



Craig'slea
State High School

Subject Information

For Year 10
2026 – 2027



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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 subject offerings and curriculum at Craigslea State High School, as we embark on the senior phase of learning.

Considerable research and planning have been invested in the development of the subject offerings and course structures specifically designed for our Year 10 students. These subjects aim to equip them with the necessary academic rigor to transition successfully into Years 11 and 12. Additionally, our subject 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 to 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 the school office on (07) 3326 5222 or email <mailto: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

Mick Leigh
Principal

Introduction

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 them for specific subject choices in Years 11 and 12. Results achieved by students at the end of Semester One in Year 10 provide the guide for subject selections in Years 11 and 12.

Year 10 is aligned with 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.
- 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 rate 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.

Selection Guidelines

Faculty	Subject
Mandatory Subjects – studied 2 Semesters	
English	English
Mathematics	Mathematics
Science	Science <i>Semester 2 – students can choose a maximum of two strands of Science (Biology, Chemistry, Physics or a General Science subject)</i>
Elective Subjects – study for either 1 or 2 Semesters (choose 3 in each Semester)	
Humanities and Social Sciences (HASS) Mandatory Options <i>Must select at least 1 semester of study but can study more.</i>	Economics and Business
	History
	Geography
	Legal Studies
	Philosophy and Reasoning
Business and Digital Technologies	Digital Technologies
Health and Physical Education	Volleyball – invitation only from Year 9. Semester 1 only.
	HPE
Languages	Japanese <i>Must select both semester 1 and 2.</i>
	German <i>Can complete for 1 Semester.</i>
Design and Food Technologies	Design and Technologies
	Materials and Technologies
	Food and Fibre
	Food Specialisations
The Arts <i>Excellence in Music students must select both semester 1 and 2 as this is an accelerated program. Students will study Units 1 and 2.</i>	Dance
	Drama
	Media
	Excellence in Music
	Visual Art
Science Elective Options <i>In addition to their mandatory Science choice, students can select another Science Elective. Only two Science subjects (including the mandatory subject) can be studied a Semester</i>	Psychology
	Chemistry
	Biology
	Physics

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 VET programs in schools has become an integral part of a well-rounded education, helping to prepare young people for further education, training, employment, the world of work, and life beyond school.

A broad definition of VET in schools is a "structured sequence of training and education recognised within the National Training Framework." At Craigslea State High School, VET is delivered in the following ways:

- Students undertake recognised VET programs through cooperative arrangements with external VET providers.
- The Queensland Curriculum and Assessment Authority (QCAA) is responsible for the accreditation, recognition and registration of VET programs in schools under delegation from the Australian Skills Quality Authority (ASQA).

Programs are available for students undertaking an approved school-based apprenticeship or traineeship while studying towards their Queensland Certificate of Education (QCE). Full VET qualifications are based on nationally endorsed units of competency.

Major Objectives of VET in Schools

VET complements existing secondary studies by providing a broader post-compulsory curriculum that caters to the diverse needs and aspirations of students. Together, these pathways maximise opportunities for employment, further education and training beyond school. VET equips students with practical, job-related skills and the underpinning knowledge required for successful participation in the workforce and further study.

Other objectives of VET in schools include:

- delivering subjects that have recognised and valued outcomes
- meeting the curriculum needs and interests of young people by making school learning experiences more relevant to their lives and aspirations
- ensuring VET is regarded as an integral part of the post-compulsory school curriculum and is valued alongside all other post-compulsory school programs
- contextualising learning and reinforcing general education outcomes
- providing appropriate support measures and delivery structures to maximise participation in vocational education and training for disadvantaged students and other identified target groups
- providing appropriate career education, guidance and counselling services to maximise students' post-school pathways.

Craigslea State High School's VET courses focus on the entry-level components of industry-related qualifications. All courses provide pathways to further education, training and employment. Details of the VET programs offered are outlined in the relevant department sections of this handbook and on the Craigslea State High School website. www.craigsleashs.qld.edu.au.

Craigslea State High School is committed to delivering the training and assessment required for students to complete their chosen qualification(s), provided students commence the course from the official start date and meet all student responsibilities. Students who commence the course after the official start date will undertake a negotiated selection of units and, upon successful completion, will receive a Statement of Attainment.

If a specialist trainer is no longer available and the Registered Training Organisation (RTO) is unable to secure a suitable replacement, Craigslea State High School will, where possible, arrange for the agreed training and assessment to be completed through another RTO. Additional fees may apply. Prior to any transfer, affected students and their parents/carers will be formally notified of the proposed arrangements. Written agreement to the transfer, including any applicable refund of fees, will be obtained. If a transfer to another RTO is not possible, the RTO will obtain written agreement from the student and parent/carer for a transfer to an alternative subject or course.

Unique Student Identifier (USI)

The Australian Government requires all students undertaking Vocational Education and Training (VET) to have a Unique Student Identifier (USI), including students studying VET at school. There is no cost to obtain a USI. The USI enables students to access their VET enrolment and achievement records online, ensuring their training records are securely maintained and accessible throughout their lifetime. Students should record their USI and keep it in a safe place for future reference.

Registered Training Organisations (RTOs), including school RTOs, must have a valid USI for each student before issuing a qualification or Statement of Attainment.

Further information about the USI is available 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 provides students with specialist training, nationally recognised qualifications and valuable work experience in their chosen industry, while earning a wage. An apprentice or trainee is employed under a Training Agreement with an employer for a specified period. During this time, they develop the skills and competencies required for their chosen occupation through a combination of on-the-job training and a structured training program.

The training program may be delivered entirely at the registered training provider's facility, entirely in the workplace, or through a combination of both. In return for the training and wages received, apprentices and trainees are expected to work efficiently and cooperatively with their employer. Once all required competencies have been successfully achieved, the apprentice or trainee will be awarded the appropriate nationally recognised qualification.

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 **that** 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.

Key Contacts

Key contacts can be found on our school website: <https://craigsleashs.eq.edu.au/our-school/our-staff>

Australian Curriculum YEAR 10 - Subjects listed by faculty

English Faculty

English

Mathematics Faculty

Mathematics

Mathematics Extension

Humanities and Social Sciences Faculty

History

Geography

Philosophy and Reason

Legal Studies

Languages Faculty

Japanese

Business and Digital Technologies Faculty

Economics and Business

Digital Technologies

Design and Food Technologies Faculty

Food and Fibre

Food Specialisation

Design Technologies

Materials and Technologies Specialisations

Health and Physical Education Faculty

Health and Physical Education

Excellence in Volleyball Program

Science Faculty

Science

Science Extension

Biology

Psychology

Chemistry

Physics

The Arts Faculty

Dance

Drama

Media Arts

Excellence in Music Program

Visual Arts

Visual Arts - Beyond Reality

Education Services

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 (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 and would like to study a General subject may apply to the English Head of Department. All other students will study Essential English.

Structure

Topics			
This Much Is True: Evaluating Bias in Documentaries Evaluating bias in contemporary media texts Students will watch and discuss a variety of documentaries that address real-world issues from a range of perspectives. Possible documentaries include, but are not limited to: <i>Super Size Me</i> , <i>Plastic Paradise</i> , <i>All of Us</i> and <i>That Sugar Film</i> .	A Device to Ignite the Imagination: Human Experience in Classic Novels Evaluating the human experience in literature Students will read, analyse and evaluate a novel, as well as a range of other texts (including poetry), that explore issues 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> .	Romeo and Juliet: Representations in Shakespeare Evaluating representations within and across texts Students will explore a range of Shakespearean texts to examine different representations of the Bard's heroes and villains. Key text: <i>Romeo and Juliet</i> .	What If?: The Possibilities of Speculative Fiction Creating narratives and evaluating personal style Students engage with a range of short stories to explore how speculative fiction imagines possible worlds, futures and alternative realities. Possible featured authors include the following: Edgar Allan Poe and Ray Bradbury.

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

Mathematics

Mandatory – Semesters One and Two

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

- Acquisition of the mathematical knowledge required to move towards independent living.
- Development of the mathematical knowledge required 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 designed for students choosing General Mathematics or Essential Mathematics in Years 11 and 12. Students must achieve a C in one semester of Senior Mathematics 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 the skills needed in the above programs but will not have the opportunity to experience the extended topics required for the study of Mathematical Methods or Specialist Mathematics.

Structure

Topics
• Number and Algebra • Measurement and Geometry • Statistics and Probability

Assessment

Assessment Item	Time
• Mid-semester test • Assignment • End Semester Test	• 70 minutes • 3 - 4 weeks duration • 70 minutes

Note: This assessment is different from Mathematics Extension

Mathematics

Mathematics Extension

Invitation Only – Semesters One and Two

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 the mathematical knowledge required to move towards independent living.
- Development of the mathematical knowledge required 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 designed for students choosing Mathematical Methods or Specialist Mathematics, with students choosing General Mathematics also being well prepared for their course 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 Mathematics Extension will have the opportunity to study either Mathematical Methods or Specialist Mathematics (or both) in Years 11 and 12, depending on their Year 10 results. It is anticipated that students wishing to study Mathematical Methods or Specialist Mathematics will study this subject.

Structure

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

Humanities and Social Sciences

History

Elective – Semester One and/or Two

This subject follows the Australian Curriculum: History and builds on the Historical Knowledge and Understanding, 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? (with a focus on the Stolen Generations)

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 the 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 five senior Humanities and Social Sciences subjects: Ancient History, Modern History, Philosophy and Reason, Legal Studies or Tourism.

Structure

Topics
The Modern World and Australia • World War II (1939 - 1945) • Rights and Freedoms (1945 - Present)

Assessment

Type
• Multiple-Choice Responses to Historical Sources (online) • Research: Written Assignment • Extended Response to Historical Sources

Note: Students must study at least one semester of either History, Philosophy and Reason, Legal Studies, Economics and Business or Geography.

Humanities and Social Sciences

Geography

Elective – Semester One and/or Two

This subject follows the Australian Curriculum: Geography and builds on the Geographical Knowledge and Understanding, and Geographical Inquiry and Skills, learnt in Years 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 and the 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 senior Humanities and Social Sciences subjects: Ancient History, Modern History, Philosophy and Reason, Legal Studies or Tourism.

Structure

Topics
- Geographies of human well being - Environmental change and management

Assessment

Type
- Short Response Exam - Response to Stimulus Exam - Research Report

Note: Students must study at least one semester of either History, Philosophy and Reason, Legal Studies, Economics and Business or Geography.

Humanities and Social Sciences

Philosophy and Reason

Elective - Semester One and/or Two

This subject is designed using the QCAA Critical Thinking Short Course and follows on from the Australian Curriculum: Civics and Citizenship. It builds on the Civics Knowledge and Understanding and Civics Skills learnt in Year 7 Civics.

This unit explores critical thinking in the context of Western democracies and covers: the nature of truth and the construction of knowledge; dispositions of a critical thinker, such as concern for truth, scepticism, open-mindedness, self-knowledge, metacognition and respect for others; the distinction between intuitive thinking and deliberative thinking; assessing the reliability of sources of information; and the representativeness of statistical evidence. The unit also explores the role of arguments in reasoning, identifying logical fallacies, and the impact on reasoning of heuristics and cognitive biases.

In this unit, students also explore how rights can be understood through philosophical analysis, drawing on a range of associated social and political ideas, and investigate differing views of fairness, equality and justice evident in social democracy, libertarianism and communism. Finally, they focus on a direct comparison between the democracies of Australia and the United States of America and the ways in which they serve their citizens.

Key Inquiry Questions

- Why is it important to be able to think critically?
- What does it mean to think critically?
- What are barriers to thinking critically?
- How do I assess the credibility of evidence and information?
- What are arguments, and how are they structured?
- How do I assess the quality of reasoning to support claims?

Pathways

Students who successfully complete a course of Introduction to Philosophy and Reason at this level will gain invaluable training in assessing the credibility and reliability of information, written expression and the 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 five Senior Humanities and Social Sciences subjects: Philosophy and Reason, Ancient History, Modern History, Legal Studies or Tourism

Structure

Topics
• Critical Thinking in Western Democracies • Comparison of Political Systems in the Asia-Pacific Region

Assessment

Type
• Investigation • Multiple Choice Questions and Short Responses (online) • Analytical Essay

Note: Students must study at least one semester of either History, Philosophy and Reason, Legal Studies, Economics and Business or Geography.

Humanities and Social Sciences

Legal Studies

Elective – Semester One and/or Two

The subject follows the Australian Curriculum: Civics and Citizenship and builds on the Civics Knowledge and Understanding and Civics Skills learnt in Year 7 Civics.

The Year 10 Introduction to the Legal System program focuses on the interaction between society and law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals while balancing these with obligations and responsibilities.

This unit covers the principles, structures and values underpinning Australia's democratic system. Students explore the role and functions of the High Court, examining how it protects rights under the Constitution and upholds democratic principles. They investigate the broader global influences shaping Australia's democracy, focusing on the impact of international legal obligations on government policies. Through critical reflection, students consider their rights, privileges and responsibilities as active citizens in a resilient democratic society. They analyse the values and practices necessary to sustain democracy and evaluate how these principles are embedded within Australian governance and law. This unit fosters informed and active citizenship.

In this unit, students also explore and analyse the key features and values of Australia's system of government, comparing them with those of another system in the Asia-Pacific region. They investigate challenges to democracy and social cohesion in Australia and beyond, examining strategies for sustaining resilience in democratic societies.

Key Inquiry Questions

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the functions of the High Court of Australia, and how does it protect rights under the Constitution?
- What are the features of a resilient democracy?
- How does Australia respond to emerging global issues?

Pathways

Students who successfully complete a course of Introduction to the Legal System at this level will gain invaluable training in written expression and the 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 five Senior Humanities and Social Sciences subjects: Ancient History, Modern History, Philosophy and Reason, Legal Studies or Tourism.

Structure

Topics
• Introduction to the Australian Legal System • Australia's Place in the Asia Pacific Region

Assessment

Type
• Short Response Exam • Multi-Modal Research Project

Note: Students must study at least one semester of either History, Philosophy and Reason, Legal Studies, Economics and Business or Geography.

Languages

Japanese

Elective – Semester One and Semester Two

Prerequisite: A minimum of a 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 globally, 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 and builds on using language 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 – Travel

- Homestay in Japan
- Driving and directions

Semester 2 Topics - Work

- Environmental issues
- Part-time jobs

Assessment

Tasks are designed to assess:

Semester 1: Japanese – Travel

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

Semester 2: Japanese - Work

- Collection of Work: speaking, analysing, reflecting
- Collection of Work: listening, reading, writing

Business and Digital Technologies

Economics and Business

Elective – Semester One and/or Semester Two

In Year 10 Economics and Business, students will engage in the following topics:

Economics and Accounting and discover how money really works. Students will learn why governments make decisions, how businesses succeed (or fail), and how financial choices affect everyday life. It isn't just about numbers. Throughout the subject, students will investigate real-world issues, solve business problems, analyse current events and learn practical skills that will help them long after school.

The journey businesses take from a single idea through to becoming established organisations. Students will investigate how entrepreneurs identify opportunities, develop business ideas and respond to changing environments. Students will examine the decisions businesses make as they grow, including how they manage staff, operate efficiently, market their products and respond to consumer needs.

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

Pathways

Senior Subjects:

- This subject is strongly recommended if you intend to study the senior General subjects of Accounting, Business and/or Economics.
- This subject provides a desirable foundation if you are interested in the Applied subject of Business Studies or the VET qualifications Certificate III in Business or Certificate II in Applied Digital Technologies.

Structure

Semester 1: Markets and Money Matters	Semester 2: The Business Environment
• Make smarter financial decisions with money. • Understand what's happening in the Australian economy and why prices, wages and interest rates change. • Discover what makes businesses successful and how entrepreneurs build great ideas into profitable companies. • Understand the news instead of just hearing it. • Build valuable skills for careers in business, finance, law, economics, marketing or management.	• Understanding the business environment • Foundation elements of marketing • Reshaping the future of work through automation • The role of government in managing the economy

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

Note: Students must study at least one semester of either History, Philosophy and Reason, Legal Studies, Economics and Business or Geography.

Business and Digital Technologies

Digital Technologies

Elective – Semester One and/or Two

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 students' understanding and skills in computational thinking, such as precisely and accurately describing problems and generating solutions. Why have a lightning-fast 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, the Diploma of Business, or the Applied subjects of Information and Communication Technologies or Business Studies in Years 11 and 12.

Structure

Semester 1: Foundation Digital Solutions	Semester 2: Robotics Design
Designing User-Centred Digital Solutions • User-centred design and UX/UI principles • Prototyping and evaluation Developing and Implementing Digital Solutions • Algorithms and programming • Data management and databases • Security, privacy and testing	Digital Systems and Robotics • How microcontrollers interact with hardware • Inputs, outputs and sensors • Data collection and processing • Controlling electronic components to create digital solutions Design, Prototyping and Digital Fabrication • Applying the design process • Computer-aided design (CAD) • 3D modelling and 3D printing • Iterative prototyping, testing and refinement

Assessment

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

Assessment techniques may include:

- Exams
- Assignments
- Class projects

Design and Food Technologies

Food and Fibre

Elective – Semester One and/or Semester Two

In Year 10 Food and Fibre, students will engage in the following topics:

- focus on food and fibre (textiles) production based around the central theme of you, exploring how food and fibre impact individuals while responding to changes in society to provide a course that is relevant and important to all students.
- food and fibre in a sustainable context, responding to changes in society to provide a course that is relevant and important to all students.

Participating in this course of study, students will be engaged in a learning environment that promotes social awareness, critical and creative thinking, confidence, independence and collaboration. The course is structured as 10 weeks with a food focus and 10 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 the Certificate III in Hospitality.

Structure

Semester 1: Being You	Semester 2: A Sustainable World
• critically analyse factors, including social, ethical and sustainability considerations, that impact designed solutions for globally preferred futures and the complex design and production processes involved • investigate contemporary issues relating to individuals and the impact these have on their development and the environment around them	• Students will investigate and make judgments about the ethical and sustainable production and marketing of food and fibre. • Skills are developed through understanding and explaining the consequences of social, ethical and sustainability decisions for products, services and environments.

Assessment

Assessment tasks may include:		
• Design Brief - to solve a design problem (food)	• Design Brief - to solve a design problem (textiles)	• Short and extended responses

Please Note: The school will provide all the ingredients and textiles required for class, apart from any additional items your child chooses to include. These extras are at the student's discretion to vary a recipe or project. We will also do our best to cater for dietary requirements where these are medically necessary.

Workplace Health and Safety requirements state that students must wear shoes with impervious uppers and always behave in a safe and responsible manner.

Design and Food Technologies

Food Specialisation

Elective – Semester One and/or Semester Two

This is a dynamic subject that focuses on food skills and food production.

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 the Certificate III in Hospitality.

Structure

Semester 1: Solving Food Problems	Semester 2: Becoming an Informed Consumer
This unit examines how we use our resources today. Students will investigate and make judgments about the ethical and sustainable production and marketing of food and fibre.	This unit extends students' practical skills, analysing the relationship between material properties, forces and safety, with a focus on food. Students will undertake investigations into issues that affect our food and how these impact food-related decisions. They will design, produce and present food products for a target market.

Assessment

Assessment tasks may include:		
Design Brief - to solve a design problem (food)	Short and extended responses	

Please Note: The school will provide all the ingredients and textiles required for class, apart from any additional items your child chooses to include. These extras are at the student's discretion to vary a recipe or project. We will also do our best to cater for dietary requirements where these are medically necessary.

Workplace Health and Safety requirements state that students must wear shoes with impervious uppers and always behave in a safe and responsible manner.

Design and Food Technologies

Design and Technologies

Elective – Semester One and/or Semester Two

Design and Technologies is a course of study derived from the Australian Curriculum: Design and Technologies. It provides students with opportunities to develop design thinking, graphical communication and problem-solving skills through contexts such as industrial design and architecture.

Students investigate design needs, wants and opportunities, generate and develop ideas, and communicate proposed solutions using sketches, technical drawings, digital models and presentations. They consider the needs of users and the factors that influence design decisions, including function, aesthetics, materials, technologies and sustainability.

Learning in this subject contributes to the development of technological literacy, as well as the communication and problem-solving skills required for a wide range of educational and vocational pathways. Through graphical and digital communication, students learn to express design information with clarity, accuracy and precision.

Pathways

This subject is beneficial for students who are interested in further studies in Design, Engineering, Industrial Graphics Skills and Industrial Technology Skills. It is recommended that students complete at least one Design and Technologies unit in Year 9 and/or Year 10 before enrolling in Senior Design or Senior Engineering.

The study of Design in Years 11 and 12 provides a foundation for careers and further study in areas such as industrial design, product design, graphic design, architecture, drafting and digital modelling. To pursue Design in Years 11 and 12, students should achieve at least a C in Year 10 English. To pursue Engineering in Years 11 and 12, students should achieve at least a C in Year 10 English and Science, and a B in Mathematics.

Structure

Topics

In Industrial Design, students respond to a design brief to develop a product, such as a lighting or homewares solution. They investigate user needs and wants, analyse existing products, establish criteria for success, generate and refine design ideas, and justify a preferred design solution. Students communicate their designs through freehand sketching, technical drawings, three-dimensional digital modelling and presentations.

In Architecture, students investigate the needs and wants of clients and users to develop an architectural design response. They produce and communicate design ideas using appropriate architectural conventions, including floor plans, elevations and three-dimensional digital models. Students use computer-aided design (CAD) software. Software used may include Autodesk Inventor, Revit and AutoCAD. Technologies such as 3D printing may also be used to produce prototypes or models.

Across both contexts, students evaluate their ideas, design processes and proposed solutions against detailed criteria for success, including sustainability considerations.

Assessment

Assessment tasks in Graphical Communication include:

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

The context and design situation explored in the Semester 1 class differ from the context and design problem explored in the Semester 2 class for students who study the subject across both semesters.

Design and Food Technologies

Materials and Technologies Specialisation

Elective – Semester One and/or Semester Two

Materials and Technologies Specialisation is a course of study derived from the Australian Curriculum: Design and Technologies. It provides students with opportunities to develop design and production skills while working with natural and synthetic materials, tools, machines, equipment and related technologies. Products may include timber catapults, framed puzzle games, small tables, and student-designed timber and multi-material tabletop games.

Students are required to comply with Workplace Health and Safety requirements at all times in this workshop-based subject. They must wear shoes with impervious uppers. The school provides all other protective clothing and equipment required in accordance with legislative requirements.

Pathways

It is recommended that students complete at least one Materials and Technologies Specialisation unit in Year 9 and/or Year 10 before enrolling in Industrial Technology Skills in Years 11 and 12.

Students who are considering undertaking a School-based Apprenticeship or Traineeship (SAT) in a trade-related area (e.g. carpentry or cabinet making) will also benefit from studying this subject.

Structure

Topics

Students engaged in Materials and Technologies Specialisation will develop their ability to design products and generate and organise ideas. Students investigate and document design aspects (e.g. function, possible construction methods, materials, ergonomics, etc.), generate multiple design solutions, select and justify their preferred design solution, and ultimately manufacture products and artefacts that satisfy the given design situation and brief. Students are also required to evaluate the effectiveness of their products and 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 processes and methodologies used to undertake safe working risk assessments.

Assessment

Assessment tasks in Industrial Technology and Design include:

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

The context and design situation explored in the Semester 1 class differ from the context and design problem explored in the Semester 2 class for students who study the subject in both semesters.

Health and Physical Education

Health and Physical Education

Elective – Semester One and/or Semester Two

Health and Physical Education is offered as an elective subject in Semester One or Semester Two of Year 10.

Students participate in a variety of physical activities and investigate ethical decision-making and online safety. Students also gain practical experience in basic first aid procedures through completion of the CPR for Life program at the end of each semester.

Pathways

This subject provides excellent preparation for Senior Physical Education, Sport and Recreation, and/or the Certificate III in Fitness.

To pursue Physical Education in Years 11 and 12, students must achieve at least a C in Year 10 English.

Structure

Topics	
Theoretical Elements:	Practical Elements
- CPR for Life - Ethical Decision-Making - Online Safety	- 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:		
Extended Response Essay	Folio Task	Practical Performance

Health and Physical Education

Excellence in Volleyball Program

Invitation Only – Semester One

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

Pathways

This subject provides excellent preparation 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 Two.

Structure

Topics	
Theoretical Elements:	Practical Elements:
- Ethical Decision-Making - Sports Psychology	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:		
Investigation Report	Examination	Practical Performance

Science

Science

Mandatory – Semester One and/or Semester Two

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

Year 10 Science provides students with the knowledge, practical skills and scientific thinking needed to understand the world around them, in accordance with the Australian Curriculum. Students build on the work covered in Year 9 Science and have the opportunity to develop the fundamental skills that are essential for Senior Biology, Chemistry, Physics, Psychology and Science in Practice. These skills include designing and conducting 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

Students who achieve an A or B in Year 10 General Science in Semester One should consider studying one or more of the following Science subjects in Semester Two: Biology, Chemistry or Physics. They may also consider studying Psychology alongside General Science in Semester One. These electives provide an excellent introduction to the academic demands of the General Science subjects in Years 11 and 12.

The Year 10 Science course in Semester Two is designed for students who intend to study Science in Practice in Years 11 and 12. Science in Practice is a subject that covers the four science disciplines of Biology, Chemistry, Physics, and Earth and Environmental Science. It can provide a foundation 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.

Structure

Topics
- Chemistry - Physics - Biology - Earth and Space Science

Assessment

Assessable elements include:	Assessment Instruments	
Science Understanding and Science Skills	- Examinations - Research Assignment	Student Experiment

Science

Science Extension

Invitation Only – Semester One

This enrichment course is designed for students who have a strong interest in, and high achievement across, Science, English and Mathematics in Year 9. Students study the Australian Curriculum for Science and explore learning beyond the curriculum framework. It is expected that students cover the core content for each term; however, they do so at a faster pace, leaving time to explore high-level concepts that enhance the skills required for the study of Senior Physics and Senior Chemistry, and to a lesser extent, Senior Biology and Senior Psychology. This course is offered in Semester One only.

Pathways

Students who achieve a C or higher in Year 10 Science Extension should consider studying one or more Year 10 Science electives in Semester Two: Biology, Chemistry or Physics. They may also consider studying Psychology alongside Science Extension in Semester One. These electives provide an excellent introduction to the academic demands of Biology, Chemistry, Physics and Psychology in Years 11 and 12.

Structure

Topics
• Chemistry • Physics

Assessment

Assessable elements include:	Assessment Instruments
• Science Understanding and Science Skills	• Student Experiment • Examination

Science

Biology

Elective – Semester Two

This course is designed to give students a general introduction to the academic demands of Biology in Years 11 and 12, enabling them to make an informed choice about their aptitude for, and level of interest in, the subject. This course is offered in Semester Two only.

This course also includes a field trip to the Tangalooma Shipwrecks, where students collect and analyse data related to different ecosystems.

Pathway

It is strongly recommended that students intending to study Biology in Years 11 and 12 select this course. Students who achieve at least a C in Biology should consider studying Biology in Years 11 and 12.

Biology is well suited to students who are interested in tertiary study and careers in fields such as medicine, forensic science, veterinary science, food science, marine science, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Structure

Topics
- Ecology - Genetics and Evolution

Assessment

Assessable elements include:	Assessment Instruments
Science Understanding and Science Skills	- Student Experiment - Data Analysing from Field Study - Examination

Prerequisite(s)

Year 9 Science	Semester 1, Year 10 Science
B in Science or C in Excellence in Science	B in Science or C in Science Extension

Science

Psychology

Elective – Semester One

This course is designed to give students a general introduction to the academic demands of Psychology in Years 11 and 12, enabling them to make an informed choice about their aptitude for, and level of interest in, the subject. This course is offered in Semester One only.

Pathways

It is strongly recommended that students intending to study Psychology in Years 11 and 12 select this course. Students who achieve at least a C in Year 10 Psychology should consider studying Psychology in Years 11 and 12.

Psychology is well suited to students who are interested in tertiary study and careers in fields such as counselling, social work, health, law, business, marketing, education and human resources.

Structure

Topics
- Research methods - The brain and memory - Stress - Psychological disorders and treatments

Assessment

Assessable elements include:	Assessment Instruments
Science Understanding and Science Skills	- Data Test - Student Experiment - Examination

Prerequisite

Year 9 Science
B in Science or C in Excellence in Science

Science

Chemistry

Elective – Semester Two

This course is designed to give students a general introduction to the academic demands of Chemistry in Years 11 and 12, enabling them to make an informed choice about their aptitude for, and level of interest in, the subject. This course is offered in Semester Two only.

Pathways

It is recommended that students intending to study Chemistry in Years 11 and 12 select this course. Students who achieve at least a C in Year 10 Chemistry should consider studying Chemistry in Years 11 and 12.

Chemistry is well suited to students who are interested in tertiary study and careers in fields such as medicine, pharmacy, sports science, forensic science, environmental science and engineering.

Structure

Topics
- Stoichiometry and Chemical Reactions - Analytical Chemistry

Assessment

Assessable elements include:	Assessment Instruments
Science Understanding and Science Skills	- Research Investigation - Examination

Prerequisite(s)

Year 9 Science	Semester 1, Year 10 Science
B in Science or C in Excellence in Science	B in Science or C in Science Extension

Science

Physics

Elective – Semester Two

This course is designed to give students a general introduction to the academic demands of Physics in Years 11 and 12, enabling them to make an informed choice about their aptitude for, and level of interest in, the subject. This course is offered in Semester Two only.

Pathways

It is strongly recommended that students intending to study Physics in Years 11 and 12 select this course. Students who achieve a C or better in Year 10 Physics should consider studying Physics in Years 11 and 12.

Physics is well suited to students who are interested in tertiary study and careers in fields such as science, engineering, medicine and technology.

Structure

Topics
- Thermal Physics - Motion

Assessment

Assessable elements include:	Assessment Instruments
Science Understanding and Science Skills	- Research investigation - Examination

Prerequisite(s)

Year 9 Science	Semester 1, Year 10 Science
B in Science or C in Excellence in Science	B in Science or C in Science Extension

The Arts

Dance

Elective – Semester One and/or Semester Two

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

Students are required to wear their sports uniform for each lesson. Costumes will be required for assessment tasks and may involve a small cost. Opportunities may also arise to attend live performances by professional dance companies. Costs will vary depending on the performance.

Pathways

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

Structure

Semester 1: Taking a Stance	Semester 2: Dance Down Under
A contemporary unit that explores the hip hop and contemporary genres of dance. By the end of this unit, students should be able to: • Identify the stylistic features of lyrical hip hop and its place in the development of dance history. • Develop skills in group work, dance concepts and dance technique. • Demonstrate proficiency in hip hop and contemporary movement. • Research and understand the social and historical contexts of dance in relation to choreographer Christopher Bruce. • Apply the skills of reasoning, empathy and imagination to understand actions and motives.	A Musical Theatre unit that explores the origins of jazz and its role 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 the stylistic features of Australian choreographer Jason Coleman. • Make choices that assist them in expressing their ideas, concepts and thoughts creatively. A unit that explores 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 produced in Australia and develop an understanding of Australia's place in the history of world dance. • Research and identify the contemporary dance company Bangarra Dance Theatre. • Apply the skills of reasoning, empathy and imagination to understand actions and motives.

Assessable elements include:

- Performance

- Responding

- Choreography

The Arts

Drama

Elective – Semester One and/or Semester Two

In Drama, students 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 teamwork, and develops skills in interpreting, negotiating, problem-solving and decision-making. By interacting in a range of roles, relationships, situations and contexts, students engage in learning that 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 on 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 rehearsals outside of class to prepare for assessment. Parents/carers and family members are encouraged to attend student performances throughout the year.

Pathways

- Choose Drama as a General subject in Years 11 and 12, a subject that contributes towards the calculation of an ATAR.

Structure

Semester 1: Drama in our Lives	Semester 2: The World of Drama
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. Term 2 – Face the Facts Documentary Drama or The Scene Project <i>(participation in Queensland Theatre Company's performance project)</i> In this unit, students explore how they can make the world a better place by examining issues through documentary and forum theatre or by participating in <i>The Scene Project</i> , a performance program run by Queensland Theatre Company, culminating in an external performance.	Term 3 – The Magical Stage Magical Realism / Australian Gothic Theatre This unit looks at Magical Realism or Australian Gothic Theatre, a form of realist theatre with the addition of fantastical and supernatural elements. 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.

Assessment

Assessable elements include:	
• Polished performance of selected scenes • Respond to and analyse live theatre	• Directional vision • Polished performance or scene

The Arts

Media Arts

Elective – Semester One and/or 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.

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

Students are required to bring a USB flash drive (USB stick) to every lesson to save their work and complete homework.

Pathways

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

Structure

Semester 1: Introduction to Film	Semester 2: The World of Drama
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 their knowledge of camera functions and the codes and conventions of photography to their own photographs. 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: Demonstrate an understanding of the evolution of animation. Design and produce a stop-motion animated sequence. •	Term 3 – Genre Film Students will examine the codes and conventions of different film genres, including science fiction, fantasy, action, comedy, drama, thriller and horror. They will analyse the application of these conventions and then plan and produce a 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:

- Responding
- Making

The Arts

Excellence in Music Program

Invitation Only - Semester One and Two

Excellence in Music is a specialist class for students who demonstrate excellence in music. This is a full-year course and is offered by invitation only to students who meet the following selection criteria:

- Enrolment in one of the school ensembles is strongly encouraged.
- A minimum B achievement in Year 9 Music.
- Compliance with the school's expectations regarding effort, behaviour and attendance.
- As the Excellence in Music Program is accelerated, students will study Unit 1 and Unit 2 of the Year 11 General Music syllabus.

Pathways

- Choose Music Extension in Year 12, a subject that contributes towards the calculation of an ATAR.
- Tertiary study in Year 12

Structure

Topics
Unit 1: Designs Unit 2: Identities

Assessment

Assessable elements include:
• Performance • Composition • Exam – Extended Response • Project

The Arts

Visual Arts

Elective – Semester One

Visual Literacy enhances students' capacity to think, create and question, while also providing the 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' artworks).

Students will need to supply their own visual journal, sketching pencils and stationery items (pens, rulers, erasers, USB flash drive, 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 study in Visual Art in Years 11 and 12, with the option of Visual Art in Practice (Applied subject) and/or Visual Art (General subject). These subjects contribute towards the calculation of an ATAR.

Structure

Semester 1: Australian Art and Design	Semester 2: Beyond Reality
Term 1 – Australian Art This unit explores the inspirations of Australian artists, past and present, and their 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.	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 address environmental, social, political and global issues. By the end of the unit, students should be able to: Analyse and evaluate artworks that explore contemporary issues and concepts. • Conceptualise, plan, develop and resolve contemporary artworks using 2D, 3D and/or digital techniques and processes.

Assessment

Assessable elements include:

- Research
- Folio
- Making

The Arts

Visual Arts - Beyond Reality

Elective – Semester Two

Visual Literacy enhances students' capacity to think, create and question, as well as providing the 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' artworks).

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, with the option of Visual Art in Practice (Applied subject) and/or Visual Art (General subject). These subjects contribute towards the calculation of an ATAR.

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 alongside their peers and access differentiated teaching and/or reasonable adjustments to meet their individual needs. For students requiring intensive teaching, specific classes and/or additional support 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 the Program Manager for certain students with significant educational adjustment. Their role is to monitor and support students' progress and specific needs at school. The Program Manager is the first point of contact for parents and caregivers should they have any concerns. They also work closely with classroom teachers to support student engagement and achievement in learning.

Student Adjustments Profile

Each student with significant educational adjustment will have a Student Adjustments Profile compiled by their Program Manager. The profile provides classroom teachers and support staff with information and classroom strategies to implement, enabling the student to access and engage successfully in learning.

In-class Support

Teachers and teacher aides support students as they participate in their classes. This assistance enables individual students to achieve success in their educational programs. In-class support may assist with safety, engagement, understanding, participation, social interactions and achievement.

Tutorial Support Classes

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

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 identified as having a learning difficulty or who are at risk of underachievement. Students may receive in-class teacher and teacher aide support, adjusted resources, assessment support, small-group literacy and numeracy intervention, and Individual Curriculum Plans.

Individual Curriculum Plan (ICP)

Where there is evidence that a student needs to work at a curriculum level significantly different from that of their age group or year level, the Individual Curriculum Plan (ICP) process provides a collaborative approach to planning, ensuring their educational requirements are met and documented. It enables the school team to consider a student's current level of performance and determine their educational needs and future learning priorities. Parental endorsement of the plan is required, and parent and caregiver input is welcomed. Students with an ICP are taught, assessed and reported according to the curriculum level and learning expectations identified in their ICP for each subject.

Senior Education and Training (SET) Plan

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

For further information, please contact the Head of Education Services.

Subject Selection Overview

Compulsory Subjects:

English – studied for two (2) semesters

Mathematics / Extension Mathematics (Pre-Methods Mathematics) – studied for two (2) semesters

Science – studied for two (2) semesters

HASS – studied for (1) semester, students may choose from:

History, Geography, Civics and Citizenship (Legal Studies) and Economics & Business

Elective Subjects:

Students will be able to choose subjects for the semester from the following:

Semester 1 Electives

SOCIAL SCIENCES		HPE		THE ARTS	
Introductory Philosophy & History	1 sem	HPV – Volleyball (Invitation only)	1 sem	Dance	2 sem
History	1 sem	Health & Physical Education	1 sem	Drama	2 sem
Geography	1 sem	LANGUAGES		Media Arts	2 sem
BUSINESS / TECHNOLOGIES		Japanese	2 Sem	Music	2 sem
Economics & Business	2 sem	DESIGN & TECHNOLOGIES		Visual Art	2 sem
Digital Technologies	2 sem	Design and Technology	2 sem	*Signature Music Program (Invitation only)	2 sem
Food and Fibre	2 sem	Materials and Technologies	2 sem	SCIENCE	
Food Specialisations	1 sem			*Introductory Psychology	1 Sem

*Introductory Psychology – must have achieved a B or higher in Year 9 Science

*Signature Music Program – students will continue this subject from Yr 9 SMP and count as one of their electives

Semester 2 Electives

SOCIAL SCIENCES		HPE		THE ARTS	
Introductory Philosophy & History	1 sem	Health & Physical Education	1 sem	Dance	2 sem
History	1 sem	*HPE Extension	1 sem	Drama	2 sem
Geography	1 sem	LANGUAGES		Media Arts	2 sem
BUSINESS / TECHNOLOGIES		Japanese	2 Sem	Music	2 sem
Economics & Business	2 sem	DESIGN & TECHNOLOGIES		Visual Art	2 sem
Digital Technologies	2 sem	Design and Technology	2 sem	Signature Music Program (Invitation only)	2 Sem
Food and Fibre	2 sem	Materials and Technologies	2 sem	SCIENCE	
Cert I Hospitality	1 sem			*Introductory Biology	1 sem
				*Introductory Physics	1 sem
				*Introductory Chemistry	1 sem

*HPE Extension – must have achieved a B or higher in Year 9

*Science – Introductory subjects in semester 2 (Biology, Physics, Chemistry), must have achieved a B or higher in Year 9 Science