



# 2024 SUBJECT COURSE GUIDE

SENIOR PREPARATION PHASE

Year 10



**PACIFIC PINES STATE HIGH**  
INSPIRING EXCELLENCE TO EMPOWER SUCCESS

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## GENERAL INFORMATION

This handbook has been compiled to provide students and parent’s information on the range of curriculum that is offered at Pacific Pines State High School. It is designed to assist students and parents in selecting a course of study for Year 10.

Students should select subjects that will suit particular career aspirations and that will match abilities and interests and should use the advice received from class talks, information evenings and discussions with Teachers, Heads of Departments, Directors and the School Guidance Officer.

The curriculum program for Year 10 is divided into 4 Units (one per term) and are based on Australian Curriculum subjects and achievement standards (ACARA). Students will select senior subjects at the SET Plan Review meeting in Term 3. For more information about senior subjects, please see the Senior Subject Selection Booklet, which can be found on the school website.

## YEAR 10 SUBJECT SEMESTER 1 & 2

All students will study 6 subjects per semester; 4 core and 2 electives or 5 core and 1 elective. Combination of core and electives will be determined by the timetable line structure.

### Core Subjects (compulsory subjects)

All students will study:

- English or English Extension (4 Terms)
- Foundation Maths, Core Maths or Maths Extension (4 Terms)
- Science Foundation or Science Extension (4 Terms)
- History for 1 Unit only (either Semester 1 or Semester 2)
- HPE for 1 Unit only (either Semester 1 or Semester 2)

Please note: If History is studied in Semester 1, HPE will be studied in Semester 2 and vice versa.

## ELECTIVE SUBJECTS (NON-COMPULSORY SUBJECTS)

All students will study 4 elective subjects from the table below over Units 1 & 2. For example, 2 electives for Unit 1 then an additional 2 electives for Unit 2 OR 1 elective for Unit 1 then 3 additional electives for Unit 2. Combination of the electives will be determined by the timetable line structure. (1 Unit only for each elective subject. Repeated subjects are not permitted)

- |                                  |                                |                                   |
|----------------------------------|--------------------------------|-----------------------------------|
| • Economics and Business         | • Dance                        | • Japanese                        |
| • Civics and Citizenship         | • Drama                        | • Psychology                      |
| • Geography                      | • Media Arts                   | • Design & Technologies           |
| • Physical Education             | • Music                        | • Digital Technologies            |
| • Health                         | • Visual Arts                  | • Food Specialisations            |
| • Specialist Maths (Unit 2 only) | • Materials & Technologies     | • Materials & Technologies        |
| • Textiles and Design in action  | • Specialisation (Furnishings) | • Specialisation 2 (Construction) |

### Examples for Semester 1 & 2

#### Semester 1:

Core subjects: English, Maths, Science, History

Electives subjects: Elective 1 - Media Arts, Elective 2 - Music

#### Semester 2:

Core subjects: English, Maths, Science, HPE

Electives subjects: Elective 1 - Economics & Business, Elective 2 - Drama

## OVERALL PLAN

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

- They enjoy
- In which students have already had some success
- Which will help students reach their chosen career/careers, or at least keep many careers open to them
- Which will develop skills, knowledge and attitudes useful throughout students' life

It is important to remember that everyone is an individual, and that particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Friends are or are not taking it
- Like or dislike the teacher
- 'All the boys or girls take that subject' (all subjects have equal value for everyone).

Be honest about one's abilities and be realistic with set career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after best efforts have been applied. Similarly, if the career aims require the study of certain subjects, ensure the ability and determination to work hard enough to achieve the necessary levels of results in those subjects is applied.

Remember, the choice of subjects now may affect the choice of subjects in Years 11 and 12.

For example:

- Students must achieve a B grade in Core English to be eligible to study any General subject in senior
- Students must achieve a B grade in Year 10 Core Mathematics to be eligible to study General Maths in senior
- Students must achieve a B grade in Year 10 Math Extension to be eligible to study Mathematical Methods and Specialist Maths in senior
- Students must achieve a B grade in Science Extension to be eligible to study any science subject in senior
- Music and languages in the senior years require previous study in Years 9 and 10.

## ASSESSMENT & REPORTING

Teachers will use a range of different assessment strategies to ascertain what each student has learnt (actual achievement) and will make judgments about the extent and quality of each student's achievement in relation to the Australian Curriculum achievement standards.

Reporting to parents will provide information about a student's actual achievement against the achievement standards. The use of Australian Curriculum achievement standards as a common reference point for reporting to parents will contribute to national consistency in reporting.

Current Commonwealth requirements for reporting to parents include the requirement for student achievement to be reported in terms of A-E grades (or an equivalent 5-point scale). Students will also receive a report about their effort and behaviour.

### WHAT IS A SCHOOL-BASED APPRENTICESHIP/TRAINEESHIP?

At the commencement of Semester 2 Year 10, students who intend to take the QCE Flexible or Work Ready Pathway may choose to participate in a school-based traineeship or apprenticeship. This will involve working for one day each week and completing a qualification (usually a Certificate II or III). Students are paid for the time they work.

Traineeships and apprenticeships contribute to QCE credit points in the senior years and are a great way to gain industry experience while at school. A traineeship is usually undertaken over 2 years with no guarantee of continuing employment at the end of the traineeship. An apprenticeship is undertaken up until the time the student completes Year 12 or finishes school and they then continue to complete the apprenticeship on a full-time basis.

It needs to be noted that students who wish to study an ATAR pathway are not eligible for traineeships, apprenticeships or external VET/Diploma courses (that are not offered Period 5 Wednesday in Year 11). The Industry Liaison Officer coordinates school-based traineeships and apprenticeships. Appointments can be made through the school office or phone the Industry Liaison Officer on 5502 5119. All Traineeships and Apprenticeships to be approved by the relevant Phase Director.

### STUDYING OTHER COURSES OFFERED OUTSIDE OF SCHOOL

Students also have the opportunity to access courses offered by outside organisations other than Pacific Pines State High School. There are a wide variety of certificate courses available from various RTOs. **STUDENTS MUST BE 14 years and 9 months ON COMMENCEMENT of the COURSE.**

For more information about careers etc:

- Contact your school
- Visit Pacific Pines Career website – [www.pacificpinesstatehighcareers.com](http://www.pacificpinesstatehighcareers.com)
- Visit the QCAA website at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)
- Visit the Department of Employment and Training at [www.det.qld.gov.au](http://www.det.qld.gov.au) for information about school-based apprenticeships and traineeship
- Look in the books “Job Guide” and “QTAC”

**FACULTY: ENGLISH****ENGLISH – CORE**

LINK TO SENIOR SUBJECTS: ENGLISH (GENERAL)/ESSENTIAL ENGLISH (APPLIED ESSENTIAL) / LITERATURE (GENERAL)

PRE-REQUISITE SUBJECTS: Year 9 English

**COURSE OUTLINE**

Over the course of Year 10, 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. These include various types of media texts with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

**ENGLISH**

In English, Year 10 students will be engaging in skills and content that will prepare them for the senior general English course, which is designed for those students interested in an academic pathway and who wish to achieve an ATAR. Those aspiring to university study must complete this course. Students must achieve at least C level of achievement in English in units 3&4 in Year 12 to achieve an ATAR. If students are unsuccessful, they will not receive an ATAR. A 'B' level of achievement in Year 10 English is an essential pre-requisite to enrol in English in Years 11 & 12. Students who do not meet the prerequisite will be required to enrol in Essential English in Years 11 & 12. This course will see students complete a novel and play study, with extended analytical written assessments, an imaginative narrative task as well as a persuasive multimodal speech to be completed in the exam block at the end of the Unit and/or year.

**CORE SKILLS REQUIRED FOR THIS COURSE:**

- Reading comprehension
- Inferencing
- Writing
- Self-editing
- Critical thinking
- Advanced study skills
- Time management

**CORE SKILLS GAINED IN THIS COURSE:**

- Practical writing skills
- Reading for learning
- Communication skills necessary for the workplace
- Life skills
- Critical and creative thinking

**BOOKS AND STATIONERY**

Required texts will be available for short-term loan from the student resource scheme. A stationery list will be supplied.

**SPECIAL REQUIREMENTS**

The key to success in this subject is effective organisational skills and a willingness to work hard. Good results are attained through careful use of the drafting and editing process and consulting with classroom teachers

**ENGLISH REQUIREMENT FOR SENIOR SUBJECTS**

Students must achieve a minimum of a 'B' standard in Year 10 English if they wish to select general subjects or enrol in the ATAR pathway in senior school.

**FACULTY: MATHEMATICS****FOUNDATION MATHS**

LINK TO SENIOR: ESSENTIAL MATHEMATICS (APPLIED ESSENTIAL)

PRE-REQUISITE SUBJECTS: Year 9 Mathematics

**COURSE DESCRIPTION**

This strand of Mathematics is aimed at those students who wish to take an applied pathway in Year 11 (TAFE, Work, Applied Pathway). A review of student results will be undertaken at the end of term 4 Year 9 to determine the most appropriate strand of maths for Year 10 study. Students will be placed into the Mathematics level based on results and conversations with Parents/Guardians.

**COURSE OUTLINE**

- Trigonometry
- Algebra
- Data
- Earth geometry
- Measurement
- Finance
- Linear equations

**ASSESSMENT**

Students will complete 1 assignment and 2 exams each Semester

**HOMEWORK**

The majority of homework is related to the production of assessment tasks.

- Research
- Organising notes and research into user-friendly material
- Studying class notes
- Completing checkpoints which teachers draft and use to provide students with feedback on how to improve their work
- Responding to teacher feedback in order to improve drafts and editing their own work

**COST AND/OR ESSENTIAL EQUIPMENT**

Computer Software and Hardware Requirements: Students need to be part of the BYOD program. In this subject they will be working with Microsoft Office Word and Excel (freely available to EQ students) for the presentation of information. Subject information will also be made available via One Note. They may also be accessing the internet to research. Students need to have a Casio Scientific Calculator



**FACULTY: MATHEMATICS****MATHEMATICS - CORE**

LINK TO SENIOR: GENERAL MATHEMATICS (GENERAL)

PRE-REQUISITE SUBJECTS: 'C' level of achievement in Year 9 Mathematics

**COURSE DESCRIPTION**

This strand of Mathematics is aimed at those students who wish to study General Mathematics in Year 11 and 12. Students who achieve a 'B' or better in this level of maths may go on to study General Mathematics in Year 11. A review of student results will be undertaken at the end of Term 3 Year 9 to determine the most appropriate strand of Mathematics for Year 10 study. Students will be placed into the mathematics level based on results and conversations with Parents/Guardians. Students who may want to be an Electrician need to do at least this level.

**COURSE OUTLINE**

- Trigonometry
- Algebra
- Data
- Earth geometry
- Measurement
- Finance
- Linear equations

**ASSESSMENT**

Students will complete 1 assignment and 2 exams each Semester

**HOMEWORK**

The majority of homework is related to the production of assessment tasks.

- Research
- Organising notes and research into user-friendly material
- Studying class notes
- Completing checkpoints which teachers draft and use to provide students with feedback on how to improve their work
- Responding to teacher feedback in order to improve drafts and editing their own work

**COST AND/OR ESSENTIAL EQUIPMENT**

Computer Software and Hardware Requirements: Students need to be part of the BYOD program. In this subject they will be working with Microsoft Office Word and Excel (freely available to EQ students) for the presentation of information. Subject information will also be made available via One Note. They may also be accessing the internet to research. Students need to have a Casio Scientific Calculator.

**FACULTY: MATHEMATICS****MATHEMATICS EXTENSION - CORE**

LINK TO SENIOR: MATHEMATICS EXTENSION (CORE)

PRE-REQUISITE SUBJECTS: Year 9 Mathematics (B or A)

**COURSE DESCRIPTION**

This strand of Year 10 Extension Maths is aimed at those students who wish to study Mathematics Methods in Senior. Mathematics Methods is a higher-level Mathematics strand aimed at those who wish to go on and study Maths, Science, Engineering or similar at University. This strand is a prerequisite subject for Mathematics Methods and Specialist Maths in Senior. A review of student results will be undertaken in Term 3 Year 9 to determine the most appropriate strand of maths for Year 10 study. Students will be placed into the Mathematics level based on results and conversations with Parents/Guardians.

**COURSE OUTLINE**

The course will focus on advanced topics to prepare students for senior studies and will include:

- Algebra
- Data
- Linear equations
- Indices and logarithms
- Trigonometry

**ASSESSMENT**

Students will complete 1 assignment and 2 exam each semester.

**HOMEWORK**

- The majority of homework is related to the production of assessment tasks.
- Research
- Organising notes and research into user-friendly material
- Studying class notes
- Completing drafts which teachers provide students with feedback on how to improve their work
- Responding to teacher feedback in order to improve drafts and editing their own work

**COST AND/OR ESSENTIAL EQUIPMENT**

Computer Software and Hardware Requirements: Students need to be part of the BYOD program. In this subject they will be working with Microsoft Office Word and Excel (freely available to EQ students) for the presentation of information. Subject information will also be made available via One Note. They may also be accessing the internet to research. Students need to have a Casio Scientific Calculator.

**FACULTY: MATHEMATICS****SPECIALIST MATHS – ELECTIVE (SEMESTER 2 ONLY)**

[LINK TO SENIOR: SPECIALIST MATHEMATICS \(GENERAL\)](#)

PRE-REQUISITE SUBJECTS: Year 9 Mathematics (B or A)

**COURSE DESCRIPTION**

Mathematics Specialists is a higher-level Mathematics strand aimed at those who wish to go on and study Maths, Science, Engineering or similar at university. This strand of Year 10 Mathematics is aimed at those students who wish to study Mathematics Specialists in Year 11 and 12. It is a prerequisite subject for Specialist Mathematics in Senior. Students must be doing Maths Extension in Year 10 to accompany this elective.

**COURSE OUTLINE**

The course will focus on advanced topics to prepare students for senior studies and will include:

- Algebra
- Vectors and proof
- Complex numbers, trigonometry, functions and matrices
- Mathematical induction, and further vectors, matrices and complex numbers

**ASSESSMENT**

Students will complete 1 assignment and 2 exams for the semester

**HOMEWORK**

The majority of homework is related to the production of assessment tasks.

- Research
- Organising notes and research into user-friendly material
- Studying class notes
- Completing drafts which teachers use to provide feedback to students on how to improve their work
- Responding to teacher feedback in order to improve drafts and editing their own work

**COST AND/OR ESSENTIAL EQUIPMENT**

Computer Software and Hardware Requirements: Students need to be part of the BYOD program. In this subject they will be working with Microsoft Office Word and Excel (freely available to EQ students) for the presentation of information. Subject information will also be made available via OneNote. They may also be accessing the internet to research. Students need to have a Casio Scientific Calculator. A Casio Graphics Calculator will be provided to students in Year 10.

**FACULTY: SCIENCE****SCIENCE FOUNDATION**

LINK TO SENIOR: N/A

SCIENCE FOUNDATION IS A CORE SUBJECT PRESCRIBED IN THE NATIONAL CURRICULUM THAT ALL YEAR 10 STUDENTS DO

PRE-REQUISITE SUBJECTS: Year 9 Science (D/E or C)

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**COURSE DESCRIPTION**

Science Foundation emphasises inquiry-based teaching and learning. It provides student the opportunity to engage in hands-on learning around the four strands of Science (Biology, Physics, Chemistry and Earth Science). This subject is for students that do not want to study Senior Science subjects. Students will be required to complete Science Extension if they wish to study Biology, Physics, Psychology or Chemistry in Year 11. A review of student results will be undertaken in Term 3 Year 9 to determine the most appropriate strand of Science for Year 10 study. Students will be placed into the Science level based on results and conversations with Parents/Guardians.

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**COURSE OUTLINE**

Study will be completed in two semesters. They will encompass the Biology, Chemistry, Physics and Earth Science Strands.

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**ASSESSMENT**

Students will complete class-based folios, exams and assignments throughout the two semesters

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**HOMEWORK**

The majority of homework is related to the production of assessment tasks/folio.

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**COST AND/OR ESSENTIAL EQUIPMENT**

Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.

**FACULTY: SCIENCE****SCIENCE EXTENSION - CORE**

LINKS TO SENIOR: CHEMISTRY, PHYSICS, BIOLOGY, PSYCHOLOGY (GENERAL)

PRE-REQUISITE SUBJECTS: Year 9 Science (B or A)

**COURSE DESCRIPTION**

This strand of Science is aimed at students who wish to study Biology, Psychology, Chemistry or Physics in Senior. A review of student results will be undertaken in Term 3 Year 9 to determine the most appropriate strand of Science for Year 10 study. Students will be placed into the Science level based on results and conversations with Parents/Guardians. The course will be completed in 3 units over the 4 terms described below:

**UNIT 1 - Physics provides opportunities for students to engage with the classical and modern understandings of the universe. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will develop critical skills to evaluate and make evidence-based decisions about current scientific issues.**

Physics aims to develop:

- Appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- Understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- Understanding of the ways in which matter and energy interact in physical systems across a range of scales

**UNIT 2 - Chemistry is the study of materials and their properties and structure.**

Chemistry aims to develop:

- Understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- Appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

**UNIT 3 - Biology is the study of the living organisms.**

Biology aims to develop:

- Understanding of how cells work and processes linked to cell process and structure
- Scientific theories that explain the origin of the universe and the diversity of life on Earth
- Explanation of the processes that underpin heredity and evolution.

**FUTURE PATHWAYS**

Science Extension will prepare students for a variety of tertiary pathways including Science, Engineering, Biomedical Science, Environmental and Health Science, Education, and many other courses, as well as training or employment opportunities.

**ASSESSMENT**

In Science Extension, student will complete the assessment types of Senior Science (Research Investigation, Student Experiment, Data Test and Exam) to prepare them for their senior pathway.

**HOMEWORK**

The majority of homework is to produce and prepare for the assessment tasks:

- Studying class notes
- Organising notes and research into user-friendly material
- Completing drafts which teachers use to provide feedback on how students can improve their work
- Responding to teacher feedback in order to improve drafts and editing their own work

**COST AND/OR ESSENTIAL EQUIPMENT**

Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.

**FACULTY: SCIENCE****PSYCHOLOGY - ELECTIVE**

LINKS TO SENIOR: PSYCHOLOGY (GENERAL)

PRE-REQUISITE:

- Students must receive a minimum 'C' level of achievement in Year 9 English and Maths and a 'B' level of achievement Science in Semester 2, 2022.
- Students must also be completing Science Extension in 2024

**COURSE DESCRIPTION**

Psychology is the scientific study of the mind and its functions. A broad discipline, psychology incorporates both the scientific study of human behaviour - its biological, cognitive, and social bases - and the systematic application of this knowledge to applied problems. Students of psychology will not only gain increased knowledge and understanding of themselves and others, but also develop critical thinking skills which are valuable personally and in many professions.

Studying psychology as an elective in Year 10 will provide students with a basic understanding of core concepts to assist with their transition into senior coursework. Psychology in Years 11 and 12 is a general subject and, as such, results contribute to an Australian Tertiary Admission Rank (ATAR).

**FUTURE PATHWAYS**

Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

**COURSE OUTLINE**

Student will complete an introductory Unit of Psychology around concepts of memory and behaviour. This will prepare students for senior Psychology and allow them to understand the rigour and challenge of this subject.

**ASSESSMENT**

- Summative assessment - Student Experiment
- Students will conduct an experiment to investigate the effect of cued recall on a short-term memory test, documenting their results and data analysis in a scientific report.
- Summative Assessment – Exam

**HOMEWORK**

Students are expected to complete homework related, but not limited to, the following:

- Researching and responding to set questions
- Organising and studying class notes
- Responding to teacher feedback in order to edit and improve their own work
- Successful completion of set homework tasks is a minimum requirement of students enrolled in psychology.

**COST AND/OR ESSENTIAL EQUIPMENT**

Computer Software and Hardware Requirements: Students will require regular access to Microsoft Office - freely available to EQ students - to access lesson notes and resources, and to prepare material for their assessment. They will also require access to the internet, as well as the school's BYOD network drives.

**FACULTY: HUMANITIES****HISTORY - CORE**

LINKS TO SENIOR: ANCIENT HISTORY/MODERN HISTORY (GENERAL) & SOCIAL & COMMUNITY STUDIES (APPLIED)

PRE-REQUISITE: N/A

**RATIONALE**

The study of History invites students to investigate some of the most compelling events of Ancient and Modern History. The skills developed in Year 10 History will be of great value to students considering studying senior Ancient or Modern History in Years 11 and 12.

History teaches the RESEARCH and WRITING Skills which are highly valued skills for success at university, regardless of the course studied.

UNIVERSITY SKILLS such as researching, referencing and essay writing are extensively taught, to help students succeed in any university course. Exam skills, including skills for this and other subject external exams, are developed through the use of source analysis and extended writing.

**COURSE AIMS**

The student of History will develop an appreciation of the ancient and modern world through an inquiry of our past. They will learn to establish global connections including the links between historical events and their own lives. Students develop these understandings through the processes of critical inquiry. Skills developed include locating, interpreting, analysing and evaluating historical sources and constructing effective arguments in both written and spoken genres.

**COURSE OUTLINE**

The Year 10 History units include inquiry studies from ancient, medieval and modern times. Topics covered could include:

- Prehistory, war & weapons in Ancient Civilisations (ANCIENT HISTORY)
- Propaganda and Power throughout interwar period and World War II. (MODERN HISTORY)

**ASSESSMENT**

Assessment includes a short response examination and historical research essay. Across these assessment tasks, students demonstrate key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability through the two strands of historical knowledge and understanding historical skills.

**COST AND/OR ESSENTIAL EQUIPMENT**

There may be an excursion during the year. Costs to cover entry fees, transport costs or equipment hire will be the responsibility of the student.

**COMPUTER SOFTWARE AND HARDWARE REQUIREMENTS**

Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research. BYOD IS HIGHLY RECOMMENDED WHERE POSSIBLE.

**FACULTY: HUMANITIES****GEOGRAPHY - ELECTIVE**

LINKS TO SENIOR: GEOGRAPHY (GENERAL)

PRE-REQUISITE SUBJECTS: None, although extended reading and writing tasks are a requirement of the course so a 'C' level of achievement in English is required.

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**RATIONALE**

The study of Geography invites students to investigate some of the most compelling issues in our global environment. The skills developed in Year 10 Geography will be of great value to students considering studying senior Geography in Years 11 and 12. Geography teaches the RESEARCH and WRITING Skills which are highly valued skills for success at university, regardless of the course studied.

UNIVERSITY SKILLS such as researching, referencing and essay writing are extensively taught, to help students succeed in any university course. Exam skills, including skills for this and other subject external exams, are developed through the use of source analysis and extended writing.

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**COURSE AIMS**

The student of Geography will develop an appreciation of the modern world through a study of the environment, people and places. They will learn to establish global connections including the links between geographical events and their own lives. Students develop these understandings through the processes of critical inquiry. Skills developed include locating, interpreting, analysing and evaluating both internet and on-site sources and constructing effective arguments in both written and spoken genres.

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**COURSE OUTLINE**

There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'. 'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. 'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places.

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**ASSESSMENT**

Assessment includes an inquiry-based research task on data collected from a local geographical site (excursion) and a short response examination. Through the strands of geographical knowledge and understanding, and geographical inquiry and skills, students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw reasoned conclusions.

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**COST AND/OR ESSENTIAL EQUIPMENT**

There may be an excursion during the year. Costs to cover entry fees, transport costs or equipment hire will be the responsibility of the student.

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**COMPUTER SOFTWARE AND HARDWARE REQUIREMENTS**

Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.



**FACULTY: HUMANITIES****CIVICS AND CITIZENSHIP - ELECTIVE**

LINKS TO SENIOR: LEGAL STUDIES (GENERAL), SOCIAL AND COMMUNITY STUDIES (APPLIED)

PRE-REQUISITE SUBJECTS: N/A. Year 7-9 course is recommended

**RATIONALE**

The study of Civics and Citizenship is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. In this subject, students will gain an understanding of Australia's federal system of government and the liberal democratic values that underpin it. Emphasis is placed on the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life. Students will also investigate political and legal systems, and explore the nature of citizenship, diversity, and identity in contemporary society.

**COURSE AIMS**

The study of Civics and Citizenship is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. In this subject, students will gain an understanding of Australia's federal system of government and the liberal democratic values that underpin it. Emphasis is placed on the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life. Students will also investigate political and legal systems, and explore the nature of citizenship, diversity, and identity in contemporary society.

**COURSE OUTLINE**

Topic 1 – Democracy and key features and values of government in Australia and the Asia-Pacific

Topic 2 – Australia's political and legal systems that enable change

**ASSESSMENT**

Students will complete a portfolio of tasks that demonstrate their understanding of a government systems and a current human rights issue.

**COST AND/OR ESSENTIAL EQUIPMENT**

There may be an excursion during the year. Costs to cover entry fees, transport costs or equipment hire will be the responsibility of the student.

Computer Software and Hardware Requirements: Students will need to be part of the BYOD program and will be working with Microsoft Office (freely available to EQ students) for the presentation of information.

**CAREER OPTIONS / FURTHER STUDY**

This multifaceted subject will develop students' knowledge and understanding to confidently pursue pathways in a range of diverse careers, training, and further education. The study of Civics and Citizenship provides opportunities for further education and employment in the fields of:

- Government and politics
- Law and public policy

**FACULTY: ECONOMICS AND BUSINESS****ECONOMICS AND BUSINESS - ELECTIVE**

LINKS TO SENIOR: BUSINESS/ACCOUNTING (GENERAL) & CERT III BUSINESS (VET)

PRE-REQUISITE SUBJECTS: 'C' level of achievement in English and Maths is recommended.

**COURSE DESCRIPTION**

Students interested in entering the business world as owners, managers or employees who deal with finances and financial decision-making should consider selecting Economics and Business. In Year 10, this subject will introduce economics and business knowledge and understanding, and economic and business skills. Throughout the course, students will be introduced to basic financial literacy (accounting) processes, business concepts and skills, as well as the basics of personal and business economics. Working in the financial field is so much more than merely dealing with numbers and recording information. Students will be required to use business and financial information as a decision-making tool to help improve a business's financial and physical resources, which is a highly desired skill.

Economics and Business will prepare students for a variety of pathways including further education, training and employment.

**COURSE OUTLINE**

Topics – Financial responsibility, risks and rewards, and Major consumer decisions and business productivity.

**ASSESSMENT**

A variety of techniques will be used including:

- Exam
- Investigation

**HOMEWORK**

The majority of homework is related to the effective study of class notes and responding to self, peer and teacher feedback in order to see growth and improvement.

**COST AND/OR ESSENTIAL EQUIPMENT**

Computer Software and Hardware Requirements: Students will need to be part of the BYOD program and will be working with Microsoft Office (freely available to EQ students) for the presentation of information.

NOTE: students are encouraged to have access to MYOB on their BYOD, however, school-based resources will be made available for students who do not have the software.

**CAREER OPTIONS / FURTHER STUDY**

Business skills gained from this course are in high demand by employers. Possible future careers include:

- |  |                        |
|--|------------------------|
| • Self Employed                          | • Office Administrator |
| • Accountant – tax, forensic, management | • Sales Consultant     |
| • Manager – HR, marketing, operations    | • Financial Advisor    |
| • Teacher                                | • Personal Assistant   |
| • Bank Officer                           | • Auditor              |

“The spectacle-wearing pencil pusher in the green visor is so far in the past, it barely even registers as a stereotype anymore. Accounting today is one of the most high-tech, cutting-edge professions out there, making advances in realms ranging from Big Data analytics to cloud computing to block chain technology. Accountants are the professionals who make sure that the money of corporations, governments, organisations, and individuals are being used well, and that means that, as long as there's money, accountants will be indispensable.” The Accounting Degree Review.

**FACULTY: HEALTH & PHYSICAL EDUCATION****HEALTH & PHYSICAL EDUCATION - CORE**

LINKS TO SENIOR: PHYSICAL EDUCATION/HEALTH (GENERAL)/ SPORT & RECREATION (APPLIED)/ CERT III FITNESS (GENERAL OR APPLIED)

PRE-REQUISITE SUBJECTS: NIL

**COURSE DESCRIPTION**

Health & Physical Education continues students' study of the Australian Curriculum for HPE. Students investigate ways to promote and maintain their own health and well-being and the health and well-being of others through the study of a range of health topics and engaging in a variety of physical activities.

**FUTURE PATHWAYS**

HPE provides a pathway into the senior subjects of 1) Physical Education and 2) Health (General), Sport and Recreation (Applied) and Certificate III Fitness/Certificate II Sport and Recreation (VET).

**COURSE OUTLINE**

Students will investigate the Health of Young People, the ethics and integrity of sport and physical activity and First Aid.

**ASSESSMENT**

Assessment is 90% theory and 10% practical. Assessment for theory units will be written examinations and a written report.

**HOMEWORK**

1. The majority of homework is related to the production of assessment tasks.
2. Organising and revising class notes for revision
3. Research for assessment
4. Completing rough drafts
5. Responding to teacher feedback in order to improve drafts and editing their own work

**COST AND/OR ESSENTIAL EQUIPMENT**

Computer Software and Hardware Requirements: Students in this subject will work with Microsoft Office (freely available to EQ students) for the presentation of information in Word and/or PowerPoint and OneNote. They may also access the internet to research information

**FACULTY: HEALTH & PHYSICAL EDUCATION****HEALTH - ELECTIVE**

LINKS TO SENIOR: HEALTH (GENERAL)

PRE-REQUISITE SUBJECTS: At least a 'B' level of Achievement in year 9 HPE and English and a strong interest in health is recommended.

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**COURSE DESCRIPTION**

Health students investigate the factors that contribute to lifelong health for individuals and the wider community. The subject draws on topics from the health, behavioural, social and physical sciences. Students learn to define and understand health issues, plan and take action to address issues and to evaluate the effectiveness of actions in response to health issues.

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**FUTURE PATHWAYS**

Health leads directly into the Year 11 and 12 subject Health. Its topics, structure and assessment closely align with the senior course. Study of Health in Years 11 and 12 can lead to further study and employment in the fields of health science, public health, health education and promotion, allied health services, nursing and medical professions.

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**COURSE OUTLINE**

Students will investigate a health issue that is important to young people and plan and implement an action plan to address it in the school setting.

Issues for investigation will be chosen from these areas:

- Mental health
- Alcohol and drug use
- Body image
- Healthy relationships

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**ASSESSMENT**

Students will be assessed through an investigation task which will be presented as a written report or multimodal presentation.

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**HOMEWORK**

- The majority of homework is related to the production of assessment tasks.
- Organising and revising class notes
- Research for assessment
- Completing rough drafts
- Responding to teacher feedback in order to improve drafts and editing their own work

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**COST AND/OR ESSENTIAL EQUIPMENT**

Computer Software and Hardware Requirements: Students in this subject will work with Microsoft Office (freely available to EQ students) for the presentation of information. They will also access the internet for research.

**FACULTY: HEALTH & PHYSICAL EDUCATION****PHYSICAL EDUCATION - ELECTIVE**

LINKS TO SENIOR: PHYSICAL EDUCATION (GENERAL)/ SPORT & RECREATION (APPLIED)/ CERT III FITNESS (VET)

PRE-REQUISITE SUBJECTS: At least a 'B' level of achievement in Year 9 HPE and English and a strong interest in health is recommended.

**COURSE DESCRIPTION**

Physical Education students study how physiological, psychological, biomechanical and sociological factors influence human physical performance in individual and team physical activity contexts. Physical Education engages students as intelligent performers, learning in, about and through physical activity. Students will complete a range of tests and activities (labs), as well as participate in sport and exercise activities.

**FUTURE PATHWAYS**

Physical Education leads directly into the Year 11 and 12 Physical Education subject. Its topics, structure and assessment closely align with the senior course. Physical Education can also lead into Sport and Recreation and Certificate III in Fitness/Certificate II in Sport & Recreation.

**COURSE OUTLINE**

Students investigate the fundamentals of exercise physiology and biomechanics: the musculoskeletal system, energy systems, types of movement, force production, levers and projectile motion to learn how they contribute to providing energy and movement for sport and exercise. Students will participate in fitness testing and laboratory activities to apply this knowledge in a practical setting. These concepts will be studied through the sports of netball, touch football and badminton (pending staff and facility availability).

**ASSESSMENT**

Assessment is 80% theory (project folio and combined response exam) and 20% practical performance of the unit's selected sports (netball, touch or badminton).

**HOMEWORK**

The majority of homework is related to revision and preparation for the final examination.

- Completion of integrated lessons reflections.
- Revising class notes

**COST AND/OR ESSENTIAL EQUIPMENT**

Computer Software and Hardware Requirements: Students in this subject will work with Microsoft Office (freely available to EQ students) for the presentation of information in Word and/or PowerPoint and One Note. They may also access the internet to research.

**FACULTY: HEALTH & PHYSICAL EDUCATION****HPE AUSTRALIAN RULES SPECIALISATION/ HPE SOCCER SPECIALISATION/ HPE TOUCH FOOTBALL SPECIALISATION**

LINKS TO SENIOR: PHYSICAL EDUCATION (GENERAL)/ SPORT & RECREATION (APPLIED)/ CERT III FITNESS (VET)

PRE-REQUISITE SUBJECTS: This subject is only open to students currently enrolled in the [Year 9 AFL Excellence](#), the [Year 9 Soccer Excellence](#) and the [Year 9 Touch Football Excellence](#) classes. Any other interested students must apply directly to the AFL Excellence Director, the Soccer Excellence Director, the Touch Football Director and the Head of Department HPE.

**OUTCOMES**

The HPE AFL Specialisation, Soccer Specialisation and Touch Specialisation programs in Year 10 are continuations of the Junior AFL Excellence, Junior Soccer Excellence and Junior Touch Excellence programs. They are specialised training and coaching programs for talented AFL, Soccer and Touch students designed to develop their knowledge, skills and abilities and physical preparation requirements in their respective sports.

**COURSE DESCRIPTION**

Training and specialised coaching are conducted during school time in place of core HPE lessons. Students will study core Health topics from Year 10 HPE and may also study sports related topics such as sports nutrition, exercise physiology, competition preparation and psychology. Coaching sessions will also occur outside school hours as required by individual coaches.

This is a year-long course and will replace students' core HPE subject in semester one. In semester two, this subject will be one of the students' elective subjects.

These programs lead into the senior general subjects of Physical Education and Health. Students may also choose the applied subject of Sport & Recreation and the VET course Certificate III in Fitness/Certificate II in Sport & Recreation.

**EQUIPMENT AND RESOURCES**

- Sports Excellence uniform (purchased through the uniform shop) and all required sports shoes, football boots and protective equipment (for AFL mouthguards are mandatory, headgear is optional).
- Laptop: theory units are delivered via OneNote and online resources
- Students must have access to Word or other word processing programs for assessment tasks

**REQUIRED HOME STUDY**

One hour per week some assessment tasks will require students to use their own time to complete

**COST**

Please be advised that there is an additional fee of \$50 per year.

**FACULTY: TECHNOLOGIES****MATERIALS & TECHNOLOGIES SPECIALISATION TMT (FURNISHING SKILLS) - ELECTIVE**

LINKS TO SENIOR: FURNISHING SKILLS (APPLIED)

PRE-REQUISITE SUBJECTS: NIL

**RATIONALE**

Furnishing Skills focuses on the underpinning of industry practices and production processes required to manufacture furnishing products. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

**COURSE AIMS**

This course aims to develop transferable skills relevant to a range of industry-based electives and future employment opportunities. Students develop understanding of industry practices, interpret specifications, including information and drawings, demonstrate and apply safe practical production processes with hand/power tools and equipment.

**COURSE OUTLINE**

The program is primarily project work orientated underpinned by a complementary theoretical component.

**ASSESSMENT**

Assessment will be on a term basis through practical projects and theoretical assessment. It will include:

- Production of a camping stool.
- Responses to test questions addressing core components of Workplace Health and Safety, and subject related matter.
- Completion of a digital portfolio that addresses knowledge and understanding of skills taught through practical lessons.

**ESSENTIAL EQUIPMENT**

Students intending to study this subject must adhere to strict WHS guidelines regarding personal protective equipment and safe workshop behaviour. Students and parents are to sign a safety contract that if broken, may result in students unable to use workshop facilities.

**SUBJECT LEVY:** \$60 per semester and must be participating in the Student Resource Scheme

**CAREER OPTIONS**

- Cabinet Making
- Commercial fit out
- Wood Machining
- Hospitality fit out
- Boat Building
- Furniture Polishing and Manufacture
- Picture Framing
- Upholstery

**FURTHER STUDY**

Year 10 Furnishings leads to a course of study in:

- Furnishing Skills in Year 11

**FACULTY: TECHNOLOGIES****MATERIALS & TECHNOLOGIES SPECIALISATION 2 TTZ (CONSTRUCTION SKILLS) - ELECTIVE**

LINKS TO SENIOR: BUILDING & CONSTRUCTION (APPLIED)/ CERT I CONSTRUCTION (VET)

PRE-REQUISITE SUBJECTS: NIL

**RATIONALE**

This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

**COURSE AIMS**

Students develop understanding of industry practices, interpret specifications, including information and drawings, demonstrate and apply safe practical production processes with hand/power tools and equipment, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

**COURSE OUTLINE**

The program is project work orientated underpinned by a complementary but minimal theoretical component.

**ASSESSMENT**

- Assessment will be on a term basis through practical projects and theoretical assessment. It will include:
- A group assessment of small framed construction and concrete foundations that includes a number of industry related practices. Students will gain knowledge and skills in plan reading and interpretation, timber and concreting member identification, shape materials and assemble components Students use a variety of hand and power construction tools.
- Responses to test questions addressing core components of Workplace Health and Safety, and subject related matter.
- Completion of a digital workbook that consists of various related industry, literacy and numeracy exercises.

**ESSENTIAL EQUIPMENT**

- Students intending to study this subject must adhere to strict WHS guidelines regarding personal protective equipment and safe workshop behaviour. Students sign a strict safety contract that if broken may be denied the use of workshop facilities.
- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the Internet for research purposes.

**SUBJECT LEVY:** \$60 per semester and must be participating in the Student Resource Scheme

**CAREER OPTIONS**

- Building & Construction various trades
- Project management

**FURTHER STUDY**

Year 10 Construction leads to a course of study in:

- Certificate I in Construction in Year 11 & 12 (external RTO)
- Construction Skills in Year 11 & 12



**FACULTY: TECHNOLOGIES****DIGITAL TECHNOLOGIES - ELECTIVE****LINKS TO SENIOR: DIGITAL SOLUTIONS (GENERAL)**

**PRE-REQUISITE SUBJECTS:** Students having a sound level from Year 9 in English and Maths, but a high rating is strongly recommended. It is expected that students who complete Year 9 IT Excellence continue in this subject. Non-IT Excellence students are also encouraged to apply if they have a strong interest in IT, a good work ethic, and are wanting to learn programming and databases.

**COURSE AIMS:**

Digital Solutions provides students with the skills required to succeed in the 21<sup>st</sup> century. It is said that 85% of the jobs that will exist in 2030 have not yet been invented. It is also anticipated that most of these future occupations will be created within the IT sector. The Digital Solutions subject aims to develop student's computational thinking and lay the foundations to successfully completing the Year 11 & 12 Digital Solutions course and succeed in future occupations.

**COURSE OUTLINE:**

The course builds upon IT fundamentals such as

- Problem solving
- Computer programming
- Database connected websites

**FUTURE PATHWAYS:**

Digital Solutions will prepare students for a variety of tertiary pathways including science, technologies, engineering, mathematics, and many other courses, as well as training or employment opportunities. The subject also touches on entrepreneurial self-employment opportunities.

**ASSESSMENT:**

To assist students to gain a deeper understanding of Information Technology, a variety of assessment techniques will be used including:

- A project following the Design Develop Evaluate process
- A portfolio of work
- Related research skills

**HOMEWORK:**

While class time is always given, there will be occasions when assignment work will need to be completed at home. The majority of homework relates to the production of the written component of the project

**ESSENTIAL EQUIPMENT**

- Computer Software and Hardware Requirements: Students in this subject will need a Windows 10 or 11 laptop (this is the preferred device OS) or Mac OSX BYOD laptop with at least 250GB storage. A USB stick and mouse will also be needed.
- ***iPads / basic tablets / phones are NOT sufficient to complete mandatory course requirements.***
- Subject Specific Software: All required software will be provided.

**FACULTY: TECHNOLOGIES****FOOD SPECIALISATION - ELECTIVE**

LINKS TO SENIOR: HOSPITALITY PRACTICES (APPLIED)

PRE-REQUISITE SUBJECTS: A pass (C) In English is recommended.

**COURSE DESCRIPTION:**

The hospitality industry has become increasingly important as a source of expanding employment opportunities. Food Specialisations is studied for one semester and is designed to introduce students to the hospitality Industry, as well as the design process behind creating and adapting food to meet different needs. Students will develop decision-making skills together with practical kitchen skills for food preparation and presentation.

**SUBJECT LEVY:** \$60 per semester and must be participating in the Student Resource Scheme

**FUTURE PATHWAYS:**

This subject leads directly into the senior subject Hospitality Practices which can establish the basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students may choose to pursue further studies in hospitality, hotel, event and tourism or business management.

**COURSE OUTLINE:**

The following areas will be examined during the course:

- Safe and hygienic work practices
- Teamwork and communication
- Service procedures, including customer service
- Planning and implementation in the kitchen
- Analysis and decision-making
- Food presentation
- Food preparation skills and techniques. Practical work will be dependent upon the assessment task and could include such items as lunch and café style foods, desserts and slices etc.

**ASSESSMENT:**

Students will be continuously monitored throughout the Unit. Assessment may consist of an exam and a project, which focuses upon both knowledge and skills. The design process will also be used in the food context.

**HOMEWORK:**

While class time is always given, there will be occasions when assignment work will need to be completed at home. The majority of homework relates to the production of the written component of the project/practical task.

**ESSENTIAL EQUIPMENT:**

- Students will be supplied with ingredients to work as a pair in practical classes
- Students will be required to wear shoes with impervious uppers as per the school policy and follow workplace health and safety procedures in the kitchen. Aprons are provided by the school
- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They will also be accessing the internet to research.

**FACULTY: TECHNOLOGIES****TEXTILES AND DESIGN IN ACTION - ELECTIVE**

LINKS TO SENIOR: CERTIFICATE II IN APPAREL, FASHION AND TEXTILES (TAFE)

PRE-REQUISITE SUBJECTS: N/A

**RATIONALE**

In recent times, many social, environmental, economic and technological changes have occurred. These have impacted on society and have had an enormous effect on education across Australia. Education is more dynamic than ever before and now requires the assistance of flexible and innovative ideas to meet the needs of students and communities. Technology involves the purposeful use and manipulation of information, materials and systems to meet the needs of society.

**COURSE AIMS**

It is expected that all learning in technology should incorporate the four interdependent strands of learning, which include: designing, making and appraising; information; materials; and systems. The subject investigates textiles as important and necessary materials. Through the use of the design process, students will be encouraged to investigate, design, produce and evaluate textiles in their modern world. Written information is supported by diagrams and activities.

The design process is explained in detail and it is expected that students put this process into practice when working through the design projects for each topic.

**SUBJECT LEVY**

Semester \$30. Must be part of the Student Resource Scheme.

**COURSE OUTLINE**

Topic 1 – Textiles – Technology and Design

Topic 2 – Textiles – Structures and Properties

Topic 3 – Textiles – Design and Construction

Topic 4 – Textiles – Social Significance

**ASSESSMENT**

Students will complete a portfolio of tasks, through the design process, that demonstrate their understanding of the structure, as well as the historical and cultural purpose, of garments in social settings.

**ADDITIONAL COSTS AND/OR ESSENTIAL EQUIPMENT**

There may be an excursion during the year. Costs to cover entry fees, transport costs or equipment hire will be the responsibility of the student.

Computer Software and Hardware Requirements: Students will need to be part of the BYOD program and will be working with Microsoft Office (freely available to EQ students) for the presentation of information.

**CAREER OPTIONS / FURTHER STUDY**

This multifaceted subject will develop students' knowledge and understanding to confidently pursue pathways in a range of diverse careers, training, and further education. The study of textiles provides opportunities for further education and employment in the fields of:

- Design and Manufacturing
- Textiles industries
- Fashion

**FACULTY: ARTS****CENTRE OF EXCELLENCE – CREATIVE INDUSTRIES – DANCE ELECTIVE****OUTCOMES**

Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement.

This program is designed specifically to align with the coordinating senior subjects including Senior Dance and Cert 4 Dance. Future career pathways may include:

Senior Dance and possible careers:

- Dancer
- Choreographer
- Entertainer
- Teacher
- Fitness instructor / personal trainer
- Journalist

**COURSE DESCRIPTION**

The Centre of Excellence for Creative Industries Dance program foster the creative talents of artistic students. Each of these programs provide a platform for students to thrive through an extended curriculum study in which they work collaboratively with other students, expert teachers and guest professionals to fine tune their skills and prepare for a future in creative industries.

This program gives our Creative Industry students the skills and connections that students require today, for pathways into Senior Secondary Dance, Certificate 4 Dance and the career agility required in the future.

Students in Centre of Excellence for Creative Industries are exposed to intensive workshops with industry professionals, eisteddfods and excursions to live performances. Students also have the opportunity to perform in a professional atmosphere in a range of local and wider Gold Coast community events. Throughout the course of these program, students will enhance their skills while building their own portfolio of work essential to support their pathway within the industry.

**EQUIPMENT/RESOURCES & POSSIBLE EXCURSIONS**

- Notebook, pen, HB pencil, eraser and ruler, USB memory stick, headphones (mp3)  
Excursions may include trips to see live dance performances, or guest dance instructors will hold workshops with the students (which may require an extra cost by the students).
- **Computer Software and Hardware Requirements:** Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.

**SAFETY REQUIREMENTS**

No specific safety requirements are associated with this subject area. School rules associated with banned items and appropriate behaviour apply.

**FACULTY: ARTS****DANCE – ELECTIVE**

LINKS TO SENIOR: DANCE IN PRACTICE (APPLIED)/ CERT IV DANCE

PRE-REQUISITE SUBJECTS: Prior experience in any or all of the arts subjects will provide students with an understanding of making and responding to assessment techniques in dance.

**OUTCOMES**

Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement.

This program is designed specifically to align with the coordinating senior subjects including Senior Dance and Certificate IV in Dance. Future career pathways may include:

Senior Dance and possible careers:

- Dancer
- Entertainer
- Fitness instructor / personal trainer
- Choreographer
- Teacher
- Journalist

**COURSE DESCRIPTION**

The Centre of Excellence for Creative Industries Dance program foster the creative talents of artistic students. Each of these programs provide a platform for students to thrive through an extended curriculum study in which they work collaboratively with other students, expert teachers and guest professionals to fine tune their skills and prepare for a future in creative industries.

This program gives our Creative Industry students the skills and connections that students require today, for pathways into Senior Secondary Dance, Certificate IV in Dance and the career agility required in the future.

Students in Centre of Excellence for Creative Industries are exposed to intensive workshops with industry professionals, eisteddfods and excursions to live performances. Students also have the opportunity to perform in a professional atmosphere in a range of local and wider Gold Coast community events. Throughout the course of these program, students will enhance their skills while building their own portfolio of work essential to support their pathway within the industry.

**EQUIPMENT/RESOURCES & POSSIBLE EXCURSIONS**

- Notebook, pen, HB pencil, eraser and ruler, USB memory stick, headphones (mp3)

**EQUIPMENT/RESOURCES & POSSIBLE EXCURSIONS**

- Excursions may include trips to see live dance performances, or guest dance instructors will hold workshops with the students (which may require an extra cost by the students).
- **Computer Software and Hardware Requirements:** Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.

**FACULTY: ARTS****DRAMA - ELECTIVE**

LINKS TO SENIOR: DRAMA (GENERAL)/ DRAMA IN PRACTICE (APPLIED)

PRE-REQUISITE SUBJECTS: A pass in core English is recommended.

**COURSE DESCRIPTION**

Drama explores and embodying stories, experiences, emotions and ideas that reflect the human experience. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

**COURSE OUTLINE**

Assessment in drama will be based on both practical and theory tasks that will be assessed. Students are assessed individually and in groups. Students will learn through various dramatic styles including Greek Theatre and Contemporary Theatre. Student will also learn how modern technology enhance meaning for a range of audiences.

**CAREER OPPORTUNITIES**

Actor/TV personality, Script-writer, Director/ producer, Sound/ lighting Tech, Production crew member, Stage manager, Events manager/co-ordinator, Venue or promotional/ marketing manager

**ASSESSMENT**

Performance- in the style of Greek Theatre and Contemporary Theatre (10 Weeks)

Written – Students develop the knowledge, understanding and skills required to make and respond to dramatic works about stories, human conditions, challenging our understanding of humanity and challenging meaning.

**HOMEWORK**

The majority of homework is related to the production of assessment tasks such as learning lines, completing drafts, applying teacher feedback in order to improve their work.

**COST AND/OR ESSENTIAL EQUIPMENT**

- Cost of attending live theatre is the responsibility of the student.
- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They will be accessing the internet to research; and using simple editing software for SFX and performance.

**FACULTY: ARTS****MEDIA ARTS - ELECTIVE**

LINKS TO SENIOR: FILM, TELEVISION & NEW MEDIA (GENERAL SUBJECT)/ MEDIA ARTS IN PRACTICE (APPLIED SUBJECT)

PRE-REQUISITE SUBJECTS: NIL

**COURSE DESCRIPTION**

This course will focus on Film design and production.

The first unit, 'Current Affairs' looks at media bias, and how the media use persuasive devices to influence audiences. Students are given the opportunity to analyse a Current Affairs program and create their own script and produce their own current affairs segment.

**FUTURE PATHWAYS**

Screen writer/ filmmaker, Filmography, Graphic Designer, Photographer/videographer, Computer generated graphics/animation designer, Journalist

**COURSE OUTLINE**

Assessment in Media will be based on both practical and theory tasks. Student will learn how to use a range of leading industry standard software such as Photoshop and Final Cut pro in compliment with high tech digital equipment to enhance their media skills.

**ASSESSMENT**

Project- Current Affair program segment (20 Weeks)

Students will complete a PROJECT across a Unit and this type of assessment allows students to demonstrate their knowledge and understanding of Media processing and design, applying skill with Media technologies as well as creating and evaluating media artworks and ideas.

Projects are split into two different assessable components- written, spoken, multimodal or a standalone product.

**HOMEWORK**

The majority of homework is related to the production of assessment tasks.

- Research
- Filming and collecting footage. Editing in spare time.
- Studying class notes
- Completing rough drafts which teachers mark and use to provide students with feedback on how to improve their work
- Responding to teacher feedback in order to improve drafts and editing their own work.

**COST AND/OR ESSENTIAL EQUIPMENT**

Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.

Students should be in the BYOD program, and have Photoshop loaded onto their laptop. We will be using the MAC computers at school as well.

In addition to this, students must have their own SD card (16GB minimum) as well as an USB (16GB)

**FACULTY: ARTS****MUSIC - ELECTIVE****LINKS TO SENIOR: MUSIC (GENERAL)**

**PRE-REQUISITE SUBJECTS:** It is an advantage to have studied Year 9 music, be able to read music or have previously learned an instrument, however it is not compulsory. Rudimentary skills for guitar, keyboard, drums and bass guitar will be taught during the unit.

**COURSE DESCRIPTION**

The Unit of work that will be studied during Year 10 is called 'Jazz it up' which looks at the characteristics of early jazz styles as well as the influence this has had on modern popular music genres such as pop, modern R&B and Hip-Hop. Students will explore the history and roots of early jazz styles within America and how they have developed and adapted over the years with a focus on music from the early 1900s to early 2000s. Assessment techniques and class activities closely follow the techniques and genres seen in the Senior Music program in order to prepare students for future success in their studies.

**FUTURE PATHWAYS**

Professional musician/artist; Session musician, Composer for TV/Film; Music arranger, Live sound and audio engineer; Recording engineer, Music producer; Musical director; Producer, Private tutor or teacher; Plus, many more.

**COURSE OUTLINE**

The unit 'Jazz it Up?' runs for 20 weeks. In this time, students will complete varying assessments including Composition Assessment, Performance and Musicology Exam.

**ASSESSMENT**

- **Composition Assessment:** Students arrange a Jazz standard for a big band ensemble using digitised computer notation software.
- **Performance Assessment:** Students will firstly work in groups to learn a song from the Pop repertoire. After learning to play their Pop song, students will work to arrange it in a Jazz style by composing new instrument parts. This portion of the assessment will combine both performance and composition disciplines.
- **Musicology Exam:** Students will analyse a piece of music from one of the styles studied and complete an extended response.

**HOMEWORK**

The majority of homework is related to the development of confident music reading skills and the production of assessment tasks.

- Organising notes and research into user-friendly material
- Studying class notes
- Completing rough drafts which teachers mark and use to provide students with feedback on how to improve
- Responding to teacher feedback in order to improve drafts and editing their own work
- Rehearsing performance pieces
- Accessing sites dedicated to improving the student's understanding of how to read music
- Accessing online activities designed to improve aural skills

**COST AND/OR ESSENTIAL EQUIPMENT**

**Computer Software and Hardware Requirements:** Students will need to be part of the BYOD program. In this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research. In addition to this, Sibelius composition software is available to students at school, but it is an advantage to purchase a student version of this software for at home use. Free alternatives such as Musescore are also available. While instruments such as guitars, pianos and drum kits are provided at school students may bring their own specialised instruments. See Music staff for more details. There are also opportunities to attend excursions to view live performances, enhancing student learning.



**FACULTY: ARTS****VISUAL ART - ELECTIVE**

LINKS TO SENIOR: VISUAL ART (GENERAL)/ VISUAL ART IN PRACTICE (APPLIED)

PRE-REQUISITE SUBJECTS: A 'C' level of achievement in Core English is recommended.

**COURSE DESCRIPTION**

Students study a minimum of 3 art disciplines including drawing, painting, and 3D artwork. Units of work are based on themes in which students develop personal responses to, in the creation of images and art works.

**FUTURE PATHWAYS**

- Graphic Artist & Book Illustrator
- Graphic, Web & Games Designer
- Fashion Designer
- Painter, Ceramicist, Sculptor & Print Making
- Art Teacher, Art Historian & Art Restorer
- Street Art & Mural Artist
- Professional Photographer

**COURSE OUTLINE**

Students will explore techniques and develop skills in a variety of artistic mediums to prepare themselves for senior studies. The units of study are similar to those studied in Year 11 and will involve both 2 dimensional and 3-dimensional works. Students are required to develop a visual diary, which shows evidence of research, experimentation, reflection and documentation of progress. Computer design programs can be used throughout the units. Students will explore different artists and their concepts and techniques to gain a solid foundation for senior studies.

**ASSESSMENT**

Students will create a body of work within the 20 weeks which will consist of;

- 1 Drawing
- 1 Painting
- Dimensional Artwork

All progress, research and reflection work will be documented in a visual diary. They will also undertake an analytical exam drawing on evidence from their visual diary. This is designed to build written and analytical skills based on experimentation and reflection which is expected in their final external assessment task.

**HOMEWORK**

Research, reflection and documentation of practical work done in class will be completed as homework in their visual diaries.

**COST AND/OR ESSENTIAL EQUIPMENT**

Basic stationary and a visual diary. Some students may choose to frame their works for display.

Computer Software and Hardware Requirements: Students will need to be part of the BYOD program and will be working with Microsoft Office and Photoshop.

**FACULTY: ARTS****JAPANESE - ELECTIVE**

LINKS TO SENIOR: JAPANESE

PRE-REQUISITE SUBJECTS: Year 9 Japanese preferred \*see Japanese teachers regarding pre-requisites.

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**COURSE DESCRIPTION**

Year 10 Japanese is a Unit program that provides opportunities to build the foundations in grammar, vocabulary and writing skills necessary for Senior Japanese. Students increase their skills in the four macro skills of reading, writing, speaking and listening through the following topic:

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**FUTURE PATHWAYS**

Interpreter, Linguist, International Business, Japanese Teacher, Tour Guide, Foreign Affairs

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**COURSE OUTLINE**

Unit 2: In the Careers unit, students will be able to share and compare their future goals. They will learn language to describe key roles of particular careers, interpret job advertisements and learn about a range of workers employed in different industries in Japan.

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**ASSESSMENT**

Assessment will involve reading a text relating to celebrations providing both short and extended responses to questions. Responses will be a mix of Japanese and English. English responses allow for a deeper demonstration of understanding while Japanese responses will assess students' knowledge and understanding of the target language. Students' ability to communicate verbally in Japanese will also be assessed by sharing a personal experience of a celebration. Students will create electronic invitations to celebrations and a 'friend' will respond to the invitation via email.

**Unit 1:** Students present a speech about their favourite celebration and prepare an accompanying PowerPoint Presentation.

**Unit 2:** Students reading and listening comprehension skills are assessed through a range of different text types including job advertisements.

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**HOMEWORK**

The majority of homework is related to the revision and use of language learned in class and may include:

- Regular revision of class notes
- Short translation exercises
- Research topics

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**EQUIPMENT, RESOURCES/POSSIBLE EXCURSIONS**

- Excursions may occur and will incur additional costs
- Opportunity to join future Japan Study Tour Trips
- Opportunity to be a cultural ambassador for the School via the buddy program for international visitors