

Course Information

for Year 10

2024



Craigslea

State High School

.... Educating Global Citizens

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Craig'slea
State High School



**Our Vision is for all Craig'slea students
to be active citizens in a
global society**

Guiding Principles

**Our school is driven by the belief that active citizens in a
global society are nurtured in a respectful
and dynamic learning culture**

Our Values



Learning

Our teaching promotes intellectual curiosity and encourages personal best



Respect

Our school community values the rights, safety and perspectives of others



Community

Our community partnerships enrich learning and the school experience

...Educating Global Citizens



Our Graduates will be:

Confident and curious learners



Active contributors to society



Honest and ethical



Respectful of the rights of diverse communities



Our Motto:

...Striving for Excellence

Dear Parents and Students



I am writing to provide you with information regarding the Year 10 course offerings and curriculum at Craig'slea State High School, as we embark on the senior phase of learning.

Considerable research and planning have been invested in the development of the curriculum offerings and course structures specifically designed for our Year 10 students. These offerings aim to equip them with the necessary academic rigor to transition successfully into Years 11 and 12. Additionally, our course selection provides a range of study options to cater to the diverse interests and abilities of our students, including academically advanced study opportunities.

We recognise that Year 10 is an exciting time for students as they commence the pivotal journey of their senior years in education. We believe that a strong partnership between students, parents, and the school is crucial in ensuring a successful planning process for their senior years. In the upcoming Semester Two, we will invite parents and students to attend a meeting at the school to discuss their Senior Education and Training Plan, enabling us to collectively chart a path towards their future goals.

At our school, we are committed to supporting all our students in progressing through their senior schooling education with success. We aim to assist students gain confidence in their ability to embrace lifelong learning and become active global citizens. Our dedicated Guidance Officer and Curriculum Heads of Department are available to provide professional advice and guidance to assist students in making informed choices for their future.

Our school community is fully dedicated to nurturing the academic and personal growth of each student. We are here to provide the necessary support, resources, and guidance to ensure their journey towards success.

If you have any questions or require further information, please do not hesitate to contact our school office at 3326 5222 or via email at admin@craigsleashs.eq.edu.au. We are always available to assist you in any way we can.

We look forward to collaborating with you and your student in creating a fruitful and rewarding senior schooling experience.

Yours sincerely

A handwritten signature in black ink, appearing to read "G Bryce".

Gavin Bryce
Principal

Introduction

The Senior School has been organised so that Year 10 students can commence their senior years of schooling from the start of Year 10. The Year 10 curriculum is designed to provide structure and support to assist students in working through a rich choice of foundation subjects.

During Year 10, students will be provided with subject options that are designed to aid in preparing students for specific subject choices in Years 11 and 12. Year 10 provides the unique opportunity of sampling Year 11 and Year 12 subjects in order to aid subject choices and completion in Years 11 and 12. To ensure students are equipped for success in Years 11 and 12, it is highly recommended that particular preparatory subjects are selected in order to achieve the best level of achievement possible. Results achieved by students at the end of Semester One Year 10 provide the guide for subject selections in Years 11 and 12.

Year 10 is aligned to the Senior Phase of Learning and is considered a 'readiness for Senior' year. This allows us to provide opportunities for students to:

- Consolidate their learning - ensuring they achieve literacy and numeracy requirements
- Undertake foundation subjects which will give them insight into whether they will be successful in these subjects in Years 11 and 12
- Reduce the risk of multiple subject changes in Years 11 and 12 and enhance opportunities for attainment of their Queensland Certificate of Education
- Achieve additional qualifications in Nationally Accredited courses.

Attendance

Every day counts at school. While most students attend school consistently, there is a small number of students who are absent from school without an acceptable reason and this may harm their education. Research shows that students with a high record of attendance are more likely to achieve high results in the future. Craigslea State High School has set a target for students to aim for a 95% attendance rate.

Planning Your Course of Study

In Year 10, students must study 6 subjects in each semester comprising:

- English
- Mathematics
- Science
- History (for one Semester)
- Foundation subjects - preparation for Years 11 and 12 subjects

Foundation subjects are designed to prepare students for senior General subjects. Foundation subjects may be offered for one or two semesters. Foundation units are academic in their nature, requiring regular study for success in Year 10 and beyond.

Vocational Education and Training (VET)

Year 10 students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

The value of recognised Vocational Education and Training programs for schools has become an integral part of a sound general education and as a means to help prepare young people for further education, training, employment, the world of work and more broadly, for life.

A broad definition of Vocational Education and Training in schools refers to a “structured sequence of training and education recognised within the National Training Framework”. Vocational Education and Training at Craigslea State High School has the following format:

- Students undertake recognised VET through co-operative arrangements with other VET providers
- The QCAA assumes responsibility in relation to accreditation, recognition and registration of VET programs in schools under delegation from Australian Skills Quality Authority
- Programs are available for students undertaking an approved apprenticeship or traineeship while studying for their QCE
- A full VET qualification is based on nationally endorsed competencies

Major Objectives of VET in Schools

Vocational Education and Training complements the existing general secondary studies to provide a broadened post-compulsory school curriculum that caters for a more diverse student cohort. The two options combine to maximise post-school pathways to employment, further education and training. VET provides students with practical, job-related skills along with the underpinning knowledge required for those skills.

Other objectives of Vocational Education and Training in schools include:

- The delivery of subjects that have recognised and valued outcomes
- Meeting the curriculum needs and interests of young people and making school learning experiences more relevant to their lives and aspirations
- To be regarded as part of the regular post-compulsory school curriculum and be valued along with all other post-compulsory school programs
- Helping to contextualise learning and reinforce general education outcomes
- Providing appropriate support measures and delivery structures to maximise vocational education and training participation opportunities for disadvantaged students and other agreed target groups
- Providing appropriate career education, guidance and counselling services to maximise pathways for students

Craigslea State High School's Vocational Education and Training courses concentrate on the entry-level component of each industry-related course. All courses can be used as pathways for further education. Details of the extent to which programs are offered are explained in the individual department section of this handbook and on the Craigslea State High School website: www.craigsleashs.qld.edu.au.

Craigslea State High School is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s from the course start date, and meeting all of their student responsibilities. Students who enter the course after the start date will have a negotiated package of units that will lead to a Statement of Attainment.

In the event of losing the specialist trainer, and the Registered Training Organisation being unable to obtain a suitable replacement, Craigslea State High School will, if possible, arrange for agreed training and assessment to be completed through another RTO. Fees may be incurred. Prior to the transfer to another RTO, affected students will be formally notified of the arrangements and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

Unique Student Identifier (USI)

The Australian Government requires all students studying Vocational Education and Training (VET) to have a Unique Student Identifier (USI). This includes students who are studying VET in schools. There is no cost to the student. The USI allows students to access their enrolment and achievement record for all VET learning online and no VET records will be lost. Students should record their USI and keep it handy and in a safe place.

Registered Training Organisations (RTOs) must have a valid USI for a student before issuing a qualification or statement of attainment. This includes school RTOs.

Further information on the USI can be accessed at:

About the USI	http://www.usi.gov.au/About/Pages/default.aspx
Student information	http://www.usi.gov.au/Students/Pages/default.aspx
USI Student portal	https://portal.usi.gov.au/student

School-Based Apprenticeships and Traineeships

A school-based apprenticeship or traineeship offers participants specialist training, qualifications and work experience in their chosen industry, whilst being paid. An apprentice/trainee is contracted to an employer (via a Training Agreement) for a period of time. During this time, the apprentice/trainee acquires the skills and competencies relevant to the occupation through a combination of on-the-job training, and completion of a training program.

The training program may be delivered either totally at the registered provider's facility, totally in the workplace or a combination of both. In return for the training wages received, the apprentice/trainee must work efficiently and co-operatively for the employer. Upon attainment of the competencies required, the apprentice/trainee will be issued with the appropriate qualification.

Enrolling in the Senior Phase of Learning

To enrol in the Senior Phase of Learning, students should:

- Undertake appropriate presentations by the Senior Schooling team to understand the requirements of achieving a QCE
- Complete their Senior Education and Training Plan online and attend an interview with a school representative and parent
- Complete the appropriate Subject Preference Form, adhering to prerequisite requirements.

Both parents and students should be aware that staffing realities might not allow us to proceed with all of our subject offerings. Some restrictions might apply on the numbers of students accepted into certain subjects. Subjects will not go ahead where viable class sizes cannot be formed. Should this situation occur, a student is required to choose an alternative subject.

Craigslea State High School is required to have qualified teachers and equipment to run VET courses. If the school loses access to these resources, we will make every attempt to provide students with alternative opportunities to complete the course and the related qualification.

Whilst these selections are not totally binding, they will form the basis for timetabling and staffing requirements. The possibility of responding to student-initiated change will become difficult, if not impossible, after the staffing needs are decided. It is imperative, therefore, that parents and students make carefully considered choices. It is equally important that the subject preference is submitted on time to ensure students are able to obtain their preferences.

Disclaimer:

The School ensures that the student's rights as consumers are protected and will make certain that the School systems are sufficient to support the provision of quality training, assessment and student services.

The school will ensure that students who are enrolled in a training package qualification, **unit of competency**, or an accredited course will complete the training and assessment as agreed. If circumstances arise, e.g. loss of a teacher and unable to obtain suitable replacement, the School's agreement must arrange for training and assessment to be completed by another suitable training organisation. Prior to the transfer to another RTO, affected students will be formally notified of the arrangements and an agreement to those arrangements, including any refund of fees associated, must be obtained.

Relevant Websites

- <https://myqce.qcaa.qld.edu.au/>
Gives students access to their learning account, results and provides links to other useful sites.
- <http://www.qcaa.qld.edu.au>
Provides a wide range of information such as subjects offered by the QCAA. It is worthwhile to look at the various areas on this site.
- <http://www.qtac.edu.au>
This provides useful information on planning ahead for tertiary study.

Recommended Websites

- <https://www.desbt.qld.gov.au/training>
Queensland's entry point to jobs, careers and training, apprenticeships and traineeships, and employment and training government assistance.
- <http://www.humanmetrics.com/>
Take the free personality type test to discover more about your personality. This type of information can be helpful in deciding what type of career or job you would be most suited to.
- www.myfuture.edu.au
Australia's National Career Information Service.
- <https://jobsearch.gov.au/>
Information on workforce and occupational characteristics.
- <https://joboutlook.gov.au/>
Information on careers and industries.

Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.

Overall Plan

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

- **you enjoy**
- **you have succeeded in previously**
- **reflect your interests and abilities**
- **help you reach your career and employment goals**
- **will develop skills, knowledge and attitudes useful throughout your life**

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain, it is important to select subjects that will keep several career options open to you.

Choosing Year 10 Semester Units

This school requires that you study a minimum number of semester units within Key Learning Areas. These semester units provide excellent foundation skills not only for your future career but also for your personal life.

You will also be able to choose from a range of semester units that are designed to develop your interests and practical skills.

Be Prepared to Ask for Help

If you need more help then seek it as it is important to have the right advice. Talk to your parents, teachers and our Guidance Officer. Look at the resources suggested previously. By doing this, you will feel more confident about your decisions and know that you're on the right track.

QCAA Year 10 Syllabus

English

- English

Health and Physical Education

- Health and Physical Education
- Health and Physical Education - Extension
- High Performance Volleyball

Mathematics

- Mathematics
- Mathematics Extension

Science

- Science
- Science Extension
- Introductory Biology
- Introductory Psychology
- Introductory Chemistry
- Introductory Physics

Social Sciences and Languages

- History
- Geography
- Japanese

Economics & Business & Digital Technologies

- Economics and Accounting Applications
- Enterprise and Innovation
- Introduction to Digital Solutions
- Digital Data Management

Design Technologies

- Food and Fibre - Being You
- Food and Fibre - A Sustainable World
- Food Specialisation - Making a Smart Food Choice
- Food Specialisation - Solving Food Problems

The Arts

- Dance - Taking a Stance
- Dance - Dance Down Under
- Drama - Drama in our Lives
- Drama - The World of Drama
- Media Arts - Introduction to Film
- Media Arts - Representations of Genre & Culture
- Music - Rock Music
- Music - Music on the Stage
- Signature Music - Orchestral Timbres
- Signature Music - Arranging
- Visual Arts - Australian Art and Design
- Visual Arts - Beyond Reality

Education Services

Design Technologies

- Graphical Communication
- Industrial Skills

English

Mandatory - Semesters One and Two

The Year 10 English Program balances and integrates the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Pathways

Students studying English will have the opportunity to study a General (English, English as an Additional Language or Literature) or Applied English (Essential English) subject in Years 11 and 12 depending on their Year 10 results.

Students need to obtain a B in both Semesters 1 and 2 in Year 10 in order to study a General subject. Students who obtain a C, who would like to study a General subject, may apply to the English Head of Department. All other students will take Essential English.

Structure

Topics			
This much is true: evaluating bias in documentaries <i>Evaluating bias in contemporary media texts</i> Students will watch and discuss a variety of documentaries addressing real world issues from a variety of perspectives Possible documentaries include , but are not limited to: <i>Supersize Me, Plastic Paradise, All of Us</i> and <i>That Sugar Film</i> .	A device to ignite the imagination: human experience in classic novels <i>Evaluating the human experience in literature</i> Students will read, analyse and evaluate a novel as well as a range of other texts (including poetry) that explore an issue based on human experience and/or interpersonal relationships. Possible novels include , but are not limited to: <i>To Kill a Mockingbird</i> and <i>Lord of the Flies</i> .	Smile and Be a villain: representations in Shakespeare <i>Evaluating representations within and across texts</i> Students will explore a range of Shakespearean texts to examine different representations of the bard's heroes and villains. Possible plays include , but are not limited to: <i>Romeo and Juliet, The Merchant of Venice</i> and <i>Othello</i> .	The Rise of Superheroes and their impact on Popular Culture <i>Creating narratives and evaluating personal style</i> Students will engage in a variety of contemporary literary texts (films, graphic novels, hybrid texts and comics) to understand the significance of narrative in shaping human experiences in both classic (myths and legends) and contemporary settings (comics and superheroes). Possible texts include , but are not limited to, <i>Marvel i.e. Black Panther, DC i.e. Wonder Woman, Batman</i> .

Assessment

Assessment is continuous over the two semesters of Year 10

Students will complete Written and Spoken tasks with some tasks written under test conditions

Mathematics

Mandatory - Mathematics or Mathematics Extension

Mathematics focuses on the development of a student's knowledge and his/her application of this knowledge in a range of situations, from real life to purely mathematical. Two important outcomes from this course are:

- Acquisition of mathematical knowledge required to move towards independent living; and
- Development of mathematical knowledge to move towards the final two years of study in Mathematics.

In Year 10 Mathematics, students will be involved in a course of study focused on:

- knowledge for good citizenship
- pathways and the necessary skills for their vocational needs in the short and long term
- knowledge for their final two year course of study in Mathematics
- assessment skills for their study of senior Mathematics

This course is aimed for students choosing General Mathematics or Essential Mathematics in Years 11 and 12.

Students must achieve a C in one semester of Senior Mathematics in order to achieve the numeracy component of the QCE.

Pathways

Students studying Mathematics will have the opportunity to study either General Mathematics or Essential Mathematics in Years 11 and 12. These students will have the opportunity to revisit skills needed in the above programs but will not have the opportunity of experiencing the extended topics required in the study of Mathematical Methods or Specialist Mathematics.

Structure

The topics in this stream of Mathematics are to help students who need some extra development in some areas, including:

Topics
<ul style="list-style-type: none"> • Number and Algebra • Measurement and Geometry • Statistics and Probability

Assessment

Assessment Item	Time
<ul style="list-style-type: none"> • Mid-semester test • Assignment • End Semester Test 	<ul style="list-style-type: none"> • 70 minutes • 3 - 4 weeks duration • 70 minutes

Note: This assessment is different from Mathematics Extension and the structure of the assessment within the semester is yet to be confirmed.

Mathematics

Mathematics Extension

Mandatory - Invitation Only

Mathematics focuses on the development of a student's knowledge and their application of this knowledge in a range of situations from real life to purely mathematical. Two important outcomes from this course are:

- Acquisition of mathematical knowledge required to move towards independent living; and
- Development of mathematical knowledge to move towards the final two years of study in Mathematics.

In Mathematics Extension, students will be involved in a course of study focused on developing:

- skills to study and achieve in future academic Mathematics
- knowledge for good citizenship
- pathways and the necessary skills for their vocational needs in the short and long term
- knowledge for their final two year course of study in Mathematics
- assessment skills for their study of senior Mathematics

This course is aimed for students choosing Senior Mathematics Methods or Specialist, with students choosing General Mathematics being well prepared for their course as well in Years 11 and 12.

Students must achieve a C level of achievement in one semester of Senior Mathematics in order to achieve the numeracy component of the QCE.

Pathways

Students studying Mathematic Extension will have the opportunity to study either Mathematical Methods or Specialist Mathematics (or both) in Years 11 and 12 depending upon their Year 10 results. It is anticipated that students wishing to study Mathematical Methods or Specialist Mathematics will study this subject.

Structure

The topics in this stream of Mathematics are for students who are reasonably successful at mathematics and wish to develop their skills for future study in Years 11 and 12. Students performing well in mathematics will be offered this stream.

Topics			
• Trigonometry	• Algebra	• Plane Shapes	• Subject of Formulae
• Measurement	• Surds	• Analytical Geometry	• Ratio and Rates
• Probability	• Index Laws		

Assessment

• Knowledge and Procedures	• Modelling and Problem Solving
Assessment Item	Time
• Mid-semester test	• 70 minutes
• Assignment	• 4 weeks duration
• End Semester Test	• 70 minutes

Note: This assessment is different from standard Mathematics and the structure of the assessment within the semester is yet to be confirmed.

Social Sciences and Languages

History - The Modern World and Australia

Mandatory - Semester One or Two

History is a mandatory Social Sciences subject that Year 10 students must complete, either in Semester 1 **or** 2.

This subject follows the *Australian Curriculum: History* and builds on the Historical Knowledge & Understandings and Historical Skills learnt in Years 7, 8 and 9 History.

The Year 10 History curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

Key Inquiry Questions

- What were the consequences of World War II and how did these consequences shape the modern world?
- What was the origin and significance of human rights, as well as the background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms in Australia since 1945?

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of historical sources.

Pathways

Students who successfully complete a course of History at this level will gain invaluable training in written expression, and use of sources. They will also gain experience in conducting research, as well as using all available print and electronic sources. Finally, they will be well-placed to select one of the four senior Social Sciences subjects i.e. Ancient History, Modern History, Philosophy and Reason, and Tourism.

Structure

Topics
<ul style="list-style-type: none">• World War II (1939 - 1945)• Rights and Freedoms (1945 - Present)

Assessment

Type
<ul style="list-style-type: none">• Short Responses to Historical Sources (online)• Research: Written Assignment• Extended Response to Historical Sources

Social Sciences and Languages

Geography

Elective - Semester One or Two

Prerequisite: A minimum of C in Year 9 History is recommended.

Geography is an elective Social Sciences subject that Year 10 students choose to complete, either in Semester 1 **or** 2. Students can also choose to study **both** Geography and History in Year 10.

This subject follows the *Australian Curriculum: Geography* and builds on the Geographical Knowledge & Understandings and Geographical Inquiry and Skills learnt in Year 7, 8 and 9 Geography.

The Year 10 Geography curriculum provides a study of Environmental change and management, and Geographies of human wellbeing. Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places.

Key Inquiry Questions

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of **inquiry questions** and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Pathways

Students who successfully complete a course of Geography at this level will gain invaluable training in written expression, use of sources. They will also gain experience in conducting research, using all available print and electronic sources. Finally, they will be well-placed to select one of the four senior Social Sciences subjects i.e. Ancient History, Modern History, Philosophy and Reason, and Tourism.

Structure

Topics
<ul style="list-style-type: none"> • Geographies of human well being • Environmental change and management

Assessment

Type
<ul style="list-style-type: none"> • Short Response Exam • Response to Stimulus Exam • Research Report

Social Sciences and Languages

Japanese

Elective

Prerequisite: A minimum of C in Year 9 Japanese is recommended.

Learning a language other than English enables a person to communicate across cultures and races and to appreciate that cultures have different ways of perceiving and expressing reality. An appreciation and understanding of cultural, linguistic and racial diversity, both within Australia and on a global level, enriches life. The study of Japanese will enable students to gain an understanding of one of Australia's closest neighbours and a major trading partner.

This subject follows the Australian Curriculum: Japanese builds on using languages for communication purposes and analysing language and culture.

Pathways

Students who have learnt another language have employment and travel opportunities available to them as post-school options in the competitive, international world. Employment overseas is a reality for today's language students.

Structure

Semester 1 Topics - Work

- What is advertising?
- What is the best job in the world?

Semester 2 Topics - Lifestyles

- What is environmental conversation?
- How do youth subcultures represent themselves?

Assessment

Tasks are designed to assess the Four Macro Skills of:

Semester 1: Japanese - Work

- Collection of Work: reading, analysing
- Collection of Work: speaking, analysing

Semester 2: Japanese - Lifestyles

- Collection of Work: speaking, analysing, reflecting
- Collection of Work: speaking, reflecting

Economics & Business, & Digital Technologies

Economics and Accounting Applications

Elective - Semester One

Students will:

- explain links between economics performance and standard of living, through investigating different countries and their access to resources.
- present reasoned arguments for how different scenarios impact economies including natural disasters and current affairs.
- apply accounting processes to prepare financial statements.
- analyse business and economic performance using a range of data.

Running a successful business and developing an understanding of society means that you must be constantly monitoring the world and your own financial position. To assess performance, it is important students can understand economic indicators and how financial transactions are recorded and reported upon.

In this unit students will be introduced to basic economics theories and the accounting process.

Pathways

Pathway to Senior Subjects: this unit is strongly recommended if you intend studying the senior General subjects of Accounting and Economics.

This unit is recommended as a desirable foundation if you are interested in the General subjects of Business, Legal Studies or the Applied subject of Business Studies in Years 11 and 12.

Structure

Topics		
<p>The role of the government in the economy</p> <ul style="list-style-type: none"> • Standard of living in countries • Economic growth • Economics indicators (GDP, Inflation, Employment) • How current topics are impacting economies • How governments can impact economies 	<p>Financial Statements</p> <ul style="list-style-type: none"> • Accounting concepts <ul style="list-style-type: none"> - Revenues, Expenses - Asset, Liabilities - Owner's Equity • Preparing Financial Statements and Profitability Ratios • Analysing Financial Statements to determine profitability • Preparing Reports and providing recommendations 	<p>The accounting process</p> <ul style="list-style-type: none"> • Nature of Accounting • Transaction Analysis • General Journal • General Ledger • Trial Balance • Financial Reports • Analysing Performance

Assessment

A range of assessment techniques will be used to determine a student's achievement level.

Assessment techniques include:	
• Combination Response Exam	• In-class Assignment

Economics & Business, & Digital Technologies

Enterprise and Innovation

Elective - Semester Two

Students will:

- Identify and explain business characteristics including factors that influence consumer decisions, for example consumer demographics and needs/wants, price, marketing of products, products and distribution.
- Explain the business lifecycles and how business operations adapt to changing consumers and business needs.
- Analyse businesses and their environment using analytical tools.
- Develop a business plan and applying their knowledge of all facets of business to develop a pitch and make major business decisions.

Starting a new enterprise is risky business. The journey is fraught with hazards and the rate of failure increases for the uneducated. This unit will allow students to analyse businesses and develop the skills needed to be a successful entrepreneur.

Students will be challenged through the examination of contemporary issues in business and economic activities.

Pathways

Pathway to Senior Subjects: This unit is strongly recommended if you intend studying the senior General subject Business.

This unit is recommended as a desirable foundation if you are interested in the General subjects of Economics, Legal Studies or Accounting or the Applied subject of Business Studies in Years 11 and 12. Partnerships: School-based traineeships.

Structure

Topics	
<ul style="list-style-type: none"> • Real world Case Studies • Key business functions (marketing, finance, operations and HR) • Business structures and legal ownership structures • Stakeholders in business • Business Lifecycle from seed stage to post maturity stage • External business environment • SWOT Analysis • Organisational culture 	<ul style="list-style-type: none"> • Entrepreneurship focus • Creation of a business and developing a business plan and pitch including: <ul style="list-style-type: none"> - Marketing – branding, product development and promotion - Financing options for product development (debt vs equity) - Pricing strategies for the market - Product distribution

Assessment

A range of assessment techniques will be used to determine a student's achievement level.

Assessment techniques may include:

• Combination Response Exam	• Multi-Modal and Written Report
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Economics & Business, & Digital Technologies

Introduction to Digital Solutions

Elective - Semester One

In Introduction to Digital Solutions, students learn about algorithms, code and user interface by generating digital solutions to problems. They develop creative problem-solving, critical thinking, effective communication skills and collaborative techniques. Students understand the personal, local and global impact of computing and the issues associated with the ethical integration of technology into our daily lives.

Students engage in practical problem-based learning that enables them to explore and develop ideas, generate digital solutions and evaluate impacts, inputs processes and solutions. They understand that solutions enhance their world and benefit society. Students analyse problems and apply computational, design and system-thinking processes to structure and model digital solutions.

Pathways

This unit is **strongly recommended** if you intend studying the General subject Digital Solutions in Years 11 and 12 or Certificate III Aviation (Remote Pilot) AV130419.

Structure

Topics
<p>Students may investigate a range of topics including:</p> <ul style="list-style-type: none"> Social and Ethical Implications of Technology where students examine various aspects of modern day life and comment on how they are affected by the growth of technology Digital Problem Solving Process which involves students developing a solution which could solve a real world problem via a variety of digital mediums Webpage Production which involves the creation of responsive webpages including, but not limited to HTML & CSS Program Development where students will learn the principles of computer programming. Students use object oriented programming language and undertake a variety of projects.

Assessment

Assessment tasks may include:		
• Collaborative projects	• Assignments	• Examinations

Economics & Business, & Digital Technologies

Digital Data Management

Elective - Semester Two

This course of study has been developed using the Australian Curriculum learning area:

- Technologies – Digital Technologies.

Students will:

- plan and manage projects using a collaborative approach; for example, use software to record and monitor project tasks, responsibilities and timeframes
- respond to user feedback
- identify risks and consider safety and sustainability

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as precisely and accurately describing problems and generating a solution. Why have a lightning speed computer and not use it effectively? It emphasises the importance of computer related skills and raises the level of competence in related technologies. Multiple opportunities will be provided to have varied learning experiences in computer technology. Students will benefit from the practical nature of the course, being able to utilise knowledge and skills in other subject areas and enhance their future vocational options.

Pathways

Pathway to Senior Subjects: This subject is recommended as a desirable foundation if you are interested in the General subject of Business, Diploma of Business and the Applied subjects of Information and Communication Technologies or Business Studies in Years 11 and 12.

Structure

Topics	
<ul style="list-style-type: none"> Define business problems Develop techniques for acquiring, storing and management of data from a range of sources 	<ul style="list-style-type: none"> Apply the principles and elements of design to user's requirements to create solutions Evaluate success of solutions

Assessment

To cater for all learning styles, a variety of assessment techniques will be used, including		
<ul style="list-style-type: none"> Tests 	<ul style="list-style-type: none"> Assignments 	<ul style="list-style-type: none"> Class project work

Design Technologies

Food and Fibre - Being You

Elective - Semester One

This course of study comes under the Australian Curriculum Learning area of Technologies - Design Technologies.

This is a dynamic subject that has a focus on food and fibre (textiles) production based around the central theme YOU and how food and fibre impacts the individual, constantly responding to changes in society to provide a course that is relevant and important to all students. It is essentially a field of applied study which draws selectively from areas such as preferred futures, design solution, social sustainability and life-cycle thinking.

Participating in this course of study, students will be engaged in a learning environment that promotes social awareness, critical and creative thinking, increasing confidence, independence and collaboration. Course structure is 6 weeks with a food focus and 14 weeks with a textile focus.

This will be achieved through practical and theoretical engagement to produce quality products.

Pathways

The study of Food and Fibre in Year 10 is highly desirable prior to enrolment in Certificate III Hospitality.

Structure

Topics

Students will:

- critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for globally preferred futures and the complex design and production processes involved; and
- investigate contemporary issues relating to you as an individual and the impact it has on their development and environment around them.

The focus of this unit is to foster an understanding of issues that you as an individual experience. Students will be active citizens within a global society by working with a focus on how your needs are met with a focus on fibre and food.

Please Note: The school will be **providing all the ingredients and textiles for class apart from what your child has decided they want to add as extras**. This will be their decision to vary the recipe, we will also do our best to cater for dietary issues that are medical requirements. **Assessment practical cookery ingredients will have to be provided by you. Workplace Health and Safety requires students to wear shoes with impervious uppers and behave in a safe and responsible manner at all times. Full participation in all activities is an essential requirement of the course.**

Assessment

Assessment tasks may include:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> Design Brief - to solve a design problem (food) | <ul style="list-style-type: none"> Design Brief - to solve a design problem (textiles) | <ul style="list-style-type: none"> Short and extended responses |
|---|---|--|

Design Technologies

Food and Fibre - A Sustainable World

Elective - Semester Two

This course of study comes under the Australian Curriculum Learning area of Technologies - Design Technologies.

This is a dynamic subject that has a focus on **food and fibre (textiles) production** based around the central theme of “**sustainability**”. The focus will be on **food and fibre** in a sustainable context, constantly responding to changes in society, to provide a course that is relevant and important to all students. It is essentially a field of applied study which draws selectively from areas such as preferred futures, design solution, social sustainability and life-cycle thinking.

Participating in this course of study students will be engaged in a learning environment that promotes social awareness, critical and creative thinking, increasing confidence, independence and collaboration. Course structure is 6 weeks with a food focus and 14 weeks textile focus.

This will be achieved through practical and theoretical engagement to produce quality products.

Pathways

The study of Food and Fibre in Year 10 is highly desirable prior to enrolment in Certificate III Hospitality.

Structure

Topics

This unit examines how we use our resources today. Students will investigate and make judgments on the ethical and sustainable production and marketing of food and fibre.

Skills are developed with an understanding, explaining the consequences of social, ethical and sustainability decisions for products, services and environments.

Please Note: The school will be **providing all the ingredients and textiles for class apart from what your child has decided they want to add as extras**. This will be their decision to vary the recipe, we will also do our best to cater for dietary issues that are medical requirements. **Assessment practical cookery ingredients will have to be provided by you. Workplace Health and Safety requires students to wear shoes with impervious uppers and behave in a safe and responsible manner at all times. Full participation in all activities is an essential requirement of the course.**

Assessment

Assessment tasks may include:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> Design Brief - to solve a design problem (food) | <ul style="list-style-type: none"> Design Brief - to solve a design problem (textiles) | <ul style="list-style-type: none"> Short and extended responses |
|---|---|--|

Design Technologies

Food Specialisation - Making a Smart Food Choice

Elective - Semester One

This course of study comes under the Australian Curriculum Learning area of Technologies - Design Technologies.

This is a dynamic subject that has a focus on **food skills and food production**.

Making a Smart Food Choice will focus on **food specialisation**, constantly responding to changes in society to provide a course that is relevant. Students will conduct sensory assessment testing of a range of foods to determine how these characteristics might be used to enhance food solutions.

Participating in this course of study, students will be engaged in a learning environment that promotes social awareness, critical and creative thinking, and increases confidence, independence and collaboration.

This will be achieved through practical and theoretical engagement to produce quality products.

Pathways

The study of Food Specialisation in Year 10 is highly desirable prior to enrolment in Certificate III Hospitality.

Structure

Topics

This unit extends students' abilities in practical skills, analysing the relationship between materials of properties, forces and safety, focus on food. Students will undertake investigations into issues that affect our foods and how this impacts on food decisions. They will design, produce and present food products for a target market.

Students will:

- investigate and produce innovative food products that reflect commercial standards
- use a range of methods to make judgments about the feasibility and community acceptance of their products

Please Note: The school will be **providing all the ingredients for class cookery lessons apart from ingredients your child has decided they want to add as extras**. This will be their decision to vary the recipe, we will also do our best to cater for dietary issues that are medical requirements. **Assessment practical cookery ingredients will have to be provided by you.** Workplace Health and Safety requires students to wear shoes with impervious uppers and behave in a safe and responsible manner at all times. Full participation in all activities is an essential requirement of the course.

Assessment

Assessment tasks may include:

- | | |
|--|--------------------------------|
| • 2 x Design Briefs - solving a design problem | • Short and extended responses |
|--|--------------------------------|

Design Technologies

Food Specialisation - Solving Food Problems

Elective - Semester Two

This course of study comes under the Australian Curriculum Learning area of Technologies - Design Technologies.

This is a dynamic subject that has a focus on **food production skills and presentation**.

Solving Food Problems will focus on the **specialisation** of food, while constantly responding to changes in society to provide a course that is relevant and important to all students.

Through participation in this course of study, students will be engaged in a learning environment that enables the critiquing of the product manufacturing process in relation to society, ethics, and sustainability factors. Students work independently and collaboratively, developing creative thinking, while increasing their confidence and independence.

This will be achieved through practical and theoretical engagement to produce quality products.

Pathways

The study of Food Specialisation in Year 10 is highly desirable prior to enrolment in Certificate III Hospitality.

Structure

Topics

This unit enables students to acquire and further develop practical skills and experience that will serve as a foundation for further study associated with Hospitality Practices.

Students will:

- identify appropriate tools, equipment, techniques and health and safety procedures for each process, and evaluate production processes for accuracy, quality, safety and efficiency;
- make quality products that meet detailed specification; and
- negotiate and refine production procedures.

Please Note: The school will be **providing all the ingredients for class cookery lessons apart from ingredients your child has decided they want to add as extras**. This will be their decision to vary the recipe, we will also do our best to cater for dietary issues that are medical requirements. **Assessment practical cookery ingredients will have to be provided by you.** Workplace Health and Safety requires students to wear shoes with impervious uppers and behave in a safe and responsible manner at all times. Full participation in all activities is an essential requirement of the course.

Assessment

Assessment tasks may include:

- 2 x Design Briefs - solving a design problem
- Short and extended responses

Design Technologies

Graphical Communication

Elective - Semesters One and/or Two

Graphical Communication is a course of study derived from Design Technologies in the Australian Curriculum that provides an opportunity for students to gain an understanding of graphical communication and design across a broad spectrum of applications. The course draws upon the elements and principles of graphical communication and elements of presentation. Students learn the skills, methods and processes that form the knowledge of communicating through graphical imagery.

Graphical Communication contributes to the development of technological literacy and develops the communication and problem-solving skills required for a large number of educational and vocational aspirations. Through the structured medium of visual imagery, students learn to communicate and express information with clarity and precision.

Pathways

This unit is beneficial for students who are interested in Design, Engineering, Industrial Graphics Skills and Industrial Technology Skills courses. It is strongly recommended (but not essential) that students have completed at least one Design Technologies - Graphical Communication unit in Year 10 before enrolling in Senior Design or Engineering.

The study of Years 11 and 12 Design provides a solid foundation for careers in industrial design, graphic design, architecture and drafting. This study has developed from technical drawing through art and animation into 3D modelling and video, which are vital components in many professions and vocations.

To pursue Design in Years 11 and 12, it is a prerequisite to achieve a strong C in Year 10 English.

To pursue Engineering in Years 11 and 12, it is a prerequisite to achieve a strong C in Year 10 English and Science and a B in Maths.

Structure

Topics

In this unit, students are introduced to modern graphical techniques (including the use of 2D / 3D computer graphics software) that will enable them to develop, illustrate, package and promote their own design ideas.

The main focus in this unit relates to product design and the development of new design possibilities. Students are given a situation and design brief (i.e. a design problem) and they will research existing products, sketch and develop new alternatives, select the most appropriate design outcome, and generate a series of 2D and 3D drawings (e.g. orthographic projections, section views, detailed drawings, assemblies, exploded views, rendered pictorials etc.).

Students are exposed to modern, industry standard Computer Aided Design (CAD) software in well-equipped computer laboratories. Software utilised includes AutoCAD, Inventor and Revit. The addition of prototyping using technologies such as 3D Printing and laser cutting is also utilised in the year 10 Graphics Program.

The contexts and design situations experienced in Graphical Communication (Semester 1) are different from the contexts and design problems experienced in Graphical Communication (Semester 2).

Assessment

Assessment tasks in Graphical Communication include:

- Class work folio
- Industrial Design (Folio)
- Built Environment (Folio)

Design Technologies

Industrial Skills

Elective - Semesters One and/or Two

Industrial Technology and Design is a course of study derived from Design Technologies in the Australian Curriculum that provides an opportunity for students to develop design and production skills in working with natural and synthetic materials, tools, machines, equipment and related technology.

Students are required to comply with Workplace Health and Safety regulations at all times. They must wear shoes with impervious uppers, and it is recommended that an apron is also worn during workshop activities. The school provides other protective clothing and equipment required in accordance with legislative requirements.

Pathways

It is very strongly recommended that students have completed at least one Industrial Technology and Design unit in Year 9 and/or Year 10 before enrolling in Years 11 and 12 Industrial Technology Skills.

Students who may be considering undertaking a School-Based Apprenticeship or Traineeship (SAT) in any trade-related area (e.g. carpentry, cabinet making, etc.) in the future will also benefit from studying this unit.

Structure

Topics

Students engaged in Industrial Technology and Design will develop their ability to design products and generate and organise ideas. Students investigate and document design aspects (e.g. function, possible construction methods, possible materials, ergonomics etc.), generate multiple design solutions, select and justify their choice of a final design solution, and ultimately manufacture products / artefacts that satisfy the given design situation and brief. Students are also required to evaluate the effectiveness of their products / artefacts.

Elements of safe working practices in the use of tools and machinery (both fixed and portable) are continually examined and reinforced. Students are also introduced to the practices and methodology of undertaking safe working risk assessments.

The addition of prototyping using technologies such as 3D Printing and laser cutting is also available in the year 10 Industrial Design and Technology program.

The contexts and design situations experienced in Industrial Technology and Design (Semester 1) are different from the contexts and design problems experienced in Industrial Technology and Design (Semester 2).

Assessment

Assessment tasks in Industrial Technology and Design include:

- | | |
|--|----------------------------|
| • Demonstration of Production Skills in Practical Projects | • Design Processes Booklet |
|--|----------------------------|

Health and Physical Education

Mandatory - Semester One or Semester Two

Health and Physical Education is offered in Semester One or Semester Two Year 10 as a mandatory subject for all students.

Students are involved in various physical activities and investigate ethical decision-making and the history and culture of sport in this country. Students also have practical exposure to basic first aid procedures through completion of the CPR for Life program at the end of each semester.

Prerequisites

There are no prerequisites for mandatory Year 10 HPE. However, for students wanting to study HPE Extension in Semester 2, satisfactory levels of achievement, effort and behaviour are required in the previous mandatory HPE unit studied.

Pathways

An ideal subject for preparation for senior Physical Education, Sport and Recreation and / or Certificate III - Fitness. **To pursue Physical Education in Years 11 and 12, it is a prerequisite to achieve a strong C in Year 10 English.**

Structure

Topics	
Theoretical Elements:	Practical Elements
<ul style="list-style-type: none"> CPR for Life Ethical Decision-Making History and Culture of Sport 	<ul style="list-style-type: none"> Racquet Sports Ultimate Disc

Assessment

A student's achievement in this subject will be judged against the Year 9/10 achievement standard for Health & Physical Education		
Assessment Includes:		
<ul style="list-style-type: none"> Extended Response Essay 	<ul style="list-style-type: none"> Take-Home Exam 	<ul style="list-style-type: none"> Practical Performance

Health and Physical Education

Health and Physical Education - Extension

Elective - Semester Two

Health and Physical Education - Extension is offered in Semester Two Year 10 and continues the theme of preparing students for entry into General Physical Education.

Pathways

An ideal subject for preparation for senior Physical Education, Sport and Recreation and / or Certificate III - Fitness. Health and Physical Education - Extension contains theoretical elements that provide foundation knowledge for the study of General Physical Education in a senior course of study. This foundation knowledge is based around a student's ability to analyse and evaluate information and to be able to make informed decisions with thorough justification.

Prerequisites

To study HPE-Extension, students must have satisfactory levels of achievement, effort and behaviour in the previous HPE unit studied. Furthermore, to access senior Physical Education in Years 11 and 12, it is a prerequisite to have achieved a C in this subject and English.

Structure

Topics	
Theoretical Elements:	Practical Elements:
<ul style="list-style-type: none"> • Biomechanics • Sports Psychology 	<ul style="list-style-type: none"> • Touch • Water Polo

Assessment

Students will be assessed on their ability to:

- **Recognise** and **explain** movement concepts and principles about **movement**
- **Demonstrate specialised movement sequences** and **movement strategies**
- **Apply** concepts to specialised movement sequences and movement strategies
- **Analyse** and synthesise **data** to **devise** strategies about movement
- **Evaluate** strategies about and in movement
- **Justify** strategies about and in movement

Theoretical - Essay exam and multi-modal assessment

Performance - Skills performance and game play

Health and Physical Education

High Performance Volleyball

Elective - Semester One

Invitation Only

Health and Physical Education - High Performance Volleyball (HPV) is offered as an invitation only subject.

Students study the health-related benefits of physical activity as well as investigate ethical decision-making and sports psychology.

Pathways

An ideal subject to prepare students for senior Physical Education.

Students wishing to pursue Physical Education in Years 11 and 12, should be attaining a strong C in Year 10 English to cope with the writing demands of this senior subject as well as selecting the HPE – Extension course in Semester 2.

Structure

Topics	
Theoretical Elements:	Practical Elements:
<ul style="list-style-type: none"> Ethical Decision-Making Sports Psychology 	<ul style="list-style-type: none"> Volleyball

Assessment

A student's achievement in this subject will be judged against the Year 10 achievement standard for Health and Physical Education.

Assessment includes:		
<ul style="list-style-type: none"> Investigation Report 	<ul style="list-style-type: none"> Examination 	<ul style="list-style-type: none"> Practical Performance

Science

Mandatory - Semester One and Two

(Except for those students who study Science Extension in Semester One and any Science Elective(s) in Semester Two.)

In Year 10, students study the Australian Curriculum for Science. They build on the work covered in Year 9 Science and have the opportunity to experience some of the fundamental core skills that are essential in Senior Biology, Chemistry, Physics, Psychology and Science in Practice. Some of these core skills include designing and performing experiments; collecting and analysing data; drawing evidence-based conclusions; evaluating the validity and reliability of claims made in secondary sources; solving problems; explaining and predicting phenomena; applying scientific knowledge to new situations and events; and, communicating ideas and information for specific purposes.

Pathways

A student who achieves an 'A' or 'B' in Year 10 Mandatory Science in Semester 1 should consider studying one or more of the following Science subjects in Semester 2: Introductory Biology, Introductory Chemistry or Introductory Physics. They may also consider studying Introductory Psychology alongside Science in Semester 1. These electives provide an excellent introduction to the academic demands of Biology, Chemistry, Physics and Psychology in Year 11 and 12.

The Year 10 Mandatory course in Semester 2 is for students who may be intending to study Science in Practice in Year 11 and 12. Science in Practice is a subject that covers four science disciplines - Biology, Chemistry, Physics, and Earth and Environmental Science. It can be used as a basis for further education and employment in fields such as animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research and the resources sector.

Course Structure

Topics
<ul style="list-style-type: none"> Chemistry Physics Biology Earth and Space Science

Assessment

Assessable elements include:	Assessment Instruments	
<ul style="list-style-type: none"> Science Understanding and Science Skills 	<ul style="list-style-type: none"> Examinations Research Assignment 	<ul style="list-style-type: none"> Student Experiment Data Test

Science

Science Extension

Invitation Only - Semester One

This enrichment course is for students who have a strong interest and high achievement in Science, English and Mathematics in Year 9. Students will study the Australian Curriculum for Science, and will experience learning above and beyond this curriculum framework. It is expected that students cover the core content for each term; however, this class will do so at a faster pace, leaving time for study of high level concepts which will enhance those skills required for the study of Senior Physics and Senior Chemistry, and to some extent Senior Biology and Senior Psychology. This course can be studied in Semester 1 only.

Pathways

A student who achieves a 'C' or higher in Year 10 Science Extension should consider studying one or more Year 10 Science electives in Semester 2: Introductory Biology, Introductory Chemistry or Introductory Physics. They may also consider studying Introductory Psychology alongside Science Extension in Semester 1. These electives provide an excellent introduction to the academic demands of Biology, Chemistry, Physics and Psychology in Year 11 and 12.

Course Structure

Topics
<ul style="list-style-type: none">ChemistryPhysics

Assessment

Assessable elements include:	Assessment Instruments
<ul style="list-style-type: none">Science Understanding and Science Skills	<ul style="list-style-type: none">Student ExperimentData TestExamination

Science

Introductory Biology

Elective - Semester Two

This course is designed to give students a general introduction to the academic demands of Biology in Year 11 and 12, thus enabling them to make an informed choice regarding their aptitude for and level of interest in this subject. This course can be studied in Semester 2 only.

This course will also include a 3 day field trip to Double Island Point where students will collect and analyse data related to different ecosystems.

Pathways

It is strongly recommended that students intending to study Biology in Year 11 and 12 select this course. A student who achieves at least a 'C' in Introductory Biology should consider studying Biology in Year 11 and 12.

Biology is a subject suited to students who are interested in tertiary studies and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Course Structure

Topics
<ul style="list-style-type: none"> Ecology Genetics and Evolution

Assessment

Assessable elements include:	Assessment Instruments
<ul style="list-style-type: none"> Science Understanding and Science Skills 	<ul style="list-style-type: none"> Student Experiment Data Analysing from Field Study Examination

Science

Introductory Psychology

Elective - Semester One

This course is designed to give students a general introduction to the academic demands of Psychology in Year 11 and 12, thus enabling them to make an informed choice regarding their aptitude for and level of interest in this subject. This course can be studied in Semester 1 only.

Pathways

It is strongly recommended that students intending to study Psychology in Year 11 and 12 select this course. A student who achieves at least a 'C' in Introductory Psychology should consider studying Psychology in Year 11 and 12.

Psychology is a subject suited to students who are interested in tertiary studies and employment in the fields of counselling, social work, health, law, business, marketing, education and human resources.

Course Structure

Topics
<ul style="list-style-type: none"> Research methods The brain and memory Stress, psychological disorders and treatments

Assessment

Assessable elements include:	Assessment Instruments
<ul style="list-style-type: none"> Science Understanding and Science Skills 	<ul style="list-style-type: none"> Data Test Student Experiment Examination

Science

Introductory Chemistry

Elective - Semester Two

This course is designed to give students a general introduction to the academic demands of Chemistry, thus enabling them to make an informed choice regarding their aptitude for and level of interest in this subject. This course can be studied in Semester 2 only.

Pathways

It is strongly recommended that students intending to study Chemistry in Year 11 and 12 select this course. A student who achieves at least a 'C' or better in Introductory Chemistry should consider studying Chemistry in Year 11 and 12.

Chemistry is a subject suited to students who are interested in tertiary studies and employment in the fields of medicine, pharmacy, sports science, forensic science, environmental science and engineering.

Course Structure

Topics
<ul style="list-style-type: none"> Stoichiometry and Chemical Reactions Analytical Chemistry

Assessment

Assessable elements include:	Assessment Instruments
<ul style="list-style-type: none"> Science Understanding and Science Skills 	<ul style="list-style-type: none"> Research Investigation Examination

Science

Introductory Physics

Elective - Semester Two

This course is designed to give students a general introduction to the academic demands of Physics in Year 11 and 12, thus enabling them to make an informed choice regarding their aptitude for and level of interest in this subject. This course can be studied in Semester 2 only.

Pathways

It is strongly recommended that students intending to study Physics in Year 11 and 12 select this course. A student who achieves a 'C' or better in Introductory Physics should consider studying Physics in Year 11 and 12.

Physics is a subject suited to students who are interested in tertiary studies and employment in the fields of science, engineering, medicine and technology.

Course Structure

Topics
<ul style="list-style-type: none">Thermal PhysicsMotion

Assessment

Assessable elements include:	Assessment Instruments
<ul style="list-style-type: none">Science Understanding and Science Skills	<ul style="list-style-type: none">Research investigationExamination

The Arts

Dance - Taking a Stance

Elective - Semester One

In dance, students develop knowledge, understanding and skills to communicate ideas. They will explore, organise and refine movement for choreography and performance – developing skills for creativity, exploration and critical thinking. Dance has value far beyond the classroom, developing in students a range of skills (e.g. analysis, evaluating, problem solving) and understandings, that can be applied to learning in all other curriculum areas.

Students will further enhance their understanding and appreciation of dance through the three key organisers:

- **Making - Choreography** (creating dance)
- **Making - Performance** (showing dance)
- **Responding** - (viewing, describing, reflecting on, analysing, appreciating and evaluating)

Students will need to dress appropriately for each lesson in their sports uniform. Costuming will be required for assessment tasks and may involve a small cost.

Opportunities may also arise to attend live performances by professional dance companies. Prices will vary according to what is on offer.

Pathways

- Dance is a pathway that enhances learning in cognition and creativity
- Choose Dance as a General subject in Years 11 and 12 - a subject which contributes towards the calculation of an ATAR.

Structure

Topics

Taking a Stance

A Contemporary unit that explores Hip Hop and Contemporary genres of dance.

By the end of this unit students should be able to:

- Identify stylistic features of lyrical Hip Hop and its place in the development of dance history
- Develop skills in group work, dance concepts and skills
- Become proficient in Hip Hop and contemporary movement
- Research and understand social and historical contexts of dance in relation to choreographer Christopher Bruce
- Apply the skills of reasoning, empathy and imagination about actions and motives

Assessment

Assessable elements include:

- Performance - Guest artist, Lyrical Hip Hop routine (whole class)
- Responding exam - Analyse and evaluate dance and production elements and choreographic devices and evaluate the impact on Australian dance
- Choreography - student devised contemporary work (groups 4 - 5)

The Arts

Dance - Dance Down Under

Elective - Semester Two

Dance develops skills for creativity, exploration and critical thinking and has value far beyond the classroom - developing in students a range of skills and understandings that can be applied to learning in all other curriculum areas. In Dance, students develop knowledge, understanding and skills to communicate ideas.

Students will further enhance their understanding and appreciation of dance through the three key organisers:

- **Making - Choreography** (creating dance)
- **Making - Performance** (showing dance)
- **Responding** - (viewing, describing, reflecting on, analysing, appreciating and evaluating)

Students will need to dress appropriately for each lesson in their sports uniform. Costuming will be required for assessment tasks and may involve a small cost.

Opportunities may also arise for students to attend live performances by professional dance companies. Prices will vary according to what is on offer.

Pathways

- Dance is a pathway that enhances learning in cognition and creativity
- Choose Dance as a General subject in Years 11 and 12 - a subject which contributes towards the calculation of an ATAR.

Structure

Topics

Dance Down Under

A Musical Theatre unit that explores the origins of Jazz in the development of dance for entertainment purposes. By the end of the unit, students should be able to:

- identify the origins of Musical Theatre and appreciate its place in the development of dance history
- develop skills in group work - formations, choreographic devices and audience appeal
- research and understand stylistic features of Australian choreographer Jason Coleman
- make choices that assist them to express their ideas, concepts and thoughts creatively

A focus on the historical development of dance in Australia through its social, artistic and ritual functions. By the end of the unit, students should be able to:

- appreciate the variety of dance that is produced in this country and begin to understand our place in the history of world dance
- research and identify contemporary dance company - Bangarra Dance Theatre
- apply the skills of reasoning, empathy and imagination about actions and motives

Assessment

Assessable elements include:

- Performance - Teacher-devised Musical Theatre routine (whole class)
- Choreography – Individual within a group (4 - 6)
- Responding exam - Analyse and evaluate dance and production elements and choreographic devices and evaluate the impact on Australian dance.

The Arts

Drama - Drama in our Lives

Elective - Semester One

In Drama students are able to explore intellectual, social, physical, emotional and moral domains, with a focus on expressing and communicating an understanding of human issues and experiences. Drama fosters self-discipline, confidence and team work and develops skills in interpreting, negotiating, problem solving and decision making. By interacting in a range of roles, relationships, situations and contexts, students explore learning which involves thought, feeling, action and consequences.

This is achieved through the three key organisers:

- **Making (Creating)** - making and shaping drama
- **Making (Performing)** - performing drama to an audience
- **Responding** - analysing, interpreting, reflecting upon and evaluating drama

Students are required to work both in groups and individually on a range of in-class activities and may be required to attend out-of-class rehearsals to prepare for assessment. Parents and family members are encouraged to attend student performances throughout the year.

Pathways

- Develop communication, teamwork and collaborative skills
- Develop critical and creative thinking
- Choose Drama as a General subject in Years 11 and 12 - a subject which contributes towards the calculation of an ATAR

Structure

Topics

The semester is divided into two units:

Term 1 - *Reveal New Faces*

Film on Stage

This unit looks at the 'teenage experience' with a focus on scripts written to incorporate filmed performance, specifically for this style. By the end of the unit, students should be able to:

- bring text to life
- incorporate cinematic theatre techniques
- direct other students in performance
- apply the elements of drama to their performance
- rehearse and present a polished performance

Term 2 - *Face the Facts*

Documentary Drama or The Scene Project (participation in Queensland Theatre Company's performance project)

In this unit, students will explore how they can make the world a better place by examining issues through both documentary and forum theatre or participation in The Scene Project, a performance program run by Queensland Theatre Company, culminating in an external performance. By the end of the unit, students should be able to:

- transform a variety of texts and experiences into theatre
- assume roles of director, facilitator and/or spectator
- work creatively and cooperatively in group situations

Assessment

Assessable elements include:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Polished performance of selected scenes • Respond to and analyse performances | <ul style="list-style-type: none"> • Documentary drama devised concept • Documentary drama performance |
|--|--|

The Arts

Drama - The World of Drama

Elective - Semester Two

In Drama students are able to explore intellectual, social, physical, emotional and moral domains, with a focus on expressing and communicating an understanding of human issues and experiences. Drama fosters self-discipline, confidence and team work and develops skills in interpreting, negotiating, problem solving and decision making. By interacting in a range of roles, relationships, situations and contexts, students explore learning which involves thought, feeling, action and consequences.

This is achieved through the three key organisers:

- **Making (Creating)** - making and shaping drama
- **Making (Performing)** - performing drama to an audience
- **Responding** - analysing, interpreting, reflecting upon and evaluating drama

Students are required to work both in groups and individually on a range of in-class activities and may be required to attend out-of-class rehearsals to prepare for assessment. Parents and family members are encouraged to attend student performances throughout the year.

Pathways

- Develop communication, teamwork and collaborative skills
- Develop critical and creative thinking
- Choose Drama as a General subject in Years 11 and 12 - a subject which contributes towards the calculation of an ATAR

Structure

Topics

The semester is divided into two units:

Term 3 - The Magical Stage

Magical Realism / Australian Gothic Theatre

This unit looks at Magical Realism or Australian Gothic Theatre form of Realism theatre with the addition of fantastical and supernatural elements. By the end of the unit, students should be able to:

- demonstrate the importance of voice and movement in character creation
- perform a polished scene with the inclusion of Magical Realism or Australian Gothic conventions
- analyse and evaluate a live production

Term 4 - The Physical Stage

Physical Theatre

This unit focuses on physical theatre styles from different cultures and how these histories have shaped modern performance. Students will study a script and devise a performance concept. By the end of the unit, students should be able to:

- incorporate physical theatre techniques into performance
- assume the role of director during the creating process
- work creatively and cooperatively to develop, polish and perform a scene

Assessment

Assessable elements include:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Performance of a Magical Realism scene • Analyse and evaluate a live production | <ul style="list-style-type: none"> • Create a performance concept • Performance of a script based Physical Theatre piece |
|--|--|

The Arts

Media Arts - Introduction to Film

Elective - Semester One

Because media forms are constructions of reality, they need to be systematically studied and analysed. They inform, entertain and educate through powerful images, words and sounds.

- **Making (Creating)** - designing media
- **Making (Presenting)** - making media
- **Responding** - critically appreciating and analysing media

Students need to bring a USB stick to every lesson in order to save files and complete homework.

Pathways

- Choose Film, Television and New Media as a General subject in Years 11 and 12 - a subject which contributes towards the calculation of an ATAR

Structure

Topics

The semester is divided into two units:

Term 1 - *Photography*

In this unit, students will be introduced to the codes and conventions of photography. By the end of the unit, students should be able to:

- Identify and apply the rules of composition
- Read and analyse visual images
- Apply a working knowledge of the camera's functions and the codes and conventions of photography to their own photos

Term 2 - *Animation*

In this unit, students will explore the changing face of animation. By the end of the unit, students should be able to:

- Display an understanding of the evolution of animation
- Design and produce a stop-motion animated sequence

Assessment

Assessable elements include:

- Photographer Case Study (Responding task)
- Photographic portfolio (Making task)
- Stop-motion animation Design and Production (Making task)

The Arts

Media Arts - Representations of Genre and Culture

Elective - Semester Two

Because media forms are constructions of reality they need to be systematically studied and analysed. They inform, entertain and educate through powerful images, words and sounds.

Students will further enhance their understanding of media through the following types of task:

- **Making (Creating)** - designing media
- **Making (Presenting)** - making media
- **Responding** - critically appreciating and analysing media

Students need to bring a USB stick to every lesson in order to save files and complete homework.

Pathways

- Choose Film, Television and New Media as a General subject in Years 11 and 12 - a subject which contributes towards the calculation of an ATAR

Structure

Topics

The semester is divided into two units:

Term 3 - Genre Film

Students will examine the codes and conventions of different film genres including science fiction, fantasy, action, comedy, drama, thrillers and horror. They will analyse the application of these conventions and then plan and produce a film trailer for their own genre film using HD cameras and Adobe Premiere editing software.

Term 4 - Australian Stories

In this unit, students will investigate how Australian social and cultural values are represented through a variety of films and tv shows.

Assessment

Assessable elements include:

- Genre film trailer - Design (Making task) / Genre film trailer - Production (Making task)
- Australian Film Case Study Investigation (Responding task)
- Australian Tourism Ad - Production (Making task)

The Arts

Music - Rock Music

Elective - Semester One

Students will further enhance their understanding and appreciation of music through the three key organisers:

- **Listening** (aurally identifying and responding to music)
- **Composing** (developing music writing skills) and
- **Performing** (both vocal and instrumental)

As music is essentially a skills-based subject, students will be expected to spend time practising an instrument both at school and at home. Students should have studied one or two semesters of Music in Year 9 and/or be having private music tuition.

Opportunities may arise to attend workshops and/or live performances by professional musicians. Price will vary according to what is on offer.

Pathways

- To extend music and performance skills (perhaps join the school choir)
- Choose Music as a General subject in Years 11 and 12 - a subject which contributes towards the calculation of an ATAR.

Structure

Topics

In this unit, students will investigate the major styles of rock, including rock 'n roll, soul, folk protest, the birth of heavy rock, Motown, commercial rock, punk and new wave, paying particular attention to the 'pioneers' - those leading rock artists who were responsible for popularising this particular style.

By the end of this unit, students should be able to:

- Aurally and visually analyse, sing, play, read and write simple musical patterns containing the triplet in simple and syncopation using diatonic tonalities and primary chords in treble and bass clef
- Identify and use relevant vocabulary
- Compose for a particular purpose
- Express themselves creatively through singing, playing instruments, improvising and composing music

Assessment

Assessable elements include:

- Solo or ensemble performance (making task)
- Composition (making task)
- Classroom or recital performance (making task)
- Extended writing task, formal exam, multimodal presentation (responding task)

The Arts

Music - Music on the Stage

Elective - Semester Two

Students will further enhance their understanding and appreciation of music through the three key organisers:

- **Listening** (aurally identifying and responding to music)
- **Composing** (developing music writing skills) and
- **Performing** (both vocal and instrumental)

As Music is essentially a skills-based subject, students will be expected to spend time practising an instrument both at school and at home. Students should have studied one or two semesters of Music in Year 9 and/or be having private music tuition.

Opportunities may arise to attend workshops and/or live performances by professional musicians. Price will vary according to what is on offer.

Pathways

- To extend music and performance skills (perhaps join the school choir)
- Choose Music as a General subject in Years 11 and 12 - a subject which contributes towards the calculation of an ATAR.

Structure

Topics

In this unit, students will study songs featured in American musicals, from early traditional styles to the latest hits. They will also study/sing songs from various musicals of other countries.

By the end of this unit, students should be able to:

- Aurally and visually analyse, sing, play, read and write simple musical patterns containing the triplet in simple and syncopation using diatonic tonalities and primary chords in treble and bass clef
- Identify and use relevant vocabulary
- Compose for a particular purpose
- Express themselves creatively through singing, playing instruments, improvising and composing music

Assessment

Assessable elements include:

- Solo/ensemble performance (making task)
- Composition (making task)
- Classroom or Recital performance (making task)
- Extended writing task, formal exam, multimodal presentation (responding task)

The Arts

Signature Music

Orchestral Timbres - incorporating Film Music - Stage and Screen

Semester One

Signature Music is a specialist class for students who demonstrate excellence in their music ability. This is a **full year** course and is offered as an invitation only subject to students who meet the following selection criteria:

- Enrolment in one of the school ensembles is strongly encouraged
- Academic results - a minimum B achievement in Year 9 Music
- Compliance with the school's expectations regarding effort, behaviour and attendance

Students who did not study Music in Year 9 and/or are new to the school may apply to join this class providing there is a vacancy. After submitting an expression of interest to the Head of Department - The Arts, they will be required to undertake an audition/interview process.

Pathways

- It is envisioned that these students will continue with their Music studies in Years 11 and 12, choosing Music Extension in Year 12 - a subject which contributes towards the calculation of an ATAR.

Structure

Topics

The following unit will be studied:

Semester 3 - Orchestral Timbres - incorporating Film Music - stage and screen

This unit explores the quality of solo and ensemble orchestral timbres from the development of 'classical' instrumental forms through the main historical periods to the present. Focus will be also placed on music from the stage and screen e.g. *The Man from Snowy River*, *Gremlins*, *Indiana Jones* and *Lord of the Rings*.

By the end of the unit, students should be able to:

- Identify vocal works from the different periods in music
- Develop skills in performing instrumental works
- Aurally and visually recognise a composer's use of music elements in creating an instrumental work.

Assessment

Assessable elements include:

- Performance solo/small group (in class)
- Composition - for solo or instrumental ensemble
- Responding - analysis of an instrumental work, comparisons of two contrasting themes

The Arts

Signature Music

Arranging

Semester One

Signature Music is a specialist class for students who demonstrate excellence in their music ability. This is a full year course and is offered as an invitation only subject to students who meet the following selection criteria:

- Enrolment in one of the school ensembles is strongly encouraged
- Academic results - a minimum B achievement in Year 9 Music
- Compliance with the school's expectations regarding effort, behaviour and attendance

Students who did not study Music in Year 9 and/or are new to the school may apply to join this class providing there is a vacancy. After submitting an expression of interest to the Head of Department - The Arts, they will be required to undertake an audition/interview process.

Pathways

- It is envisioned that these students will continue with their Music studies in Years 11 and 12, choosing Music Extension in Year 12 - a subject which contributes towards the calculation of an ATAR.

Structure

Topics

The following units will be studied:

Semester 2 - Arranging

This unit explores the roots of Jazz, New Orleans Jazz, Swing, Bebop, Cool Jazz, Latin Jazz and Fusion. It also explores the art of arranging in order to present a work in a different form.

By the end of the unit, students should be able to:

- Identify arranging techniques used in jazz and popular music
- Develop skills in performing including improvising
- Aurally and visually recognise a composer's use of music elements in creating an arrangement of a work

Assessment

Assessable elements include:

- Performance solo/small group (in class)
- Composition - arranging a piano work, composing a blues song / jazz ensemble
- Responding - extended writing comparing two different arrangements of the same work

The Arts

Visual Arts - Australian Art and Design

Elective - Semester One

Visual Literacy enhances students' capacity to think, create and question, as well as providing skills to interpret and express ideas. The two domains of Visual Art are:

- **Making artworks** (conceptualise, plan, develop and resolve artworks using a range of 2D, 3D and digital materials, processes and techniques)
- **Responding to artworks** (describe, analyse, interpret and evaluate their own and others' work)

Students will need to supply their own visual journal, sketching pencils and stationery items (pens, rulers, erasers, USB etc.) for each unit. Construction materials such as paper, paints, fabric and colour drawing implements are included in the student contribution scheme. There may be a small cost involved for an excursion during the semester.

Pathways

- This subject provides the basis for further studies in Visual Art in Years 11 and 12 - a subject which contributes towards the calculation of an ATAR, with the option of Visual Art in Practice (Applied subject) and/or Art (General subject).

Structure

Topics

The semester is divided into two units:

Term 1 - Australian Art

This unit explores the inspirations of Australian artists, past and present, and its importance in the world of contemporary art. By the end of the unit, students should be able to:

- Create, plan, develop and resolve original artworks
- Experiment with 2D painting techniques and processes
- Analyse and evaluate past and contemporary Australian artworks

Term 2 - Australian Ceramics

This unit investigates Contemporary Australian ceramicists and explores clay hand building techniques and dynamic drawing processes.

By the end of the unit, students should be able to:

- Analyse and evaluate an Australian ceramicist and their own sculpture
- Create, plan, develop and resolve an original drawing and sculpture
- Document and present the art making process

Assessment

Assessable elements include:

- Research Catalogue on Australian Artists
- Painting folio
- Clay sculpture and drawing folio

The Arts

Visual Arts - Beyond Reality

Elective - Semester Two

Visual Literacy enhances students' capacity to think, create and question as well as providing skills to interpret and express ideas. The two domains of Visual Art are:

- **Making artworks** (conceptualise, plan, develop and resolve two-dimensional, three-dimensional and digital artworks using a range of materials, processes and techniques)
- **Responding to artworks** (describe, analyse, interpret and evaluate their own and others' works)

Students will need to supply their own visual journal, sketching pencils and stationery items (pens, rulers, erasers, USB etc.) for each unit. Construction materials such as paper, paints, fabrics and colour drawing implements are included in the student contribution scheme. There may be a small cost involved for an excursion during the semester.

Pathways

- This subject provides the basis for further studies in Visual Art in Years 11 and 12 - a subject which contributes towards the calculation of an ATAR, with the option of Visual Art in Practice (Applied subject) and/or Art (General subject).

Structure

Topics

The semester is divided into two units:

Term 1 - *Surrealism and Dada*

Students will explore the conscious and subconscious mind and develop skills to visually represent their individual thoughts and ideas using a variety of 2D, 3D and digital techniques and processes

By the end of the unit, students should be able to:

- Analyse and evaluate both Surrealist and Dadaist artworks
- Create their own 2D fantasy drawing and 3D conceptual sculpture

Term 2 - *Conceptual Art*

This unit explores contemporary artists who explore environmental, social, political or global issues.

By the end of the unit, students should be able to:

- Analyse and evaluate artworks which explore contemporary issues and concepts
- Conceptualise, plan, develop and resolve contemporary artwork using 2D, 3D or digital techniques and processes

Assessment

Assessable elements include:

- Surrealist/fantasy 2D artwork using drawing media and collage
- Written analysis of Surrealist and Dadaist artworks
- Conceptual folio
- In-class test on contemporary art and selected artists

Education Services

Craigslea State High School is committed to inclusive practices and provides an inclusive program of support within the school's learning community. Students with Disability and Learning Support participate in classes with their peers and access differentiated teaching and/or reasonable adjustments to meet their needs. For those students requiring intensive teaching, specific classes and/or extra supports will be made available where appropriate. Each student's educational support needs are determined on an individual basis and may change as they mature and progress.

Program Manager

An Education Services teacher is allocated as program manager for certain students with significant educational adjustment. Their role is to monitor and support students' progress and specific needs at school. This person is the first point of contact for parents/caregivers, should they have any concerns. The program manager also works closely with classroom teachers and supports student engagement and achievement in learning.

Student Adjustments Profile

Each student with significant educational adjustment will have a plan compiled by their program manager to provide classroom teachers and support staff with information and classroom strategies to implement that will help the student access and engage in learning with success.

In-class Support

Teachers and teacher aides support students as they participate in their classes. This assists individual students to achieve success in their educational programs. Support in classrooms assists with safety, engagement, understanding, participation, social interactions and achievement.

Tutorial Support Classes

Where timetabling allows, some students are able to access extra time and teacher assistance to meet the requirements of their course load. Tutorials are offered on a needs basis and can be a temporary option for all students requiring intensive support.

Literacy and Numeracy Intervention (LANI)

LANI staff facilitate one-to-one and small group intervention. In addition, staff work with classroom teachers to provide adjustments for students who are identified as having a learning difficulty or are at risk of underachievement. Students are provided with in-class teacher and teacher aide support, adjusted resources, assessment support, small group literacy and numeracy intervention classes and Individual Curriculum Plans.

Individual Curriculum Plan (ICP)

Where there is evidence a student needs to work at a curriculum level that is **significantly different** from that of their age group/year level, the ICP process is a means of collaboratively planning to ensure their educational requirements are met and to record this information. It allows the school team to consider the student's current level of performance and to determine their educational needs and future learning priorities. Parental endorsement of this plan is required and input is most welcome. A student with an ICP is taught, assessed and reported on, according to their identified ICP year level and learning expectations for that particular subject.

Senior Education and Training (SET) Plan

In the Senior Phase of Learning all students work towards achieving the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Students with a history of educational adjustment and their parents receive support during the Senior Education and Training (SET) planning phase in Year 10 to make appropriate decisions about their pathway and subject choices.

For further information please contact the Head of Education Services

Year 10 Subject Selection for 2024

Complete this form to assist you in entering your subject selections into the Microsoft Office Form

- All students are required to study mandatory and elective subjects.
- Students must select a total of 6 subjects for each semester, including mandatory subjects

Mandatory Subjects

The following subjects are mandatory. In **Mathematics** and **Science** students are placed in an Extension class based on previous results. One Semester of **History** and **HPE** is mandatory.

English	ENG: English	(1)	<input checked="" type="checkbox"/>	ENG: English	(1)	<input checked="" type="checkbox"/>
Mathematics	MAT: Maths	(1)	<input checked="" type="checkbox"/>	MAT: Maths	(1)	<input checked="" type="checkbox"/>
Science	SCI: Science	(1)	<input checked="" type="checkbox"/>	See below for Science choices		
Social Sciences	HIS: History (Choose which semester you wish to do it in)	(1)	<input type="checkbox"/>	HIS: History (Choose which semester you wish to do it in)	(1)	<input type="checkbox"/>
Health & Physical Education	HPE: Health & Physical Education (Choose which semester you wish to do it in)	(1)	<input type="checkbox"/>	HPE: Health & Physical Education (Choose which semester you wish to do it in)	(1)	<input type="checkbox"/>

Elective Subjects

Select elective subjects using a tick in the subject box

	Semester 1			Semester 2		
Science	In <u>addition</u> to studying Mandatory Science, Students who have achieved a B or higher in Science in Semester 2 may elect to study the following: SPP: Introductory Psychology (1) <input type="checkbox"/>	SCI: Science (Select if not choosing a Specialist Science) (1) <input type="checkbox"/> (Select a Specialist Science if you have achieved B or higher in Semester 1) SPB: Introductory Biology (1) <input type="checkbox"/> SCH: Introductory Chemistry (1) <input type="checkbox"/> SPY: Introductory Physics (1) <input type="checkbox"/>				
The Arts	SMP: Signature Music Program (Invitation Only: See checklist information) (1) <input type="checkbox"/>	SMP: Signature Music Program (Invitation Only: See checklist information) (1) <input type="checkbox"/>				
HPV - High Performance Volleyball	HPV: High Performance Volleyball (Invitation Only: See checklist information) (1) <input type="checkbox"/>	HPX: Health & Physical Education Extension (1) <input type="checkbox"/>				
Social Sciences	GEG: Geography (Choose 1 semester only) (1) <input type="checkbox"/>	GEG: Geography (Choose 1 semester only) (1) <input type="checkbox"/>				
If choosing a language, you must tick Semester 1. Semester 2 is recommended.						
Languages	JAP: Japanese: Work (1) <input type="checkbox"/>	JAP: Japanese: Lifestyles (1) <input type="checkbox"/>				
Economics & Business	BEA: Economics & Accounting Applications (1) <input type="checkbox"/>	BEI: Enterprise & Innovation (1) <input type="checkbox"/>				
Digital Technologies	BDS: Introduction to Digital Solutions (1) <input type="checkbox"/>	BDM Digital Data Management (1) <input type="checkbox"/>				
Design Technologies	FAF: Food & Fibre - Being You (1) <input type="checkbox"/>	FAF: Food & Fibre - A Sustainable World (1) <input type="checkbox"/>				
	FSF: Food Specialisation - Making a Smart Food Choice (1) <input type="checkbox"/>	FSF: Food Specialisation - Solving Food Problems (1) <input type="checkbox"/>				
	GPH: Graphical Communication (1) <input type="checkbox"/>	GPH: Graphical Communication (1) <input type="checkbox"/>				
	ITD: Industrial Skills (1) <input type="checkbox"/>	ITD: Industrial Skills (1) <input type="checkbox"/>				
Dance	DAN: Taking a Stance (1) <input type="checkbox"/>	DAN: Dance Down Under (1) <input type="checkbox"/>				
Drama	DRA: Drama in our Lives (1) <input type="checkbox"/>	DRA: The World of Drama (1) <input type="checkbox"/>				
Media Arts	MED: Introduction to Film (1) <input type="checkbox"/>	MED: Representations of Genre & Culture (1) <input type="checkbox"/>				
Music	MUS: Rock Music (1) <input type="checkbox"/>	MUS: Music on the Stage (1) <input type="checkbox"/>				
Visual Arts	TAR: Australian Art and Design (1) <input type="checkbox"/>	TAR: Beyond Reality (1) <input type="checkbox"/>				
Total Subjects studied in Semester			6	6		

Please **carefully** follow the steps outlined below ticking off the checklist as you go.

Checklist

- Step 1** ☐ Read the Subject information Booklet to get an overview of the subjects on offer and consider all possibilities.
- Step 2** ☐ Analyse which subjects your student has enjoyed and their successes during Year 9 as a guide for 2024 as well as considering where they wish to head in the future.
- Step 3** ☐ All mandatory subjects have already been listed for 2024.
- Step 4** ☐ Signature Program: consider student interest in SMP (Signature Music Program). Note: this is a **12 month course**. SMP applicants are to meet with Mrs Pedder (The Arts Head of Department) as this is an invitation only subject.
- Step 5** ☐ Signature Program: High Performance Volleyball. Participants will be invited by Mr Walsh, Head of the High Performance Volleyball program as this is an invitation only subject.
- Step 6** ☐ Consider student interest in elective options in Science and HPE. Specialist Science Electives in Semester 2 require a student to have achieved a B or higher in Year 9.
- Step 7** ☐ Consider student interest in Languages - Japanese. This subject can be studied for **6 months or 12 months**.
Year 10 Japanese in Semester 1 requires a student to have achieved a C or higher in Year 9. Students who achieve a C or higher in Semester 1 Year 10, are recommended to choose Japanese: Lifestyles in Semester 2. Boxes must be ticked for Semester 1 and/or Semester 2.
- Step 8** ☐ Students must select a total of 6 choices from the Mandatory and Elective Subjects **in each of the Semester 1 and 2 columns**.
- Step 9** ☐ Students study 12 units throughout the year. Seven of these are allocated to mandatory subjects (e.g. English counts as 2 units). Five are allocated to elective subjects. The unit count is placed beside each subject to assist you in your decision making. Subject clashes will be sorted through consultation with student and parent/caregiver by the Timetabling Deputy.
- Step 10** ☐ Complete the Microsoft Office form that will be emailed to your EQ email address on Monday, 24 July 2023.

Due Date for Return: Friday 4 August 2023.