



# *Boonah State High School*

## **Year 9 to 10**

## **Subject Selection**

## **for 2020**

All contents of this handbook are correct at the time of publication but are subject to change. Subjects will only be offered based on demand and timetabling constraints.

(Correct as at 5 June 2019)

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**NB.** Low enrolment numbers in a subject will result in:

1. A Subject can be studied through Brisbane School of Distance Education
2. Class is a composite class with Year 9 (if timetable allows)
3. Subject will not run at Boonah State High School in 2020

## Year 10 and the Senior Phase of Learning

### What is the Senior Phase of Learning?

- ? Why am I choosing subjects for Year 10?
- ? How is Year 10 different from Year 9?
- ? What are ETRF and QCE?

### What decisions do you have to make?

- ? What subjects should I choose to study next year?
- ? When do I select subjects for Year 10?

### What questions should you ask?

- ? How will I know what subjects to choose?
- ? What subject choices do I have at Boonah State High School?
- ? What is the relationship between subjects studied in Years 8 and 9 and the Senior Phase of Learning subjects?

## Some things to do

Read this booklet carefully. If you require any further information or clarification on a particular subject, make an appointment to see the subject co-ordinator. The Deputy Principals or Guidance Officer are also available for appointments to discuss any problems you may have in choosing subjects.

Choose subjects carefully according to your level of achievement both generally and in particular subjects, any future aspirations (what you would like to do in the future) and general interest.

## Some things to think about

Choosing subjects for Years 11 and 12 is very important and requires you to give full consideration in order to adequately prepare you for your future. The choices you make now will guide you towards what options are available to you at the end of Year 12.

You may choose to go straight to University or TAFE or you may choose to enter the workforce with the option of undertaking further study or training later. There are many Vocational Educational pathways including traineeships and apprenticeships open to students in their senior years of education.

It is important to choose senior subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

### OVERALL PLAN

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

- you enjoy
- you have achieved in or feel confident of achieving good results
- that reflect your interests and abilities
- that help you reach your career and employment goals
- that will develop skills, knowledge and attitudes useful throughout your life

### **FIND OUT ABOUT JOB PATHWAYS**

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you. Your Guidance Officer will be able to help you get started.

You also need to find out about the various pathways you can take to obtain qualifications you need to get a job in the areas in which you are interested. Once you know about the different pathways, you can select the most appropriate one for you.

The following resources are available online or at school and give you information about occupations and the subjects and courses needed to gain entry to these occupations:

- Australia's national career information service, called mypath: <http://www.qtac.edu.au/atar-my-path/my-path>
- The Job Guide: <http://www.jobguide.thegoodguides.com.au/Study-work-and-career-support/State-Info/QLD>
- Brochures from industry groups provide information on the various pathways to jobs within these industries – start with the Industry Skill Councils: <http://www.isc.org.au/>
- Queensland Government Employment & Jobs website: <https://www.qld.gov.au/jobs/>
- The Queensland Studies Authority Jobs and Careers page: <https://studentconnect.qsa.qld.edu.au/careers.html>
- The QTAC Guide available from your Guidance Officer, is useful for information on tertiary courses offered through the Queensland Tertiary Admissions Centre (QTAC).
- The Tertiary prerequisites book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year they will begin study.
- The Queensland TAFE Handbook is available at <http://www.tafe.qld.gov.au/>

Students should remember that success in any form of study requires a high degree of commitment and hard work. Learning is a lifelong process.

### **FIND OUT ABOUT and INVESTIGATE EACH SUBJECT OFFERED AT SCHOOL**

- Read subject descriptions and course outlines provided by your school in the subject selection handbook.
- Attend the school Subject Expo.
- Talk to Heads of Department & teachers of each subject.
- Look at books & materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students already studying the subject.

### **TRAPS TO AVOID**

- Do not select subjects simply because someone told you that they “will help you get a better ATAR”.
- Consider other people's opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

### **Reviewing your choices**

During Year 11, it is worthwhile reviewing how you are going to assess whether the choices made in Year 10 have been the right ones for you. To do this you need to consider your attitude and results. It is worth looking again at the course you have chosen. Remember, you may be able to make some subject changes at the end of each semester if needed.

There is no point in continuing on with a course of study if it is obvious that it has been incorrect or inappropriate.

For most students it is to their advantage to continue on and complete the courses they started in Year 11. For those who decide that their initial choices were incorrect, they need to consider other options. The best means of making sound alternate choices is to consult with our **Guidance Officer**.

## Subjects offered by Boonah SHS

The range of subjects offered for students in Year 10 has been designed to provide a balanced program of general education. It has been our experience that students are able to make more informed educational decisions when they have had the opportunity to experience a wide variety of subject choices. This program of study is designed to prepare students as they move from Year 10 toward Year 11 and to the Senior Phase of Learning.

All Year 10 students will study **five core** subjects for two semesters each and **two elective** subjects. The **core** subjects are:

**English**  
**Health and Physical Education**  
**Mathematics**

**Science**  
**Humanities**

The **elective** subjects in 2018 from which students will make their choices include:

**Agriculture**

**Art**

**Big History Project**

**Mind Ya Business**

**Food Safari**

**Drama**

**German**

**Design**

**Junior Engineering**

**Junior Timber**

**Performance Sport & Recreation**

**Recreation**

**Robots, Programming & Games**

**Fashion & Design**

In some instances, the subjects offered may not proceed due to insufficient student numbers. If this occurs, you may be required to choose another subject.

In some subjects, such as Junior Construction, Junior Engineering and Junior Furnishing facilities available may limit the number of classes we are able to offer.

Students must study **2 elective subjects for the year**. Students are asked to choose 2 electives from the lines provided, but must NOT choose any subject twice.

We will do our best to ensure that all students receive **as many of their first preferences as possible**.

## Assistance for students with Special Needs

At Boonah State High School we focus on the inclusion education model with students learning with their peers in a supported safe environment in mainstream classes wherever possible.

Students who need extra support have access to the Flexible Learning Centre. Here specialist staff, adaptive technologies and alternate programs such as communication, life skills, and functional, academic and personal/interpersonal skills is available. These programs are designed to increase students' self-concept and self-esteem, which in turn assist them in participation in mainstream classes with their peers, to the best of their ability.

Every student enters the Flexible Learning Centre with a unique range of experiences and skills. We develop these skills and individualise the educational programs of students to best fit their future needs. Our vision is to give our students the skills and strategies to assist them in becoming lifelong learners.

## Relationships between Year 10 and Senior Phase of Learning Subjects

Some Year 11 subjects cannot be attempted without an appropriate subject background in the Junior School. In other subjects, appropriate studies at a Junior level are highly recommended. However, there are some Year 11 subjects that have associations with Junior level subjects, but you should be able to begin these subjects at Year 11 level without previous study and not be seriously disadvantaged.

The relationship between subjects studied in the Junior and Senior Secondary years is shown below:

Year 8 Learning Area	Year 9 Learning Area	Year 10 Learning Area	Years 11 & 12 Learning Area
<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b> Essential English*
<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>General Mathematics</b> <b>Mathematical Methods</b> <b>Specialist Mathematics</b> Essential Mathematics*
<b>Science</b>	<b>Science</b> Agriculture Studies	<b>Science</b> Agricultural Science	<b>Biology</b> <b>Chemistry</b> <b>Physics</b> Agricultural Practices*
<b>Humanities</b> History and Geography	<b>Humanities</b> History and Geography	<b>Humanities</b> History and Geography	<b>Geography</b> <b>Modern History</b> Certificate II in Tourism*
<b>Health &amp; Physical Education</b>	<b>Health &amp; Physical Education</b> Recreation	<b>Health &amp; Physical Education</b> Performance Sport Recreation	<b>Physical Education</b> Sport and Recreation*
<b>The Arts</b> Art Drama	<b>The Arts</b> Art Drama	<b>The Arts</b> Art Drama	<b>Visual Arts</b> Visual Arts in Practice* <b>Drama</b>
<b>Languages</b> German	<b>Languages</b> German	<b>Languages</b> German	<b>German</b>
<b>Technology</b> Industrial Technologies (Year 7)  Information Communication & Technology  Textiles & Food	<b>Technology</b> Design Industrial Technologies  Digital Technology & Modelling  Business is Fun  Kitchen Creations Fashion & Design	<b>Technology</b> Design Junior Engineering Junior Timber  Robots, Programs & Games  Mind Ya Business  Food Safari Fashion & Design	Building & Construction* Engineering Skills* Furnishing Skills* <b>Design</b>  <b>Digital Solutions</b> Information Communication Technology*  <b>Business</b>  Fashion* Certificate II in Hospitality*

An asterisk (\*) indicates that these subjects are Applied subjects.

## **CORE SUBJECTS**

### **ENGLISH (ENG)**

#### **NECESSARY ENTRY REQUIREMENTS**

This is a core subject which all students will undertake.

#### **AIMS**

This course aims to expose students to a range of literature and language practices. The first semester aims to develop further skills and knowledge addressed in Year 9 English. We will be following the National Curriculum. In second semester, units will lay some foundation for both Authority subject English and English Communication.

#### **COURSE OUTLINE**

Semester units will cover the following topics:

- Study of an Australian novel
- Satire and Poetry
- Shakespearean tragedy
- The news media

Each unit has its own assessment (1-2 pieces) and these will generally be either written or oral. The complexity of assignments are designed to prepare students for Years 11 and 12.

#### **ASSESSMENT**

Both Written and Oral modes will be assessed. Each term consists of two pieces of assessment.

#### **WORKLOAD**

Approximately 20 minutes per night and this should include assignment work. Reading every night is essential. Good reading practice helps with understanding and writing response.

#### **SPECIAL EQUIPMENT**

Although not mandatory, access to digital technologies such as a home computer, laptop or iPad would be beneficial for word processing and research purposes. It is also advisable that all students have a flash drive for digital storage.

#### **FUTURE PATHWAYS**

The ability to communicate in the written, oral and visual mediums is essential in the world today. Communication is critical to every field of human endeavour. The workforce and further study require effective communication skills. Being able to understand and interpret the written, oral and visual media that surrounds us every day is a basic survival skill.

#### **CONTACT STAFF**

Lyn Colley

## **HEALTH AND PHYSICAL EDUCATION (HPE)**

### **NECESSARY ENTRY REQUIREMENTS**

This is a core subject which all students will undertake. Students must be prepared to wear correct uniform, sports shoes (that must have laces) and a hat to all practical lessons.

### **AIMS**

This course is designed to introduce students to concepts of Physical Education that are studied in Senior Physical Education in Years 11 and 12. HPE provides students with opportunities to develop skills, capacities, knowledge, understanding, attitudes and values through manipulation of information and physical activity. This course enables students to understand and appreciate the basic intellectual, physical, social and emotional factors that influence participation in physical activity.

### **COURSE OUTLINE**

Each term consists of a physical performance component and a focus area of study. The theoretical component of the course comprises of units on:

- Sustainable Health
- Managing Risk
- Excellence in Health
- Safe Partying

Physical units include: Swim/Survive, Tag and Disc, Fitness, Tag Rugby

### **ASSESSMENT**

Students will be assessed on their physical performance and participation, as well one written piece of assessment per term.

Written assessment will be in the form of an assignment, exam, research report and/or multi modal presentation.

### **WORKLOAD**

Workload will vary depending on units being studied. Generally, students will need to maintain a constant home effort (revision/homework/assignment work) of at least 1 hour per week.

### **SPECIAL EQUIPMENT**

Suitable swimwear, goggles, sun shirt, correct athletic shoes (that have laces), hat.

### **FUTURE PATHWAYS**

This subject is designed to prepare students for the study of Senior Physical Education in Years 11 and 12. Senior Physical Education is a highly desirable subject for future studies at Universities and TAFE associated with leisure studies, sports coaching, recreational management, sport medicine, fitness, sport scientist and teaching Health & Physical Education. These studies can lead to careers in allied health, as fitness counsellors, youth leaders, sport promotional officers, sports development officers, sports administrators, managers of fitness leisure community centres and teaching.

Students wishing to study Senior Physical Education should have achieved a B in Year 10 HPE theory. An alternative subject is offered in senior years, Sport & Recreation, which may be undertaken by students that have achieved a B overall in Year 10 HPE.

### **CONTACT STAFF**

Jai Yong Gee

## **MATHEMATICS (MAT)**

### **NECESSARY ENTRY REQUIREMENTS**

This is a core subject which all students will undertake.

### **AIMS**

This course of study provides students with the essential skills to become confident, creative users and communicators of mathematics that will allow them to investigate, represent and interpret situations in their personal and work lives, and as active citizens. This course of study provides students with opportunities to consolidate fundamental skills learnt in junior classes and, where appropriate, to further extend these skills in complex and non-routine situations.

This course is divided into 2 streams: Extension and Core. Teachers recommend students for these 2 streams based on their results and effort in Year 9 mathematics.

### **COURSE OUTLINE**

Core Mathematics and Extension Mathematics are two different subjects that both cover the same topics:

Pythagoras and Trigonometry, Chance, Linear and Non-Linear Relationships, Patterns and Algebra, Statistics and Data, Units of Measurement, Geometric Reasoning, and Money and Financial Mathematics.

However, Extension Mathematics goes into much further detail of these topics in preparation for students wishing to select Mathematical Methods and Specialist Mathematics in Year 11 and 12.

### **ASSESSMENT**

Mid semester test, End semester test and an assignment/report each semester.

### **WORKLOAD**

Students will be expected to complete homework and undertake regular revision of work at home. It is expected that students will spend 1.5 hours a week on homework and revision.

**SPECIAL EQUIPMENT** Cannon Scientific calculator (can be purchased from school office)

### **FUTURE PATHWAYS**

Students who complete Extension Mathematics at an A or B+ standard in Year 10 are recommended to study Mathematical Methods and/or Specialist Mathematics in Year 11/12.

Students who complete Extension Mathematics at a B or lower standard OR Core Mathematics at an A or B+ standard in Year 10 are recommended to study General Mathematics in Year 11/12.

Students who complete Core Mathematics at a B or lower standard in Year 10 are recommended to study Essential Mathematics in Year 11/12.

### **CONTACT STAFF**

Amanda Mathewson or any of the maths teachers

## **SCIENCE (SCI)**

### **NECESSARY ENTRY REQUIREMENTS**

This is a core subject which all students will undertake.

### **AIMS**

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. The science curriculum supports students to develop the scientific knowledge, understandings and skills that will allow them to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated and active members of our society.

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

### **COURSE OUTLINE**

#### **Semester 1:**

Chemical Sciences: Chemical Reactions and Rate of reaction

Biological Sciences: Genetics and Evolution

#### **Semester 2:**

Physical Sciences: Conservation of Energy and Motion

Earth & Space Sciences: Astronomy and Global Systems

### **ASSESSMENT**

Unit tests, research assignments, practical tests, response to stimulus, experimental investigations.

### **WORKLOAD**

Workload will vary depending on assessment requirements, but all students should spend at least 10 minutes per night reviewing the days work to aid in retention of concepts.

### **SPECIAL EQUIPMENT**

Students should have two 5mm grid books (A4 is preferable, but quarto size is OK)

### **FUTURE PATHWAYS**

Students who achieve good results in Year 10 science can choose from a range of science subjects in the senior school. These subjects lead to opportunities in tertiary study and in many trades.

### **CONTACT STAFF**

Jason Smith or any of the science teachers

## **HUMANITIES (HUM)**

### **NECESSARY ENTRY REQUIREMENTS**

This is a core subject which all students will undertake.

### **AIMS**

Studies of History and Geography are an essential part of the school curriculum. Through these subjects, students gain an understanding of our world, its diversity and how, in different times and localities, people have adjusted to impacts on their environment. Using investigative processes, SOSE allows students to construct a framework in which to analyse, interpret and make judgements about their world. It also gives students the opportunity to strengthen essential research skills, as well as practical, written and oral skills that are essential for those that wish to participate fully in an active society.

### **COURSE OUTLINE**

The History and Geography courses follow the National Curriculum, with an emphasis on the Modern World and Australia.

### **ASSESSMENT**

This will vary according to the unit. Students will be required to research, analyse and submit written and oral assessment items, most of which will be word processed

### **WORKLOAD**

This will vary according to the unit and the timing of assessments. Normally 20 minutes per night would suffice. This could include reading, research and assignment work.

### **SPECIAL EQUIPMENT**

It is advisable that all students have a memory stick.

### **FUTURE PATHWAYS**

This course is designed to prepare students for the workforce and senior studies in Modern History, Geography and Tourism.

### **CONTACT STAFF**

Jackie Campbell

## **ELECTIVE SUBJECTS**

### **AGRICULTURE (AGS)**

#### **NECESSARY ENTRY REQUIREMENTS**

Students enrolling in this subject should possess a liking for and gain pleasure from hands on practical work with plants and animals.

#### **AIMS**

This subject is aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work.

#### **COURSE OUTLINE**

This is a one year unit of study, which is designed to provide students with a wide cross-section of practical learning experiences related to the agricultural industry.

This subject is practical-based, focusing on a hands-on learning approach to real life industry skills primarily in the horticultural sectors. Students will undertake competency based assessment that is to an industry standard level.

#### **ASSESSMENT**

Assessment in this unit of study will be continuous and focus on the practical skills demonstrated in field projects and related theory.

#### **WORKLOAD**

Students will be expected to complete all set field projects and meet theory requirements.

#### **SPECIAL EQUIPMENT**

Students **MUST** wear a hat, correct footwear (leather/vinyl/suede upper covering the whole foot) and any additional safety items or clothing deemed necessary by the teacher at all times when outdoors. Students are required to be on time and attentive during instruction and must display a commitment to safe working practices.

#### **FUTURE PATHWAYS**

Skills gained in Year 10 Agricultural Studies prepare students for the vocational education subject of Agricultural Studies in the Senior school.

#### **CONTACT STAFF**

Kym Bryla, Jason Smith

## ART (ART)

### NECESSARY ENTRY REQUIREMENTS

Students need to have a willingness to experiment with art forms and to explore and develop their own abilities in this area. There is an expectation that students will be prepared to work on assignments at school and at home.

### AIMS

Year 10 Art is a yearlong course that aims to allow students to further explore media and develop skills in working with and appreciating Visual Art in many of its forms. This is done through investigating and experimenting with a variety of 2D and 3D techniques, including drawing, painting, printmaking, ceramics, assemblage and mixed media.

### COURSE OUTLINE

The course is designed to provide students with a wide cross-section of learning experiences. Students will explore a range of concepts such as observation, expression, symbolism and social issues. These experiences allow them to understand the meanings which are made through making and responding to artworks. Students will apply this knowledge to complete a number of Practical Folios as well as completing a minimum of two written assessment items where students will analyse artists and their own art works. Students will also be required to attend at least one excursion during the course of study. It is important to note that if students are planning on studying Art in Years 11 and 12, completion of Year 10 Art is strongly desirable.

### ASSESSMENT

Assessment in these units of study will be continuous and focus on the practical skills demonstrated in the production of assessment folios which include Visual Diaries, experimental and resolved art works, as well as writing tasks and/or exams.

### WORKLOAD

Students will be expected to complete all set class work and will have assignments to complete at home.

### SPECIAL EQUIPMENT

General art requirements and media are supplied by the school but students are expected to have a 2B pencil and an A4 visual diary. They will also be required to have some access to basic equipment such as drawing pencils, eraser and basic colour media at home.

Students **MUST** wear the correct footwear that complies with Workplace Health and Safety requirements. Shoes must be fully enclosed leather or vinyl as outlined in the school uniform policy.

### FUTURE PATHWAYS

Skills gained in Year 10 Art will be essential for a smooth transition into Senior Art courses. **It is strongly recommended that students planning on studying Visual Art and/or Visual Arts in Practice complete Year 10 Art.**

The career opportunities for art students are very broad and increasing quickly. The creative industry of art is growing constantly and students could look towards careers in industrial or commercial design, animation, illustration, curating, graphic design or indeed as a professional artist.

### CONTACT STAFF

Symantha McSweeney, Stephanie Wernick

## BIG HISTORY PROJECT (BHP)

### ENTRY REQUIREMENTS

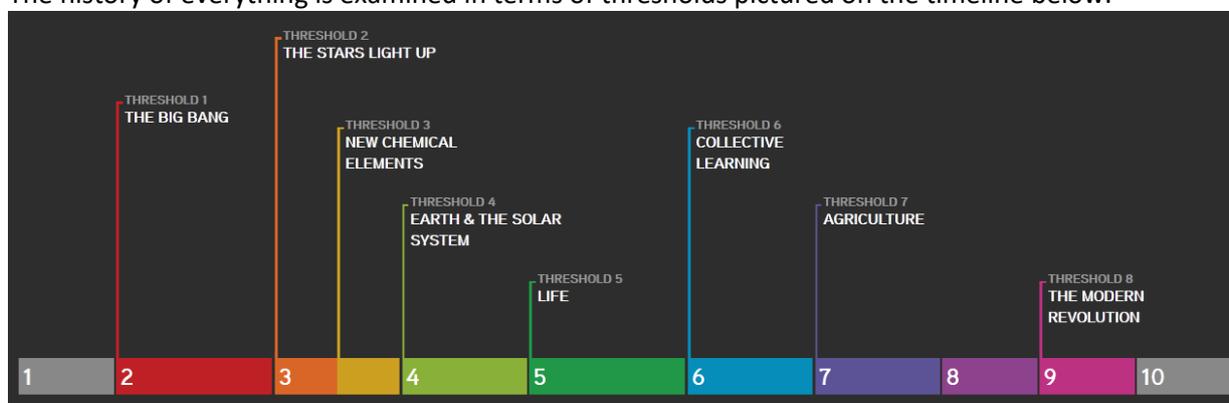
- B standard or better in Year 9 Science, English and History

### AIMS

Want to know where we came from and how we got here? Big History can help you get your mind around the whole of the past and understand the most important changes that have occurred during the 13.7 billion years since the Big Bang. You will get a sense of the huge scales of time and space and learn to see your place within the context of the entire Universe. Big History is the modern, scientific equivalent of the origin stories that have been told in all human societies.

### COURSE OUTLINE

In this subject, we will learn about the history of everything, from the Big Bang to predictions about the future. We will examine it all both as physical and social scientists. Students will learn methods from both disciplines, and will come to appreciate the ways in which we make sense of the world around us. The history of everything is examined in terms of thresholds pictured on the timeline below:



### ASSESSMENT

There will be an emphasis on intellectual rigour and higher-order thinking and the assessment will reflect this, as well as reflecting the assessment methods used in senior subjects such as Chemistry, Geography, History and Physics.

Assessment will include written assignments, multimodal presentations and written exams. There will be an emphasis on the use of IT, both in learning and assessment.

### WORKLOAD

Much of the material for this course is available online and students will be expected to engage with the material before each lesson. Students will also be required to undertake individual research from time to time.

### SPECIAL EQUIPMENT

Students should be participating in the laptop program. Please see one of the teachers listed below if you don't have a laptop and wish to enrol.

### CONTACT STAFF

Jason Smith, Jackie Campbell. Also see <https://course.bighistoryproject.com/bhplive> for more information

## **MIND YA BUSINESS (MYB)**

### **NECESSARY ENTRY REQUIREMENTS**

Nil

### **AIMS**

This subject will provide the opportunity for the student to develop skills and knowledge in a variety of Business Topics. It provides students with a foundation of Marketing, Law and Human Resource Management topics. Students will evaluate the effect of organisational and workforce management on business performance.

### **COURSE OUTLINE**

#### **Short Introduction - Computer applications and design techniques**

Word, Excel (Spread sheeting), PowerPoint etc. applications will be mastered while learning advanced display and design skills and attention grabbing techniques which will be useful in other subject areas, future study and the world of work. It will greatly assist in the production and presentation of professional written and oral presentations. A resume will be prepared by each student to be used in job applications incorporating advanced computing skills and display techniques.

#### **Marketing and Marketing Plan – Social Media Marketing**

Marketing is the activity of promoting and selling products or services, including market research and advertising. This unit introduces students to the concept of marketing and the importance of the marketing mix (4 P's) in selling a product or brand to a target audience to satisfy consumer needs and wants. In this unit, students develop a deeper knowledge and understanding of the concepts and terminology associated with using effective marketing strategies for greater success with sales in the business world.

#### **Introduction to Law – Criminal Law**

Introduction to the Court System and Hierarchy exploring how laws are developed and implemented. Basics of Criminal Law. Legal strategies and theories of Murder, Arson, and Stalking. Formulating legal strategies to real-life cases.

#### **Human Resource Management – Famous Business Leaders**

Students explore the basics of Human Resource Management theory and practice, that is what makes a good leader. How creativity and innovation lead entrepreneurship and excellence.

### **ASSESSMENT**

A variety of assessment instruments will test knowledge and skills in this subject. Both open and closed book examinations and assessments are applied to simulate university business and law type examinations. Assessment includes; marketing plan, logo development, product analysis and development, Law case questions and oral presentations.

### **WORKLOAD**

Challenging, fun exciting and real life – class workloads.

### **SPECIAL EQUIPMENT**

Intrigue

### **FUTURE PATHWAYS**

This subject develops foundation knowledge of all business and technology subjects that students might choose in Senior and Tertiary Subjects.

### **CONTACT STAFF**

Jackie Campbell, Gus Yigitbas

## **FOOD SAFARI (FSA)**

### **ENTRY REQUIREMENTS**

Nil

### **AIMS**

The aim of this subject is to celebrate and explore the diversity of food and investigate how different cultures influence our eating habits. Food preparations skills are further developed with an emphasis on food preservation and confectionery. The practical classes are aimed at allowing students to explore, adapt and develop recipes for topics relating to the theoretical components with a focus on healthy eating habits and the nutritional value of foods.

### **COURSE OUTLINE**

- Celebrate food in its full diversity
- Explore multicultural foods and their influence on the Australian Diet.
- Participate in Flavour Forecast Recipe Challenge
- Develop food safety and hygiene practices focussing on Food Preservation techniques
- Food sustainability with focus on Paddock to Plate practices
- Investigate the impact of diet on personal and societal factors
- Prepare special occasion foods e.g. celebrations and festivals

### **ASSESSMENT**

A large component of Food Safari assessment is the practical cooking. Students will be required to organise and bring ingredients for a range of dishes. Ingredients will be supplied for some dishes and students will be required to work in groups, demonstrating their organisational, safety and hygiene skills. Other assessment will include a work booklet, exam, as well as a major research assignment. The assignment will involve extensive research and will be presented in multi modal format and the practical cooking of a multicultural dish. Students also create a gift hamper containing foods they have preserved.

### **WORKLOAD**

A timetable outlining practical cooking dates will be issued. Cooking demonstration classes will precede student cooking classes. Students are required to participate in all cooking, theory and demonstration classes.

### **SPECIAL EQUIPMENT**

All equipment and aprons are supplied at school. Tea towels are to be brought from home for practical classes. Glass jars are also required for the preservation classes.

Students **MUST** wear the correct footwear that complies with Workplace Health and Safety requirements. Shoes must be fully enclosed leather or vinyl as outlined in the school uniform policy.

### **FUTURE PATHWAYS**

This subject will prepare students for the theoretical and practical components of Certificate II in Hospitality as well as for further studies in Food and Nutrition at a Tertiary Level.

### **CONTACT STAFF**

Lisa Humphrey, Christine White

## **DRAMA (DRA)**

### **NECESSARY ENTRY REQUIREMENTS**

Students need to have a willingness to perform for their teacher and their peers. They also need the ability to work co-operatively with others and the self-discipline to productively manage rehearsals.

### **AIMS**

Drama in Year 10 aims to provide students with the opportunity to work individually and/or collaboratively to develop skills in acting, voice, movement, mask, multi-media, devising and written analysis. Students examine a range of issues through design, performing published playtext and analysing the work of other drama practitioners.

### **COURSE OUTLINE**

Semester 1: Realism, performance, written analysis, screen acting, film making.

Semester 2: Commedia Dell'arte, Physical Theatre, written analysis

### **ASSESSMENT**

Terms 1 & 3: Text and character analysis. Student group performance.

Terms 2 & 4: Script. Student devised performance.

### **WORKLOAD**

Since much of this course is group work, students need to be aware that they may have to rehearse in their own time. This will vary according to the assessment item or unit of study at the time.

### **SPECIAL EQUIPMENT**

Students are expected to take advantage of live performances or theatre visits.

Students will need to provide an exercise book to record class notes and homework.

### **FUTURE PATHWAYS**

This Year 10 course leads on to the study of Drama in the Senior school. The study of drama develops complex thinking skills, problem-solving and research skills as well as self-confidence and group skills. Students could look to a teaching career or a career in theatre, television or movies as actors, designers, managers or technical designers.

### **CONTACT STAFF**

Sym McSweeney

## DESIGN (DES)

### NECESSARY ENTRY REQUIREMENTS

- C standard or better in Year 9 Design
- Is essential for students who wish to study Senior Design in Years 11 and 12

### AIMS

This program of study aims to provide students with a range of learning experiences in technology education through contexts of graphical communication. It also aims to develop in students, the basic knowledge, understanding and skills required to form the foundation for further study in Design at a higher level.

### COURSE OUTLINE

This is a two-semester unit of study designed to provide students with a wide cross-section of learning experiences related to graphical communication and the Australian Curriculum Technologies. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities. Students work independently and collaboratively. Problem-solving activities make connections to related specialised occupations and further study. In semester one, students develop graphical communication skills through the use of a range of drawing techniques and technologies to generate and represent original ideas in two and three-dimensional representations. In semester two, students will engage in a design process to create designed solutions based on a critical evaluation of needs and opportunities in the context of engineering principles and systems.

The areas of study include:

- Design principles
- Sketching skills
- Navigation of Autodesk software package, including Revit and Inventor
- Computer aided design and manufacturing (3D printing)
- Navigation of MS Publisher and Photoshop graphic design interface
- Contextual Unit – Folio of work to meet a design brief

### ASSESSMENT

Assessment in this unit of study is in the form of exams, folios of work and design projects that assess the elements of knowledge and understanding and process and production skills.

### WORKLOAD

Students will be expected to complete all class work and will be set homework on a weekly basis, which will equate to approximately 1 hour per week.

### SPECIAL EQUIPMENT

Students will be required to supply their own equipment:

- A BYOX connected laptop capable of running Autodesk Revit and Inventor
- Drawing equipment (2H and H pencils, Eraser, 45° and 60°/30° set squares (size 10)

*All drawing paper will be provided.*

### FUTURE PATHWAYS

Skills gained in Year 10 Design will be essential for a smooth transition into Year 11 and 12 Design. Students considering Year 11 and 12 Engineering (General Senior Syllabus) are also encouraged to study Design in Year 10.

### CONTACT STAFF

Klaus Richter, Shane Taylor

## **JUNIOR ENGINEERING (JEN)**

### **NECESSARY ENTRY REQUIREMENTS**

Students enrolling in this subject should possess a liking for and gain pleasure from hands on practical work with metal and its related products.

### **AIMS**

Junior Engineering aims to develop in students:

- The basic knowledge and practical expertise that will be of benefit to those considering undertaking Engineering Manufacturing in Years 11 and 12
- A sense of personal satisfaction and achievement through the successful completion of metal projects

### **COURSE OUTLINE**

This is a one-semester unit of study designed to provide students with a wide cross-section of practical learning experiences related to the metal industry.

Areas of study include:

- Basic sheet metal work & spot welding
- Basic fitting and fabricating
- Introduction to metal turning
- Project Design

### **ASSESSMENT**

Semester 1: Theory Tests x 2, Project folio with design for 1 project. Project evaluation for other projects.

Semester 2: Theory Tests x 2 Project folio with design for 1 project. Project evaluation for other projects.

Some tasks will be word processed explaining work procedure and evaluation for projects. Assessment in this unit of study will be continuous and focus on the practical skills demonstrated in the manufacture of class work projects and in related workshop theory.

### **WORKLOAD**

Students will be expected to do some home study to prepare for theory tests.

### **SPECIAL EQUIPMENT**

Students will be required to supply a HB pencil, correct footwear (leather/vinyl/suede upper covering the whole foot) and any additional safety items deemed necessary by the teacher e.g., hair net, safety glasses etc. Students are required to be on time and attentive during instruction and **must** display a commitment to **safe working practices** to ensure continued enrolment.

### **FUTURE PATHWAYS**

Skills gained in Junior Engineering will be essential for a smooth transition into the Year 11 subject of Engineering Manufacturing.

### **SUBJECT LEVY**

Project prices will be provided at the start of 2020.

### **CONTACT STAFF**

John Faulkner, Shane Taylor, Phil Solomon

## **JUNIOR TIMBER (JTI)**

### **NECESSARY ENTRY REQUIREMENTS**

Students enrolling in this subject should possess a liking for and gain pleasure from hands on practical work with timber and its related products.

### **AIMS**

Junior Furnishing aims to develop in students:

- The basic knowledge and practical expertise that will be of benefit to those considering undertaking Furniture Manufacturing in Years 11 and 12
- A sense of personal satisfaction and achievement through the successful completion of timber projects

### **COURSE OUTLINE**

This is a one-semester unit of study designed to provide students with a wide cross-section of practical learning experiences related to the furnishing industry.

Areas of study include:

- Basic timber jointing
- Basic woodworking
- Basic hand skills and some machining
- Project Design

### **ASSESSMENT**

Semester 1: Theory Tests x 2    Project folio with design for 1 project. Project evaluation for other projects.  
Semester 2: Theory Tests x 2    Project folio with design for 1 project. Project evaluation for other projects.

Assessment in this unit of study will be continuous and focus on the practical skills demonstrated in the manufacture of class work projects and in related workshop theory.

### **WORKLOAD**

Students will be expected to do some home study to prepare for theory tests.

### **SPECIAL EQUIPMENT**

Students will be required to supply a HB pencil, correct footwear (leather/vinyl/suede upper covering the whole foot) and any additional safety items deemed necessary by the teacher e.g., hair net, safety glasses etc. Students are required to be on time and attentive during instruction and **must** display a commitment to **safe working practices** to ensure continued enrolment.

### **FUTURE PATHWAYS**

Skills gained in Furnishing will be essential for a smooth transition into the Year 11 senior vocational education subject of Furnishing.

### **SUBJECT LEVY**

Project prices will be provided at the start of 2018.

### **CONTACT STAFF**

John Faulkner, Shane Taylor, Phil Solomon

## RECREATION (REC)

### NECESSARY ENTRY REQUIREMENTS

- B standard or better in Year 9 HPE
- B standard for Effort in Year 9 HPE

### AIMS

This subject is aimed towards students who have excelled in the core subject of HPE in Year 9 and intend to study Sport & Recreation in Year 11/12. Students will study a range of subject specific topics from Senior PE and Sport & Recreation in Semester 1 and then move more towards the Sport & Recreation style topics for Semester 2. This is so that students engage in additional theory and practical lessons that will prepare them for the group work, sports and practical skills required in the senior years

### COURSE OUTLINE

**Theory Units:** Coaching & Officiating, Training for Excellence, Injury Prevention & Management

**Practical Units:** Team Sports, Invasion Sports, Net & Court Sports and Boonah Triathlon.

### ASSESSMENT

**Theory:** Study Booklets and Written Assignments

**Physical:** Skill test, game situations, participation

### WORKLOAD

While both theory and practical elements are assessed, heavier weighting is geared towards the practical activities. It is important that students are involved in all activities and contribute to the dynamics of the class as a number of the activities are team based. Students must be self-motivated and complete assignments and reports to meet requirements.

### SPECIAL EQUIPMENT

Correct sports footwear (must have shoe laces) and a school hat for all practical lessons as well as additional sun safety equipment.

### FUTURE PATHWAYS

REC prepares students for entry into Sport & Recreation in Year 11/12.

### CONTACT STAFF

Jai Yong Gee

## **PERFORMANCE SPORT & RECREATION (PSR)**

### **NECESSARY ENTRY REQUIREMENTS**

- B standard or better in Year 9 HPE and Year 9 PSR
- A standard for Effort in Year 9 HPE and Year 9 PSR

### **AIMS**

This subject is aimed towards students who have excelled in the core subject of HPE in Year 9 and intend to study Senior Physical Education in Year 11/12. Students will study subject specific topics from Senior PE and Sport & Recreation in Semester 1 and then move towards more PE focussed subjects for Semester 2. During the second semester students will engage in additional specialised theory and practical lessons that will prepare them for the academic rigor and practical skills required in the senior years.

### **COURSE OUTLINE**

**Theory Units:** Coaching & Officiating, Energy Systems, Biomechanics, Motor Learning and Sports Psychology

**Practical Units:** Team Sports, Invasion Sports, Badminton and Volleyball

### **ASSESSMENT**

**Theory:** Study Booklets and Written Assignments

**Physical:** Skill test, game situations, participation

### **WORKLOAD**

Theory and practical components are weighted equally in this subject. It is important that students take study notes for exams and complete assignments and reports to meet requirements.

### **SPECIAL EQUIPMENT**

Correct sports footwear (must have shoe laces) and a school hat for all practical lessons. Swimmers, sun shirt and towel for swimming.

### **FUTURE PATHWAYS**

PSR prepares students for entry into Senior Physical Education in Year 11/12.

### **CONTACT STAFF**

Jai Yong Gee

## **ROBOTS, PROGRAMMING AND GAMES (RPG)**

### **NECESSARY ENTRY REQUIREMENTS**

Nil

### **AIMS**

This subject aims to allow Year 10 students to develop higher-order Technology and Engineering skills by designing, building, programming and testing robots using Lego Mindstorms™ and by developing games using commercially viable programming languages.

A Robot is a system that contains sensors, control systems, manipulators, power supplies and software all working together to perform a task. Designing, building, programming and testing a robot combines elements of physics, mechanical engineering, electrical engineering, structural engineering, mathematics and computing. Evaluating the design and programming of the robot can also require knowledge of biology, medicine and chemistry. A study of robotics and programming means that students are actively engaged in a deep problem-posing/problem-solving environment.

### **COURSE OUTLINE**

- Introduction to robotics through the design and implementation of a robotics project
- Introduction to programming through the design and implementation of simple gaming project
- Intermediate/Advanced programming and design through a more complex project.

### **ASSESSMENT**

- Journal/reflections
- Products/Projects
- Teacher Observation

### **WORKLOAD**

It is envisaged that most necessary work will be done in class time, as not all students will have access to the software and the specialised Lego at home. It may be necessary for students to use the computer room at lunchtime in order to complete work. Students will also be required to be actively prepare by working on analysis, design, and prototyping of their projects in their reflection journals for homework.

### **SPECIAL EQUIPMENT**

Students should attend class will fully charged, network connected laptops.

Owing to the high cost of the Robotics equipment, students are not expected to have access to it outside of school.

### **FUTURE PATHWAYS**

With an increasing number of professional occupations requiring digital competences, including programming, a student who is keen to develop a wide range of technology and engineering skills will be able to apply learning from this unit to future study at this school, University and TAFE as well as in industry. Digital Solutions and Information and Communications Technology in Years 11 and 12 offer differing opportunities for IT literate students. Students may also transfer their skills to other courses which require strong STEM skills.

### **CONTACT STAFF**

Jason Smith, Mark Venz

## **FASHION AND DESIGN (FAD)**

### **ENTRY REQUIREMENTS**

Nil

### **AIMS**

The textile component aims to stimulate creative thinking and develop practical skills regarding fabric construction. It also aims to further develop textile knowledge.

### **COURSE OUTLINE**

- What is fashion?
- Elements and principles of Fashion Design
- Fashion Design Brief – Wool 4 School Competition
- Developing construction techniques - Designer bag
- Advanced Construction techniques- skirt/shorts & process journal
- The fashion parade - Calico on the Catwalk & Arts Expo
- Community project

### **ASSESSMENT**

- Design Brief
- Practical performance & journals
- Community project – sewing for others

### **WORKLOAD**

The above mentioned assessment would be done over a period of twelve months. Students who plan correctly and remain on task would complete the work in class time.

### **SPECIAL EQUIPMENT**

Students would be required to purchase their own fabric for the designer bag. Sewing machines, equipment and patterns will be available at school. It is not a prerequisite for students to have a sewing machine at home.

Students **MUST** wear the correct footwear that complies with Workplace Health and Safety requirements. Shoes must be fully enclosed leather or vinyl as outlined in the school uniform.

### **FUTURE PATHWAYS**

- Skills gained would enable students to manipulate fabrics and acquire the necessary knowledge to further their studies in textiles and fashion
- The subject has a direct link the Applied Subject Fashion in Years 11 & 12.

### **CONTACT STAFF**

Christine White