semester 1 classes may study a Shakespeare play (heritage) in term 1, and in term 2 Musical theatre (contemporary).

In semester 2 classes may study Commedia del' Arte (heritage) in term 3, and in term 4 create a whole class play (contemporary).

# MUSIC

## Why Study Music?

For the joy of making (performing and composing) and responding to Music. In Year 10, students develop skills and deeper understanding in a variety of music styles, including critical and creative thinking, knowledge of genres and styles, aural perception, research (analysis and evaluation), compositional skills (electronic and traditional notation) and performance skills.

## Home Work Requirements:

Instrumental practice and assignment preparation

## Recommended Compatible Senior Subjects:

Music (General Subject – further tertiary study)

Music Extension (General Subject Year 12 only – further tertiary study).

## Future Perspective:

This course will prepare you for further study in Year 11 and 12 Music as well as building your self-confidence and capacity for creative and critical thinking. Some potential careers include musician, entertainer, music critic, music publisher, orchestra conductor, teacher, composer, sound technician, musical instrument maker, piano tuner, busker, YouTuber, music therapist, stage manager, event management – the list is endless.

## Course Overview

Semester	Unit Description	Assessment
1 or 2	<b>Stage and Screen</b> – Analysing music of the theatre and film and TV music to inform performance and composition. Composing music to set a scene for film, TV or musical theatre using technology or traditional notation.	<ul style="list-style-type: none"><li>• 1 Making - Performance</li><li>• 1 Making - Composition</li></ul>
	<b>World Music</b> – Researching and analysing ethno-rock – a fusion of the traditional Music of world cultures and rock/pop for modern music consumers. Concluding the Stage and Screen performance.	<ul style="list-style-type: none"><li>• 1 Responding – Written Analysis</li><li>• 1 Making - Performance</li></ul>

# HEALTH AND PHYSICAL EDUCATION

## Why Study Health and Physical Education?

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social and emotional capacities are key components of the HPE Australian Curriculum. This is a compulsory subject in Year 10. All students will study three lessons a week for the year.

**Home Work Requirements:** Homework sheets, short response exercises, assignment tasks, study for exam

**Recommended Compatible Senior Subjects** Physical Education and Sport and Recreation

**Future Perspective:** Areas such as Human Movement Studies, Sports Management and Administration, HPE teaching, Applied Science, Physiotherapy, Sports Medicine, Nursing, Allied Health professions, sport development and coaching, Health & Recreation fields are common career paths in this area.

## Course Overview

Semester	Unit Description	Assessment
1	<p><b><u>Personal, social and community health</u></b></p> <ul style="list-style-type: none"> <li>➤ First Aid and CPR</li> <li>➤ Energy, fitness and training</li> </ul> <p><b><u>Movement and physical activity</u></b></p> <ul style="list-style-type: none"> <li>➤ Games and Sport – traditional e.g. touch</li> <li>➤ Life Long physical activity - swimming</li> </ul>	<p>Exam</p> <p>assignment</p> <p>skills / teamwork</p>
2	<p><b><u>Personal, social and community health</u></b></p> <ul style="list-style-type: none"> <li>➤ Food and Nutrition</li> <li>➤ Performance Enhancing Drugs</li> </ul> <p><b><u>Movement and physical activity</u></b></p> <ul style="list-style-type: none"> <li>➤ Games and Sport – traditional eg basketball</li> <li>➤ Games and Sport - traditional eg. softball</li> </ul>	<p>Exam</p> <p>Exam</p> <p>Skills / teamwork</p>

# PHYSICAL EDUCATION EXTENTION (ELECTIVE)

## Why Study Physical Education Elective?

Physical Education focuses on physical activity in Australian society. It emphasises the developmental nature of learning, viewing learners as decision-makers, engaged in the active construction of meaning through the processing of information relating to physical activity.

Using sport and physical activity as the medium, the subject focuses upon the application of biomechanical and sports psychology principles to performance.

**Home Work Requirements:** Homework sheets, short response exercises, journal tasks, assignment (folio – multi-modal), study for exam.

**Recommended Compatible Senior Subjects** Physical Education

**Future Perspective:** Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

## Course Overview

unit	Unit Description	Assessment
1	<b>Sport Psychology and specific sport selected by teacher eg. Netball</b> <ul style="list-style-type: none"><li>• Recognise and explain the concepts of<ul style="list-style-type: none"><li>○ Motivation and arousal as a continuum</li><li>○ Attention and concentration</li><li>○ Team dynamics and cohesion</li><li>○ Goal-setting</li></ul></li><li>• Investigate sports psychological techniques that can be used to optimise performance (personal and team)</li></ul>	Exam
2	<b>Biomechanics and specific sport selected by teacher eg. Volleyball.</b> <ul style="list-style-type: none"><li>• Recognise and explain concepts such as<ul style="list-style-type: none"><li>○ force summation</li><li>○ projectile motion</li><li>○ Newton's Laws</li><li>○ levers</li><li>○ Bernoulli's Principle</li></ul></li><li>• Investigate the influence of biomechanical concepts and principles on performance.</li></ul>	Folio - Multimodal presentation

# MARINE STUDIES

## Why Study Marine Studies?

Marine Studies is concerned with researching marine environments to determine their biological and oceanographic features, and devising conservation strategies that may lead to a sustainable future. Marine environments are central to the Australian way of life, contributing to our nation's food supply, mineral resources and trade, and to the recreation, tourism and transport industries.

## Home Work Requirements:

Homework sheets, short response exercises, assignment work, study for exam

**Recommended Compatible Senior Subjects:** Marine Science and Aquatic Practices

## Future Perspective:

A course of study in Marine Studies can establish a basis for further education and employment in the fields of marine science, marine biology, nautical science, fisheries and aquaculture, conservation and resource management, tourism, seafood and maritime industries

## Course Overview

Units	Unit Description	Assessment
Semester 1 or 2	<b>Snorkelling</b> (6 lessons at pool) <b>The Reef</b> (6 weeks) <b>Model Boat Building</b> (6 weeks) <b>Intertidal Zones – Rocky Shore</b> (6 weeks) <ul style="list-style-type: none"><li>➤ Includes an excursion to Canoe Point</li><li>➤ Experimental design and data analysis</li></ul>	Skills Test Written Exam Project (product and journal) Scientific Report

# FOOD AND NUTRITION

## Why Study Food and Nutrition?

Our Year 10 curriculum is responsive to preparing students for Senior Food and Nutrition. Students will use investigatory methods of study necessary for successful outcomes in Senior Schooling. Students should become proficient in a range of practical cookery skills because of studying this subject, as well as, having a knowledge of nutrition and be able to make informed, dietary and lifestyle decisions. Students should develop management and organisational skills, as well as a deep understanding of the chemistry behind cooking processes in experimental settings.

## Home Work Requirements:

Practical cookery is a compulsory element of this course. Students must provide ingredients from home on a regular basis for the semester. All effort is made to consider economy in setting practical tasks.

Students will also be responsible for maintaining a guided process and design journal throughout the weeks of study over the semester, that will essentially, encompass a large portion of their assignment task and design challenge.

## Recommended Compatible Senior Subjects

This subject is recommended for students wishing to study Design / Food and Nutrition. Students wishing to study Senior Design / Food and Nutrition are recommended to also study Science. This subject makes clear links between health, nutrition and the world around them by practically approaching tasks. Therefore, would also align really well with subjects like Physical Education, Biology, Hospitality and Early Childhood just to name a few.

**Future Perspective:** This subject is suitable for the Health and Hospitality industry or a great introduction to the design and textile industries

**Course Overview** – The same unit is offered as a 6 month elective over one semester

Semester	Unit Description	Assessment
Term 1 & 2 (Sem 1)	Introduction to Culinary Science: Cooking as a Chemical Reaction	Process & Design Journal kept throughout the semester – regular checkpoints throughout the semester
OR Term 3 & 4 (Sem 2)	Designing a nutritional “Nourish Bowl” that caters for a number of culinary science requirements.	Design and justify your “nourish bowl” – Week 4 in second term of elective  Create your “nourish bowl” – Week 3 in second term of elective  Food & Nutrition Examination: closed book – Week 8 in second term of elective

# HOSPITALITY

## Why Study Hospitality?

Hospitality is the ideal preparatory subject for students intending to study Hospitality Practices in senior school. It introduces students to all of the practical skills of the food service industry.

- Students should be able to become proficient in a range of practical cookery skills.
- Students should be able to become proficient in a range of practical restaurant skills including team work.
- Students should be able to become proficient in planning and organisation of functions.
- Students should be able to develop management and organisational skills.
- Students should be able to attain knowledge of the theory of cooking
- Students are prepared for entry into senior hospitality

## Home Work Requirements:

Practical cookery is a **compulsory** element of the course. Ingredients must be provided from home, so will incur expense each week.

## Recommended Compatible Senior Subjects

Students wishing to study Senior Hospitality are advised to study Year 10 Hospitality and first preference is given to these students when enrolling for Year 11.

**Future Perspective:** This subject is an important base for the hospitality industry

## Course Overview

Semester	Unit Description	Assessment
1	Introduction to Hospitality	Restaurant Soup Assignment and Practical Weekly Cookery
2	International Taste Sensations	Restaurant International Cookery Presentation Weekly Cookery



# EARLY CHILDHOOD

## Why Study Early Childhood?

Early Childhood is the ideal preparatory subject for students intending to study Early Childhood in senior school. It introduces students to practical skills of the industry.

- Students should be able to become proficient in a range of interpersonal skills relating to children.
- Students should be able to become proficient in a range of skills including team work.
- Students should be able to become proficient in planning and organisation of educational activities.
- Students should be able to develop management and organisational skills.
- Students should be able to attain knowledge of early childhood
- Students are prepared for entry into Senior Early Childhood

## Home Work Requirements:

Student assessment is mainly assignments that will be completed at home after working with the teacher in class.

## Recommended Compatible Senior Subjects

Students wishing to study Senior Early Childhood are advised to study Year 10 Early Childhood and first preference is given to these students when enrolling for Year 11.

**Future Perspective:** This subject is an important base for the growing Day Care industry.

## Course Overview

Semester	Unit Description	Assessment
1	Developmental Phases 0-5 years	Play Based Activity Assignment Journal – Development Menu for Day Care Program Plan Day Care Program

# TEXTILE DESIGN

## Why Study Textile Design

An understanding of Textiles and design is a very important skill for students wishing to go into any design course at a university level.

## Home Work Requirements:

Completion of various folio work and major task completion

## Recommended Compatible Senior Subject:

This subject leads into Year 11 and 12 Design.

## Future Perspective:

This subject prepares students for a variety of university courses such as product design or textiles. It gives them a basic understanding of sketching techniques, design principles and producing a product.

## Course Overview

Semester	Unit Description	Assessment
1 or 2	<ol style="list-style-type: none"><li>1. Folio</li><li>2. Upcycle Design</li></ol>	Students will prepare a design folio and a set of samplers for each unit to demonstrate their knowledge and understanding of the concepts of the design for each.

# DESIGN

## **Why Study Design**

An understanding of Design (how to read and interpret drawings) is a very important skill for any student wishing to go into architecture or any design course at a university level.

## **Home Work Requirements:**

Completion of various folio work.

## **Recommended Compatible Senior Subject:**

This subject leads into Year 11 and 12 Design (General Subject).

## **Future Perspective:**

This subject prepares students for a variety of university courses such as product design or Architecture. It gives them a basic understanding of sketching techniques, design principles and producing a product.

## **Course Overview**

<b>Semester</b>	<b>Unit Description</b>	<b>Assessment</b>
1 or 2	3. Desk lamp 4. Co2 dragster.	Students will prepare a design folio and a set drawings for each unit to demonstrate their knowledge and understanding of the concepts of the design for each.

# GRAPHICS

## Why Study Graphics

An understanding of Graphics (how to read and interpret drawings) is a very important skill for any student wishing to go into a manual trade or a more academic career in engineering, electronics, drafting or architecture.

## Home Work Requirements:

Completion of various classwork drawings on CAD. Students can get a free download of CAD by registering on the Student Autodesk website.

## Recommended Compatible Senior Subject:

This subject leads into Year 11 and 12 Design (General Subject) and Industrial Graphics Skills (Applied Subject).

## Future Perspective:

This subject prepares students for a variety of manual trades as well as a career in Drafting or Architecture. It gives them a basic understanding of reading plans and drawings and producing relevant drawings for each of the main topics.

## Course Overview

Semester	Unit Description	Assessment
1 or 2	<ol style="list-style-type: none"><li>1. Plane geometry</li><li>2. Pictorials/ 3D views /Orthographic projection</li><li>5. Architecture (house plan design)</li><li>6. Mechanical Drawing (Machine Part)</li><li>7. Wooden Toy Design project</li></ol>	Students will prepare a folio of set drawings for each unit to demonstrate their knowledge and understanding of the concepts for each.

# INDUSTRIAL TECHNOLOGY FURNISHING

## Why Study Industrial Technology Furnishing

This program offers students an introduction Construction/ Furniture Manufacture.

The focus of this subject during the semester is: -

- Occupational Health and Safety;
- workplace communications;
- basic hand skills and simple machining tasks; and
- safe and effective use of basic portable power tools and elementary static power machines, as would be found when working as an operative in the furnishing and construction industry.

## Home Work Requirements:

Occasional research tasks

## Recommended Compatible Senior Subject:

This subject is an introduction for Year 11 and 12 Furnishing Skills, Construction Skills. These are two year Applied courses that, upon passing, students will gain 4 QCE points.

## Future Perspective:

This subject prepares students for construction and cabinet making/furnishing trades. Students not looking for a trade will gain valuable skills with tools and be more self-sufficient in their future lives.

## Course Overview

Semester	Unit Description	Assessment
1 or 2	Unit 1- Folding camp stool (basic frame construction), OHS and basic hand tool knowledges.  Unit 2- Folding table. Construction skills, OHS and basic hand tool knowledges.	Practical assessment and students will complete a booklet relating to the project.

# INDUSTRIAL TECHNOLOGY MANUFACTURING

## Why Study Industrial Technology Manufacturing

This program offers students an introduction into metal fabrication.

The focus of this subject during the semester is:

- Occupational Health and Safety;
- workplace communications;
- basic hand skills and simple machining tasks; and
- safe and effective use of basic portable power tools and elementary static power machines, as would be found when working as an operative in the Metal working industry.

## Home Work Requirements:

Occasional research tasks

## Recommended Compatible Senior Subject:

This subject is an introduction for Year 11 and 12 Engineering Skills. This is a two year Applied course that, upon passing, students will gain 4 QCE points.

## Future Perspective:

This subject prepares students for metalworking trades. Students not looking for a trade will gain valuable skills with tools and be more self-sufficient in their future lives.

## Course Overview

Semester	Unit Description	Assessment
1 or 2	Unit 1- Desk plane. OHS and basic hand tool knowledges. Unit 2- Tool box. Construction skills, OHS and basic hand tool knowledges.	Practical assessment and students will complete a booklet relating to the project.

# **APPENDICES**

# QCE Attachment

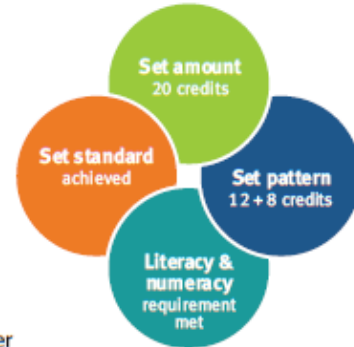
(taken from QCAA factsheet)

## About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

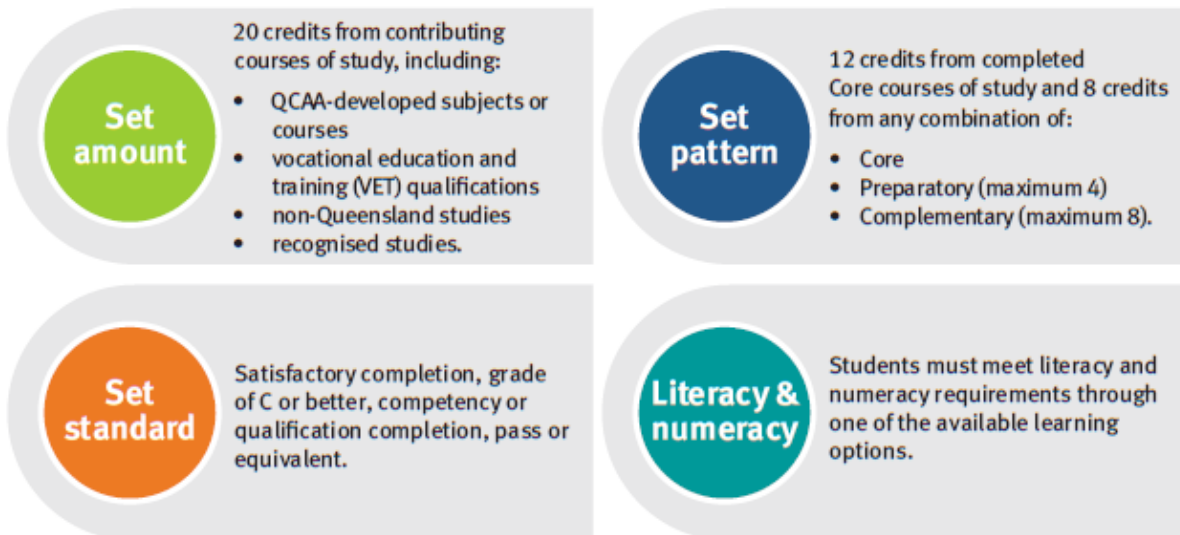
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



## QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



## More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au):

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.



## Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

### ● Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

### ● Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses <ul style="list-style-type: none"> <li>QCAA Short Course in Literacy</li> <li>QCAA Short Course in Numeracy</li> </ul>	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

### ● Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses <ul style="list-style-type: none"> <li>QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</li> <li>QCAA Short Course in Career Education</li> </ul>	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

## Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

### ● Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

### ● Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

# Changes to senior schooling in Queensland

Senior schooling in Queensland is changing to help give students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can still choose from a wide range of subjects and courses to suit their work and study goals. Assessment will change in QCAA General subjects, with the introduction of common external assessments.

From 2020, there will also be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC). Visit QTAC for details: [www.qtac.edu.au/for-schools/atar-information](http://www.qtac.edu.au/for-schools/atar-information).

## Senior Education Profile

Queensland students receive a Senior Education Profile from the QCAA when they complete Year 12. All students receive a statement of results, which is a transcript of their learning account. Eligible students also receive either a QCE or a QCIA. Students who are not eligible for the QCE at the end of Year 12 will continue to accrue credit and will receive an updated statement of results and a QCE when eligible.

### Statement of results

The statement of results is a transcript of a student's learning account. It shows all contributing studies and the results achieved.

### QCE

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

### QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

