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Year 10 Subjects

**CORE SUBJECTS:**
All students must study English, Mathematics and Science for the full year.

**ELECTIVE STUDIES:**
Students must choose *three* electives. These will be studied for the full year. Students who wish to obtain an Overall Position (OP) at the completion of Year 12 should choose subjects linked to Authority Subjects.

### ELECTIVE STUDIES

<table>
<thead>
<tr>
<th>SUBJECTS LINKED TO AUTHORITY SUBJECTS</th>
<th>SUBJECTS LINKED TO AUTHORITY REGISTERED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Communications and Technologies (BCO)</td>
<td>Hospitality Practices *</td>
</tr>
<tr>
<td>Dance</td>
<td>Multi-Media *</td>
</tr>
<tr>
<td>Drama</td>
<td>Special Education Program</td>
</tr>
<tr>
<td>Geography</td>
<td>Visual Art in Practice *</td>
</tr>
<tr>
<td>Graphics</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>VET (Vocational Education &amp; Training)</td>
</tr>
<tr>
<td>History</td>
<td>Certificate I Furnishings MSA10113*</td>
</tr>
<tr>
<td>Hospitality Practices</td>
<td>Civil Construction</td>
</tr>
<tr>
<td>Information Processing and Technology (IPR)</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Study of Society</td>
<td></td>
</tr>
</tbody>
</table>

* Subjects with a higher level of consumable resources incur an additional cost.

**Student Resource Scheme Fee Structure**

Student Resource Scheme Fee Structure is based on the number of subjects a student studies that use a higher level of consumable resources. *Subjects which attract an additional charge are shown in the table above.

<table>
<thead>
<tr>
<th>Number of fee paying Subjects</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>$220.00</td>
</tr>
<tr>
<td>1</td>
<td>$275.00</td>
</tr>
<tr>
<td>2</td>
<td>$330.00</td>
</tr>
<tr>
<td>3 or more</td>
<td>$385.00</td>
</tr>
</tbody>
</table>

**Non Compulsory Additional Costs**

- Laptop Program: $125.00
- Instrumental Music Hire: $100.00
- Voluntary P & C Contribution: $30.00
New Senior Assessment System for 2019 Graduates

A new senior assessment system will commence in 2018 with the first certification in 2019.

In the new system students will receive an ATAR (Australian Tertiary Admission Rank) score instead of an OP. The ATAR is a finer-grained rank order of students than the OP. It’s a number between 0.00 and 99.95 with increments of 0.05, whereas the OP consists of 25 bands. The ATAR is commonly used in other states and territories.

Subject results will be based on a student’s achievement in three school-based assessments and one external assessment that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA). In the new system, the external assessment results will contribute 25% towards a student’s result in most subjects. In mathematics and science subjects, it will contribute 50%. External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. There will no longer be a QCS Test.

ATARs will be calculated by comparing student results. But instead of the QCS Test there will be a process of inter-subject scaling. Scaling is necessary so that student results in different types of subjects can be compared. The method of inter-subject scaling to be used is still to be finalised by the Senior Secondary Assessment Taskforce.

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students’ ATARs.

The QCAA fact sheet (Revitalising Senior Assessment and Tertiary Entrance in Queensland) is on the school website.
Art

COURSE OVERVIEW
Art offers a unique way for students to communicate and connect with their world using critical and creative thinking, as it encourages the development of skills and the exploration of technologies, forms and processes through a variety of forms. Learning in the arts develops students’ abilities to think and solve complex arts problems with intuition, creativity and imagination through problem-solving and research skills. Units are based on both teacher directed and learner-centred approaches and are organised into three phases of researching, developing and resolving.

PREREQUISITES
Prior Knowledge: Students must have received a ‘C’ or above in Year 9 Art to enter this subject. An appreciation of the visual arts and an ability to work on their own is also needed.

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Exploration/Experimentation – Teacher Directed/Student Directed. Mixed Media/Printmaking</td>
<td>Object of My Obsession- Student directed folio of work. Exhibition curated by students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Experimentation -</td>
<td>Printmaking Experimentation -</td>
<td>Object Of My Obsession -</td>
<td>Object Of My Obsession -</td>
</tr>
<tr>
<td>Students will produce</td>
<td>Practical work consisting of experimentation with lino prints, etching, stencilling and transfer techniques.</td>
<td>Folio and practical work will be based on a series of developmental activities using drawing and other media.</td>
<td>Based on term 3 techniques, a major Work will be produced. Works to be highlighted in the annual Art Display.</td>
</tr>
<tr>
<td>practical work using</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mixed media including</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ink, paper, charcoal, paint pastels and modelling compound.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Techniques include:
- folio
- visual journal
- major works
- written task
- exhibition

COSTS: This subject uses a higher level of consumable resources and attracts an increased Student Resource Scheme Fee. Refer Fee Structure on Page 2.
Business Communication and Technologies (BCO)
Includes BSB10115 Certificate I Business

COURSE OVERVIEW
This course aims to equip students with the ability to communicate effectively and to interact confidently through and within a business environment. It also develops a range of business information and technologies appropriate to the private and public administration sectors.

BCO also has a VET component embedded in the course which gives the students the opportunity to achieve a BSB10115 Certificate I in Business. To achieve the qualification, students must achieve competence in the core unit and five elective units of competency (see table below). Gaining the Certificate I in Business will attract two credit points towards the QCE (Queensland Certificate of Education).

PREREQUISITES
There are no essential pre-requisites for entry to this course, but computing skills would be an asset.

COURSE UNITS
<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Business Environments</td>
<td>• Workplace Health &amp; Safety and Sustainability</td>
</tr>
<tr>
<td>• Computer Operations and Organisational Skills</td>
<td>• International Business Communication</td>
</tr>
<tr>
<td>• Business Communication and Equipment</td>
<td>• Financial Administration</td>
</tr>
</tbody>
</table>

BSB10115 CERTIFICATE I BUSINESS (embedded in course)
Competencies include:
- BSBWHS201 Contribute to health and safety of self and others
- BSBADM101 Apply basic communication skills
- BSBWOR202 Organise and complete daily work activities

ASSESSMENT OUTLINE
The course is designed to be assessed using the following techniques:
- Objective/short response items
- Structured and open-ended response items – Extended
- Response to stimulus material
- Research
- Practical computer tasks and financial procedures
- Oral presentations

Business Pathways
- 9 Business and Technology Studies (BTS)
- 10 Business Communication & Technologies (BCO)
- 11-12 Business Communication & Technologies (BCT)

CAREER PATHWAYS
Accountant
Treasurer
Economist
Hotel Manager
Business Analyst
Financial Planner
Exporter/Importer
Marketing Officer
HR Officer
Public Relations Officer
Records Manager
Foreign Affairs & Trade
COURSE OVERVIEW

Year 10 Dance includes talking, reading, writing, thinking about dance and watching dance, and above all, becoming involved in dance. Students will experiment in various ways of moving and different styles of Dance. There is a mixture of theory and practical work, both in the course structure and assessment. The theory work is in the area of Dance Appreciation. Practical work focuses on Choreographic Techniques and basic Performance qualities.

PREREQUISITES

Students do not have to be experienced dancers. Instead they should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have a desire to learn about the body and its movement capabilities. It is advisable students are achieving at a C standard in Core English.

COURSE UNITS

• Semester 1 - Popular Dance: In this unit students explore the popular dance styles of the 21st century. They discover how popular culture can influence dance styles in various ways and explore what dance styles are popular at this time on television, at concerts and theatre etc.

• Semester 1 - En Pointe: In this unit students explore the traditional art form of ballet. They discover the discipline and alignment required to perform ballet technique as well as the specific vocabulary. They will explore the history of ballet and where it originates

• Semester 2 - Blood Memories (Contemporary dance): In this unit students explore the contemporary dance genre, specifically looking at one pioneer of modern dance. Alvin Ailey is an African American who is most famous for his ‘Revelations’ work. Students will explore Ailey’s technique and investigate his dance inspirations, such as his ‘Blood Memories’.

• Semester 2 - Tap: In this unit students explore the tap dance genre. Students will observe and study different musicals such as: 42nd Street, Singin’ In The Rain, All Aboard and Puttin’ On The Ritz. They will also look at Australian Tap Dogs, and the movie Bootmen. They will learn and explore the different dance styles and elements associated with tap and look at a variety of famous choreographers and performers.

ASSESSMENT OUTLINE

<table>
<thead>
<tr>
<th>Term</th>
<th>Performance</th>
<th>Appreciation</th>
<th>Choreography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>teacher/guest artist devised popular dance sequence.</td>
<td>Written review on a popular dance film.</td>
<td>group task in the popular dance style.</td>
</tr>
<tr>
<td>Term 2</td>
<td>teacher devised ballet technique class.</td>
<td>Comparative analysis essay on two ballets</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>teacher devised Alvin Ailey sequence.</td>
<td>Short response and analytical exam.</td>
<td>group task in the contemporary style.</td>
</tr>
<tr>
<td>Term 4</td>
<td>teacher devised tap sequence.</td>
<td></td>
<td>group task in the tap dance style.</td>
</tr>
</tbody>
</table>

EQUIPMENT: Black Nerang State High School dance t-shirt (available from the uniform store) and jazz shoes are preferred but not compulsory.
Drama

COURSE OVERVIEW
The Year 10 Drama course enables students to become competent in the skills of drama, communication, self-expression and teamwork through the areas of elements of dramatic form, elements of functional communication, other expressive forms and areas of special interest. There is a mixture of theory and practical work, both in the course structure and assessment. The theory work is in the area of Responding to Drama. Practical work focuses on forming drama and basic performance qualities.

PREREQUISITES
Students do not have to be experienced performers. Instead they should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have advanced literacy skills due to the weighting on written and spoken tasks. It is advisable students are achieving at a C standard in Core English.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My Monologue</strong></td>
</tr>
<tr>
<td>A revision of the Elements of Drama.</td>
</tr>
<tr>
<td>Teaching students how to perform a monologue.</td>
</tr>
</tbody>
</table>

| **Doing it for the Kids** |
| Children’s Theatre (including a live performance for local Primary School students). |

| **SEMESTER 2** |
| **Documenting the Journey** |
| An introduction to Documentary Drama where students learn how to perform a collage drama piece. Also includes web page design. |

| **Shakespeare Made Easy** |
| A study of *A Midsummer Night’s Dream*. Includes a public performance. |

ASSESSMENT OUTLINE
Students are assessed progressively throughout the one year course.

**Forming tasks** assess the creative process of developing dramatic action and meaning.

**Presenting tasks** assess presentation and communication of dramatic action and meaning to others.

**Responding tasks** assess response to the meaning and action of drama.

All skills required for achievement in Year 11 are practised in Year 10.
COURSE OVERVIEW

The English curriculum is built around the three interrelated strands of language, literature and literacy. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop critical understanding of the contemporary media and the differences between media texts. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Advertising and Visual Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students engage with a variety of print, film and literary advertisements to examine and deconstruct how audiences can be influenced and persuaded. Students will explore how satire is used as a tool in advertising. Both visual and textual features will be explored and analysed for effectiveness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Novel Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will read the novel ‘Boys of Blood and Bone’, by Australian author David Mentzenhen or a comparative novel. Students will explore themes such as ethical dilemmas, interpersonal relationships, growing up, war and loss. Analyse a significant ethical issue found in the novel and use this to write a short story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Shakespeare’s Romeo and Juliet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examine the attitudes, values and beliefs of the Elizabethan context. Understand the language conventions and text structures of a Shakespearean tragedy. Reflect upon the themes and issues of the play. Students will study different film interpretations and compare and contrast different representations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Melody of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyse and evaluate how context, audience and purpose shape representations of subject matter. Speculate on the social and cultural effects of lyrics and poetry. Identify implicit attitudes, values and possible effects on audiences.</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE

Students are assessed throughout the course. The forms of assessment vary but include:- assignments, unseen tests, speeches/multi modal presentations, analytical essays, comparative essays.

Task One: Advertisement Analysis, Extended Response
Task Two: Imaginative Transformation/Short Story
Task Three: Comparative Essay Exam, Unseen (Analytical)
Task Four: Persuasive Speech, Spoken
Task Five: Feature Article, Written
Health and Physical Education

COURSE OVERVIEW
In Year 10 students will be able to choose a combined subject involving Physical Education and Physical Recreation. Each course will be done for one semester. Physical Education is an authority subject and Physical Recreation is an Authority Registered Subject. This will provide students with a clear understanding of their abilities in each area.

PREREQUISITES: Nil

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>Recreational Studies</td>
</tr>
<tr>
<td>• Applied Anatomy</td>
<td>• Sports Injuries</td>
</tr>
<tr>
<td>• Exercise Physiology</td>
<td>• Major Sport</td>
</tr>
<tr>
<td>• Athletics</td>
<td>• Coaching</td>
</tr>
<tr>
<td>• Major Sport</td>
<td>• Minor Sport</td>
</tr>
<tr>
<td>• Minor Sport</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
In Semester 1 students will assessed through practical performances, written report and an exam. In Semester 2 students will be assessed through practical performances, exam and coaching of Year 6 students.

EQUIPMENT
Sports uniform, sports shoes and a hat.

Health and Physical Education Pathways

7-9 Health and Physical Education

10 Health and Physical Education

(Non-OP)

11-12 Physical Education

11-12 Recreation

CAREER PATHWAYS
HPE Teacher
Sports Sciences
Psychology
Coaching
Trainers

CAREER PATHWAYS
Coaching
Outdoor Education
Leisure Management
Fitness Trainer
Hospitality Practices

COURSE OVERVIEW
This subject introduces students to the hospitality industry. The focus is on the development of practical culinary skills and knowledge. Catering for a variety of events and functions will take place throughout the year.

The opportunity to enter the Junior Secondary Schools Culinary Competition is invaluable for the students wishing to further their culinary skills and knowledge. The competition is internationally recognised and is run by the Australian Culinary Federation. The grand final is held annually at the Gold Coast Show.

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Industry</td>
<td>Term 3:</td>
</tr>
<tr>
<td>• Workplace health and safety</td>
<td>Breakfast Service e.g. pancakes, fritters, egg</td>
</tr>
<tr>
<td>• Café foods e.g. shakes, scones, biscuits,</td>
<td>dishes, continental breakfasts</td>
</tr>
<tr>
<td>muffins, pastry</td>
<td>Term 4:</td>
</tr>
<tr>
<td></td>
<td>Sandwich Service e.g. toasted melts, open</td>
</tr>
<tr>
<td></td>
<td>wraps, fancy breads</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Techniques include:
• team based practical tasks
• individual practical tasks
• written tasks
• reports
• written exam

EQUIPMENT
Supplied [Please note that students are required to bring ingredients for individual practical tasks]

COSTS
This subject uses a higher level of consumable resources and attracts an increased Student Resource Scheme Fee. Refer Fee Structure on Page 2

Home Economics Pathways

7-9 Home Economics

10 Hospitality Practices

11-12 Hospitality Studies

11-12 Hospitality Practices

11-12 Early Childhood

CAREER PATHWAYS

Fashion Designer
Clothing manufacturer
Event management
Bachelor of Human Nutrition
Bachelor of Education
Bachelor of Applied Design
Teacher

School based traineeship
Apprenticeship
Bar attendant
Chef
Butcher
Baker
Hotel Management
Marketing Co-ordinator
Airline personnel
Teacher
Hospitality

School based traineeship
Early childhood teacher
Early childhood educator
Outside school hours care
Maternal nurse
Child health nurse
School nurse
Management
Mental health
Humanities

Humanities Pathways

7-8-9
Humanities

10 Geography
(Non-OP)

10 History
(Non-OP)

10 Study of Society
(Non-OP)

11-12 Geography

11-12 Ancient History

11-12 Study of Society

11-12 Social & Community Studies

11-12 Community

CAREER PATHWAYS
Urban planning
Demographer
Landscape Architect
Cartographer
Surveyor
Climatologist
Transport manager
Hydrologist
Policy Analyst
Population Planning
Eco Tourism

CAREER PATHWAYS
Archaeologist
Anthropologist
Criminologist
Defence Force
Diplomat
University Lecturer
Political Scientist
Foreign Affairs
Lawyer
Researcher
Historian
Author

CAREER PATHWAYS
Aged / Disability Work
Campaign Manager
Case Worker / Manager
Social Services
Demographer
Foreign Affairs
Disability Services
International Aid
Journalist
Juvenile Justice
Librarian
Support Worker

CAREER PATHWAYS
Youth Worker
Child Care
Retail Assistant
Social Worker
Community Liaison Officer

CAREER PATHWAYS
Aged and Disability
Campaign Manager
Case Worker
Child Care
Community Worker
Social Services
Disability Services
Support Worker
Youth Worker
Retail Assistant
Social Worker
Community Liaison
### COURSE OVERVIEW

Geography is the study of Earth’s landscapes, peoples, places and environments. It is, quite simply, about the world in which we live.

As a subject, Geography bridges the Social Sciences - human geography, with the Natural Sciences - physical geography.

Geography develops an understanding of social and physical processes in relation to people and places - recognising the great differences in cultures, governments, economies, landscapes and environments across the world, and the links between them. Understanding the causes of differences and inequalities between places and people is the primary focus of geography.

Geography is the ideal subject for bringing together many fields of knowledge. It is common to see trained geographers contributing to the applied management of resources and environments.

Geography is an education for life and for living. By learning this subject it helps us all to be more socially and environmentally sensitive, informed and responsible citizens.

### COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Change and Management</td>
<td>Geographies of Human Wellbeing</td>
</tr>
<tr>
<td>This focus of study explores the key concept of 'Sustainability' through a number of case studies such as Urban and Coastal development and the impact that Human activities have upon the natural environment and strategies that can be adopted to reduce our impact upon the physical environment.</td>
<td>This focus of study explores the key differences between the nations and societies that make up our planet and how nations address inequality and access to resources. Students will engage in a number of case studies exploring patterns of development around the World and the challenges that developing nations face such as disease, conflict and food security.</td>
</tr>
</tbody>
</table>

### ASSESSMENT OUTLINE

Students will undertake a variety of assessment tasks throughout their course of study. These may consist of:

- Research assignments
- Field work
- Exams
- Practical exercises
- Oral presentations
**COURSE OVERVIEW**

The study of history is important to understand today’s ever changing society. History is so much more than just dates and facts, history can tell us who we are, where we came from and where we’re going. Understanding history enables us to make connections between the past and present, and by doing so better understand contemporary society.

By choosing History, students will develop key skills to analyse complex texts and physical artefacts to construct an understanding and meaning of past lives. Year 10 History will provide an introduction to Archaeology through excursions to experience field work in a simulated Archaeological excavation and visits to Antiquities museums and collections. Students will also develop critical skills including record keeping, analysis and high level written communication required as Historians that will better prepare them for senior years of schooling and university.

History is developing an understanding and appreciation of today through the examination of the past. It encourages students to become independent thinkers who can justify ideas through evidence driven inquiry. Through the study of History students will learn to think for themselves.

**COURSE UNITS**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ancient History</strong></td>
<td><strong>Modern History</strong></td>
</tr>
<tr>
<td>Students will be introduced to the study of the ancient world and delve into the lives, events, arts, conflicts and empires of past civilisations. Students will develop an appreciation of the past but also how humanity’s earliest times have shaped who we are today. Units of study will focus on:</td>
<td>Students will develop an understanding and appreciation of Historical events that have shaped Australia in the 20th Century. Units of study will focus on:</td>
</tr>
<tr>
<td>• An introduction to the study of Archaeology</td>
<td>• World War II</td>
</tr>
<tr>
<td>• Conquest and Bloodshed during the Decline of the Roman Empire</td>
<td>• Rights and Freedoms</td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE**

Students will undertake a variety of assessment tasks throughout their course of study. These may consist of:

- Research assignments
- Exams
- Field Work
- Practical exercises
Humanities – Study of Society

COURSE OVERVIEW

The study of Study of Society fosters an appreciation of our world and the people in it by developing students’ knowledge and skills related to social order so that they may influence societal choices and policies. An informed citizen is a person with power. Study of Society is socially meaningful and relevant as it educates students to be critical of social processes and their place in society. By studying this subject students will gain insight into our complex and rapidly changing society and they will be able to understand and respond to the challenges that Australians face. They will analyse social behaviours and their effects on diverse social groups. Study of Society is a challenging and rigorous subject that allows students to study and apply theoretical concepts and develop their writing and research skills in preparation for university.

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is Culture?</strong>&lt;br&gt;Study of Society draws upon the disciplines of psychology, sociology, criminology and cultural anthropology. In this unit students will learn about the origins and significance of culture in our day to day lives. Students will deconstruct Australia’s culture and compare this to other cultures and examine external influences over our personal experience of life.&lt;br&gt;In the second half of the Semester, students will look at approaches to gender and understanding that culture impacts one’s perception of equality.</td>
<td><strong>Theories of Human Development</strong>&lt;br&gt;This unit focusses on psychology and understanding what shapes us as humans. For the first half of this unit students will be exposed to various theories of human behaviour focusing on how humans think and learn. In the second half of the Semester, students will use these theories to investigate the impact that media and video games have on children’s development and behaviours.</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE

Students will undertake a variety of assessment tasks throughout their course of study. These may consist of:
- Research assignments
- Exams
- Practical exercises
- Oral presentations
Information Processing and Technology (IPT)

COURSE OVERVIEW
This course allows students the opportunity to recognise software development rather than the use of software. It requires good communication skills, and recognizes the importance of design in creating information systems. Assessment is heavily weighted towards these elements. The subject requires sound skills in English and Maths, and is suitable for boys and girls whether or not they want a future in the IT industry. IPT study at this level will give a good grounding for continuation in senior study.

PREREQUISITES
At least a C standard is required in Maths and English.

CONTENT
The course gives students the opportunity to analyse problems and carry out the solution as a computer programmer in a number of different computer languages. Students also create design documentation, evaluate their solutions, and write documents such as user instructions and manuals.

This subject deals with gathering, structuring, representing, storing, accessing, manipulating and communicating information. Its topics are:

- Digital Systems: Components, Digital Representation and storage of Data
- Algorithms and Software Programming
- Computer Generated Graphics
- Information Systems
- Social and ethical: Human – Computer interactions

Social and Ethical Issues and Human-Computer Interaction is integrated within the other four topics.

The software languages explored in the course are mainly based online and include JavaScript, PHP, HTML and SQL.

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Digital Representation and storage of Data</td>
<td>• Information Systems: creating and communicating information, especially online</td>
</tr>
<tr>
<td>• Components of digital systems: software, hardware and networks</td>
<td>• Interacting safely using appropriate technical and social protocols</td>
</tr>
<tr>
<td>• Software Development</td>
<td>• Web development using HTML</td>
</tr>
<tr>
<td>• 3D Modelling</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
The course is designed to be assessed using the following techniques:
The assessment will include research essays, practical projects, supervised short response/extended response, folio of work.

EQUIPMENT
USB (4 GB minimum). It is highly recommended for a student to have access to a home computer.

CAREER PATHWAYS
Architectural designer
Graphics designer
Builder
Industrial designer
Cartographer
Design/project
Engineer
Surveyor
Electronic/media illustrator

IPT Pathways

<table>
<thead>
<tr>
<th>10 IPT</th>
<th>11-12 IPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(OP)</td>
<td></td>
</tr>
</tbody>
</table>
Industrial Technology and Design

CAREER PATHWAYS
Architectural designer
Graphics designer
Industrial designer
Cartographer
Interior designer
Design/project Engineer
Surveyor
Illustrator

CAREER PATHWAYS
Carpenter
Cabinetmaker
Plant Operator
Concreter
Site Work
Site Foreman

CAREER PATHWAYS
Carpenter
Cabinetmaker
Welding
Sheetmaker

CAREER PATHWAYS
Mechanical engineer
Electrical engineer
Technical illustrator
Environmental designer
Technology teacher
Fashion/textile designer
Town planner
Fine artist
Illustrator
Drafting technician
ITD - Certificate I Furnishings (MSA10107)

COURSE OVERVIEW
The course is project-based and comprises a number of specific but inter-related units, in which students have the opportunity to demonstrate their competency to appropriate industry standard. Students build on the skills acquired in Year 9 ITD. The course will provide students with the opportunity to obtain entry-level competencies required by industry. To achieve the Certificate qualification students must successfully complete all units of competency. It is a highly practical subject that develops students’ thinking skills. If students successfully complete the Certificate I in Manufacturing, they will achieve two credit points towards their Queensland Certificate of Education (QCE).

PREREQUISITES
Year nine Industrial Technology & Design is preferable.

COURSE UNITS May include

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Workplace Health &amp; Safety</td>
<td>• Project B</td>
</tr>
<tr>
<td>• Project A</td>
<td>• Major Design Project</td>
</tr>
<tr>
<td>• Minor Design Project</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
The course is designed to be assessed using the following techniques:
• Teacher Observation & Design
• Practical Projects
• Folios
• Online Safety Tests

Much of the assessment is practically based and assessed in the learning place. There will be Related Theory Workbooks and Exams. Work Place Health and Safety plays a major part in the course content and underpins all learning. Students will be required to complete safety assignments tasks and online training.

<table>
<thead>
<tr>
<th>National code</th>
<th>Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>MSAPMOHS100A</td>
<td>Follow OHS procedures</td>
</tr>
<tr>
<td>MSAPMOPS101A</td>
<td>Make measurements</td>
</tr>
<tr>
<td>MSAPMSUP102A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a team</td>
</tr>
<tr>
<td>MSFFM1002</td>
<td>Operate basic woodworking machines</td>
</tr>
<tr>
<td>MSFFM2005</td>
<td>Join solid timber</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
</tbody>
</table>

COSTS: This subject uses a higher level of consumable resources and attracts an increased Student Resource Scheme Fee. Refer Fee Structure on Page 2.
COURSE OVERVIEW
This course will provide students with an understanding of the civil construction industry by introducing them to occupational health and safety, practical based projects around the school, hand and power tools, environmental work practices, communication, measurement and calculation, maintenance of plant and equipment.

PREREQUISITES
- Interest in hands on work and practical based learning
- Year 9 Civil Construction would be advisable but not a prerequisite

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace Health &amp; Safety</td>
<td>Water feature</td>
</tr>
<tr>
<td>Skills exercises</td>
<td>Hand tools, measurement and calculation</td>
</tr>
<tr>
<td>Bridge building</td>
<td>Levelling/Concreting/Excavation</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
The course is designed to be assessed using the following techniques:
- Online WH&S Tests
- Practical Projects
- Classwork Folio

EQUIPMENT
Suitable enclosed footwear
Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing appropriate personal protective equipment, long sleeve shirts and hats where necessary when working outdoors, these will be supplied personally. Steel cap boots will be required Term 4.
ITD - Graphics

COURSE OVERVIEW
The Graphics course is aimed at developing students’ ability to communicate with others through graphical means i.e. the use of sketches, diagrams, scale drawings and the correct methods and techniques of drawing objects from real life. A number of drawing techniques are used including pencil drawings, colour rendering, and computer aided drawing (CAD).

PREREQUISITES
Year 9 Graphics would be advisable but not a prerequisite.

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Built Environment</td>
<td>• Production Graphics (Continued)</td>
</tr>
<tr>
<td>• Production Graphics</td>
<td>• Business Graphics</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
The course is designed to be assessed using the following techniques:
- Formal examination
- Assignments (Folio of Work)
- Class Work Folio

Please note that this subject is sequential in nature and as such students need to begin the course at the beginning of the year. Mid-year entry is very difficult.
Japanese

COURSE OVERVIEW
The Japanese course for Year 10 students focuses on developing students’ language and cultural proficiency. Students will study topics that will enable them to confidently communicate their emotions and ideas across a diverse range of topics such as school, home life, friendships, daily schedules and routines. Students will grow in confidence in engaging visiting Japanese students in conversations about Australian lifestyle and culture. Students will increase their proficiency in reading and writing Hiragana, Katakana and Kanji characters.

Learning a second language has a range of benefits for students, such as:

- Enhances learning skills and cognitive development
- Understanding of the culture of another country
- Ability to meet people, make friends and travel
- Marketable skill which expands career options
- Appreciation of our own culture
- Improved knowledge of grammar
- Greater understanding of how English works
- Developing creative thought patterns

COURSE UNITS

Semester 1:
Travel
This unit develops language skills to describe people and places and the key skill of navigating methods of travel using questions around time, distance and cost. Students will be able to identify similarities and differences between Australia and Japan.

Homestay
This unit will build your language skills and understanding of Japanese daily life by exploring the unique nature of Japanese housing and the family unit. Students will develop proficiency in communicating their needs in a homestay setting.

Semester 2:
Shopping and Restaurants
This unit focuses upon building language skills to successfully converse and make requests and purchases when shopping and dining in Japan.

Sharing Hopes and Dreams
In this unit you will develop the language skills to express your emotions and opinions on a range of issues.

ASSESSMENT OUTLINE
Students will complete assessment tasks that develop their communicative ability. They will make a travel brochure on a destination of their choice and make a presentation explaining Australian homes and culture. They will also be assessed on their ability to compose and comprehend the Japanese language.

Languages Pathways

<table>
<thead>
<tr>
<th>7-10 Japanese</th>
<th>(OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12 Japanese</td>
<td></td>
</tr>
</tbody>
</table>

CAREER PATHWAYS
Diplomat
Translator
Foreign Affairs
Trade Office
Tour Guide
Journalist
TV Presenter
Public Servant
Legal Studies

COURSE OVERVIEW
This course aims to familiarise students with many significant legal and social issues that face individuals and groups in Australian Society. The law sets out basic rights and responsibilities that we need to understand and need to be informed of as members of society.

The course provides students with the methodology to understand, investigate, evaluate and communicate how the legal system operates.

The course will provide students with some basic knowledge and understanding that will link the learning outcomes to the senior Legal Studies Authority Subject.

PREREQUISITES
A sound achievement in English is necessary.

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Legal System</td>
<td>• Youth and the Law</td>
</tr>
<tr>
<td>• Criminal Law</td>
<td>• Family Law</td>
</tr>
<tr>
<td>• Rights and Responsibilities are embedded throughout the course</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
The course is designed to be assessed using the following techniques:

- Objective/short answer response,
- response to stimulus,
- extended response,
- non-written presentations and
- research assignments.

Legal Pathways

10 Legal Studies

(11-12) Legal Studies

CAREER PATHWAYS
- Lawyer
- Legal Aid
- Solicitor
- Stockbroker
- Tourism Manager
- Trade Manager
- Trade Analyst
- Trade Union Official
- Training Officer
- Valuer
Mathematics Pathways

**7-8-9 Maths**
- **10 Maths (OP)**
- **10 Maths**
- **11-12 Maths A (OP)**
- **11-12 Maths B (OP)**
- **11-12 Maths C (OP)**
- **11-12 Prevocational Maths (Non-OP)**

**CAREER PATHWAYS**
- Mathematics and science education
- Natural and physical sciences
- Medical and health sciences
  - (incl biomedical, nanoscience, forensics)
- Engineering – chemical, civil, electrical, mechanical and mining.
- Avionics
- Information technology
- Computer science – electronic and software
- Pure mathematics
- Statistician

**CAREER PATHWAYS**
- Tourism and Hospitality
- Nursing
- Architecture
- Administration
- Management
- Metal working
- Carpentry
- Auto mechanics

**CAREER PATHWAYS**
- Retail
- Business Administration
- Carpentry
- Building
- Bricklaying
- Plumbing
COURSE OVERVIEW
The Year 10 Mathematics course focuses on the nature and application of mathematics in the world around us. Students are encouraged to use mathematics and a range of technology to help them in making informed decisions in real-life situations and to be able to justify and communicate their results confidently. Investigative and explorative approaches provide opportunities for students to work collaboratively as well as individually and to foster positive attitudes to the learning and practice of mathematics.

The Year 10 Mathematics Course is developed in accordance with the Australian Curriculum. All students will engage in areas of learning from the major strands of Mathematics:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Within these strands, the program aims to engage students in working mathematically to develop proficiency with mathematical skills. Student understanding and fluency with content, as well as their problem solving and reasoning skills, become increasingly sophisticated over the course.

CAREER PATHWAYS
Year 10 Mathematics provides the skills needed to make decisions which affect students’ everyday lives. These skills are also called on in other subjects and provide a good general background for many non-scientific areas of tertiary study and a wide range of career options. This subject links to the senior subjects Mathematics A and Prevocational Mathematics. Students wishing to study the Authority subject Mathematics A in Year 11 and 12 should achieve a sound level in this subject in Year 10.

Senior Mathematics A is a useful subject for many careers and courses but cannot be used as a replacement for Mathematics B or C when these are specified as pre-requisites or assumed.

PREREQUISITES
9 Mathematics

COURSE UNITS

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Pythagoras and trigonometric ratios, including 3D problems</td>
<td>● Linear equations and functions</td>
<td>● Data representation and Interpretation</td>
<td>● Simple and compound interest and financial problems</td>
</tr>
<tr>
<td>● Probability</td>
<td>● Simultaneous equations</td>
<td>● Measurement – volume and surface area</td>
<td>● Modelling to solve problems involving quadratics, trigonometry, volume and surface area</td>
</tr>
<tr>
<td>● Quadratic equations and functions</td>
<td>● Geometric reasoning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
A range of both formative and summative assessment will be provided. Formal assessment techniques will include written tests each term and at least one alternate assessment task per semester. It is essential that work covered in class be reviewed and practised each night.

EQUIPMENT
A scientific calculator is required for this subject. A Casio Model FX82AU is available from the Uniform Shop.
Mathematics Extension

COURSE OVERVIEW
As well as the content covered in the 10 Mathematics Course, students undertaking 10 Extension will cover additional content and skills in preparation for Mathematics B and C in Year 11 and 12. Within each topic, particular emphasis is given to the algebraic concepts and skills required in these senior subjects.

CAREER PATHWAYS
This subject links to the senior subjects Mathematics B and Mathematics C. Students wishing to study Mathematics B in Years 11 and 12 must study Year 10 Extension Mathematics and achieve a high sound level or better.

Mathematics B is a pre-requisite or assumed knowledge for many university courses especially in the fields of Mathematics, Science, Engineering and Information Technology.

PREREQUISITES
Year 9 Mathematics

COURSE UNITS

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pythagoras and trigonometric ratios,</td>
<td>• Linear equations and functions</td>
<td>• Data representation and interpretation</td>
<td>• Simple and compound interest and</td>
</tr>
<tr>
<td>rules and functions including 3D problems</td>
<td>• Simultaneous equations</td>
<td>• Measurement – volume and surface area</td>
<td>associated financial problems</td>
</tr>
<tr>
<td>• Probability including evaluating media</td>
<td>• Quadratic equations and functions</td>
<td>including pyramids and spheres</td>
<td>• Exponential patterns, index laws,</td>
</tr>
<tr>
<td>statements and statistical reports</td>
<td></td>
<td>• Geometric reasoning</td>
<td>logarithms and their use in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>solving financial problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Modelling to solve problems involving</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>quadratics, trigonometry, volume</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and surface area, and exponential</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>equations</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
A range of both formative and summative assessment will be provided. Formal assessment techniques will include written tests each term and at least one alternate assessment task per semester. It is essential that work covered in class be reviewed and practised each night.

EQUIPMENT
A scientific calculator is required for this subject. A Casio Model FX82AU is available from the Uniform Shop.
Multi Media

COURSE OVERVIEW
Year 10 Multi-Media Studies is a subject that allows students to experience aspects of film, television, radio and graphic design. From designing costumes for superhero movies, to using a green screen to create special effects and analysing television shows and movies, Multi-Media Studies is a subject that allows students to engage, experiment and analyse all aspects of media. The subject helps develop an individual understanding of the ways in which media industries construct, produce and respond to media texts from a variety of sources and, in doing so, enhances each participant’s capacity to think, create and question the worlds we see on screen.

PREREQUISITES
Students do not need to have any previous experience or access to video cameras/editing software at home. As this is a largely practical course students are required to have self-discipline when working independently and a high level of motivation.

COURSE UNITS
- To identify and manipulate a variety of media genres such as film, radio, television, advertising and graphics.
- To work practically to create a variety of media texts (movie trailers, radio segments, television programs, prints and photography).
- To work to develop peer relations and time management skills by engaging in a variety of group work tasks to communicate, generate and produce ideas.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Unit 3 or Term 3</th>
<th>Unit 4 or Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD Cover &amp; Promotional Package</td>
<td>Promotional Video Music Clip</td>
<td>Podcast Program</td>
<td>Animation or Photography</td>
</tr>
<tr>
<td>Design a CD cover and packaging including liner notes (i.e. lyrics, bios, information) in the form of both hardcopy and Photoshop images.</td>
<td>Create a 2-3 minute video/music promotional clip. Appropriate suitable music track for video clip. Demonstrating skills in image and audio editing suites.</td>
<td>Students are to develop a script for a podcast program. They must demonstrate a collective journey that includes research; experimentation of audio and sound techniques, within their diary.</td>
<td>Create a 2-3 minute animation using Photoshop. Appropriate and suitable audio and visuals for video clip. Demonstrating skills in image manipulation and audio editing suites.</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Assessment is folio based accompanied by one demonstrative written and/or oral assessment task each semester.

EQUIPMENT
Students need to bring their own laptop.

COSTS: This subject uses a higher level of consumable resources and attracts an increased Student Resource Scheme Fee. Refer Fee Structure on Page 2.
Music

COURSE OVERVIEW
Music offers students the opportunity to explore music both past and present and to develop their own style and identity as musicians. Students in this subject will perform on their own instruments, analyse a variety of musical styles throughout history to develop a strong foundation and build on this by composing in contemporary and avant-garde styles. As well as developing strong musical skills, music benefits students in other study areas by helping them to improve their concentration, understanding of numeracy and ability to communicate and work in teams.

PREREQUISITES
It is advisable that students have a Music background, an ability to play a musical instrument or a special interest in singing. It is beneficial to have access to a musical instrument at home. However, the school will provide instruments where possible. It is advisable students are achieving at a C standard in Core English.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Elements of Music</strong></td>
<td><strong>Recording</strong></td>
</tr>
<tr>
<td>Students learn how to listen to, record and</td>
<td>Students perform as an ensemble and then learn</td>
</tr>
<tr>
<td>play music. They use their instrument of</td>
<td>how to record and edit their music.</td>
</tr>
<tr>
<td>choice (including guitar, vocals, drums etc).</td>
<td></td>
</tr>
<tr>
<td><strong>Foundations</strong></td>
<td><strong>Rock n Roll High School</strong></td>
</tr>
<tr>
<td>Beginning to understand how to compose a song</td>
<td>Students will perform a rock song in a group.</td>
</tr>
<tr>
<td>(students to elect the genre).</td>
<td>They will also give a tutorial on different</td>
</tr>
<tr>
<td></td>
<td>styles of rock.</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Assessment in music falls into three categories – performance, composition and analysis. Performance assesses students’ ability to manipulate musical elements and express musical genre on an instrument. Composition requires students to create their own music. Analysis involves listening to repertoire, analysing the use of musical elements and completing extended written or speaking tasks to demonstrate their understanding. Students complete an assessment in each of these categories for every unit of study.

Examples of assessment tasks in senior music include the following:

- **Performance** – individual performance on an instrument/vocal part; performance with an ensemble on an instrument/vocal part; accompanying another person’s performance; conducting.
- **Composition** – recording a song or instrumental piece; written notation of a song or instrumental piece; manipulation of loops to create a song or instrumental piece
- **Analysis** – written task; exam; oral; multimedia presentation. Length requirements vary according to task.

EQUIPMENT
Students are welcome to bring their own instruments to school for performance task rehearsals; however, several instruments are available at the school for students’ use during rehearsal.
Music - Instrumental Program

COURSE OVERVIEW
This subject is an extension of the subject Music and focuses on the area of performance at a higher level. Students will perform in ensemble settings and engage in workshops with other schools within the region. They will also act as mentors for primary school pupils at our Regional Workshops. Students must specialise on a particular instrument in brass, woodwind or strings. Students may apply for a Scholarship for Instrumental Music.

PREREQUISITES
It is advisable but not essential that students have undertaken a study in Instrumental Music in Primary School. Students should be able to read sheet music at a basic level.

SPECIAL REQUIREMENTS
Students will be expected to take part in Stage Band, Concert Band or Strings Ensemble. They should be available to perform at Open Nights, Awards Evening and other events at the school. Instrumental students will also be required to attend lessons and rehearse regularly.

ASSESSMENT OUTLINE
Assessment will occur during Instrumental Music lessons. Pupils will be assessed on their technical ability and class attendance.

EQUIPMENT
Students are welcome to bring their own instruments to school for performance task rehearsals and lessons; however, several instruments are available for students to hire.
**Science**

**COURSE OVERVIEW**

The curriculum is composed of three strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. The Science Understanding Strand has as its content: Biological Science, Chemical Sciences, Earth and Space Sciences and Physical Sciences. In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of Natural Selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

**COURSE UNITS**

A possible sequence of units is shown below. Please note that whilst the order in which units are covered may vary, the contents of these units will be retained and will be in accordance with the national curriculum.

**Term 1 – Biological Sciences** - The transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

**Term 2 – Chemical Sciences** - The atomic structure and properties of elements are used to organize them in the Periodic Table. Different types of chemical reactions are used to produce a range of products and can occur at different rates.

**Term 3 – Physical Sciences** - Energy conservation in a system can be explained by describing energy transfers and transformations. The motion of objects can be described and predicted using the laws of physics.

**Term 4 – Earth and Space** - The universe contains features including galaxies, stars and solar system and the Big Bang theory can be used to explain its origin. Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

**ASSESSMENT OUTLINE**

Students are assessed under 2 curriculum dimensions: Understanding (which encompasses Science Understanding and Science as a Human Endeavour) and Skills (such as various elements of Investigating and Communicating). Assessment tasks can include written tests consisting of short answer and multiple choice questions, experiment reports, extended experimental investigations and research-based extended response tasks.
Special Education Program

<table>
<thead>
<tr>
<th>7-8</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed. P</td>
<td>SEP Certificate I</td>
</tr>
<tr>
<td></td>
<td>Information, Digital Media and Technology</td>
</tr>
<tr>
<td>9-10</td>
<td>11-12 Foundation</td>
</tr>
<tr>
<td></td>
<td>Work Readiness</td>
</tr>
<tr>
<td>11-12</td>
<td>11-12 SuccessMaker</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CAREER PATHWAYS
- Supported employment through Disability Employment Service (DES) providers.
- Provide on the job training in a range of industries
- Resume development
- Training in interview skills
- Ongoing support in a job if needed
- Access workplace modifications
SEP - Foundation English

COURSE OVERVIEW
The program aims to extend the high end Success Maker students to develop their writing capability in preparation for 11 English Communication. Students will study a variety of language conventions and genres aimed to develop functional literacy.

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Punctuation</td>
<td>• emails</td>
</tr>
<tr>
<td>• Proofreading/ Editing/ Rewriting/ Creating</td>
<td>• journal/diary writing</td>
</tr>
<tr>
<td>• Sentences – Types</td>
<td>• personal letter</td>
</tr>
<tr>
<td>• Grammar</td>
<td>• story writing</td>
</tr>
<tr>
<td>• Syntax</td>
<td>• Persuasive writing</td>
</tr>
<tr>
<td>• Vocabulary (Personal Word Dictionary)</td>
<td></td>
</tr>
<tr>
<td>• Paragraphs</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Students demonstrate evidence of their learning over time through assessable elements such as knowledge and understanding, interpreting texts, constructing texts, appreciating texts and reflecting.

SEP - Foundation Geography

COURSE OVERVIEW
Students explore a range of topics designed to increase their understanding of Geography and reflect on their understandings to make decisions in the future.

Students should be able to:
• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
• Use historical terms and concepts
• Identify and analyse the perspectives of people from the past
• Identify and analyse different historical interpretations (including their own)
• Select and use a range of communication forms (oral, graphic, written) and digital technologies
• Evaluate information

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 2 - Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3</td>
</tr>
<tr>
<td>• Conquests and bloodshed – Rulers and empires throughout history</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Written collection of work
Short Answer Tests
Multi-modal presentation
SEP - Foundation History

COURSE OVERVIEW
Students explore a range of topics designed to increase their understanding of History and reflect on their understandings to make decisions in the future.

Students should be able to:
- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Use historical terms and concepts
- Identify and analyse the perspectives of people from the past
- Identify and analyse different historical interpretations (including their own)
- Select and use a range of communication forms (oral, graphic, written) and digital technologies
- Evaluate information

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1 - History</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>World War 2</td>
<td>Rights and Freedoms</td>
</tr>
<tr>
<td></td>
<td>Post World War 1 to end of World War 2</td>
<td>Post World War 2 to present</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Written collection of work
Short Answer Tests
Multi-modal presentation

SEP - Foundation Mathematics

COURSE OVERVIEW
Foundation Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to equip students with skills required for a successful life and future gainful employment.

The course is designed to cater for the broad range of skills, attitudes and needs of students. Students study topics which have relevance to them. As these contexts encourage cooperation and are supportive, enjoyable and non-competitive, students develop positive attitudes towards the use of mathematics.

Within this course, some students will study the Pre-vocational maths program that is run in Year 11 mainstream classes. This program of study is heavily scaffolded with the intent that, at the end of year 10, these students will go into Year 11 PVM classes. This has been an effective pathway for our Year 10 students, giving them confidence to succeed in the mainstream class.

COURSE OUTLINE
Each semester students study some aspects of the following topics using a multi-disciplined approach. Practical, functional mathematics topics will also be followed, allowing students to become more independent in their program of study.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic operations (number and place value concepts)</td>
<td>Measurement (time, capacity, mass, length)</td>
</tr>
<tr>
<td>Fractions</td>
<td>Grids, co-ordinates, mapping</td>
</tr>
<tr>
<td>Patterns</td>
<td>Symmetry</td>
</tr>
<tr>
<td>Algebra</td>
<td>Chance and data</td>
</tr>
<tr>
<td>Money</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Students are assessed throughout the course. The forms of assessment vary but include: regular testing, unseen tests and bookwork.
COURSE OVERVIEW

Students explore a range of topics designed to increase their understanding of scientific concepts.

Students should be able to:
- Demonstrate an understanding of scientific concepts
- Explain relationships between objects
- Apply previous knowledge of concepts to new content
- Explain and predict changes
- Evaluate information

PREREQUISITES

None

COURSE UNITS

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGICAL SCIENCES</td>
<td>CHEMICAL SCIENCES</td>
<td>PHYSICAL SCIENCES</td>
<td>EARTH AND SPACE SCIENCES</td>
</tr>
<tr>
<td>The transmission of heritable characteristics from one generation to the next involves DNA and genes.</td>
<td>The atomic structure and properties of elements are used to organize them in the Periodic Table.</td>
<td>Energy conservation in a system can be explained by describing energy transfers and transformations.</td>
<td>The universe contains features including galaxies, stars and solar system and the Big Bang theory can be used to explain the origin of the universe.</td>
</tr>
</tbody>
</table>

The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

Different types of chemical reactions are used to produce a range of products and can occur at different rates.

The motion of objects can be described and predicted using the laws of physics.

Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

ASSESSMENT OUTLINE

Written collection of work
Short Answer Tests
Multi-modal presentation
SuccessMaker

COURSE OVERVIEW
The SuccessMaker Program is an intensive literacy program offered to students to continue improving their basic reading skills like comprehension and word recognition.

If a student has not attained reading skills commensurate with their same aged peers by the end of Year 9, they will continue in the program. The intention is to prepare the student to read well enough to cope with Year 11 English Communication.

COURSE OUTLINE
The program, although standardised, is set at the individual level of the student. SuccessMaker has four components: a computer program for comprehension; wordlists for word recognition; workbooks for spelling and literacy activities. Seniors may also study for the Learner’s Driver test.

ASSESSMENT OUTLINE
Assessment is carried out each semester to determine student progress in reading age and ability.
Visual Art in Practice

COURSE OVERVIEW
This is a practically orientated subject, designed specifically for students who enjoy the practical activity of an art subject but who do not wish or need to undertake the written aspects of the course for senior study purposes. This course enables students to acquire skills that can be of great benefit in leisure time activities as well as in the general workforce where creativity is required.

PREREQUISITES: Nil
An interest in Art would be preferable

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 3</td>
</tr>
<tr>
<td>The Human Face 1</td>
<td>Old Masters Project</td>
</tr>
<tr>
<td>‘Life on the Gold Coast’ Or Free Choice, mixed media</td>
<td>Using modern techniques, students will alter the works of Rembrandt, Da Vinci, Raphael and Michelangelo.</td>
</tr>
</tbody>
</table>

Students will experiment with a variety of media – pencil, charcoal, paint, collage, ink, natural fibres, felt tips, coloured pencils to produced themed work.

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<table>
<thead>
<tr>
<th>Term 2</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Life on the Gold Coast’ Or Free Choice, mixed media</td>
<td>Human Figure in action</td>
</tr>
</tbody>
</table>

Using modern techniques, students will alter the works of Rembrandt, Da Vinci, Raphael and Michelangelo.

Action figures will be created using such techniques as sculpture and paper mache.

ASSESSMENT OUTLINE
Techniques include:
• major art works
• visual diary

COSTS: This subject uses a higher level of consumable resources and attracts an increased Student Resource Scheme Fee. Refer Fee Structure on Page 2.