



# Goondiwindi

STATE HIGH SCHOOL

SENIOR SECONDARY



## Year 10 2024

### Subject Selection Guide



Respect | Learning | Achievement



# CHOOSING JUNIOR SECONDARY SUBJECTS

## YEAR 10 2024

### Core Subjects (all students study the Core Subjects all year)

English

Health and Physical Education

Mathematics

Science

Study of Society and Environment – SOSE (History, Geography and Civics) – one (1) semester each

Short Course in Career Education

### Elective Subjects (Select four (4) subjects for one (1) semester each)

Agricultural Practices

Agricultural Science

Business

Business Accounting

Creative Art

Design and Technology

Digital Technologies

Drama

Health

Hospitality

Industrial Technology and Design (ITD)

Music

Visual Art

Delivery of elective classes will be subject to student interest and to the school's ability to meet physical and human resource requirements.

## Choosing Subjects in Year 10

Important decisions must be made while at school. Some of the most important involve choices of subjects to take in Year 10, and later the selection of subjects for Years 11 and 12.

These decisions may affect the type of career or occupation you follow when you leave school. Your course selection also affects your happiness and success while at school.

#### Choosing subjects should be based on 4 criteria:

- provides enjoyment
- enables you to achieve success
- opens up career opportunities
- develops lifelong skills, attitudes and knowledge

#### Steps to take when choosing subjects:

- approach the task of selection calmly.
- follow the guidelines.
- ask for help along the way.
- produce a list of subjects that meets your needs.

#### Investigate Subjects Offered:

Find out as much as possible about the subjects offered in Year 10. Use the following sources to help you:

- this subject selection booklet and night
- teachers and Heads of Department

- talking with the Guidance Officer
- think about Senior options
- at this school, no subjects, at the senior level, require a pre-requisite subject at the junior level. However, it is useful to study subjects in Year 10 that prepare students for similar learning and assessment in Year 11. Advanced topics in Mathematics, English and Science would be most useful for senior study of general (ATAR Eligible) subjects.

Make a decision about subjects that suit you. Each student has individual needs and requirements for subject selection which may be quite different from those of other students.

Therefore it is unwise to choose or avoid subjects because:

- someone told you that you will like or dislike it
- your friends are, or are not, taking it
- you like or dislike the teacher
- 'all the boys or girls take that subject' (all subjects have equal value for males and females)

Ensure that you are:

- honest about your abilities and
- realistic about your career aims

The Australian Curriculum is taught at Goondiwindi State High School for year 7-10 in all subject areas. It sets consistent national standards to improve learning outcomes for all young Australians. It sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. It is the base for future learning, growth and active participation in the Australian community.

### ***Overview of Year 10 subject organisation:***

- Study 4 compulsory Core Subjects for the whole year. They are:
  - English (3 lessons per week)
  - Mathematics (Extension or Core) (3 lessons per week)
  - Science (3 lessons per week)
  - Health and Physical Education (HPE) (2 lessons per week)
  - Short Course – Career Education (1 lesson per week)
  
- Study 2 Core Subjects (part of the year)
  - Geography (1 Semester only) (2 lessons per week)
  - History (1 Semester only) (2 lessons per week)
  
- Choose 4 (four) other specialist subjects from a variety of elective areas. Each elective subject is studied for 1 Semester from the list below:

<b>CORE SUBJECTS (Must study all both semesters)</b>	<b>ELECTIVE SUBJECTS (Study four throughout the year, two per semester)</b>	
English	Agricultural Practices	Digital Technologies
Health and Physical Education	Agricultural Science	Drama
Mathematics	Business Accounting	Health
Science	Business	Hospitality
History (1 semester)	Creative Art	Industrial Technology and Design (ITD)
Geography (1 semester)	Design and Technology ( <i>Graphics</i> )	Music
Career Education (short course)		Visual Art

**When selecting elective subjects, also consider subjects you may wish to study in Years 11 and 12.**

**Junior Secondary Curriculum (Years 7, 8 and 9)  
and  
Senior Secondary (Year 10)**

**Australian Curriculum – Core Subjects**

Key Learning Area	Australian Curriculum: Content Strand			
English	Language	Literature	Literacy	
Mathematics – Content	Number and Algebra	Measurement and Geometry	Statistics and Probability	
Mathematics – Proficiency	Reasoning	Understanding	Fluency	Problem Solving
Science	Science Understanding	Science as a Human Endeavour	Science Inquiry Skills	
History	Knowledge and Understanding	Historical Skills		
Geography	Geographical Knowledge and Understanding	Geographical Inquiry and Skills		
Health and Physical Education	Personal, Social and Community Health	Movement and Physical Activity		
Civics and Citizenship	Civics and Citizenship Knowledge and Understanding	Civics and Citizenship Skills		
Economics and Business	Economics and Business Knowledge and Understanding	Economics and Business Skills		
Design Technologies	Design and Technologies Knowledge and Understanding	Design and Technologies Processes and Production Skills		
Digital Technologies	Digital Technologies Knowledge and Understanding	Digital Technologies Processes and Production Skills		
Languages	Communicating	Understanding		

# CORE - English

<b>Faculty</b>	English	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Di Dalziel Email: <a href="mailto:ddalz1@eq.edu.au">ddalz1@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Senior English Essential English

## Subject Overview

The year 10 course of study is aligned to the Australian Curriculum and the units of work that are developed are drawn directly from this curriculum. Extension classes are offered to Year 10 students.

Students are given the opportunity to engage with a range of texts and further develop their understanding of the world in which they live.

<b>What skills are developed?</b>	<b>Study Expectations</b>
Students continue to develop the skills necessary for the construction and deconstruction of a range of written, oral and aural texts. These include speaking, listening, writing, reading, viewing and creating. Students will be given the opportunity to comprehend and create increasingly complex written and multimodal texts.	It is expected that students should willingly engage in all activities undertaken during class time and when working on assignments  It is expected that students' complete assignment work at home as well as at school  Reading and comprehension are important skills and students should be reading for at least 15 minutes each night.
<b>Topics Covered</b>	<b>Assessment</b>
Response to stimulus Novel Study Media Studies Romeo and Juliet	Written Imaginative Text Written Literary Analysis Persuasive Speech Exam: Analytical Exposition

## Learning Experiences and Excursions

Students will have opportunities to explore the English language in a range of settings and text types.

# CORE - Health & Physical Education

<b>Faculty</b>	Physical Recreation	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Alison Bishop Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Physical Education Sport and Recreation Health

## Subject Overview

HPE supports student development and application of strategies to maintain lifelong health for themselves and the wider community. They look at both the ongoing participation in physical activity as well as preventative health practices and optimal community health and wellbeing.

Students apply specialist movement skills and complex strategies in different practical environments. They evaluate the performance of themselves and others. Students analyse the role of physical activity in shaping culture and identity.

While the first semester is informed by the national curriculum, the second is aimed at preparing students for different pathways in senior schooling and is supported by the senior PE and Physical Recreation programs.

What skills are developed?	Study Expectations
Evaluation and reflection on being healthy, safe and active Communicating and interacting for health and wellbeing Planning, implementing and reflecting on contributing to healthy and active communities Moving the body to perform, evaluate and develop strategies Understanding movement through implementation and analysis of movement sequence Learning through movement in new contexts	Revising class notes - One hour per week Assessment work
Topics Covered	Assessment
<b>Theoretical:</b> Community Health Energy Systems Motor learning Components of fitness  <b>Physical:</b> Netball Personal Training Touch Volleyball	Physical Performance Investigation – report Project – folio Examination Multimodal

## Learning Experiences and Excursions

Participating in practical sporting activities

# CORE - Health & Physical Education

<b>Faculty</b>	Physical Recreation	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Alison Bishop Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Physical Education Sport and Recreation Health

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## Learning Experiences and Excursions

Participating in practical sporting activities



# CORE - Mathematics

<b>Faculty</b>	Mathematics	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Julie Chapman Email: <a href="mailto:jchap6@eq.edu.au">jchap6@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	General Maths Essential Maths

## Subject Overview

Year 10 Mathematics focuses on the development of knowledge and applications of mathematical concepts and processes, in a logical and purposeful manner. It also endeavours to give students an appreciation of mathematics in our culture and its application in society.

<b>What skills are developed?</b>	<b>Study Expectations</b>
Enhancement of mathematical techniques Application of Math to real life situations Group work skills Investigation, formulation and solving of mathematical problems	1 hour homework with independent study per week (15-20 mins each lesson per week)
<b>Topics Covered</b>	<b>Assessment</b>
Patterns and Algebra Pythagoras Theorem and Trigonometry Linear and Non Linear Relationships Measurement, Data and Statistics Probability, Geometry and Finance	Supervised Exam (1 to 2 per Term) Problem solving and modelling task (at least 1 per semester)

## Learning Experiences and Excursions

# CORE - Extension Mathematics

<b>Faculty</b>	Mathematics	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Julie Chapman Email: <a href="mailto:jchap6@eq.edu.au">jchap6@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Mathematical Methods Specialist Maths

## Subject Overview

Extension Math focuses on the development of knowledge and applications of mathematical concepts and processes. It develops an appreciation of the place of mathematics in our culture and its application to society. The focus of Extension Math is preparing students for Senior Math subjects (General Maths, Methods Maths and Specialist Maths) with a focus on entry to Methods Maths and Specialist Maths. Selection for extension is based on proven ability in maths concepts and applications in Year 9.

<b>What skills are developed?</b>	<b>Study Expectations</b>
Enhancement of mathematical techniques Application of Math to real life situations Group work skills Investigation, formulation and solving of mathematical problems	1 hour of homework and independent study per week (15-20 mins each lesson per week)
<b>Topics Covered</b>	<b>Assessment</b>
Patterns and Algebra Pythagoras Theorem and Trigonometry Linear and Non Linear Relationships Measurement, Data and Statistics Probability, Geometry and Finance NOTE: Extension covers all content of Core topics with extension content pertaining to each topic, with introductions to some senior topics.	Supervised Exams ( 1 to 2 per Term) Problem solving and modelling task (at least 1 per Semester)

## Learning Experiences and Excursions

# CORE - Science

<b>Faculty</b>	Science	<b>Additional Cost</b>	Students to wear fully covered-in shoes for all practical lessons
<b>Contact Person</b>	Name: Alison Bishop Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Biology Chemistry Physics Agricultural Science Health

## Subject Overview

Year 10 Science is designed to develop practical and theoretical knowledge and skills in a range of science specialty areas. It exposes students to a variety of topics and assessment techniques.

<b>What skills are developed?</b>	<b>Study Expectations</b>
Knowledge and skills across the science specialty areas and application of these knowledges and skills Practical activities Research skills	1- 2 hours of homework and independent study per week
<b>Topics Covered</b>	<b>Assessment</b>
Biology Chemistry Physics Earth Sciences	Students will complete a variety of task-based assessment activities, including: Data tests Student experiments Examinations Research investigations

## Learning Experiences and Excursions

Teacher-led Demonstrations  
Practical Lessons - individual and group investigations  
Use of technology to research, develop and design tasks  
Groupwork Activities  
Field work

# CORE – History, Geography and Civics

<b>Faculty</b>	SOSE	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Melissa Smith Email: <a href="mailto:msmit843@eq.edu.au">msmit843@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Modern History Geography

## Subject Overview

Studies of Society and Environment is divided into two core components - History and Geography. Students will study each component for one Semester in Year 9 and one Semester in Year 10. Students will develop a broad understanding of key historical and geographical events and issues through an inquiry based approach. In History students will study the making of the modern world from 1750 to 1918 with an emphasis on Australian perspectives. In Geography, students will focus on the impact of humans on our physical and human environments.

<b>What skills are developed?</b>	<b>Study Expectations</b>
SOSE will focus on a number of skills including: Analysis and use of sources Cause and effect Historical questions and research Geographical questions and research Chronology, terms and concepts Evaluating and validating evidence Identifying and locating sources Identifying and analysing perspectives Empathy Communication	Students will be expected to spend 30 mins per night - reviewing and consolidating class work and/or working on assessment tasks
<b>Topics Covered</b>	<b>Assessment</b>
HISTORY World War II Rights and Freedoms  GEOGRAPHY Geographies of Human Well-Being Environmental Change and Management	HISTORY Response to Stimulus Exam Essay Response to Stimulus  GEOGRAPHY Response to Stimulus Exam Research Assignment

## Learning Experiences and Excursions

Students will be exposed to a wide variety of learning experiences designed to enhance their understanding of SOSE. These may include excursions to local sites and guest speakers.

# ELECTIVE - Agriculture Practice

<b>Faculty</b>	Agriculture	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Alison Bishop Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Agricultural Science Agricultural Practice

## Subject Overview

Agriculture Practice is designed to develop skills and knowledge essential for employment in the rural industry. Students will gain an understanding of the practical experiences and competency-style subject to provide a base in both practical and theoretical aspects linking into senior schooling pathways.

<b>What skills are developed?</b>	<b>Study Expectations</b>
Farm machinery (basic mechanic and maintenance skills) Irrigation and water use practices Livestock handling and carry out basic husbandry procedures (subject to change dependant on availability of opportunity) Chemical handling and application	Completion of theoretical booklets and classwork Review of theory each week
<b>Topics Covered</b>	<b>Assessment</b>
Occupational Health and Safety practices Tractors and farm machinery Irrigation practices	Questioning - oral/written Supervised Written Responses Observations/practical 'Assessment' Collection of work

## Learning Experiences and Excursions

Excursions to local industry  
 Guest Speakers  
 Health and safety skills  
 Hands on practical experiences with animals, chemicals and engines

# ELECTIVE - Agricultural Science

<b>Faculty</b>	Agriculture	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Alison Bishop Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Agricultural Science Agricultural Practice

## Subject Overview

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment.

<b>What skills are developed?</b>	<b>Study Expectations</b>
<p>Interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand contemporary issues in food and fibre production</p> <p>Understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future</p> <p>Understanding that agricultural science knowledge is used in a variety of contexts and is influenced by social, economic, cultural and ethical considerations</p> <p>Ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence</p> <p>Ability to critically evaluate agricultural science concepts, interpretations, claims and conclusions, with reference to evidence</p> <p>Ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres</p>	<p>Review class notes - One hour per week</p> <p>Assessment Work as required</p>
<b>Topics Covered</b>	<b>Assessment</b>
<p>Animal production</p> <p>Plant production</p>	<p>Data test</p> <p>Student experiment</p> <p>Research investigation</p> <p>Examination</p>

## Learning Experiences and Excursions

Excursions to local industry  
Guest Speakers

# ELECTIVE - Business Accounting

<b>Faculty</b>	Technology (Home Ec, ITD, Business, ICT)	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Catherine Kerlin Email: <a href="mailto:ckerl4@eq.edu.au">ckerl4@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Accounting General Business Applied Business

## Subject Overview

Business Accounting is a Junior Accounting subject that covers a range of accounting units that relate to the Senior Accounting program. It also aims to give students a basic understanding of financial records. Students will learn basic accounting theory, how to prepare source documents (General Journals, Ledgers and Trial balances, Statement of Financial Performance, Statement of Financial Position and Statement of Cash Flow) and how to calculate financial ratios.

<b>What skills are developed?</b>	<b>Study Expectations</b>
Bookkeeping Basics Preparing Financial Reports Communicating Financial Options Analysing Financial Statements	1 hour of homework or independent study per week.
<b>Topics Covered</b>	<b>Assessment</b>
Accounting Basics General Journal, Ledger, Trial Balance Financial Ratios Statement of Financial Performance Statement of Financial Position Statement of Cash Flow	Examination – theoretical and practical tasks.

## Learning Experiences and Excursions

Analyse source documents to prepare a general journal, complete a ledger and extract a trial balance.  
 Calculate financial ratios to analyse financial viability and make recommendations to improve business performance.  
 Prepare financial statements and reports.

# ELECTIVE – Business

<b>Faculty</b>	Technology (Home Ec, ITD, Business, ICT)	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Catherine Kerlin Email: <a href="mailto:ckerl4@eq.edu.au">ckerl4@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	General Business Applied Business

## Subject Overview

Year 10 Business aligns with the Australian Curriculum regarding Business and Economics. In Year 10, students will cover two units. The first will look at analysing how economic indicators influence Australian Government decision-making and explaining ways that government intervenes to improve economic performance and living standards. In the second unit students will explain processes that businesses use to manage the workforce and improve productivity, explain the importance of Australia's superannuation system and its effect on consumer and financial decision-making and analyse factors that influence major consumer and financial decisions, and explain the short- and long-term effects of these decisions.

<b>What skills are developed?</b>	<b>Study Expectations</b>
Questioning and researching Interpreting and analysing Evaluating, concluding and decision-making Communicating	1 hour of homework or independent study per week During assignment time, students will be required to work on this at school and at home.
<b>Topics Covered</b>	<b>Assessment</b>
Measuring and Managing Economic Performance and Living Standards (Economic Indicators and Their Influence, Government Intervention for Economic Performance and Living Standards) Understanding the Factors and Consequences of Consumer and Financial Choices (Factors Influencing Consumer and Financial Decisions, Australia's Superannuation System and Decision-Making, Workforce Management and Productivity Strategies)	Supervised exam Research assignment

## Learning Experiences and Excursions

Research and case studies  
Analysing economic data and trends  
Simulated scenarios  
Debates and classroom discussions  
Analysing the federal budget  
Designing and analysing mock campaigns



# ELECTIVE - Creative Art

<b>Faculty</b>	The Arts (Art, Drama, Music)	<b>Additional Cost</b>	Students are asked to supply some materials specific to their own art work
<b>Contact Person</b>	Name: Mrs Lesley Hawker Email: <a href="mailto:lhawk1@eq.edu.au">lhawk1@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Visual Art Visual Arts in Practice

## Subject Overview

The Year 10 Creative Art course is specifically designed to prepare students for the **APPLIED** Year 11 and 12 Visual Arts in Practice course which is a content and skill-based course designed to engage students in creative thinking and problem-solving processes.

Students will be required to produce, display (making) and appreciate (appraising) artworks through a teacher directed stimulus response approach. Self-esteem is enhanced through the development of intrinsic motivation which encourages students to develop individual solutions through creative problem solving.

What skills are developed?	Study Expectations
<p><b>Term 1:</b> Students will apply techniques of metamorphosis, hybridising, transferring, abstraction, transforming, visual paradox, incongruous imagery, juxtaposition investigate the concept and focus through making art in a variety of media areas: drawing, painting, photomontage, sculpture, printmaking, mixed media Visualize, plan, design, compose, and exhibit visual works to express a variety of focuses and concepts</p> <p><b>Term 2:</b> Visual coordinates Distortion of perspective Realism Abstraction Deconstruction/reconstruction</p>	<p><b>Students will:</b> Be required to complete both short term and long term homework in order to resolve experimental process work begun in class</p> <p>Students will be required to complete between 1 to 2 hours of homework per week</p> <p>Students are offered non-mandatory use of after school studio time to use specialised equipment and access resources required to complete artworks</p>
Topics Covered	Assessment
<p><b>Term 1: FANTASY AND ILLUSION</b> Students manipulate and alter reality using a variety of focuses: Interior, exterior, impossible realities, altering reality</p> <p><b>Term 2: MACHINES</b> Students explore the influence of the industrial age and mechanisation on the twenty first century Investigate and experiment with mechanical objects Objects and aesthetics - explore design principles of stylisation, repetition, unity, contrast Introduction to perspective, drawing in the third dimension to create illusions Found object sculpture and assemblage</p>	<p><b>Term 1:</b> Making Folio (experimental and resolved work) Visual Journal (experimental and developmental work, stimulus response writing, documentation of resolved work)</p> <p><b>Term 2:</b> Practical folio Visual Journal</p>

## Learning Experiences and Excursions

Making (practical experiences, experimenting, developing and resolving), exhibition practice (participating in art shows, public/community projects, displaying own and others' art work), access to professional art workers through events such as Expressive Arts Week, Public Art, Gallery visits (where and when appropriate)

# ELECTIVE – Design Technology

<b>Faculty</b>	Technology (Home Ec, ITD, Business, ICT)	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Catherine Kerlin Email: <a href="mailto:ckerl4@eq.edu.au">ckerl4@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Engineering Skills Industrial Technology and Design (Manufacturing) Visual Art

## Subject Overview

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. They do this using a range of technical drawings including perspective, scale, orthogonal and production drawings and sketches. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products and 3D printed objects. Students also consider the use of technologies to create environmentally sustainable house designs. During the first term of this unit, students design a balloon powered car to race using 3D printing technologies which includes going through the design, prototype and testing phase. During the second term of this course, students design an off-grid housing solution for a provided scenario, using Revit software.

<b>What skills are developed?</b>	<b>Study Expectations</b>
<p>Develop confidence as critical users of technologies and designers and producers of designed solutions</p> <p>Investigate, generate and critique innovative and ethical designed solutions for sustainable futures</p> <p>Use design and systems thinking to generate design ideas and communicate these to a range of audiences</p> <p>Produce designed solutions suitable for a range of technology contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes</p> <p>Evaluate processes and designed solutions and transfer knowledge and skills to new situations</p> <p>Understand the roles and responsibilities of people in design and technology occupations and how they contribute to society</p>	<p>Design folios and workbooks are completed in class time where software is accessible (no requirement to work on this at home)</p>
<b>Topics Covered</b>	<b>Assessment</b>
<p>Product Design – 3D printed solutions</p> <p>Sustainable House Design</p>	<p>3D prototype and design portfolio</p> <p>Design portfolio</p>

## Learning Experiences and Excursions

Develop skills in the design process

Enhance skills in Computer Aided Drafting (CAD) using industry standard software

Use 3D printing technology to realise designs

# ELECTIVE – Digital Technologies

<b>Faculty</b>	Technology (Home Ec, ITD, Business, ICT)	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Catherine Kerlin Email: <a href="mailto:ckerl4@eq.edu.au">ckerl4@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Information and Communication Technology

## Subject Overview

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Students develop their algorithmic design skills and develop their understanding of designing and developing digital user experiences to incorporate a wider variety of user needs. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems. For their first topic, students will use Python programming language to develop an interactive program that mimics a current technological device, using lists, strings, integers, variables and iteration. For the second topic, students will create a game using PyGame Zero, a specific version of the Python programming language, building on their skills developed in Python.

What skills are developed?	Study Expectations
<p>Computational thinking skills including breaking down problems into smaller parts</p> <p>Developing techniques for acquiring and validating data, considering privacy and security requirements</p> <p>Designing and producing digital user experiences and evaluate these against a range of criteria</p> <p>Working collaboratively to plan and manage projects</p> <p>Evaluate critically how student solutions and existing information systems and policies</p> <p>Create interactive solutions for sharing ideas and information online</p> <p>Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems</p> <p>Design algorithms represented diagrammatically and in structured English</p>	1 hour of homework and independent study per week
Topics Covered	Assessment Techniques
<p>Topic 1: Python Basics</p> <p>Topic 2: Python Game Making</p>	<p>Individual projects</p> <p>Multimodal project</p>

## Learning Experiences

Learning to code using an industry-standard programming language

Knowledge and understanding of digital systems

Problem solving

Exploring ideas and opportunities

Evaluation of ideas

Generating and creating solutions

Critical and creative thinking

# ELECTIVE - Drama

<b>Faculty</b>	The Arts (Art, Drama, Music)	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Carolyn Stuart Email: <a href="mailto:cstua11@eq.edu.au">cstua11@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Senior Drama

## Subject Overview

Drama is the expression and exploration of personal, cultural and social worlds through role situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others stories and points of view.

Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

10 Drama, whilst a stand-alone study of Children's Theatre and Australian Gothic Theatre, is also a formative year for the study of Senior Drama in Years 11 and 12.

<b>What skills are developed?</b>	<b>Study Expectations</b>
<p>Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.</p> <p>Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences.</p> <p>They refine performance and expressive skills in voice and movement to convey dramatic action.</p>	<p>Students are expected to rehearse in groups during class and break times if required.</p> <p>The learning of scripts and gathering of resources may be done as part of the student's homework.</p>
<b>Topics Covered</b>	<b>Assessment</b>
<p>Australian Gothic theatre Children's Theatre</p>	<p>Students are expected to use homework time to finalise written dramatic concepts and analysis of performance if required.</p>

## Learning Experiences and Excursions

Children's theatre performance for authentic audience.

EAW professional workshop. Opportunity to attend a live performance at QPAC depending on availability.

# ELECTIVE – Health

<b>Faculty</b>	Health and Physical Education	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Alison Bishop Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Health Physical Education

## Subject Overview

Health enables students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social, emotional and spiritual capacities necessary to build increasingly complex and developmental courses of study in the senior years.

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health- educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

<b>What skills are developed?</b>	<b>Study Expectations</b>
<p>Recognition of health-related topics and issues Comprehension and application of knowledge of health frameworks</p> <p>Analysis and interpretation of information about health-related topics and issues. This includes primary and secondary data and examines personal, social and community resources</p> <p>Critical analysis of health information and frameworks to distinguish factors impacting health status Investigation and creation of strategies to address barriers to health based on data collected</p>	<p>Students are expected to complete assignment tasks at home in addition to independent study in preparation for an exam Homework will also be set frequently throughout the Semester</p>
<b>Topics Covered</b>	<b>Assessment</b>
<p>Resilience Health living Relationships</p>	<p>Examination Investigation – action research</p>

## Learning Experiences and Excursions

Guest speakers from health industries  
Primary data collection in small and larger contexts

# ELECTIVE - Hospitality

<b>Faculty</b>	Technology (Home Ec, ITD, Business, ICT)	<b>Additional Cost</b>	Students are required to provide <b>all ingredients for weekly cookery lessons and some Function Assessment Tasks</b> Students to wear fully covered-in shoes for all practical lessons * Hospitality Black and Whites are required for ALL function work
<b>Contact Person</b>	Name: Louise Dyer Email: <a href="mailto:pdyer1@eq.edu.au">pdyer1@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Hospitality Practices - Applied

## Subject Overview

Year 10 Hospitality is designed to enhance students' knowledge and understanding of the Hospitality Industry and Catering Process with emphasis placed on both theory and practical components. Activities are linked to the Industry to make learning relevant, hands-on, real-life and reflective of current trends.

<b>What skills are developed?</b>	<b>Study Expectations</b>
Students will: Develop knowledge and understanding of the Hospitality Industry Generate and communicate ideas Plan, monitor and manage resources Make products to specifications and standards Organise, prepare and serve food and beverages Reflect on and evaluate products and processes Sustainable practices in the Hospitality Industry	2 hours of homework and independent study per week
<b>Topics Covered</b>	<b>Assessment</b>
The Catering Cycle Management Safety and Hygiene Menu Planning and Compilation Basic Principles of Cookery Basic Skills of Food Production and Service of Restaurants Quality Dishes Production and Service of Non Alcoholic Beverages Industry Specific Equipment Sustainable Practices in the Hospitality Industry Customer Service Function Planning International Cuisines, Customs and Celebrations Indigenous Foods and Flavours	Students will complete a variety of task-based assessment activities, including: Demonstration of Practical Skills Practical Function demonstrating Planning, Preparation and Productions Evaluation and Reflection of Activities Multi Modal Presentations Practical Planning Journal

## Learning Experiences and Excursions

Safety and Hygiene Procedures  
 Food Production and Presentation  
 Teacher-led Demonstrations  
 Weekly Practical Lessons  
 Use of technology to research, develop, design and produce invitations and menus  
 Groupwork Activities  
 Visits/Demonstrations by Guest Speakers and Chefs  
 Practical Functions  
 Possible participation in SeaWorld H.O.T.E.L school study tour (if eligible)



# ELECTIVE - Industrial Technology & Design (ITD)

<b>Faculty</b>	Technology (Home Ec, ITD, Business, ICT)	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Nick Wadsworth Email: <a href="mailto:nwads0@eq.edu.au">nwads0@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Engineering Skills Industrial Technology and Design

## Subject Overview

Learning in ITD builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

In Year 10 students use design and technology knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Students will use the above to create projects like a dartboard cupboard and a coffee table across the semester.

<b>What skills are developed?</b>	<b>Study Expectations</b>
<p>Develop confidence as critical users of technologies and designers and producers of designed solutions</p> <p>Use design and systems thinking to generate design ideas and communicate these to a range of audiences</p> <p>Produce designed solutions suitable for a range of technology contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes</p> <p>Evaluate processes and designed solutions and transfer knowledge and skills to new situations</p> <p>Understand the roles and responsibilities of people in design and technology occupations and how they contribute to society</p>	<p>Students are expected to complete online safety training</p> <p>PowerPoint Presentations are completed both in class and at home</p> <p>Practical Projects are completed in class time only</p>
<b>Topics Covered</b>	<b>Assessment</b>
<p>Wood Technologies</p> <p>Metal Technologies</p>	<p>Practical Projects</p> <p>PowerPoint Presentation</p>

## Learning Experiences and Excursions

Understanding and practice of safe workshop procedures

Develop skills with a wide range of hand tools

Use workshop machines to fabricate various materials

Develop skills in the design process



# ELECTIVE - Music

<b>Faculty</b>	The Arts (Art, Drama, LOTE)	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Bernadette Hawker Email: <a href="mailto:bhawk1@eq.edu.au">bhawk1@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Distance Education

## Subject Overview

In Year 10 Music students will analyse how music genres have developed over time. Evaluating what influenced change and how this impacts meaning. They will select a genre of their choice and construct a performance portfolio which shows how the genre has changed over time.

Students will apply knowledge of interpretation, evaluation and analysis to compositions works which showcase interpretation of visual medias both in local context, by working with senior art students to interpret their pieces into songs, and global, by interpreting work of others into music.

<b>What skills are developed?</b>	<b>Study Expectations</b>
Analysis and evaluation of the elements of music Apply elements of music to performance and composition	1 hour of homework and independent study/rehearsal per week
<b>Topics Covered</b>	<b>Assessment</b>
Elements of music (timbre, texture, tempo, tone, dynamics, instruments, form, pitch, rhythm) Music in media Technical control of instruments	Unit 1: Genres through the ages Unit 2: Music for Art

## Learning Experiences and Excursions

Individual student directed research and development of skills (inquiry)

Evaluation of music for media (investigating, evaluating and analysing)

Students will learn how to set up music equipment for their own rehearsals and performances, and prepare for recordings for their composition (ICT capabilities)

# ELECTIVE – Sport & Recreation

<b>Faculty</b>	Health and Physical Education	<b>Additional Cost</b>	Nil
<b>Contact Person</b>	Name: Alison Bishop Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	Health Physical Education

## Subject Overview

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing.

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

A course of study in Sport and Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

<b>What skills are developed?</b>	<b>Study Expectations</b>
Tournament organisation Coaching and officiating Sports marketing and journalism Physical skills across a range of sporting and recreational activities Data collection and analysis related to sporting and recreational contexts IT Skills	Students are expected to complete assignment tasks at home if class time is not sufficient
<b>Topics Covered</b>	<b>Assessment</b>
Sport and recreation in the community Sport, recreation and healthy living Health and safety in sport and recreational activities Personal and interpersonal skills in sport and recreation activities	Project Investigation Performance

## Learning Experiences and Excursions

Guest speakers from health industries  
 Primary data collection in small and larger contexts  
 Visits to sites to observe and participate in a range of sporting and recreational activities

# ELECTIVE - Visual Art

<b>Faculty</b>	The Arts (Art, Drama, LOTE)	<b>Additional Cost</b>	Generic materials are supplied, students may be required to supply some materials for their own art work.
<b>Contact Person</b>	Name: Mrs Lesley Hawker Email: <a href="mailto:lhawk1@eq.edu.au">lhawk1@eq.edu.au</a>	<b>Senior Schooling Pathways</b>	General Senior Art

## Subject Overview

The Year 10 Visual Art course is designed specifically to challenge and prepare students for the **GENERAL** Year 11 and 12 Visual Art course. Students will engage in higher order creative thinking, through the critical analysis and problem-solving processes of researching, developing responding and resolving process. Students are required to analyse, interpret and create artworks and go beyond the more content/skill-based approach in the Creative Arts course. Self-esteem is enhanced through the development of intrinsic motivation which encourages students to develop an appreciation of the Visual arts as they research and appraising artworks, write short analytical responses and respond to stimulus through experimenting and developing their own ideas and concepts in order to create their own artwork as resolved images.

What skills are developed?	Study Expectations
<p>Investigate the concept and focus through researching and responding</p> <p>Develop visual language and expression through short response stimulus response writing</p> <p>Experiment with a range of skills, techniques and processes in making and responding to stimulus</p> <p>Evaluate art practices, traditions, cultures and contexts to inform student-directed making and responding</p>	<p>Students are required to complete both short term and long term homework in order to resolve experimental process work begun in class</p> <p>Students will be required to complete between 2.5 and 3 hours homework and independent research per week</p> <p>Students are offered non-mandatory use of after-school studio time to use specialised equipment and to access resources required to complete artworks</p> <p>Students will need to develop intrinsic motivation through self-directed inquiry</p>
Topics Covered	Assessment
<p><b>TRANSITION</b></p> <p>Explorations of the representation of change, progression, sequences, cycles, series within a variety of formal, contemporary, personal or cultural contexts. Students may engage in responding and researching through experimental and resolved work</p> <p><b>PICTURING AUSTRALIA -AUSTRALIAN ART</b></p> <p>Exploration of symbolism to create a visual narrative eg. satire, metaphor, juxtaposition, irony, abstraction</p>	<p>Making Folio (Experimental Body of Work)</p> <p>Visual Journal (Annotated Research)</p> <p>Responding Task (Multimodal Presentation)</p>

## Learning Experiences and Excursions

Teacher directed learning (demonstrations etc)

Making (practical experiences, experimenting and responding)

Appraising Artworks (researching, investigating, analysing, evaluating, justifying)

Exhibition practice (participating in art shows, public/community projects, displaying your own and others' art work)

Access to professional art workers through events such as Expressive Arts Week

Individual student directed research and development (Inquiry)

Group work (public projects)

Gallery visits (where and when appropriate)

