



Boonah State High School

Year 9 to 10

Subject Selection

for 2024

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 4 September 2023)

TABLE OF CONTENTS

Year 10 and the Senior Phase of Learning	3
Some things to do	4
How to choose subjects	4
Subjects offered by Boonah SHS	5
Assistance for Students with Special Needs.....	5
Relationships between Year 10 and Senior Phase of Learning Subjects.....	6

CORE SUBJECTS

English (ENG).....	7
History & Geography (HIS)	8
Mathematics (MAT)	10
Science (SCI)	12

ELECTIVE SUBJECTS

Agricultural Practices (AGR)	13
Art (ART).....	14
Drama (DRA).....	16
Fashion & Design (FAD)	18
Food Technology (FDT)	20
Health & Physical Education (HPE).....	22
Junior Engineering (JEN).....	23
Junior Timber (JTI).....	25
Mind Ya Business (MYB).....	27
Robots, Programming & Games (RPG).....	29
Sport & Exercise (SES)	30
Stem (STE)	31

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

1. Class is a composite class with Year 9 (if timetable allows)
2. Subject will not run at Boonah State High School in 2024

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 is ATAR 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 **four core** subjects for two semesters each and **two elective** subjects. The **core** subjects are:

English
Mathematics

Science
History/Geography

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

Agriculture

STEM

Art

Junior Engineering

Drama

Junior Timber

Mind Ya Business

Sport & Exercise

Food Technology

Robots, Programming & Games

Health & Physical Education

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
English	English	English	English Essential English*
Mathematics	Mathematics	Mathematics	General Mathematics Mathematical Methods Specialist Mathematics Essential Mathematics*
Science	Science	Science Agriculture	Biology Chemistry Physics Agricultural Practices*
Humanities History and Geography	Humanities History and Geography	Humanities History and Geography	Geography Modern History Tourism*
Health & Physical Education	Health & Physical Education Sport & Exercise	Health & Physical Education Sport & Exercise	Physical Education Sport and Recreation* Certificate II Sport and Recreation*
The Arts Art Drama	The Arts Visual Art Drama Media	The Arts Visual Art Drama	Visual Arts Visual Arts in Practice* Drama
Languages German	Languages German	Languages German	German
Technology Design & Technologies Information Communication & Technology Textiles & Food	Technology Industrial Design & Technology Digital Technology & Modelling Business is Fun Food Technology Fashion & Design	Technology Junior Engineering Junior Timber Robots, Programs & Games Mind Ya Business Food Technology Fashion & Design	Building & Construction* Certificate II in Engineering Pathways* Furnishing Skills* Digital Solutions Information Communication Technology* Business Fashion* Hospitality Practices

An asterix (*) indicates that these subjects are Applied / VET subjects.

English		Email: lcoll50@eq.edu.au		Core
Head of Department: Lyn Colley				
QCAA Subject Category	General	Timetable Code	ENG	

Prerequisites	Equipment
This is a core subject which all students will undertake	Laptop, Stationery, Flash drive for digital storage
	Costs
	Excursions

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.

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 General English and Essential English.

Australian Curriculum Objectives

Receptive modes (listening, reading and viewing)
Students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.
Productive modes (speaking, writing and creating)
Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Understanding & analysing satire in Texts	Australian novel	Reading and interpreting Shakespeare: <i>Romeo & Juliet</i>	Evaluating representations in News and Media texts

Assessment

Unit 1	Unit 2
Assessment Item 1: <ul style="list-style-type: none"> Written assignment – satirical cartoon Assessment Item 2: <ul style="list-style-type: none"> Spoken – poetry 	Assessment Item 3: <ul style="list-style-type: none"> Written – Imaginative text Assessment Item 4: <ul style="list-style-type: none"> Written exam
Unit 3	Unit 4
Assessment Item 5: <ul style="list-style-type: none"> Exam – Analytical essay 	Assessment Item 6: <ul style="list-style-type: none"> Spoken – compare and contrast news texts

History/Geography		Core	
Head of Department: Adam Sinclair		Email: ajsin1@eq.edu.au	
QCAA Subject Category	General	Timetable Code	HIS

Prerequisites	Equipment
This is a core subject which all students will undertake	Laptop
	Stationery
	Flash drive for digital storage
	Costs
	Excursions

Pathways

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

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.

Australian Curriculum Objectives

History - The modern world and Australia

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame a historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, considering their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Geography - 'Environmental change and management' and 'Geographies of human wellbeing'

By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.

Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in of the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, considering alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Geography Environmental Management	History World War 2	History Rights and Freedoms	Elective Units based on senior subjects – Modern History, Geography, Business, Tourism

Assessment

Unit 1	Unit 2
Assessment Item 1: <ul style="list-style-type: none"> Examination – Short Response 	Assessment Item 2: <ul style="list-style-type: none"> Independent Source Investigation
Unit 3	Unit 4
Assessment Item 3: <ul style="list-style-type: none"> Examination - Extended Response 	Assessment Item 4: <ul style="list-style-type: none"> Geography (portfolio) Tourism (itinerary) History (source analysis) Business (skills report)

Mathematics (Core or Extension)

Head of Department: Amanda Mathewson

Email: asmit641@eq.edu.au

Core

QCAA Subject Category

General

Timetable Code

MAT

Prerequisites	Equipment
This is a core subject which all students will undertake	Laptop, Stationery, Cannon Scientific calculator (can be purchased from school office).
	Costs
	Nil

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.

Australian Curriculum Objectives

Students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Extension: Number and Power Data Algebra	Extension: Measurement Geometry Functions and Equations	Extension: Financial Mathematics Trigonometry/Pythagoras Probability	Extension: Quadratic equations & functions
Core: Number and Power Data Algebra	Core: Measurement Geometry Functions and Equations	Core: Financial Mathematics Pythagoras/Trigonometry Probability	Core: Coordinate Geometry

Assessment

Unit 1	Unit 2
<p>Assessment Item 1:</p> <ul style="list-style-type: none"> • Short Response Test - Number and Algebra <p>Assessment Item 2:</p> <ul style="list-style-type: none"> • Problem Solving and Modelling Task – Data 	<p>Assessment Item 3:</p> <ul style="list-style-type: none"> • Problem Solving & Modelling Task - Measurement <p>Assessment Item 4:</p> <ul style="list-style-type: none"> • Short Response Test - Geometry, Functions and Equations
Unit 3	Unit 4
<p>Assessment Item 5:</p> <ul style="list-style-type: none"> • Problem Solving and Modelling Task - Financial Mathematics <p>Assessment Item 6:</p> <ul style="list-style-type: none"> • Examination - Short Response Test (Trigonometry/Pythagoras and Probability) 	<p>Assessment Item 7:</p> <ul style="list-style-type: none"> • Examination - Short Response (CORE – Coordinate Geometry, EXTENSION – Quadratic equations and functions)

Science		Core	
Head of Department: Hayley Long		Email: hlong15@eq.edu.au	
QCAA Subject Category	General	Timetable Code	SCI

Prerequisites	Equipment
This is a core subject which all students will undertake	Laptop, Stationery, Two (2) 5mm grid books (A4 is preferable, but quarto size is acceptable)
	Costs
	Nil

Pathways

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

Aims

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.

Australian Curriculum Objectives

<p>Students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review. Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.</p>
--

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical Sciences	Biological Sciences	Physical Sciences	Earth & Space Sciences

Assessment

Unit 1	Unit 2
Assessment Item 1: <ul style="list-style-type: none"> Student Experiment - reaction rate 	Assessment Item 2: <ul style="list-style-type: none"> Examination
Unit 3	Unit 4
Assessment Item 3: <ul style="list-style-type: none"> Data Test Assessment Item 4: <ul style="list-style-type: none"> Student Experiment 	Assessment Item 5: <ul style="list-style-type: none"> Research Investigation – Space Assessment Item 6: <ul style="list-style-type: none"> Examination - Earth

Agriculture

Head of Department: Aidan Richters

Email: arich185@eq.edu.au

Elective

QCAA Subject Category

General

Timetable Code

AGR

Prerequisites	Equipment
Students enrolling in this subject should possess a liking for and gain pleasure from hands on practical work with plants and animals.	Full leather shoe (including tongue) Hat Any additional safety items or clothing deemed necessary to adhere to safe work practices. Laptop Stationery
	Costs
	Nil

Pathways

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

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.

Australian Curriculum Objectives

Students investigate and make judgements on the ethical and sustainable production and marketing of food and fibre. They develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain sources of uncertainty.

Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held views in agriculture, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate ideas for specific purposes.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Horticultural Practices	Agricultural Industries	Plant propagation	Animal Health

Assessment

Unit 1	Unit 2
Assessment Item 1: <ul style="list-style-type: none"> Research Report - Agricultural Industries 	Assessment Item 2: <ul style="list-style-type: none"> Investigation - Fertiliser
Unit 3	Unit 4
Assessment Item 3: <ul style="list-style-type: none"> Multi-modal Presentation – Asexual and sexual reproduction project 	Assessment Item 4: <ul style="list-style-type: none"> Investigation - Animal Health

Art		Elective	
Head of Department: Hayley Long			
QCAA Subject Category	General	Timetable Code	ART

Prerequisites	Equipment
Students need to have a willingness to experiment with art forms and to explore and develop their own abilities in this area.	Full leather shoe (including tongue) Any additional safety items or clothing deemed necessary to adhere to safe work practices. Laptop Stationery (specifically 2B pencils and an A4 visual diary)
	Costs
	Excursions

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.

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.

Australian Curriculum Objectives

Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas.
They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Observation</p> <p>Students will explore concepts and processes of observation in the context of the individual, object and place. They will investigate how art offers viewpoints and perspectives and explore various ways of observing and communicating visually. They will explore ways to develop intent</p>	<p>Sensation</p> <p>Students will explore expression and non-representation (abstraction) in the context of the artist's inner life. They will experiment with a variety of media and making techniques in response to the investigation of relevant artists' artworks, art movements from 20th</p>	<p>Opinion</p> <p>Students will explore social issues which have been critically commented on in artworks throughout history as artists respond to the social context of their time. Students will investigate a selection of contemporary artists from a variety of cultures and these will be used to research how visual</p>	<p>Inquiry</p> <p>Students will explore how the everyday can inspire arts practice and has done so through modern and contemporary art. They will respond to an individual stimulus box and use the inquiry process to help guide their self-directed artworks in response to their experience, interpretation</p>

and represent their own ideas in response to these investigations and manipulate media and processes to build a folio in 2D mediums.	and 21st Century, modern, post modern and contemporary eras. Students will build a folio of 2D artworks that explore expression and non-representation.	language is used to communicate personal responses and views to current social issues. Specifically, students will explore this through their application of sculptural media and processes, using mixed media and light to create an artwork.	and connection to found objects inside their stimulus box. Students will experiment with various media and techniques of their choice as they deem appropriate for their intended meaning.
--	---	--	--

Assessment

Unit 1	Unit 2
<p>Assessment Item 1:</p> <ul style="list-style-type: none"> • 2D folio of work with accompanying visual diary <p>Assessment Item 2:</p> <ul style="list-style-type: none"> • Short response booklet 	<p>Assessment Item 3:</p> <ul style="list-style-type: none"> • 2D folio of work with accompanying visual diary <p>Assessment Item 4:</p> <ul style="list-style-type: none"> • Examination - Extended Response
Unit 3	Unit 4
<p>Assessment Item 5:</p> <ul style="list-style-type: none"> • Project: <ol style="list-style-type: none"> a. 3D folio of works b. Multimodal PowerPoint explaining inquiry process & reflective statement 	<p>Assessment Item 6:</p> <ul style="list-style-type: none"> • Project: <ol style="list-style-type: none"> a. Experimental folio b. Multimodal PowerPoint explaining inquiry process & reflective statement

Drama		Head of Department: Hayley Long		Email: hlong15@eq.edu.au		Elective	
QCAA Subject Category			General	Timetable Code			DRA

Prerequisites	Equipment
A willingness to perform, explore concepts creatively, the ability to work co-operatively with others and the self-discipline to productively manage rehearsals.	Laptop Stationery
	Costs
	Excursions/Workshops

Pathways

The Drama course will prepare all students moving into careers that value communication, creative problem solving, co-operative and independent work ethics, critical thinking and research skills. The creative industry of drama is growing constantly and students could look towards career opportunities not only in theatre, television or film acting, production design or direction, but also journalism, broadcasting/streaming, advertising, communication management, or indeed a combination of multiple jobs needed to succeed in the 21st century professional job market. Employers acknowledge the value of experience in communication and presentation confidence when dealing with customers and business clientele.

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, multi-media, concept development, design and written analysis. Students examine a range of issues through design, performing a scene from a published play text and analysing the work of other drama practitioners.

Australian Curriculum Objectives

<p>Explore and respond to</p> <ul style="list-style-type: none"> – drama works, performances, practices and contexts from a range of cultures, times and places; for example, through analysis of their own drama or the work of others, including professional work – ways in which drama created and/or performed by First Nations Australians celebrates and challenges multiple perspectives of Australian identity <p>Develop practices and skills</p> <ul style="list-style-type: none"> – building and extending creative practices for creating and performing drama using the elements of drama: role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol, focus and conventions relevant to selected forms and/or styles – building and extending critical practices by taking opportunities to reflect on, evaluate or respond to their own work and the work of others; for example, documenting ideas and intentions for script interpretations, analysing their own and others' use of elements of drama, and evaluating their own performances <p>Create drama in improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play-building and devising, scripted drama/script interpretation; for example, interpretation of realism and non-realism, exploration of historic, contemporary and/or hybrid styles</p> <p>Present and perform drama in informal and/or formal settings; for example, using acting skills and working in an ensemble to perform drama for familiar and unfamiliar audiences.</p>

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><u>Production elements & Magical Realism.</u></p> <p>Students will explore the design possibilities and dramatic meaning of production elements - including lighting, costumes, makeup, props, sets and sound/music – through a series of practical workshops. This will culminate in the development of a Magical Realism script, about a topical issue, event, theme or person.</p>	<p><u>Analysing live theatre</u></p> <p>Students will learn about Aboriginal and Torres Strait islander theatre, viewing a live professional theatre performance that incorporates indigenous perspectives. They will analyse how these perspectives are presented using production elements and performance skills, in order to write an analytical essay.</p>	<p><u>Physical theatre</u></p> <p>This unit will begin with a workshop in Stage Combat with the Australian Acting Academy. It will then move in to an exploration of Physical theatre as a style and the development of an ensemble performance using student-devised improvisation. The completed project will become a part of the 2024 Captivate program, with an evening performance for parents and friends.</p>	<p><u>Realism & director's vision</u></p> <p>Students will explore the style of Realism and the work of Konstantin Stanislavski, before commencing a reading of the play "Juice," by Stephen Davis. Students will then deconstruct aspects of the script and devise a director's vision based on a scene from the play. Small groups will elect one student's vision to see through to performance.</p>

Assessment

Unit 1	Unit 2
<p>Assessment Item 1:</p> <ul style="list-style-type: none"> • Script – exploring a topical issue, event or person <p>Assessment Item 2:</p> <ul style="list-style-type: none"> • Performance – Magical Realism style 	<p>Assessment Item 3:</p> <ul style="list-style-type: none"> • Written – analytical essay
Unit 3	Unit 4
<p>Assessment Item 4:</p> <ul style="list-style-type: none"> • Ensemble performance – physical theatre 	<p>Assessment Item 5:</p> <ul style="list-style-type: none"> • Director's vision – concept presentation

Fashion and Design

Head of Department: Aidan Richters

Email: arich185@eq.edu.au

Elective

QCAA Subject Category

General

Timetable Code

FAD

Prerequisites	Equipment
A passion for fashion and creativity. Self-discipline to productively manage their time to complete practical tasks on time.	Full leather shoe (including tongue)
	Fabric for projects Laptop Stationery
	Costs
	Nil

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.

Aims

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

Australian Curriculum Objectives

Students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described.

When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions.

Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, adjusting plans when necessary.

They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Back to Basics</p> <p>Learning the basics of pattern making and the elements and principles of Design with analysis of clothing needs in the interest of sustainable practices. In the interests of slow fashion, students will create a classic piece of clothing (skirt or shorts) which matches their existing wardrobe and be able to worn for a variety of purposes.</p>	<p>Wool for School</p> <p>Wool for School is an annual Student Fashion design competition run by the Australian Woolmark company encouraging budding fashion designers to use wool as the main fibre in their drawn designs. This unit of work is based on the competition promoting wool as a sustainable fibre with many functions.</p>	<p>Calico on the Cat Walk</p> <p>Fashion Design Competition – Boonah Arts Festival. Students learn more marketing and promotion in the Fashion Industry by using the Boonah Arts Festival Calico on the Catwalk Competition to design and sew a garment suitable for the category of their choice.</p>	<p>Sewing for others</p> <p>Students research, present and choose a community service sewing project which the whole class then participates in.</p>

Assessment

Unit 1	Unit 2
<p>Assessment Item 1:</p> <ul style="list-style-type: none"> Design and Sew – fashion classic (skirt/shorts) 	<p>Assessment Item 2:</p> <ul style="list-style-type: none"> Design and Sew – designer bag
Unit 3	Unit 4
<p>Assessment Item 3:</p> <ul style="list-style-type: none"> Design and Sew – Calico on the Cath Walk (outfit) 	<p>Assessment Item 4:</p> <ul style="list-style-type: none"> Research assignment and oral <p>Assessment Item 5:</p> <ul style="list-style-type: none"> Design and Sew – community sewing project

Food Technology

Head of Department: Aidan Richters

Email: arich185@eq.edu.au

Elective

QCAA Subject Category

General

Timetable Code

FDT

Prerequisites	Equipment
Students need to have a passion for cooking and an interest in health, nutrition and sustainability. They also need the ability to work co-operatively with others and the self-discipline to work individually when required.	Full leather shoe (including tongue) Any additional safety items or clothing deemed necessary to adhere to safe work practices. Laptop Stationery Ingredients for cooking. Container to take food home in, a tea towel and jars will for the Edible Gifts unit.
	Costs
	Nil

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.

Aims

The aim of this subject is to build student knowledge and understanding of food on a global scale – this includes food diversity, the evolving food needs of people, food preservation and workplace health and safety. Food preparation skills are further developed with various focal points throughout the year, based upon the unit of work being studied. The practical lessons are aimed at allowing students to explore, adapt and develop recipes for topics relating to the theoretical components with an overall focus on healthy eating habits and the nutritional value of foods.

Australian Curriculum Objectives

Students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described.

When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities.

They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes.

They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences.

They independently and collaboratively apply sequenced production and management plans when producing designed solutions, adjusting plans when necessary.

They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Cultural Cuisine</p> <p>Students will undergo an exploration of multicultural foods, contemporary food trends, and the fusion of traditional cuisine in Australia.</p>	<p>Cooking for Global Needs</p> <p>Students will investigate food intolerances and allergies, diverse dietary requirements within the community and have the opportunity to create suitable dishes using alternative ingredients.</p>	<p>Edible Gifts</p> <p>Students will explore waste prevention, sustainable packaging and food options, preservation methods and the impact these have on quality and nutritional value of food. Students will also investigate food packaging and labelling laws in Australia.</p>	<p>Masterclass</p> <p>Develop students' knowledge, understanding and skill set, preparing students for the Senior Hospitality pathway. Students will begin to look at the Hospitality industry and the workplace health and safety standards required within. Students will have the opportunity to produce industry quality products throughout the unit.</p>

Assessment

Unit 1	Unit 2
<p>Assessment Item 1:</p> <ul style="list-style-type: none"> Design Brief – Fusing Cultural Diversity 	<p>Assessment Item 2:</p> <ul style="list-style-type: none"> Feature Article – Evolving Food Needs of our Population Design Brief – Dining Out Challenges
Unit 3	Unit 4
<p>Assessment Item 3:</p> <ul style="list-style-type: none"> Design Brief – Edible Hamper 	<p>Assessment Item 4:</p> <ul style="list-style-type: none"> Design Brief – Function of Eggs

Health and Physical Education

Head of Department: Jai Yong Gee

Email: jyong6@eq.edu.au

Elective

QCAA Subject Category

General

Timetable Code

HPE

Prerequisites	Equipment
This is a core subject which all students will undertake	Laptop Stationery Correct uniform, sports shoes (that must have laces) and a hat to all practical lessons
	Costs
	Nil

Pathways

Students who enjoy and excel in this subject can select Sport & Recreation and Physical Education in Years 11 and 12. Senior Physical Education is a highly desirable subject for future studies at Universities and TAFE and these studies can lead to careers in allied health, youth leaders, sport promotional officers, sports development officers, sports administrators, managers of fitness leisure community centres and teaching.

Aims

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

Australian Curriculum Objectives

Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.

Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.

Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.

Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.

Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Swimming Survival	Tactics in Touch Rugby 7's	Sustainable Health	Fit for Life

Assessment

Unit 1	Unit 2
Assessment Item 1: <ul style="list-style-type: none"> Performance Assessment Item 2: <ul style="list-style-type: none"> Examination 	Assessment Item 3: <ul style="list-style-type: none"> Project
Unit 3	Unit 4
Assessment Item 4: <ul style="list-style-type: none"> Investigation- Report 	Assessment Item 5: <ul style="list-style-type: none"> Project

Junior Engineering

Head of Department: Aidan Richters

Email: arich185@eq.edu.au

Elective

QCAA Subject Category

General

Timetable Code

JEN

Prerequisites	Equipment
Students should possess a liking for and gain pleasure from hands on practical work with metal and its related products.	Full leather shoe (including tongue) Any additional safety items or clothing deemed necessary to adhere to safe work practices. Laptop Stationery
	Costs
	Nil

Pathways

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

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

Australian Curriculum Objectives

Students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described.

When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions.

Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, adjusting plans when necessary.

They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Safety and Metal Work Students will access workplace health and safety training via an online course (Onguard). Students will study graphical drawing interpretation and marking/setting out to drawing specification. The unit will also introduce students to metal working hand tools, basic static workshop machinery.</p>	<p>Design and Metal Work This unit will further develop students understanding of the design elements and processes. Students will use decorative metalworking skills, drawing interpretation and fitting exercises.</p>	<p>Graphics and Metal Work Students explores basic graphical construction processes. Students will be introduced to complex static metal working machinery and undertake a complex fitting exercise.</p>	<p>Graphics and Metal Work Students will be required to use their graphical drawing interpretation skills already developed. Students will also be introduced to static/fixed sheet metal working machinery and complete sheet metal working activities.</p>

Assessment

Unit 1	Unit 2
<p>Assessment Item 1:</p> <ul style="list-style-type: none"> Design brief - Drill Bit Measuring Tool 	<p>Assessment Item 2:</p> <ul style="list-style-type: none"> Design brief - Decorative Art Metal Working
Unit 3	Unit 4
<p>Assessment Item 3:</p> <ul style="list-style-type: none"> Design brief - External Door Hardware 	<p>Assessment Item 4:</p> <ul style="list-style-type: none"> Design brief - Functional Storage Cabinet

Junior Timber

Head of Department: Aidan Richters

Email: arich185@eq.edu.au

Elective

QCAA Subject Category

General

Timetable Code

JTI

Prerequisites	Equipment
Students should possess a liking for and gain pleasure from hands on practical work with timber and its related products.	Full leather shoe (including tongue) Any additional safety items or clothing deemed necessary to adhere to safe work practices. Laptop Stationery (HB pencils)
	Costs
	Nil

Pathways

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

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
- An understanding of the design process required to achieve a successful outcome in practical work

Australian Curriculum Objectives

Students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described.

When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions.

Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, adjusting plans when necessary.

They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Beach Chair</p> <p>Explores the processes of planning, designing and assembling a compact beach chair. Students will follow a logical sequence of production from the marking out, joint manufacture and assembly process. Students will also develop valuable skills required to working in a team environment.</p>	<p>Jewellery Box</p> <p>Students will extend their skills to plan, design and craft a jewellery box from pine and local hardwoods. They will develop a design solution sympathetic to the jewellery box to create their preferred decorative bases and the addition of a removable compartment to securely house small jewellery items.</p>	<p>Timber Bi-Plane & Baseball Bat</p> <p>Explores the crafting of a model bi-plane and is designed in part to introduce students to machining in preparation for Senior Engineering and/or Furnishing. Students will plan, design and create a wooden bi-plane and machine a miniature baseball bat from pine.</p>	<p>Servery Tray / Table</p> <p>Student’s research and design a functional, aesthetically pleasing handle design to incorporate into the Servery Tray. The project will also introduce the student to new methods of jointing processes to achieve the intended project outcome.</p>

Assessment

Unit 1	Unit 2
<p>Assessment Item 1:</p> <ul style="list-style-type: none"> Design brief – Beach Chair 	<p>Assessment Item 2:</p> <ul style="list-style-type: none"> Design brief – Jewellery Box
Unit 3	Unit 4
<p>Assessment Item 3:</p> <ul style="list-style-type: none"> Design brief – Timber Bi-plane and miniature timber baseball bat (Woodturning exercise) 	<p>Assessment Item 4:</p> <ul style="list-style-type: none"> Design brief – Servery Tray / Table

Mind Ya Business

Head of Department: Adam Sinclair

Email: ajsin1@eq.edu.au

Elective

QCAA Subject Category

General

Timetable Code

MYB

Prerequisites	Equipment
Nil	Laptop Stationery
	Costs
	Nil

Pathways

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

Aims

This subject aims to provide students the opportunity to further develop their understanding and knowledge in a variety of Business topics. Throughout MYB, students will build on prior business foundations and expand their knowledge of the following Business topics: Australian Economics, Entrepreneurship, Event Management and Agribusiness. Students will have the opportunity to explore each of these topics in depth, as they address the different contexts (personal, local, national, regional and global) in order to meet the needs of each individual student.

Australian Curriculum Objectives

Students explain why and how governments manage economic performance to improve living standards. They give explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They explain how businesses respond to changing economic conditions and improve productivity.

Students evaluate the effect of organisational and workforce management on business performance. When researching, students develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students generate alternative responses to an issue, considering multiple perspectives. They use cost-benefit analysis and appropriate criteria to propose and justify a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems.

Students develop and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts, subject-specific language, conventions and concepts. They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Australian Economics Students will look at various components of the Australian economy, focusing on economic performance, how governments manage the economy to benefit living standards and factors which influence major consumer and financial decisions. Students will apply economics and business knowledge, skills and concepts in both familiar and new situations to demonstrate their knowledge and understanding of Australian economics.</p>	<p>Plan Your Own Enterprise Students will engage with practical, real world skill focused lessons which are intended to promote group learning with authentic assessment. <i>Plan Your Own Enterprise</i> empowers students to combine their financial capacity and creativity skills to create innovative and inventive enterprises. Students will enjoy working together to complete the scaffolded tasks, culminating in the completion of their assessment proposal. This unit will allow students to explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market.</p>	<p>Event Management Students will delve into many facets of event management including logistics, organisation, administration and proposal writing. This unit will require students to evaluate the effect of organisational and workforce management on overall performance.</p>	<p>Agribusiness Students will be empowered to combine their economic knowledge and understanding of agriculture in Australia to analyse and evaluate current market trends and propose solutions for maintaining business feasibility. This unit will allow students to explore the nature of Agribusiness and discuss how businesses seek to maintain a competitive advantage in the local and global market – considering the current global climate.</p>

Assessment

Unit 1	Unit 2
<p>Assessment Item 1:</p> <ul style="list-style-type: none"> Examination – Australian Economics 	<p>Assessment Item 2:</p> <ul style="list-style-type: none"> Project – Plan Your Own Enterprise
Unit 3	Unit 4
<p>Assessment Item 3:</p> <ul style="list-style-type: none"> Project – Event Management 	<p>Assessment Item 4:</p> <ul style="list-style-type: none"> Investigation - Agribusiness

Robots, Programming and Games

Head of Department: Hayley Long

Email: hlong15@eq.edu.au

Elective

QCAA Subject Category

General

Timetable Code

RPG

Prerequisites	Equipment
Nil	Laptop Stationery
	Costs
	Nil

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.

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.

Australian Curriculum Objectives

By the end of Year 10, students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation. Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Robots	Games - Python	Robotics – EV3 Mindstorm	Databases – SQL

Assessment

Unit 1	Unit 2
Assessment Item 1: <ul style="list-style-type: none"> Research and Presentation- Multimodal 	Assessment Item 2: <ul style="list-style-type: none"> Project – Produce a game
Unit 3	Unit 4
Assessment Item 3: <ul style="list-style-type: none"> Project – Lego EV3 Mindstorm 	Assessment Item 4: <ul style="list-style-type: none"> Project – Designing a Database

Sport & Exercise Studies

Elective

Head of Department: Jai Yong Gee

Email: jyong6@eq.edu.au

QCAA Subject Category

General

Timetable Code

SES

Prerequisites	Equipment
<ul style="list-style-type: none"> B standard or better in Year 9 HPE B standard for Effort in Year 9 HPE Standards will be used if numbers for the class become too high 	Correct uniform, sports shoes (that must have laces) and a hat to all practical lessons Laptop Stationery
	Costs
	Nil

Pathways

Year 10 Sport & Exercise Studies directly prepares students for entry into Senior Physical Education in Year 11/12.

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 or have an interest in the topics of Sports and Exercise sciences. Students will study a range of subject specific topics from Senior PE and Sport in Semester 1 and then move more towards the Senior PE 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.

Australian Curriculum Objectives

Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.

Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.

Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.

Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.

Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Officiating & Coaching Minor Games	Energy Systems Team Sports	Fitness & Training Programs/ Excellence in Sports Touch & Netball	

Assessment

Unit 1	Unit 2
Assessment Item 1: <ul style="list-style-type: none"> Group Project 	Assessment Item 2: <ul style="list-style-type: none"> Examination Assessment Item 3: <ul style="list-style-type: none"> Performance
Unit 3	Unit 4
Assessment Item 4: <ul style="list-style-type: none"> Performance 	Assessment Item 5: <ul style="list-style-type: none"> Project - Multimodal

STEM

Head of Department: Hayley Long

Email: hlong15@eq.edu.au

Elective

QCAA Subject Category

General

Timetable Code

STE

Prerequisites	Equipment
<ul style="list-style-type: none"> C standard or better in Year 9 Science, Mathematics and English 	Full leather shoe (including tongue) Any additional safety items or clothing deemed necessary to adhere to safe work practices. Laptop Calculator Stationery
	Costs
	Nil

Pathways

This subject develops further knowledge and skills related to STEM (Science, Technology, Engineering and Mathematics) subject areas that prepare students for the senior subjects within the STEM field.

Aims

This subject is about developing a curiosity to find out how the world around us works. Human society has made monumental scientific discoveries and advancements, especially in the last 500 years. This subject will be looking at just some of these concepts, such as forensics, psychology, engineering and coding, and rocketry. Through these topics students will develop skills related to: scientific data collection, data analysis and interpretation, mathematical problem solving and statistical analysis, design thinking and construction of engineering prototypes, and technological coding and robotics. Experiments and engineering challenges will be a large component of all units to foster students' inquiry and critical thinking skills.

Australian Curriculum Objectives

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation.

They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data.

When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.

They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Forensics</p> <p>Explore the field of forensic science and the use of crime scene analysis techniques to examine evidence. Students will delve into topics including: crime scene protocol (searching for evidence), human identification (through fingerprint, DNA and blood analysis), evidence analysis (including microscopy of hair and fibres, the use of chemical tests to determine unknown compounds and photographic techniques to compare samples) and the use of physics and mathematics concepts to analyse trajectories.</p>	<p>Psychology</p> <p>Gain an understanding of the functions associated with different regions of the human brain, as well as how the brain and nervous system work to deliver messages to the rest of the body. Students will investigate the psychology and brain activity related to the concepts of learning and memory, and the influence of music on emotions. Students will analyse experimental evidence and investigate scientific literature relating to psychological concepts.</p>	<p>Engineering & Robotics</p> <p>Explore how design principles, engineering, robotics and coding are being used to create human prosthetics and 3D printed organs and bones. Students will learn about the anatomy of a human hand before designing and building basic models that imitate the hands' structure and movement. Students will work to design and engineer increasingly complex models of a hand before creating a final design that incorporates technology and coding.</p>	<p>Space & Rocketry</p> <p>Discover the history of the human race's venture into space, including the main space missions and their findings. Students will investigate topics including: rocketry (structures, propulsion and trajectories), concepts related to the colonisation of other planets (food, resources and the effect of microgravity on the human body), the use of satellites and the potential negative impacts of the space race (such as overpopulation of satellites and space debris). Students will engineer miniature water-powered rockets and experimentally investigate flight trajectories.</p>

Assessment

Unit 1	Unit 2
<p>Assessment Item 1:</p> <ul style="list-style-type: none"> Assignment – Portfolio 	<p>Assessment Items 2 & 3:</p> <ul style="list-style-type: none"> Examination – Data Test Assignment – Research Investigation
Unit 3	Unit 4
<p>Assessment Item 4:</p> <ul style="list-style-type: none"> Assignment – Design project 	<p>Assessment Item 5:</p> <ul style="list-style-type: none"> Assignment – Student Experiment