

Year 10

Semester 2



Subject Information Booklet

2024

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Year 10 Semester 2 Subject Information Booklet



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A WORD FROM THE PRINCIPAL

For many students and families, choosing a pathway through Senior Schooling can be a daunting and challenging time. This Subject Information Booklet is aimed at making this decision a little easier for students and those supporting students during this time. A decision that is not life-changing but life-influencing. While it is ideal that the best decision possible is made to ensure a successful pathway through senior, it is just one pathway to a future beyond school. As a school however, our goal is for all students to achieve to their full potential taking full advantage of all the opportunities provided by this pathway.

In order to ensure students, make the best choices for their journey through senior secondary, Mount Gravatt High asks students to engage in a pre-senior study program in Semester Two Year 10. The purpose of this program is to provide students the opportunity to study subjects similar to the ones they are likely to study in Year 11 and 12. These subjects will be an extension of the Australian Curriculum studied to a depth and using assessment practices similar to the Senior School reflecting the Australian Curriculum expected standards.

Throughout this semester students will also receive ongoing feedback about their performance in their subjects to assist them in making their final decision about their senior school course of study. We consider that it is important that all students get this opportunity to try out subjects before they decide or “try before they buy” as changes to their choices in Year 11 and 12 can result in poor outcomes for students.

The Queensland Certificate of Education Curriculum provides multiple pathways for students to study leading to a number of possible outcomes which include an ATAR or Tertiary Education pathway, a Vocational pathway of either further training or employment and the possibility to take a pathway that prepares for both a tertiary and vocational future. A student’s pathway beyond school, the rules for achieving a QCE and the organisation of how students study their subjects and are assessed, now make it more necessary for students to have chosen the right subject for them and their pathway. QCE points are awarded for the successful completion of Year 11 subjects and then on successful completion of these subjects in Year 12.

The organisation of study and assessment is based on Year 11 being a formative year where assessment in each subject allows students the opportunity to prepare for the types of assessments, they will experience in Year 12. The “summative” assessment in each subject in Year 12 will involve both school-based and external assessment which builds on the knowledge and skills developed in Year 11. Success in a system of this nature requires the following of a consistent and ongoing pattern of study avoiding changes to subjects as much as is possible. A good decision now therefore will help to ensure a consistent and ongoing pattern of study. [Further information can be found in this guide and at the Queensland Curriculum and Assessment Authority (QCAA) website.]

As indicated earlier, while your Senior School pathway is an important decision which can be life influencing but not life changing, it is still important to make a good decision and this curriculum guide will support you to do this, as the best decisions are the ones that have been well informed. Sometimes in an information rich environment it is difficult to focus and decide as it can seem overwhelming and complicated. It is however, in situations like this, really helpful to keep things simple and uncomplicated which the following guiding questions can do:

1. Am I good at the subject?
2. Do I enjoy the subject?
3. Do I need this subject for my chosen career path?

TO MAXIMISE THE ACADEMIC SUCCESS of students and their personal well-being in Years 10/11/12 the following are desirable:

- (a) To have a good knowledge of study skills e.g. how to write assignments, prepare for exams, take notes, memorise efficiently etc.
- (b) Setting realistic goals. Goals can be divided into three types - short-term goals (e.g. getting an assignment in on time), medium-term goals (e.g. reading 10 novels in a year), long-term goals (e.g. to perform well enough at school to do veterinary science at university). Research has shown conclusively that setting realistic goals and working towards them is a major ingredient of success.
- (c) Planning time - keep a balance that is right for you. Take into account the following factors:
 - homework/study
 - time spent alone
 - time spent with the family
 - sport
 - time having 'fun' with friends
 - sleep
- (d) Remember:
 - that the recommended 45 hrs/week for school and study is a minimum;
 - that regular attendance at classes is required;
 - that the school expectations published in the "Statement of Student Expectations" are to be observed;
 - that the conditions agreed to in the Educational Agreement for Senior Students must be met;
 - that your role as a student is to achieve to the best of your ability.

IMPORTANT:

This school offers accreditation in two areas:

- (i) for Tertiary Entrance;
- (ii) Vocational Education including TAFE and Industry Placement.

Students should understand and recognise the importance and value of our Vocational Education subjects. Not all students wish to go on to tertiary study and the experience of success in these subjects may be of far greater benefit than disappointment at attempting QCAA General subjects. Please consider carefully.

The decision to choose particular subjects in Year 10 is important educationally in that it sets the foundation for the final two years of senior schooling and also points towards possible careers. It is necessary to consider factors in two general areas:

A. the student;

B. the subject.

A. THE STUDENT

Parents and students should consider the following:

- a) **Past Achievement.** Is the student's past record a good indication of future success? Has the student worked to maximum ability? If the results in Junior Secondary have not been satisfactory, it may mean the student has not worked, it may mean the student has not liked particular subjects or it may mean the student may not be capable of higher academic results. The staff at the school will be happy to give advice in this area if needed.*
- b) **Aptitude.** Does the student have special talents in areas such as art, music, technology?*
- c) **Ambition.** What does the student hope to do, to achieve, to become? If there are specific career aspirations it would be worth discussing with the Guidance Officer what subjects would best lead to that career. If there are no specific career goals the best idea is to choose subjects that keep most options open.*
- d) **Interests.** Success in a subject is highly correlated with interest in a subject. A look through the subjects that the student did best in often indicates those in which they were most interested.*

B. THE SUBJECT

- All students are expected to study an English and Mathematics subject in Year 11 and 12*
- Students should choose subjects that are relevant to their future pathways ensuring that all required or pre-requisite subject are included in their course of study.*
- At this school, all students also participate in a Year 10,11 and 12 Seek Worthy Things which will focus on career education and planning for the future.*
- The information in this booklet will give students and parents a clear idea of content and requirements in each subject available. Where a student has difficulty in deciding between two subjects, and the factors in "A" have been considered, then a detailed look at the assessment and requirements of each subject may sway the decision one way or another. It is important that all the relevant subject descriptions be read thoroughly by both parents and students before any subject choice is made.*

I wish students an enjoyable and valuable experience in the Pre-Senior Program.

Ross McNichol
PRINCIPAL

YEAR 10 SUBJECTS

In Semester Two, Year 10 students study six subjects as well as Seek Worthy Things and Wednesday afternoon sport. The six subjects include Maths, English and four electives.

The elective subjects available to choose from are:

- | | |
|---------------------------------------|--|
| • Accounting/Business | • Humanities 1 (History) |
| • Art | • Humanities 2 (Legal and Geography) |
| • Construction and Engineering Skills | • Industrial Graphics and Design |
| • Dance | • Introduction to Mathematics - Specialist |
| • Digital Solutions | • Japanese |
| • Drama | • Media |
| • Fitness and Recreation | • Music |
| • Furnishing Skills | • Physical Education Extension |
| • Health | • Science Extension 1 (Life Sciences) |
| • Hospitality Practices | • Science Extension 2 (Physical Sciences) |

ALIGNMENT BETWEEN YEAR 10 AND YEAR 11 SUBJECTS

Year 10 Subject	Year 11 ATAR Subject	Year 11 VET or Applied Subject
Accounting/Business	Accounting Business	Certificate II in Workplace Skills Certificate III in Business Diploma of Business
Art	Visual Art	Visual Arts in Practice
Construction and Engineering Skills		Building and Construction Skills Engineering Skills
Digital Solutions	Digital Solutions	Information and Communication Technology Certificate III in Aviation Certificate III in Information, Digital Media and Technology
Drama	Drama	Drama in Practice
Fitness and Recreation		Sport and Recreation Certificate III in Fitness
Furnishing Skills		Furnishing Skills
Health	Health	
Hospitality Practices		Hospitality Practices
Humanities Sem 1, Year 10	Economics	Tourism
Humanities 1 (History)	Ancient History Modern History	
Humanities 2 (Legal and Geography)	Legal Studies Geography	Certificate IV in Crime and Justice
Industrial Graphics and Design	Design	Industrial Graphics Skills
Japanese	Japanese	
Specialist Mathematics	Specialist Mathematics	
Media	Film, Television and New Media	Media Arts in Practice
Music	Music Music Extension (Performance) Music Extension (Composition)	
Physical Education Extension	Physical Education	
Science Extension 1 (Life Sciences)	Biology Psychology	
Science Extension 2 (Physical Sciences)	Chemistry Physics	

YEAR 10 INTO YEAR 11 PREREQUISITES

To assist students to make informed decisions about subjects, based on their performance at school, students will need to achieve a minimum standard to be able to enter some Year 11/12 General Subjects. Subject viability in the Year 11 will always depend on enough students choose a subject. The relevant subjects and the required minimum standard are outlined in the table below:

Faculty	Subject	Type of Subject	Prerequisites	Recommendations
Mathematics	General Mathematics	General	C+ in Intro to General Mathematics / C in Intro to Mathematical Methods	
	Mathematical Methods		C+ in Intro to Mathematical Methods	
	Specialist Mathematics		C+ in Intro to Mathematical Methods	C+ in Intro to Specialist Maths in Semester 2
	Essential Mathematics	Applied	Nil	
English	English	General	C in English	
	English Literature		B in English	
	English as an Additional Language		See Subject Handbook	Students from a non-English speaking background should consider choosing this subject
	Essential English	Applied	Nil	
Humanities	Accounting	General	C in English	Satisfactory achievement in pre-senior subjects
	Ancient History		C in English	
	Business		C in English	
	Economics		C in English	
	Geography		C in English	
	Legal Studies		C in English	
	Modern History		C in English	
	Tourism	Applied	Nil	
	Certificate II in Workplace Skills	Certificate Course	Nil	Satisfactory achievement in pre-senior subjects Very Good – Effort across all subjects
	Certificate III in Business		Nil	
	Certificate IV in Justice Studies		Nil	
Diploma of Business	C in English Satisfactory for Effort in all subjects			

Technologies	Design	General	Nil	Satisfactory achievement in pre-senior subjects
	Digital Solutions		Nil	
	Building and Construction Skills	Applied	Nil	Satisfactory achievement in pre-senior subjects
	Engineering Skills		Nil	
	Furnishing Skills		Nil	
	Hospitality Practices		Nil	
	Industrial Graphics Skills		Nil	
	Information and Communication Technology		Nil	
	Certificate III in Aviation	Certificate Course	Nil	
	Certificate III in Information, Digital Media and Technology		Nil	
Health and Physical Education	Health	General	B in English and B in Core HPE	Satisfactory achievement in pre-senior subjects
	Physical Education		C in English and B in Core HPE	
	Sport and Recreation	Applied	Nil	
	Certificate III in Fitness	Certificate Course	Nil	
Science	Biology	General	C in English and Core Science	Satisfactory achievement in pre-senior subjects
	Chemistry		C in English and Core Science	
	Physics		C in English and Core Science	
	Psychology		C in English and Core Science	
			C in English and Core Science	
Languages	Japanese	General	C in Japanese and English, or a minimum B level in English if Japanese was not studied in Year 10	Japanese background speakers that did not achieve a C level in English will also be considered as they are expected to develop sufficient fluency with the English translation tasks over the 2-year course

The Arts	Dance	General	C in English	Satisfactory achievement in pre-senior subjects
	Drama		C in English	
	Film, Television and New Media		C in English	
	Music		C in English	
	Music Extension (Composition)		B in classroom Music by the end of Unit 2 C in English	
	Music Extension (Performance)		B in classroom Music by the end of Unit 2 C in English	
	Visual Art		C in English	
	Drama in Practice	Applied	Nil	Satisfactory achievement in pre-senior subjects
	Media Arts in Practice			
	Visual Arts in Practice			

ACCOUNTING/BUSINESS

Course Overview

Accounting/Business is about helping young people make things happen, encouraging creativity and finding opportunities for themselves. The units introduce students to fundamental business concepts, such as Accounting and Business, along with what it means to be an entrepreneur. The course will enable students to organise, manage, market and be productive in business, as well as emphasise the importance of communicating effectively with a business environment using a range of business technologies.

Students will be exposed to areas of study which lead to studies in the senior subjects of Accounting, Business, Economics, Certificate III in Business, Certificate and Diploma of Business.

Course Outline

The Course will focus on two areas, Accounting and Business. Some of the options studied in Year 10 may include:

- The basics of accounting, with the focus on reconciliation of accounts, interpreting financial reports, charting, writing reports
- International Business and fundamentals, Global citizenship
- Industrial Relations: legislation, discrimination role of unions and grievance procedures
- Investigate the creation of business ideas and the business life cycle before focusing on the challenges of the seed stage of the business cycle

Assessment

Students will be assessed in a variety of ways. Assessment may take the form of:

- Exams
- Oral Presentations
- Investigation/Inquiry Reports
- Practical based assessment (computerised and paper based)

Requirements

- 2 x 128-page A4 exercise books
- USB
- Pencil case containing pens, 2B pencils, ruler, eraser, glue, scissors, colouring pencils and a sharpener

ART

Course Outline

Art plays a role in the development of the individual. Art nurtures critical thinking skills and develops the capacity to solve complex problems. The ability to analyse and interpret a work of art, that of the student as well as the work of others, utilises a student's emotional intelligence. It also requires the ability to infer meaning. This course aims to develop higher order, 21st Century skills and visual literacy through participation in a range of activities which include:

- digital, time-based artworks
- photography
- drawing
- painting
- printmaking
- sculpture
- computer manipulations
- multi media
- the study of artists and their respective works within a social and/or historical framework

Prerequisites

Students' success in Year 9 Art and Semester 1 Year 10 Art gives some indication of achievement levels in Year 10.

Assessment

To be advised, for example:

1. Making practical folios for each unit of work undertaken
2. Responding – written analyses and critiques; artist statements

Requirements

- 1 x 2B pencil
- 1 x soft eraser
- 1 x A4 Visual Art Diary

CONSTRUCTION AND ENGINEERING SKILLS

Course Outline

The Construction and Engineering Skills course is designed to develop in students, an appreciation and positive attitude towards some of the many construction methods used in the building and manufacturing industries. This course provides students with an insight into the experiences and materials they may encounter in each industry. Participants are required to consider the impact that construction methods and materials have on the environment. The course is designed to offer pathways for students who have completed Year 9 or 10 Creative Design and Technology and Industrial Design and Technology, as well as any person interested in the building and construction industries.

	Term 3	Term 4
Practical Units	Saw Horse	Steel Nut cracker
Theory Units	Integrated PowerPoint	Integrated PowerPoint

Prerequisites

Students must be prepared to participate in all areas of the course – both practical and theoretical elements. Whilst it is preferable to have engaged in an Industrial Design and Technology subject previously, it is not compulsory. A positive and determined attitude is the best prerequisite.

Assessment

Assessment in Construction and Engineering Skills will consist of the completion of the practical construction of a selected item in addition to the accompanying theoretical unit of work for each term.

Requirements

- Each student will be required to wear their personal protective equipment (PPE). This can be purchased from the uniform shop. PPE consists of clear safety glasses and an apron. This is compulsory.
- HB pencil with eraser

DANCE

Why Study Dance?

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities. Students will also engage with industry professionals, as they are given opportunities to view creative works, such as QPAC performances.

Prerequisites

Students must be prepared to participate and engage fully with all areas of the course, both practically and theoretically. Students must also be prepared to perform and communicate with/ in front of others.

Course Overview		
	Term 3- Razzle Dazzle Em'	Term 4- Dance on Screen
Making (Performing)	Teacher devised Broadway routine	
Making (Choreographing)		Choreography task, developing and manipulating movement from music film clip of choice
Responding	Comparative essay- Fosse vs. Beyonce	Movie analysis

Requirements

- Each student will be required to wear dance apparel, including black tights/shorts and black singlet/ T-shirt
- Each student will require their laptop, writing equipment, an A4 exercise book and a blank scrapbook
- Students will be expected to rehearse both in and out of class time and provide any basic costumes or props that are not available through the department
- Exemplary class work will be performed at school events, such as Dance Night

DIGITAL SOLUTIONS

Course Outline

Digital Solutions is a subject designed to give students an opportunity to prepare for Senior IT subjects across ATAR, Applied and VET. This subject will enable students to learn about Coding and Programming and Interactive Multimedia interfaces through generating digital solutions to problems.

This subject uses a practical focus to solving problems using digital solutions.

Students create, construct, and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing, and many other industries.

Topics covered include the following:

- Aviation - Drones
- Web Design
- Animation
- Photo Manipulation
- Interactive Media
- Programming (Python)

Prerequisites

Students entering Digital Solutions will be given every chance to perform at his or her best in the use of the various packages. No prior knowledge is needed but it could be advantageous.

Assessment

Assessment will be largely practical projects that are completed during class time and focus on the particular computer software program being studied for that unit.

Requirements

A positive attitude centred on engaging in all tasks presented, focussing on meeting and overcoming all challenges. All students should have a USB for backup purposes.

Pathways

Digital Solutions is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

DRAMA

Why Study Drama?

Drama is one of the oldest art forms known. It is the making and communicating of meaning involving performers and audiences, engaging people in a suspension of disbelief in order for them to enter a fictional world. Drama provides a medium for exploration, social criticism, celebration and entertainment. Drama is explored through the dimensions of *making* and *responding*.

Students who study Drama are actively participating in a mode of learning that blends intellectual and emotional experience. Drama offers students a unique means of inquiry that contributes to the knowing and understanding of themselves and the world.

Prerequisites

An understanding that it is a practical based subject and therefore students must enter the subject with a willingness to perform and communicate with, and in front of others.

Course Outline

The Year 10 Drama course offers student the opportunity to

- Develop skills in improvisation, play-building, directing and acting
- Sharpen their understanding of the elements of drama
- Explore linear and non-linear ways of sharing drama
- Collaborate with others in a range of creative modes

Assessment

Students will complete a semester of directing, acting and critique:

UNIT	DIMENSIONS/ASSESSMENT
<i>Enter... A Character</i>	<ul style="list-style-type: none">○ <i>Making</i> - A practical directing task○ <i>Making</i> - A group performance of a scripted drama○ <i>Responding</i> - an analysis of a live performances

Requirements

- Students are expected to rehearse both in and out of lesson time and to provide any extra basic costumes and props
- At times, students may be required to attend outside performances and workshops and an extra cost will apply

ENGLISH

Introduction

In Years 11 and 12, students are able to choose an English course that is aligned with their future pathway and interests. The English choices available are:

- Essential English
- General English
- English as an Additional Language
- English Literature

Students **must** choose one of the first three subjects. Students who study Literature will choose between General and Literature.

In Year 10, students study all the objectives to support these subjects.

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Students who intend to study General or Literature in Years 11 and 12, must study General in Year 10 and achieve a B or better.

Students entering Year 10 must select an English subject from the following list:

- Introduction to Essential English
- Introduction to General English
- Introduction to English as an Additional Language

An outline of each of these subjects is given on the next few pages.

INTRODUCTION TO ESSENTIAL ENGLISH

Course Outline

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

The Aim for Students

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Assessment

Students are assessed in criteria-based tasks which include persuasive speech, narrative and analytical essays. Increasing student independence is expected in relation to drafting and teacher feedback. Task conditions will include an extended written response under exam conditions.

Requirements

- 2 x 64-page exercise books, USB

INTRODUCTION TO ENGLISH AS AN ADDITIONAL LANGUAGE

Course Outline

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

The Aim for Students

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Prerequisites

The subject is designed for students for whom English is not their first or home language and who have restricted proficiency in the English language. Students who may qualify for the course are those who have fewer than five years of education, where the medium of instruction is in English. Students with a non-English speaking background (NESB) may qualify for the course.

Assessment

Students are assessed in criteria-based tasks which include persuasive speech, narrative and analytical essays. Increasing student independence is expected in relation to drafting and teacher feedback. Task conditions will include an extended written response under exam conditions.

Requirements

- 2 x 64-page A4 exercise books

FITNESS AND RECREATION

Course Outline

Fitness and Recreation includes both **physical and academic** aspects of the recreation and fitness industries. It is designed to meet the needs of students who have previously displayed potential in physical and theoretical performance in Year 7 - 10 HPE. Students will experience *specific* units aimed at developing the student's knowledge of the human body in different exercise contexts and the role of recreational pursuits in maintaining an active lifestyle. The subject will serve to further develop each student's learning potential with a view to preparation for Senior Recreation applied subject and Certificate III in Fitness subjects and a possible career as a Group Fitness Instructor, Personal Trainer, Coach and Physical Education teacher.

The physical activity aspect of the subject covers both gym-based training sessions and programs as well as recreational individual and team activities. The theoretical aspect of the subject introduces students to topics relevant to the fitness and recreation industries. The program differs from the Year 10 core HPE program through its *range* of physical activities and core subject matter specifically related to the senior phases of aforementioned subjects.

The course overview is as follows:

Course Overview		
	Term 3	Term 4
Theory	Anatomy and Fitness Components	The Recreation Industry
Practical	Individual Fitness Programs	Various physical activities

Prerequisites

Students must be prepared to participate in all areas of the course - both physical and theoretical elements.

Assessment

Assessment occurs in both the theory and physical areas. Each unit of work will comprise of a practical and theoretical component. These components are of equal value. There will be one piece of theoretical assessment per term. Assessment instruments include written assignments, oral/multimodal presentations, and written exams.

Requirements

- Fitness and Recreation has a theory component and students will require their laptop, a notebook, writing equipment and a laptop. Homework and assignments will be set and it is advisable for students to manage their time to complete these tasks.
- Each student will be required to wear the correct PE uniform to practical lessons. This uniform is Outlined in the school uniform guide and includes the **school cap** or **bucket hat**.
- Students who are injured/sick or out of uniform **must** provide a note from home explaining the circumstances.
- Fees for outside venues may be incurred.

FURNISHING SKILLS

Course Outline

The Furnishing Skills course is designed to develop in students, an appreciation and positive attitude towards some of the many construction methods used to build and finish furniture. It encourages students to consider the type of material and finish that may suit a particular décor. Participants are required to consider the impact the construction methods and material may have on the environment. The course is designed to offer pathways for students who have completed Year 9 or 10 Creative Design and Technology and Industrial Design and Technology, as well as any person interested in furniture construction and interior design.

	Term 3	Term 4
Practical Units	Serving tray	Decorative display shelving
Theory Units	Integrated PowerPoint	Integrated PowerPoint

Prerequisites

Students must be prepared to participate in all areas of the course – both practical and theoretical. While it is preferable to have engaged in an Industrial Design and Technology subject previously, it is not compulsory. A positive and determined attitude is the best prerequisite.

Assessment

Assessment in Furnishing Skills will consist of the completion of the practical construction of a selected item in addition to the accompanying theoretical unit of work for each term.

Requirements

- Each student will be required to wear their personal protective equipment (PPE) which can be purchased from the uniform shop. PPE consists of safety glasses and an apron.
- HB pencil with eraser
- Students may from time to time be required to source materials to enhance their work through the guidance of the teacher.

HEALTH

Course Outline

Health is an academically challenging theoretical subject. It is designed to meet the needs of students who have previously displayed potential in theoretical performance in Years 7 - 10 HPE and/or 9 Health and Physical Education Extension. Students will experience *specific* units aimed at developing the students' knowledge of relevant health issues facing youth. The subject will serve to further develop each student's learning potential with a view to preparation for Senior Health Education general subject and a possible career in the Health/Medical Science, Health Promotion, Sports Science and Physical Education teaching.

Health introduces students to contextualised health topics within personal, family and community health. Students will explore these health contexts through various health models and frameworks for health promotion. The program differs from the Year 10 core HPE program through its *specialised* focus on health and health promotion and core subject matter specifically related to the senior phases of this subject. This subject has **no practical element**, allowing the students to explore topic in significant depth.

The course overview is as follows:

Course Overview		
	Term 3	Term 4
Theory	Introduction to Health Theories and Organ Donation	"Stop it at the start" Domestic Violence and the SEM

Assessment

There will be one piece of theoretical assessment per term. Assessment instruments include written assignments, oral/multimodal presentations and written exams.

Requirements

- Students will require their laptop, a notebook and writing equipment. Homework and assignments will be set and it is advisable for students to manage their time to complete these tasks.
- Fees for outside venues may be incurred.

HOSPITALITY PRACTICES

Course Outline

The focus of this course is both theoretical and practical which enables the students to develop the skills necessary to cope with the senior aspects of Hospitality Practices. Students will experience the world of food preparation and presentation in different contexts. The components of this course are both practical and theoretical and the students will be required to participate in weekly take home cookery. Students will be responsible for bringing their own ingredients to school.

Term 3	Term 4
<ul style="list-style-type: none">• Food Safety Procedures - Prepare and cook food for service using basic techniques• Introduction to Hospitality and Industry	<ul style="list-style-type: none">• Function Planning – high tea Finger food - hot and cold savouries - hot and cold sweets - sandwiches and slices

Prerequisites

Nil

Assessment

Assessment will be continuous over the semester with both theoretical and practical components of the course being assessed using a variety of test instruments, including short answer/objective tests, research assignments and practical tasks. A high level of group work is also used.

Requirements

- Carry home container
- Own cookery ingredients depending upon weekly requirements
- Slice trays, basic cake tins

HUMANITIES 1 (HISTORY)

Course Overview

Humanities 1 (History) is focused on the disciplines of Modern and Ancient History. The students will study units in a rotational format based on terms.

Why study Ancient/Modern History? History is particularly useful and powerful; in that it is by studying the past we are able to understand the present so that we may affect our future. The interaction with evidence, in the process of gaining understanding, also challenges students to develop more effective and well-substantiated arguments, and to question and defend their opinions and values.

The distant nature of historical evidence provides added meaning and challenge, whilst highlighting the continuity and change of human existence. The topics studied lead students through a number of issues related to time, continuity and change, culture and identity, peace, war, unrest, social justice and democratic processes.

The students will engage in topics that are relevant to the study of both Histories in years 11 and 12. The skills required for senior will be developed and refined through the work in the subject.

Course Outline

The options studied in Year 10 will include:

- Ancient Rome – Slavery
- Nazi Germany

Assessment

Students will be assessed in a variety of ways. Assessment may take the form of:

- Extended written response exam
- Short written response exam

Requirements

- 2 x 128-page A4 exercise books
- USB
- pencil case containing pens, 2B pencils, ruler, eraser, glue, scissors, colouring pencils and a sharpener

HUMANITIES 2 (LEGAL AND GEOGRAPHY)

Course Overview

Humanities 2 (Legal and Geography) is focused on the disciplines of **Legal Studies and Geography**. The students will study units in a rotational format.

Legal Studies component of the course introduces students to the broad principles of the Australian legal system including a study of the operation of our government. It also gives students an introduction to the different categories of laws which are of direct relevance to young people such as the role of the police, types of criminal offences sentencing options for convicted criminals and juvenile justice. Students are also asked to consider their rights and responsibilities as citizens through an investigation of the court system and the process of law reform.

Geography component of the course is concerned with the interaction between people and the natural and built environment. The skills, content, cognitive processes, and values that Geography promotes help students better understand the social, economic, environmental and political dimensions of their world. A key focus of Geography is to investigate local, national, regional and global issues, to explore their causes, impacts and potential management, in order to ensure long term sustainability of both natural and urban environments. Students will have the opportunity to complete fieldwork to better explore local issues and evaluate strategies which could be used to manage these issues.

Course Outline

The options studied in Year 10 may include:

- Juvenile justice
- The court system
- Environmental management
- Geography of Wellbeing including disease and poverty

Assessment

Students will be assessed in a variety of ways. Assessment is reflective of the form and rigor of assessment in the senior school. The skills and knowledge gained in the subject will provide beneficial for students in the senior subjects. Assessment may take the form of:

- Short response exam
- Case studies
- Data Report
- Research tasks

Requirements

- 2 x 128-page A4 exercise books
- USB
- Pencil case containing pens, 2B pencils, ruler, eraser, glue, scissors, colouring pencils and a sharpener

INDUSTRIAL GRAPHICS AND DESIGN

Course Outline

The Industrial Graphics and Design course is designed to develop in students a greater understanding of the design process. It also encompasses an appreciation of some of the many areas in which the design process is used to solve a design problem. Students use a variety of presentational technologies. These include annotated hand drawings, computer graphics programs, model construction, laser cutting and 3D Printing. Participants are required to consider the impact that their design solutions have on the environment.

The course is designed to offer pathways for students who have completed Year 9 and 10 Graphics or those who have an interest in solving design problems. This course will provide a snapshot into the senior subjects of Design (General) and Industrial Graphics (Applied). It will be of benefit to students wishing to pursue careers or interests in design careers such as architecture, industrial or graphic design.

	Term 3	Term 4
Design Folios	Shipping Container - House Design	Food Storage - Packaging Design

Prerequisites

Students must be prepared to participate in all areas of the course - this includes hand drawing and design, computer graphics and related technologies, which include laser cutting and 3D printing. Whilst it is preferable to have engaged in Graphics in Year 9, it is not compulsory. A positive and determined attitude is the best prerequisite.

Assessment

Assessment in Graphics will consist of the completion of the designated Design Folios each term. This requires the student to use the relevant subject technologies.

Requirements

- School laptop device for home work

JAPANESE

Why study a language?

There is more to studying a foreign language than being able to speak it. It is also about:

- Engaging with the global community
- Widening cultural understanding and experiences
- Developing new perspectives and opportunities
- Gaining a competitive edge in the job market
- Being able to travel through parts of the world more easily.

How will this subject help you?

Year 10 Japanese will greatly assist you should you plan to continue language study in the senior school. Learning an additional language helps you to live and learn as part of our global community. It gives you an insight into other cultures, as well as the language and communication skills to interact with members of local and international communities.

The ability to speak an additional language is now recognised as a valuable employee skill in many areas of business, both domestically and internationally, not just for the communication skills but also for the intercultural understanding that it develops.

While the traditional industries of international relations, education, communication, tourism, and hospitality are some of the obvious avenues for applying second language skills, there has been a strong push to develop graduates with STEM majors and foreign language skills like Japanese that often lead the way with advancements in these fields.

Prerequisites

C in Japanese and English, or a minimum B level in English if Japanese was not studied in Year 9. (Students will find the subject difficult if they have not studied Japanese in Year 9 or Semester 1 Year 10.)

Japanese background speakers that did not achieve a C level in English will also be considered.

How will you learn?

Learning a language requires communicating in meaningful and realistic situations. You will use the skills of listening, reading, speaking and writing in activities such as:

- Listening to passages and short accounts/ stories
- Viewing videos and films
- Communicating with students
- Reading various written scripts

What will you study?

Learning a language also involves learning about people and culture. The units covered in this semester-long subject focus on communicating future plans and talking about youth subcultures.

How will you be assessed?

Your ability to communicate is what is being assessed. You will need to show that you can understand and convey meaning in the spoken and written language.

Languages are assessed by listening, reading, speaking and writing. You may be assessed, for example, by:

- Answering questions about spoken and written texts in the target language
- Engaging in conversations and interviews; creating multi-modal presentations
- Writing letters, emails, diary entries, stories.

Japanese	Term 3: Future Plans	Term 4: Youth Subcultures
Semester 2	<ul style="list-style-type: none">• Short Response: Reading Assessment• Combination Response: Writing & Speaking Assessment	<ul style="list-style-type: none">• Short Response: Listening Comprehension Assessment• Extended Response: Multi-Modal Project

How your Parent/s or Guardian/s can help

Your parent/s or guardian/s can help by showing interest in what you are learning and by providing a supportive home environment and encouragement. They can further assist by:

- Discussing the culture and related current events with you
- Attending cultural events with you
- Fostering respect and empathy for people whose first language is not English and whose customs and beliefs are not the same as yours.

Requirements

- 1 x 96-page A4 note book
- 2 x A4 Display Folders
- Head phones

MATHEMATICS

Introduction

In Years 11 and 12 students are able to choose a Mathematics course that is aligned with their future pathway and interests. The Mathematics choices available are:

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Students **must** choose one of the first three subjects.

Students who study **Mathematical Methods** may elect to study Specialist Mathematics as one of their elective subjects.

In Year 10, students are able to choose to study an introductory course of Essential Mathematics, General Mathematics or Mathematical Methods. Those students wishing to study Specialist Mathematics in Year 11, are advised to choose the Introduction to Specialist Mathematics in semester 2 of year 10. Each of these courses will continue to cover the P-10 Australian Curriculum but the emphasis, on each of the topics in the curriculum, has been modified to prepare students for the respective course in Years 11 and 12. For example, the Introduction to Mathematical Methods contains a greater emphasis on algebraic skills. Students will also be exposed to the variety of skills necessary to successfully complete assessment for each of the subjects.

The goal is to better prepare students for their senior studies and also to assist students in making appropriate subject choices for Years 11 and 12.

Students who intend to study Mathematical Methods in Years 11 and 12, must study Introduction to Mathematical Methods in Year 10 and achieve a C+ or better. This is because the introductory course provides intensive study of the prerequisite skills for Mathematical Methods. Students who intend to study Specialist Mathematics in Year 11 and 12 do not have to study the introductory course in Year 10 but must have completed the Introduction to Mathematical Methods course and achieved a C+ or better. Completing Introduction to Specialist will provide basic understanding of the topics that will be studied in Year 11.

Students, who intend to study General Mathematics in Years 11 and 12, must study Introduction to General Mathematics in Year 10 and achieve a C+ or better or Introduction to Mathematical Methods and achieve a C. Students who study Introduction to Essential Mathematics in Year 10 must choose Essential Mathematics in Years 11 and 12.

Students entering Year 10 must select a mathematics subject from the following list:

- Introduction to Essential Mathematics
- Introduction to General Mathematics
- Introduction to Mathematical Methods

An outline of each of these subjects is given on the next few pages.

INTRODUCTION TO ESSENTIAL MATHEMATICS

Rationale

Essential Mathematics is designed for students with a wide range of needs and aspirations. It provides students with access to authentic trade, industry and business environments and community connections. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups. The benefit of Essential Mathematics goes beyond traditional ideas of numeracy, requiring greater emphasis on estimation, problem solving and reasoning, with the aim of developing thinking citizens who interpret the world mathematically, and use mathematics to make informed predictions and decisions about personal and financial priorities. The major themes of Essential Mathematics are every day, life-related and practical applications of number, geometry, measurement, financial mathematics, probability and statistics.

Course Outline

The **Introduction to Essential Mathematics** course is based on the P-10 Australian curriculum and will cover the three strands, Statistics and probability, Measurement and geometry and Number and algebra to ensure students have the foundation skills for the Essential Mathematics course in Years 11 and 12.

Alignment to Year 11 and 12

The **Introduction to Essential Mathematics** course is directly aligned to Year 11 and 12 Essential Mathematics through the content and assessment.

Alignment to Further Qualifications

A sound achievement or better in Essential Mathematics provides students with the Numeracy credit needed for QCE eligibility.

Alignment to Future Careers

Essential Mathematics provides the numeracy skills necessary for a wide variety of careers where a knowledge of mathematics is not essential.

Prerequisites

Nil

Assessment

The assessment for this course will mirror the form and frequency of the summative assessment requirements in Years 11 and 12.

The assessment will consist of a problem solving and modelling task and an end of semester test each semester. Problem solving and modelling tasks will require students to demonstrate their skills in mathematical modelling and report writing. The assessment will require students to:

- recall and use facts, rules, procedures definitions
- apply mathematical concepts and techniques to solve problems
- explain mathematical reasoning to justify procedures and decisions
- evaluate the reasonableness of solutions
- communicate effectively using mathematical, statistical and everyday language and convention
- make decisions about choice of technology and use the technology to solve problems

Requirements

- 1 x 256-page A4 exercise book, ruler, pens/pencils, protractor, compass and a calculator.
- The minimum requirement for this course is a scientific calculator (e.g. Casio fx-82AU PLUS II or fx-100AU PLUS) which can be purchased from the school uniform shop.

INTRODUCTION TO GENERAL MATHEMATICS

Rationale

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require knowledge of calculus, including trades, and further educational training or university courses in the areas such as economics, psychology, business and the arts. The major themes of General Mathematics are life-related and practical applications of number and algebra, geometry and measurement, and probability and statistics, building on the content of the P-10 Australian curriculum.

Course Outline

The **Introduction to General Mathematics** course is based on the P-10 Australian curriculum and will cover the three strands, Statistics and probability, Measurement and geometry and Number and algebra to ensure students have the foundation skills for the General Mathematics course in Years 11 and 12.

Alignment to Year 11 and 12

The **Introduction to General Mathematics** course is directly aligned to Year 11 and 12 General Mathematics through the content and assessment.

Alignment to Further Qualifications

General Mathematics is a prerequisite for courses such as Bachelor of Surveying, Bachelor of Building Design, Bachelor of Urban Planning, Bachelor of Aviation, Bachelor of Education, Bachelor of Biomedical Science, Bachelor of Medical Studies, Bachelor of Sport and Exercise Science, Bachelor of Hotel and Tourism Management, Bachelor of Science and Bachelor of Information Technology.

Alignment to Future Careers

Building or construction manager, site manager, property developer, banking and financial services, pilot, tourism, small business management, international business and commerce, early childhood education, primary and secondary education, industrial designer, designer for medical applications, pharmaceutical and medical technology industries, community nutritionist, sports dietitian, food safety.

Prerequisites

Nil

Assessment

The summative assessment for this course will mirror the form of the summative assessment requirements in Years 11 and 12.

The assessment will consist of a Problem solving and modelling task and an end of semester test each semester. Problem solving and modelling tasks will require students to demonstrate their skills in mathematical modelling and report writing. The assessment will require students to:

- recall and use facts, rules, procedures definitions
- apply mathematical concepts and techniques to solve problems
- carry out investigations and analyse the results
- construct mathematical models in a range of situations
- explain mathematical reasoning to justify procedures and decisions
- evaluate the reasonableness of solutions
- communicate effectively using mathematical, statistical and everyday language and conventions
- make decisions about choice of technology and use the technology to solve problems.

Requirements

- 1 x 256-page A4 exercise book, ruler, pens/pencils, protractor, compass and a calculator.
- The minimum requirement for this course is a scientific calculator (e.g. Casio fx-82AU PLUS II or fx-100AU PLUS) which can be purchased from the school uniform shop.

INTRODUCTION TO MATHEMATICAL METHODS

Rationale

Mathematical Methods is designed for students whose future pathways may involve the application of mathematics and statistics in a range of disciplines at the **tertiary level** including natural and physical sciences (especially physics and chemistry), mathematics and science education and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communication and mining), and computer science (including electronics and software design). The major themes of Mathematical Methods are life-related and abstract applications of calculus and statistics.

Course Outline

The **Introduction to Mathematical Methods** course is based on the P-10 Australian curriculum and will cover the three strands, Statistics and probability, Measurement and geometry and Number and algebra but will have a greater emphasis on algebra, functions and their graphs and probability to ensure students have the foundation skills for Mathematical Methods course in Years 11 and 12.

Alignment to Year 11 and 12

The **Introduction to Mathematical Methods** course is directly aligned to Year 11 and 12 Mathematical Methods through the content and assessment.

Alignment to Further Qualifications

Mathematical Methods is a prerequisite for university courses such as Bachelor of Business, Bachelor of Engineering, Bachelor of Computer Science, Bachelor of Medical Studies, Bachelor of Health Studies, Bachelor of Para-medicine, Bachelor of Physiotherapy and Bachelor of Pharmacy. (Note: Mathematical Methods and Specialist Mathematics are assumed knowledge for a wide variety of university courses.)

Alignment to Future Careers

Corporate finance, investment banking, financial analyst, public and private sectors in energy, transportation, manufacturing, construction, telecommunications, pilot engineer, land development, mining, town planning, general practitioner, medical specialist, exercise science specialist, sport and recreation manager, medical research, software design and development, veterinarian, statistician.

Prerequisites

Nil

(Note: Students will find this subject extremely difficult if they have not achieved a C+ or better in Year 9 Mathematics.)

Assessment

The summative assessment for this course will mirror the form of the summative assessment requirements in Years 11 and 12. Problem solving will be a significant part of this assessment.

The assessment will consist of a Problem solving and modelling task and an end of semester test each semester. Problem solving and modelling tasks will require students to demonstrate their skills in mathematical modelling and report writing. The assessment will require students to:

- recall and use facts, rules, procedures definitions
- apply mathematical concepts and techniques to solve problems
- carry out investigations and analyse the results
- construct mathematical models in a range of situations
- explain mathematical reasoning to justify procedures and decisions
- evaluate the reasonableness of solutions by assessing strengths, implications and limitations of solutions and/ or models, considering if alternative models or refinements are required
- communicate effectively using mathematical, statistical and everyday language and conventions
- make decisions about choice of technology and use the technology to solve problems.

Requirements

- 1 x 256-page A4 exercise book, ruler, pens/pencils, protractor, compass and a calculator.
- The minimum requirement for this course is a scientific calculator (e.g. Casio fx-82AU PLUS II or fx-100AU PLUS) which can be purchased from the school uniform shop.
(Note: It will be mandatory for students to purchase a Casio fx-CG20AU or fx-CG50AU calculator (approx. \$220) for Years 11 and 12 if they continue to study Mathematical Methods. This calculator could be purchased for Year 10 if students are confident that they will continue their studies in Years 11 and 12.)

INTRODUCTION TO SPECIALIST MATHEMATICS

Rationale

Specialist Mathematics is designed for students with a strong interest in Mathematics. It provides additional preparation for tertiary studies in subjects with high mathematical demand, especially in the natural sciences, all branches of mathematics and statistics, computer science, medicine, finance and economics. The major themes of Specialist Mathematics are life-related and abstract applications of functions, calculus, probability and statistics, vectors, complex numbers and matrices. Specialist Mathematics has been designed to be taken in conjunction with Mathematical Methods.

Course Outline

The **Specialist Mathematics** course is designed to deepen students understanding of the laws of mathematics, algebra, the nature of mathematical proof and develop student's problem-solving skills.

Alignment to Year 11 and 12

The **Introduction to Specialist Mathematics** course is directly aligned to Year 11 and 12 Specialist Mathematics through the content and assessment.

Alignment to Further Qualifications

Specialist Mathematics is an alternative prerequisite to Mathematical Methods for university courses such as Bachelor of Business, Bachelor of Engineering, Bachelor of Medical Studies, Bachelor of Health Studies, Bachelor of Paramedicine, Bachelor of Physiotherapy and Bachelor of Pharmacy. (Note: Specialist Mathematics and Mathematical Methods are assumed knowledge for a wide variety of university courses.)

Alignment to Future Careers

Corporate finance, investment banking, financial analyst, public and private sectors in energy, transportation, manufacturing, construction, telecommunications, pilot engineer, land development, mining, town planning, general practitioner, medical specialist, exercise science specialist, sport and recreation manager, medical research, software design and development, veterinarian, statistician.

Prerequisites

Students wishing to study Specialist Mathematics **must** also be studying Introduction to Mathematical Methods and should have achieved a C+ or better in Year 9 Mathematics.

Assessment

The summative assessment for this course will mirror the form of the summative assessment requirements in years 11 and 12. Problem solving will be a significant part of this assessment.

The assessment will consist of a Problem solving and modelling task and an end of semester test each semester. Problem solving and modelling tasks will require students to demonstrate their skills in mathematical modelling and report writing. The assessment will require students to:

- recall and use facts, rules, procedures definitions
- apply mathematical concepts and techniques to solve problems
- carry out investigations and analyse the results
- construct mathematical models in a range of situations
- explain mathematical reasoning to justify procedures and decisions
- prove propositions
- evaluate the reasonableness of solutions by assessing strengths, implications and limitations of solutions and/ or models, considering if alternative models or refinements are required
- communicate effectively using mathematical, statistical and everyday language and conventions
- make decisions about choice of technology and use the technology to solve problems.

Requirements

Students need to purchase 1 x 256-page A4 exercise book, ruler, pens/pencils, protractor, compass and a calculator. The minimum requirement for this course is a scientific calculator (e.g. Casio fx-82AU PLUS II or fx-100AU PLUS) which can be purchased from the school uniform shop. (Note: It will be mandatory for students to purchase a Casio fx-CG20AU or fx-CG50AU calculator (approx. \$220), for years 11 and 12 if they continue to study Specialist Mathematics. This calculator could be purchased for year 10 if students are confident that they will continue their studies in years 11 and 12.)

MEDIA

Why study Media?

Media is forever evolving and has a crucial impact on consumers. Media is the making and communicating of meaning involving film, television, newspapers, computers, mobile devices and the ever-changing internet. Media provides a medium for social criticism, entertainment and is explored through the dimensions of making and responding.

Students who undertake Media are actively participating in a mode of learning that blends intellectual and emotional experience, offering students a unique means of enquiry that contributes to the knowing and understanding of themselves and the world.

Prerequisites

An understanding that it is a theory and practical based subject and therefore students must enter the subject with a willingness to spend their own time for some filming tasks, depending on locations chosen.

Course Outline

This course is designed to:

- (a) provide opportunities to assist each student to achieve their unique potential through the various methods of assessment – designing, producing and critiquing;
- (b) develop learners' knowledge and understanding of scriptwriting, editing, storyboarding, and developing multi-modal presentations;
- (c) foster confidences and self-discipline in social interaction;
- (d) develop skills in interpersonal relationships and teamwork;
- (e) create a bridge for students wishing to undertake *Film, Television and New Media* in Years 11 and 12.

Current units of study in the Media course include: exploring the role of the media critic; examining the history of media; social media and exploring representations of gender and identity in documentary film-making.

Assessment

Students will complete practical and written assessment in the areas of **Making** and **Responding**

	Term 3	Term 4
MAKING Practical Component	Create a short horror film	Create a short documentary focusing on representations
RESPONDING	Exam	Treatment

Assessment will include work in small groups, pairs and individually.

Requirements

- 1 x 8GB USB
- Students are expected to film and edit both in and out of lesson time and to provide any extra basic costumes and props for any productions

MUSIC

Course Outline

Music is an integral part of our lives and is an important part of any student's educational development, whether they undertake the course for enjoyment and developing their music appreciation or aim for further study. This course is designed to develop the ability and knowledge of students at all standards of music experience through the study of three dimensions:

UNIT	DIMENSIONS/ASSESSMENT
<i>Music for Film, Television and Media</i>	<ol style="list-style-type: none">1. Making (performing) – singing or playing an instrument2. Making (composing) – creating original music3. Responding – exam

This course focuses on students creating and performing music and developing the ability to think and express themselves through sound. This is achieved through real life learning experiences, with a strong emphasis on technology-based skills using specialised computer programs and recording equipment.

Practical areas which students may study include: guitar, piano, voice or another instrument of their own choice.

Prerequisites

While it is advantageous for students to have completed, enjoyed and been successful at Year 9 Music, it is not necessary to have studied Music before Year 10. Students are encouraged to perform or share their music in class, with their teacher and peers.

Assessment

Music students are assessed in all three assessable elements listed in the table above.

Recommendations

All music students are encouraged to participate in the school's extra-curricular activities including the school's vibrant Instrumental Music program and/or vocal programs, in addition to other performance opportunities.

Music teaches students many lifelong skills and is recommended for various fields of employment such as music teacher, performer, musician, sound mixer or editor, composer, music therapist, primary and early childhood teaching, instrument repairer and child-care worker.

Requirements

- 1 x 96-page music exercise book (including manuscript)
- USB (minimum 32GB)
- Headphones
- Display folder (20 pages minimum)

PHYSICAL EDUCATION EXTENSION

Course Outline

Physical Education Extension is a **physically and academically** challenging subject. It is designed to meet the needs of students who have previously displayed potential in physical and theoretical performance in Year 9 and 10 HPE and/or 9 Health and Physical Education Extension. Students will experience *specific* units aimed at developing improved individual performance and achievement. The subject will serve to further develop each student's learning potential with a view to preparation for Senior Physical Education general subject and a possible career in the Health/Medical Science, Sports Science and Physical Education teaching.

Physical Education Extension emphasises the integration of both physical and theoretical units enabling student's learning to take place *in, about* and *through* physical activities. The program differs from the Year 10 core HPE program through its *specialised* physical activities and core subject matter specifically related to the senior phases of these subjects.

The course overview is as follows:

Course Overview		
	Term 3	Term 4
Theory	"The Basics" Functional Anatomy and Biomechanics	"Get your head in the game." Sport Psychology
Practical	Badminton	Volleyball

Prerequisites

Students must be prepared to participate in all areas of the course - both physical and theoretical elements.

Assessment

Assessment occurs in both the theory and physical areas. Each unit of work will comprise of a practical and theoretical component. These components are of equal value. There will be one piece of theoretical assessment per term. Assessment instruments include written assignments, oral/multimodal presentations, and written exams.

Requirements

- PE - Extension has a theory component and students will require a notebook, writing equipment and a laptop. Homework and assignments will be set and it is advisable for students to manage their time to complete these tasks.
- Each student will be required to wear the correct PE uniform to practical lessons. This uniform is Outlined in the school uniform guide and includes the **school cap** or **bucket hat**.
- Students who are injured / sick or out of uniform **must** provide a note from home explaining the circumstances.
- Fees for outside venues may be incurred.

SCIENCE EXTENSION (LIFE SCIENCES)

Rationale

Science Extension 1 (Life Sciences) prepares students for the Year 11 general subjects Biology, Psychology. Students who wish to take any of these science subjects in senior are strongly advised to choose science extension 1. The subject caters for students with a keen interest in science and it allow students to develop their skills in problem solving and critical thinking.

Course Outline

The **Science Extension 1** course is designed to extend students' knowledge and understanding of scientific concepts and principles through investigative processes. There will be an emphasis on the development of a student's problem-solving skills through scientific investigation and the application of scientific knowledge to cutting edge innovations.

The **Science Extension 1** program includes the following content from the senior science subject areas:

- Biology – genetics, hereditary and microbiology
- Psychology – brain function, human senses and psychological disorders

Prerequisites

Students wishing to study Science Extension 1 should have achieved a C+ or better in Semester 1 Year 10 Core Science.

Assessment

The summative assessment for this course will include the following types of assessment which reflect the requirements for Years 11 and 12:

- Student Experiment – where students will modify, refine, extend or redirect an experiment to address a hypothesis
- Research Investigation – where students gather secondary data from credible sources to answer a research question they have proposed
- Data Test - a combination of short answer and data-based questions using quantitative and qualitative data
- Written Test - a combination of multiple-choice, single-word, sentence or short paragraph responses; may include data-based questions

Requirements

- Scientific calculator - calculators purchased for use in maths classes in Senior Year are suitable for all senior science subjects.
- 2 x 128-page A4 exercise books
- pencil case containing pens, 2B pencils, ruler, eraser, glue, scissors, colouring pencils and a sharpener

SCIENCE EXTENSION 2 (PHYSICAL SCIENCES)

Rationale

Science Extension 2 (Physical Sciences) prepares students for the Year 11 general subjects Physics and Chemistry. Students who wish to take either of these science subjects in senior are strongly advised to choose science extension 2. It is intended for students with a keen interest in science and allows students to develop their skills in problem solving and critical thinking.

Course Outline

The **Science Extension 2** course is designed to extend students' knowledge and understanding of physics and chemistry concepts and principles through investigative processes. There will be an emphasis on the development of a student's problem-solving skills through scientific investigation and the application of scientific knowledge to cutting edge innovations.

The **Science Extension 2** program includes the following content from the senior science subject areas:

- Physics – force, energy, motion, electronics and electromagnetism
- Chemistry – atomic structure, chemical reactions and water chemistry

Prerequisites

Students wishing to study Science Extension 2 should have achieved a C+ or better in Semester 1 Year 10 Core Science.

Assessment

The summative assessment for this course will include the following types of assessment which reflect the requirements for Years 11 and 12:

- Student Experiment – where students will modify, refine, extend or redirect an experiment to address a hypothesis
- Research Investigation – where students gather secondary data from credible sources to answer a research question they have proposed
- Data Test - a combination of short answer and data-based questions using quantitative and qualitative data
- Written Test - a combination of multiple-choice, single-word, sentence or short paragraph responses; may include data-based questions

Requirements

- Scientific calculator - calculators purchased for use in maths classes in Senior Year are suitable for all senior science subjects.
- 2 x 128-page A4 exercise books
- pencil case containing pens, 2B pencils, ruler, eraser, glue, scissors, colouring pencils and a sharpener

SEEK WORTHY THINGS

Course Outline

This subject is compulsory and studied by all Year 10 students. This course responds to the emerging issues in the world of work and further study. Career education in Seek Worthy Things is designed to help students make an informed transition to the senior school.

Students will:

- Investigate a range of skills and knowledge needed for various careers
- Complete a Career Quiz to match their skills and abilities with suitable careers
- Identify pathways to their chosen career including University and TAFE
- Learn job skills such as personal presentation, resume writing and interview skills

They will also use this time to develop their Set Plans (Senior Education Training Plan) and complete their subject selection for their Year 11 subjects.



"Let us seek worthy things"