



# *Boonah State High School*

## **Year 9 to 10**

## **Subject Selection**

## **for 2018**

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 17 July 2017)

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## 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?

## Education and Training Reforms for the Future (ETRF)

Under the Queensland Government Education and Training Reforms for the Future initiative, all students entering Year 11 are required to prepare, in consultation with their parents/guardians and their school, a Senior Education Training Plan (often referred to as a SET Plan).

### What is the Queensland Certificate of Education (QCE)?

The Queensland Certificate of Education is a broad-based school qualification awarded to young people who have achieved a significant amount of learning at a set standard and have met certain literacy and numeracy requirements. The QCE is your passport to move confidently from school to work, training, and further education.

### Queensland Certificate of Education / Senior Statement

This new qualification, which replaces the old Senior Certificate, was first issued in 2008 by the QSA for students who meet specific criteria having completed a satisfactory quantum or amount of study to a required standard. Changes to the Year 12 certification process resulted from extensive consultation with interest groups across Queensland.

**Students, who do not meet the new standards, will be awarded a Senior Statement.** This statement will be more like the old Senior Certificate and will list all the subjects students have studied regardless of the level of achievement gained.

The QCE is a formal record of your achievement, which indicates you have met the required standards. *Information on how to achieve the required amount of study is available online at <http://qsa.qld.edu.au> and follow the prompts.*

**Students who do not achieve a QCE at the end of Year 12 are able to continue banking achievements with the QSA until they have completed sufficient study at the required standard to be awarded their certificate.**

All students, regardless of whether or not they have achieved a QCE, will receive a Senior Statement at the end of Year 12.

## **Boonah State High School's Curriculum Response to the ETRF Agenda**

In preparation to assist students to make informed decisions in developing their Senior Education and Training (SET) Plan we have attempted to provide a range of subject options for students to select as they enter Year 10. These study options will be offered not only in elective subjects but also in aspects of the core curriculum. However, for the purpose of the subject selection process students need only select their elective subjects at this time.

### **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.

### **How to choose subjects**

When thinking about what subjects to study in Year 10 there are a number of questions you should ask yourself:

- ? How capable am I? What is my ability?
- ? What sort of results have I achieved in the past? If the results have not been good, it may be that you haven't worked at the required level or it may mean you have only average ability and may not be capable of high academic results.
- ? What special talents do I have? Am I good with my hands? Do I have special ability with numbers? Do I have special ability with a foreign language, music, art etc?
- ? What do I hope to do, achieve or become? You need to try to be realistic and make sure the career is related to your demonstrated ability and achievement.
- ? What sorts of things interest me at this stage? This can give some clues. Be careful because your interests do change. Try to sort out careers verses hobbies. For example, you may be interested in something but may not want to make a career out of it. Remember you need to develop leisure interests for a lifetime, as well as thinking about future occupations.

There are also some actions you should take:

- Discuss course material with teachers of the subjects you are considering
- View textbooks and other students assignments to help determine how interested you may be
- Talk to students who are presently studying the subject

## 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:

<b>Art</b>	<b>Design &amp; Graphics</b>
<b>Business Information Technologies</b>	<b>Home Economics</b>
<b>Certificate I in Agrifoods</b>	<b>Junior Engineering</b>
<b>Drama</b>	<b>Junior Timber</b>
<b>German</b>	<b>Performance Sport &amp; Recreation</b>
	<b>Robots, Programming &amp; Games</b>

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> English Communication*
<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics A</b> <b>Mathematics B</b> <b>Mathematics C</b> Prevocational Mathematics*
<b>Science</b>	<b>Science</b> Agriculture Studies	<b>Science</b> Certificate I in Agrifoods	<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> Performance Sport	<b>Health &amp; Physical Education</b> Performance Sport	<b>Physical Education</b> Recreation Studies*
<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>LOTE</b> German	<b>LOTE</b> German	<b>LOTE</b> German	<b>German</b>
<b>Technology</b> Industrial Technology  Information Communication & Technology  Textiles & Food	<b>Technology</b> Design & Graphics Manual Arts  Business is Fun  Food Studies Textiles & Fashion	<b>Technology</b> Design & Graphics Junior Engineering Junior Timber  Robots, Programs & Games  Business Information Technology  Home Economics	Building & Construction* Engineering Skills* Furnishing Skills* <b>Graphics</b>  Information Communication Technology*  <b>Business Communication Technology</b>  <b>Home Economics</b> Certificate II in Hospitality*

An asterisk (\*) indicates that these subjects do not contribute to an OP Score but may contribute to Vocational Education and Training (VET) qualifications in the form of a Certificate I and/or Certificate II at the end of Year 12.

## **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**

Luke Higgins

## **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, 30km Challenge, 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 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 C in Year 10 HPE. An alternative subject is offered in senior years, Recreation Studies, which may be undertaken by all students.

### **CONTACT STAFF**

Michael Bozhoff



## **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**

Mathematics covers topics that focus on: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

	Core	Extension
Term 1	Number and Powers, Algebra, Statistics	Number and powers, Algebra, Statistics
Term 2	Measurement, Probability	Measurement, Coordinate Geometry, Linear Equations
Term 3	Geometry, Money	Probability, Geometry, Money and Finance
Term 4	Trigonometry, Algebra and Equations	Trigonometry, Quadratic Equations

### **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 Mathematics B and/or Mathematics C in Year 11/12.

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

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

### **CONTACT STAFF**

Aidan Richters or any of the maths teachers

## **SCIENCE (SCI)**

### **NECESSARY ENTRY REQUIREMENTS**

This is a core subject which all students will undertake.

### **AIMS**

Science is at the heart of our technological world, and every day new discoveries are made or technologies are developed that will impact on the world that our students will live in. Many products are marketed using scientific terms and principles, from cleaning products, cosmetics and the food we eat. Also, many new developments have wide-ranging ethical implications that citizens in a democracy need to make decisions about.

Therefore, a general science education has three aims: To prepare those students whose careers will be in science and related fields; to allow students to be informed consumers and to prepare students to be informed decision makers. The course is designed in two ways. Firstly, the learning is contextual – students learn the science needed to understand how natural and man-made processes work. Secondly, the different disciplines of science (Biology, Chemistry and Physics) that are offered in our senior curriculum can be identified in the Year 10 curriculum. This is done to allow students to make informed choices at the end of Year 10.

### **COURSE OUTLINE**

#### **Semester 1:**

Biological Sciences: Genetics and Evolution

Physical Sciences: Conservation of Energy and Motion

#### **Semester 2:**

Chemical Sciences: Chemical Reactions and Rate of reaction

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**

### **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 Art Studies 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

## **BUSINESS INFORMATION TECHNOLOGY (BIT)**

### **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, Chris Ware

## AHC10210 CERTIFICATE I IN AGRIFOOD OPERATIONS (AHC)

### 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 qualification is an entry-level qualification 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. To achieve a Certificate I in AgriFood Operations, students must complete 2 Core competencies and the 4 elective competencies as listed below.

### ASSESSMENT

Assessment in this unit of study will be continuous and focus on the practical skills demonstrated in field projects and related theory to meet the required competencies for the Certificate I in Agrifoods.

Core Competencies	Elective Competencies
AHCOHS101A – Work Safely AHCWRK101A – Maintain the workplace	AHCBAC101A – Support agricultural crop work AHCNSY101A – Support nursery work AHCPGD101A – Support gardening work AHCPTH101A – Support horticultural production

### WORKLOAD

Students will be expected to complete all set field projects and meeting of competency 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, Matt Freshwater

## **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**

Georgia Bell

## **GERMAN (GER)**

### **NECESSARY ENTRY REQUIREMENTS**

The course is a continuation of the LOTE program in Year 9.

### **AIMS**

The course is designed to enable students to gain a practical knowledge of a foreign language so they are able to understand and use it. In doing so it encourages students to break down the barriers that result from ignorance of other people and their language and culture. The skills gained in learning a foreign language are of assistance in many other subject areas.

### **COURSE OUTLINE**

Semester units will cover such topics as:

- Travel and Holidays
- Health and Fitness
- Relationships and Problems
- Our World - Caring for the Environment

### **ASSESSMENT**

Assessment consists of formal tests in listening, speaking, reading and writing. Students may also have to present some prepared work as an assignment (eg PowerPoint, play, project).

### **WORKLOAD**

Students are expected to spend approximately 30 minutes per night after their German lesson revising and learning vocabulary.

### **SPECIAL EQUIPMENT**

Extension activities such as excursions are offered to the Brisbane Oktoberfest, ice-skating and an Austrian Restaurant, German Day Out, Germany exchange programs with SAGSE, and speech and language competitions.

### **FUTURE PATHWAYS**

Opportunities for employment exist in the fields of education, hospitality, tourism, commerce, engineering, trade, banking, armed services, medical services and public and diplomatic services.

### **CONTACT STAFF**

Frau Keller, Luke Higgins



## DESIGN (GRD)

### NECESSARY ENTRY REQUIREMENTS

- C standard or better in Year 9 Graphics
- Is essential for students who wish to study Senior Graphics 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 graphics at a higher level.

### COURSE OUTLINE

This is a one-semester unit of study designed to provide students with a wide cross-section of learning experiences related to graphical communication. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities. Students work independently and collaboratively. Problem-solving activities make connections to related specialised occupations and further study. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings.

The areas of study include:

- Design principles
- Sketching skills
- Technical drawing skills (Multi-views, pictorial drawing etc.)
- Navigation of AutoCAD interface
- Computer aided design
- Contextual Unit – Folio of work to meet a design brief

### ASSESSMENT

Assessment in this unit of study is in the form of folios of work or exams 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 AutoCAD 2016
- 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 Graphics/Design. Students considering Junior Construction, Junior Furnishing and/or Junior Engineering are also encouraged to study Design.

### CONTACT STAFF

Sarah Pennell, John Faulkner, Phil Solomon

## HOME ECONOMICS (HEC)

### NECESSARY ENTRY REQUIREMENTS

Nil

### AIMS

Home Economics in 2018 will be a combination of both food/nutrition and textile/fashion studies completed over 1 semester each. The aim of the FOOD component is to celebrate and explore the diversity of food and investigate how different cultures influence our eating habits. The practical classes are aimed at allowing students to explore, adapt and develop with a focus on multicultural foods and food sustainability. The FASHION component aims to stimulate creative thinking and develop practical skills regarding garment construction and fashion design. It also aims to further develop textile knowledge.

### COURSE OUTLINE

- **Around the World:** Explore the multicultural influences on Australian cuisine & create unique recipes incorporating new flavours and cooking techniques.
- **From Paddock to Plate:** Discover the importance of Food sustainability and develop food preservation techniques in order to prevent food wastage.
- **Fashion Design:** Wool4school design completion. Investigate the elements & principles of fashion Design to complete a given design brief promoting “new wool”.
- **Wardrobe update:** develop basic construction skills by making a bag then extending them to create a chosen garment – skirt/ shorts for a chosen purpose.

### ASSESSMENT

- Food: Practical cooking, Design Brief: Flavour Forecast Recipe Challenge; Eat Local Food Hamper
- Textiles: Design Brief: Wool4school competition; Practical performance and process journal

### 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.
- In textiles, the above mentioned assessment would be done over a period of six months. Students who plan correctly and remain on task would complete the work in class time with extra time offered during lunch time if necessary.

### SPECIAL EQUIPMENT

Students MUST wear shoes must be fully enclosed leather or vinyl as outlined in the school uniform policy. Personal ingredients, tea towel and containers must be brought for weekly cooking. Students will be required to purchase their own fabric. Sewing machines, scissors, pins etc. will be available at school. It is not a prerequisite for students to have a sewing machine at home.

### FUTURE PATHWAYS

This subject will prepare students for the theoretical and practical components of Senior Studies in Home Economics and Hospitality practices.

### CONTACT STAFF

Lisa Humphrey, Christine White

## **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 2018.

### **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, Matt Freshwater

## **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 have the intention of studying Senior Physical Education in Year 11/12. Students engage in additional theory and practical lessons that will prepare them for the academic rigor and practical skills required in the senior years.

### **COURSE OUTLINE**

**Theory Units:** Outdoor Recreation, Training for Excellence, Biomechanics, Coaching, Officiating & Refereeing

**Practical Units:** Rogaining, Camping, Hiking, Athletics, Badminton and Codes of Football

### **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**

Michael Bozhoff

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

### **NECESSARY ENTRY REQUIREMENTS**

Nil

### **AIMS**

This subject aims to allow year 10 students to develop higher-order IT skills by designing, building, programming and testing robots using Legos Mindstorms Robots and by developing games using a simple programming language.

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 programming
- A simple programming language
- Beginners design and programming
- Advanced design and programming Project

### **ASSESSMENT**

- Journal/reflections
- End Product
- Teacher Observation
- Handouts and worksheets

### **WORKLOAD**

It is envisaged that all necessary work will be done in class time, as not all students will have access to the software and Legos 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 working in their reflection journals for homework.

### **SPECIAL EQUIPMENT**

Owing to the high cost of the Legos MindStorms Robots, students will not be expected to have access to it outside of school.

### **FUTURE PATHWAYS**

A student who is keen to develop a wide range of RPG skills will be able to apply learning from this unit to future study at this school and beyond, to University, TAFE and work. IPT 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 engineering concepts.

### **CONTACT STAFF**

Jason Smith, Gus Yigitbas