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*Please note: Gen. – General subject (Gen.)  
VET – Vocational Education and Training subject  
App. – Applied subject (App.)
Dear Parents/Carers and Students

Students at this age juncture really are ready for a change and the Taster program has been tremendously successful in achieving this goal.

The Year 10 Taster program is designed to:

- give students a genuine taste of what the subjects of their choice are like in terms of content and level of difficulty, and
- because of this ‘taste’, students will be better informed when, later in Semester 2 Year 10, they make their choices of subjects for Years 11 and 12.

From the wide range of subject choice on the Table of Contents page students are required to select:

an English subject either:
  - Essential English
  - English
  - Literature

a Maths subject either:
  - Essential Mathematics
  - General Mathematics
  - Mathematical Methods
  - Specialist Mathematics

a Science subject either:
  - Science in Practice
  - Biology
  - Chemistry
  - Physics
  - Psychology

AND/OR

a Humanities subject either:
  - Geography
  - History
  - Legal Studies
  - Social and Community Studies
  - Business Studies
  - Business and Accounting

AND

Three (3) other subjects from the Table of Contents.

If a student is already signed to a School-based Traineeship (SAT), he/she is required to select only two (2) other subjects from the Table of Contents.

I strongly advise you, when considering your selection, to go to the page describing the subject and note what the subject is about, how it is assessed and any extra costs.

Many thanks.

Maryanne Walsh
Principal
2020 – Taster Subject Selection Guide

2020 Year 10 Taster Subject Selection
Subject Selection Closes: Friday, 22 May 2020 at 9am

1. Go to OneSchool – https://oslp.eq.edu.au
   a. If you are at school; the site will automatically log in
   b. If you are at home you will be asked for your school username and password
   c. If this is your first time accessing OneSchool: a Privacy Agreement will need to be accepted before continuing any further

2. Once you are signed in, click on the ‘My Education Plan’ button (top left hand corner – Step 1)

3. Click on the ‘Subject Selection’ button (middle of the screen – Step 2)

4. Click on the word ‘here’ in the instructions to select a subject selection model and click ‘save’ (Step 3)

5. Make your selections from the options available – you must select one subject from the top options, and then add two additional preferences from the drop down at the bottom. Remember to click ‘Add’ to ensure the preference selection is saved.

6. When you are done, click ‘save’ and a success message will appear in green at the top of the screen.
Dear Parent/Carer

While some Taster subjects do not attract a fee, those listed in the table below do have a cost attached to them.

<table>
<thead>
<tr>
<th>Taster subject</th>
<th>Cost – Materials and Consumables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Practices</td>
<td>Bus transport to Wilsonton Ag Centre - $25.00 per term</td>
</tr>
<tr>
<td>Building and Construction Skills</td>
<td>$50.00 – materials and consumables</td>
</tr>
<tr>
<td>Engineering Skills</td>
<td>$65.00 – materials and consumables</td>
</tr>
<tr>
<td>Film, Television and New Media</td>
<td>$20.00 – materials and consumables</td>
</tr>
<tr>
<td>Furnishing Skills</td>
<td>$90.00 – materials and consumables</td>
</tr>
<tr>
<td>Health</td>
<td>$10.00 – materials and consumables</td>
</tr>
<tr>
<td>Hospitality</td>
<td>$30.00 – materials and consumables</td>
</tr>
<tr>
<td>Physical Education/Sport and Recreation</td>
<td>$15.00 – materials and consumables</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>$45.00 – materials and consumables</td>
</tr>
<tr>
<td>Visual Arts in Practice</td>
<td>$45.00 – materials and consumables</td>
</tr>
</tbody>
</table>

Please note that the above additional fee paying subjects may not be selected if there is a situation where school fees have not been paid in full or a pay-off agreement not honoured. If you have any queries or need any further information please contact the Textbook Office on 4636 7576.

Yours faithfully
Maryanne Walsh
Principal
If you require any information about subjects offered in the Taster program please contact:

Deputy Principal – Year 10  Mrs Alisa McErlean
Guidance Officers:  Mr Jeff Head
                     Mrs Catherine Andress

Heads of Year 10
Mr Adam Marshall
Mrs Amy McAleer
Mrs Melissa Rohde-Bidgood

Heads of Department

Business and Information Technology
Mrs Melissa Rohde Bidgood  mrohd1@eq.edu.au

English
Ms Kathleen Hannant  khann1@eq.edu.au

Humanities
Mrs Mary-Anne Searle-Tebbit  mjsea0@eq.edu.au

Languages
Mr Tim O'Connell  tocon1@eq.edu.au

Mathematics
Mr Michael Bowden  mbowd15@eq.edu.au

Performing Arts
Mrs Amy McAleer  amcal13@eq.edu.au

Physical Education
Mrs Sandy Hearnden  shear14@eq.edu.au

Sciences
Mrs Jodie Beauchamp  jlbca0@eq.edu.au

The Arts – Home Economics & Art
Mr Andrew Warrell  awarr1@eq.edu.au

Career Pathways
Mr Dave McMillan  dmcml32@eq.edu.au

Special Education Program (SEP)
Miss Julie Nobbs  jnobb1@eq.edu.au

Learning Support
Mrs Rachael Mayers  rmaye12@eq.edu.au

Community Education Counsellor
Ms Deidre Dargan  ddarg2@eq.edu.au
In Senior, we will be offering three QCAA English learning area subjects: Essential English, English, and Literature. These subjects share common features that include the continuing development of students’ knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the situations in which they are applied.

- You can choose to study more than one English subject as Taster subjects.
  For example, you can choose to study both English and Literature.

AIMS:
This subject prepares students for the senior English Subject. A Sound Achievement in English is a prerequisite for most university courses.

The subject English focuses on the study of both literary texts and non-literary texts, including media texts, developing students as independent, innovative and creative learners and thinkers.

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
</table>
| "Heeding The Voice of Conscience" | "Silence is the real crime against humanity"
| **The amplification of still quiet voices” Seamus Heaney** | **"Silence is the real crime against humanity”** |
| **Term 3** | **Term 4** |
| Students will explore contemporary issues - such as gun control, refugees, Black Lives Matter, and the Me Too movement – in a range of literary (novels, short stories, films, poetry) and non-literary texts (newspapers, YouTube, digital media). | Students will explore the power of “voice” and protest against oppression in a range of dystopian literary and non-literary texts. |
| Students will analyse positions taken by others in texts and create their own viewpoints in a written text. | Students will select their own issue to explore, developing an argument as to how that issue should be dealt with in the future. |
| Students will explore the power of "voice" and protest against oppression in a range of dystopian literary and non-literary texts. | Dystopian fiction - a genre of fictional writing used to explore social and political structures in 'a dark, nightmare world.' |

PREREQUISITES:
A pass in Junior English is recommended.

ASSESSMENT:
- **Term 3:** Extended response — written response for a public audience
- **Term 4:** Extended response — persuasive spoken response

COSTS:
(In addition to the Student Resource Scheme - SRS): Nil

CAREERS:
English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.
AIMS:

This subject prepares students for the senior subject of Literature. A Sound Achievement in Literature is a prerequisite for most university courses.

The subject English focuses on the study of literary texts (novels, film short stories, plays, and poetry), developing students as independent, innovative and creative learners and thinkers.

Literature develops a student’s knowledge of how individuals and groups create texts for different purposes. Students study how a range of texts are constructed to influence them as readers. Students then apply their own knowledge of how language is used to influence readers to construct their own written and spoken texts.

CONTENT:

<table>
<thead>
<tr>
<th>“Fear cuts deeper than swords.” — George R.R. Martin, A Game of Thrones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 3</strong></td>
</tr>
<tr>
<td>Fear – Life’s True Opponent</td>
</tr>
<tr>
<td>- Students will explore representations of fear in a range of literary texts, including:</td>
</tr>
<tr>
<td>- <em>A Monster Calls</em>, Patrick Ness</td>
</tr>
<tr>
<td>- <em>I’m Not Scared</em>, Niccolo Ammaniti</td>
</tr>
<tr>
<td>- Poetry, short stories</td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
</tr>
<tr>
<td>Fear and Complacency</td>
</tr>
<tr>
<td>- “The tragedy of life – not our fear but our complacency” – students will explore this concept in a range of texts, including:</td>
</tr>
<tr>
<td>- <em>Strictly Ballroom</em>, Baz Luhrmann</td>
</tr>
<tr>
<td>- <em>What’s Eating Gilbert Grape</em>, Peter Hedges</td>
</tr>
<tr>
<td>- Poetry, short stories</td>
</tr>
</tbody>
</table>

PREREQUISITES:
A pass in Junior English is recommended.

ASSESSMENT:

- **Term 3:**
  Examination — analytical written response

- **Term 4:**
  Extended response — imaginative spoken/multimodal response

COSTS: (In addition to the Student Resource Scheme - SRS):
Nil

CAREERS:
Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.
AIMS:
The subject Essential English develops and refines students’ understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts. Students have opportunities to engage with language and texts through a range of personal and cultural perspectives.

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does truth in the media really matter?</td>
<td>The World of Work</td>
</tr>
<tr>
<td>• “If you don’t read the newspaper, you’re uninformed. If you read the newspaper, you’re misinformed.’ (Mark Twain)</td>
<td>• Students will explore the World of Work, considering the jobs and skills that will be required now and in the future.</td>
</tr>
<tr>
<td>• Students will explore issues in a range of media texts, including newspapers, documentaries, digital and television news</td>
<td>• Students will also analyse and construct a range of workplace texts, including job applications, memos and resumes.</td>
</tr>
</tbody>
</table>

PREREQUISITES:
Nil

ASSESSMENT:
• Term 3:
  Extended Spoken Response
• Term 4:
  Extended Written Response – analytical

COSTS:
(In addition to the Student Resource Scheme - SRS):
Nil
TASTER: BUILDING AND CONSTRUCTION SKILLS

AIMS:

- This course is a practical introduction to the Building industry. Students experience the enjoyable, self-satisfying side of building and indoor site project work. The course includes two core topics — ‘Industry practices’ and ‘Construction processes’. There are two (2) types of projects: take home type and community based. Take home projects are smaller items that can be carried home. The community-based projects may include such items as school playground seating, concreting, and fencing etc.
- The course focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.
- All aspects of the course relate directly to workforce practices and contexts integrating knowledge and skills in real-world and/or lifelike contexts. Students will easily relate to this course.

CONTENT:

| Importance of building and construction enterprises to the Australian economy | Workplace Health and Safety |
| Building standards and specifications | Tools used in building & construction |
| Material manipulation |  |

Projects – may include two of the following choices:

- Carryall
- Bird Box
- Folding Table
- Dog Kennel
- Tiling

PREREQUISITE:

Nil

ASSESSMENT:

A variety of class tests, project folios and practical projects.

COSTS:

(In addition to the Student Resource Scheme) - SRS:

$50.00 for materials and consumables costs

CAREERS:

A course of study in Building and Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as:

| Bricklayer | Plasterer | Concreter | Painter and Decorator |
| Carpenter | Joiner | Roof Tiler | Plumber |
| Steel Fixer | Landscaper | Electrician |

SPECIAL SUBJECT REQUIREMENTS:

8GB USB and a display folder.

All students are to abide by safety rules and regulations. Aprons are provided for student protection when necessary. Fully covered leather shoes are required to be worn at all times. Students need to supply and use protective glasses and hearing protection. These are mandatory.
TASTER: ENGINEERING
AND INDUSTRIAL GRAPHICS

AIMS:

- To introduce students to some underlying concepts and principles of Engineering.
- To introduce students to the topics of Senior Industrial Graphics including: Sketching, Graphical Representations and Standards
- This taster will also allow students who have not done Junior Graphics the chance to build up skills and knowledge before undertaking the Senior subject.

CONTENT:

<table>
<thead>
<tr>
<th>Engineering</th>
<th>Industrial Graphics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering fundamentals and society</td>
<td>Two and three dimensional viewing systems</td>
</tr>
<tr>
<td>Emerging technology</td>
<td>Computer Aided Drawing (CAD)</td>
</tr>
<tr>
<td>Statics of structure and environmental considerations</td>
<td>Plane Geometrical drawing and Construction</td>
</tr>
<tr>
<td>Engineering Machines and Mechanisms</td>
<td>Orthographic projection</td>
</tr>
<tr>
<td>Engineering Communication</td>
<td>Pictorial Drawing and Projection</td>
</tr>
</tbody>
</table>

PREREQUISITES:

Nil

ASSESSMENT:

- Exams
- Projects – Folio of work
- Practical demonstrations (Graphics)

COSTS:

(In addition to the Student Resource Scheme - SRS):

Nil

CAREERS:

**Studying Engineering can lead to careers including, but not limited to:**

- civil, mechanical, mechatronic, electrical, aerospace mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems

**Studying Industrial Graphics can lead to:**

- roles and trades in the manufacturing industries as well as TAFE courses in the area.

SPECIAL SUBJECT REQUIREMENTS:

A laptop that is i5 Intel processing speed or faster.
16GB USB and a display folder.
TASTER: ENGINEERING SKILLS

AIMS:

- To introduce students to Senior Engineering.
- To allow students who have not done the Junior Shop B subject the chance to build up skills and knowledge before undertaking the Senior subject.

CONTENT:

Projects will involve the use of some of the following machines and skills:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Welding</td>
<td>Metal Lathe</td>
</tr>
<tr>
<td></td>
<td>Machining</td>
<td>Sheet Metal Fabrication</td>
</tr>
</tbody>
</table>

PREREQUISITES:

Nil

ASSESSMENT:

Class projects

COSTS:

(In addition to the Student Resource Scheme - SRS):
A materials and consumables cost of $65.00.

CAREERS:

<table>
<thead>
<tr>
<th>Metal Trades</th>
<th>Motor Trades</th>
<th>Craftsperson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saw Doctor</td>
<td>Plumber</td>
<td>Building Trade</td>
</tr>
<tr>
<td>Building Inspector</td>
<td>Technician</td>
<td>Joiner</td>
</tr>
<tr>
<td>Toy Maker</td>
<td>Instrument Fitter</td>
<td>Spare Parts Salesperson</td>
</tr>
</tbody>
</table>

SPECIAL SUBJECT REQUIREMENTS:

Students are required to bring pencils and an eraser.

All students are to abide by safety rules and regulations. Aprons are provided for student protection when necessary. Fully covered leather shoes are required to be worn at all times. Students need to supply and use protective glasses and hearing protection. These are mandatory.
TASTER: FURNISHING SKILLS

AIMS:
- To introduce students to Senior Furnishing Skills.
- To allow students who have not done the Junior Shop A subject the chance to build up skills and knowledge before undertaking the Senior subject.

CONTENT:
Projects will involve the use of some of the following machines and skills:
- Bandsaw
- Dove Tail Router
- Bobbin Sander
- Morticing Machine
- Drop Saw
- Wood Lathe

PREREQUISITES:
Nil

ASSESSMENT:
Class projects

COSTS:
(In addition to the Student Resource Scheme - SRS):
A materials and consumables cost of $90.00.

CAREERS:
<table>
<thead>
<tr>
<th>Building Contractor</th>
<th>Building Trades</th>
<th>Building Inspector</th>
<th>Joiner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture Maker</td>
<td>Furniture Polisher</td>
<td>Upholsterer</td>
<td></td>
</tr>
</tbody>
</table>

SPECIAL SUBJECT REQUIREMENTS:
All students are to abide by safety rules and regulations. Aprons are provided for student protection when necessary. Fully covered leather shoes are required to be worn at all times. Students need to supply and use protective glasses and hearing protection. These are mandatory.
AIMS:
- To introduce students to Year 11 standards of work and assessment in senior Digital Solutions.
- To introduce students to elementary programming skills, software algorithms, computer languages and user interfaces through generating digital solutions to problems.
- To introduce the processes involved in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions to enhance their world and benefit society.
- To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes to real-world problems and digital realms.
- Exploration of hardware and software development environments, code libraries or specific instructions provided through programming.

CONTENT:

| Creating digital solutions with code, algorithms, computer languages and user interfaces | Digital innovation – including hardware and software development environments, code |
| Application and data solutions to real-world problems using computational, design and systems thinking processes. | Digital and ethical impacts on society - personal, local and global impact |

PREREQUISITES:
Keyboarding skills would be an advantage.
Students will have prior knowledge of the Australian Curriculum: Technologies, which is core in Years 7 and 8.

ASSESSMENT: may consist of:
- investigation — technical proposals
- project — digital solution
- project — folio of work
- examinations

COSTS: (In addition to the Student Resource Scheme - SRS):
Student Resource Scheme charges cover all textbooks and some printing costs. Additional printing money may be required if students print many drafts of completed exercises.

CAREERS:
Leads to further study in:
Science; Mathematics or Engineering

Technologies - Digital Solutions
General subject

Digital Solutions is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

SPECIAL SUBJECT REQUIREMENTS:
A laptop that is i5 Intel processing speed or faster.
16GB USB (or larger) and earphones.
AIMS:
- To introduce students to Year 11 standards of work and assessment in Information Communication & Technology.
- To expose students to real-world contexts and skills to solve technical and/or creative digital problems.
- Develop knowledge, understanding and skills across multiple platforms and operating systems.
- Develop the capacity of students to be ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

CONTENT
| Skills and knowledge to produce solutions to simulated problems in real-world contexts. | Hardware, software and ICT in society |
| ICT Problem-solving for clients | New technologies |

PREREQUISITES:
Keyboarding skills would be an advantage, as would participation in Junior Digital Technologies.

ASSESSMENT:
- Projects
- Extended written responses

COSTS: (In addition to the Student Resource Scheme - SRS):
Student Resource Scheme charges cover all textbooks and some printing costs. Additional printing money may be required if students print many drafts of completed exercises. 16 GB USB (or larger) and earphones.

CAREERS:
Leads to further study in: Information Communication Technology

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

SPECIAL SUBJECT REQUIREMENTS:
A laptop that is i5 Intel processing speed or faster.
16GB USB (or larger) and earphones.
TASTER: CHINESE

AIM:
- Use Mandarin Chinese for communicative purposes.
- Prepare students for a global future by developing intercultural understanding and intercultural capability.
- Improve overall literacies, including English, through the analysis of language and culture.
- Improve overall numeracy through the analysis of pattern in language.
- Assist students in becoming global citizens by examining the importance of our engagement and collaboration with others.
- Provide students with valuable skills in analysis, summarising, evaluation, justification, inference and the interpretation of language.
- Prepare students for entry into the Senior Languages Curriculum.

CONTENT:

<table>
<thead>
<tr>
<th>Life stories</th>
<th>Global Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the course of the semester students will:</td>
<td></td>
</tr>
<tr>
<td>- Use language for communicative purposes</td>
<td></td>
</tr>
<tr>
<td>- Analyse and reflect on intercultural understanding and awareness</td>
<td></td>
</tr>
<tr>
<td>- Develop an integrated approach to reading, speaking, listening and writing</td>
<td></td>
</tr>
<tr>
<td>- Develop students’ skills in language comprehension, analysis and evaluation</td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES:
It is recommended that students have studied Chinese to Year 10 level, however, those who enjoyed and achieved well in Year 8 or have previous knowledge of the language could use this semester to gauge whether Chinese is an option for Years 11 and 12.

ASSESSMENT:
During the course of the semester students will experience assessment that will give them a good ‘taste’ of what to expect when tackling the new 2019 Chinese Syllabus in Year 11.

COSTS:
(In addition to the Student Resource Scheme – SRS):
Nil

EXCURSIONS:
Students may elect to attend at a cost of approximately $45 each trip. Our school is also currently exploring the possibility of a study tour to China for April 2021 for Senior students.

CAREERS:
As the world becomes increasingly dominated by multinational corporations, the ability to engage with people from different language and cultural backgrounds is vital for the future. Studying a language provides students with intercultural knowledge and skills which are valued by prospective employers and needed for many future occupations. More specifically, a second language is desirable for careers in Retail, Hospitality, Trade, Banking, International education, International business and Tourism.
TASTER: GERMAN

AIMS:
- Use German for communicative purposes.
- Prepare students for a global future by developing intercultural understanding and intercultural capability.
- Improve overall literacies, including English, through the analysis of language and culture.
- Improve overall numeracy through the analysis of pattern in language.
- Assist students in becoming global citizens by examining the importance of our engagement and collaboration with others.
- Provide students with valuable skills in analysis, summarising, evaluation, justification, inference and the interpretation of language both in German and English.
- Prepare students for entry into the Senior Languages Curriculum.

PREREQUISITES:
It is recommended that students have studied German to Year 10 level, however, those who enjoyed and achieved well in Year 8 or have previous knowledge of the language could use this semester to gauge whether German is an option for Years 11 and 12.

ASSESSMENT:
During the course of the semester students will experience assessment that will give them a good ‘taste’ of what to expect when tackling the new 2019 Senior Syllabus in Year 11.

COSTS:
(In addition to the Student Resource Scheme - SRS):
Nil

EXCURSIONS:
Students may elect to attend at a cost of approximately $45 each trip. A Languages and Cultures Study tour to Melbourne may also be available to students at the end of Term 3, every second year.

CAREERS:
As the world becomes increasingly dominated by multinational corporations, the ability to engage with people from different language and cultural backgrounds is vital for the future. Studying a language provides students with intercultural knowledge and skills which are valued by prospective employers and needed for many future occupations. More specifically, a second language is desirable for careers in Retail, Hospitality, Trade, Banking, International education, International business, Science, Music and Tourism.
AIMS
In doing this one semester subject, students will have the opportunity to:

- Develop the knowledge and skills that are fundamental to doing Essential Mathematics in Senior.
- Experience the styles of assessment they will encounter in Essential Mathematics.
- Become familiar with the use of mathematics specific ICTs such as Excel spreadsheets as learning aids.
- Develop a clear indication whether Essential Mathematics would be a subject in which they could do well in Senior School.

CONTENT:
The course content is a reflection of the mathematics students will encounter in Essential Mathematics with a more vocational context.

Topics covered in Year 9 and 10 are revisited and extended with a strong emphasis on their application in both personal and workplace situations e.g. personal finance, data collection, display and analysis, and applications of measurement.

Also throughout the Taster students will be strengthening their basic numeracy skills.

Learning experiences will sometimes involve the use of computer software/internet to enable students to become familiar with their uses before having to apply them in a Senior Maths subject.

PREREQUISITES:
As the Taster will be reviewing the topics and skills from Year 9 and 10 Mathematics needed in the Senior Essential Maths subject, it is suited to students who have achieved less than a D+ in Year 9 and 10 Mathematics, or students who have done Maths Foundation in Years 9 and 10. It would also suit students achieving higher (C-/C) results in mathematics, who are pursuing a vocational pathway that involves a reduced time at school.

ASSESSMENT:
The assessment in this subject will be modelled on the styles of assessment done in Essential Mathematics, where the focus is on demonstrating skills to a high level of competence, e.g. following instructions and showing initiative to complete set tasks. There will be at least one exam and one Problem Solving Task during the semester.

COSTS:
(In addition to the Student Resource Scheme - SRS):
Students will need to have a scientific calculator. The school sells the Ti-30X IIB scientific calculator, ($22-$25 at the Textbook Office).

CAREERS:
Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to vocational education or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Essential Mathematics can contribute to certain tertiary studies pathways, though this is not its main purpose.

NOTE: A student considering Tertiary studies after Year 11 and 12 is strongly advised to select from General subject tasters in Mathematics.
AIMS
In doing this one semester subject students will have the opportunity to:

- Develop the knowledge and skills that are fundamental to doing General Mathematics in Senior.
- Experience the styles of assessment they will encounter in General Mathematics.
- Become familiar with the use of mathematics specific ICTs such as Excel spreadsheets and graphic calculators as learning aids.
- Be given a clear indication whether General Mathematics would be a subject in which they could do well in Senior School.

CONTENT:
The course content is a reflection of what students will encounter in General Mathematics.

Topics covered in Year 9 and 10 are revisited and extended with a strong emphasis on their application in both personal and workplace situations e.g. personal finance, data collection, display, analysis and applications of measurement, basic algebra and networks.

Learning experiences will sometimes involve the use of graphic calculators or computer software/internet to enable students to become familiar with their uses before having to apply them in a senior Maths subject.

PREREQUISITES:
Students selecting the General Maths Taster need to have been successful (C result or better) in Year 9 and 10 Mathematics. Although the topics are similar to Essential Maths, the academic demands are higher, so students need to be confident in their basic maths skills. Students obtaining a D+/C- result in Year 9 and 10 Mathematics, who have ‘going on to tertiary studies’ as a career goal, should also chose General Maths as a taster.

ASSESSMENT:
The assessment in this subject will be modelled on the style of assessment done in Senior General Mathematics. There will be a formal test at the end of semester, and at least one Problem Solving Task during the semester. Other assessment may be completed to check for understanding throughout the semester.

COSTS:
(In addition to the Student Resource Scheme - SRS): Students will need to have a scientific calculator. The school sells the Ti-30X IIB scientific calculator ($22-$25 at the Textbook Office) because its layout is similar to the Ti-84+ Graphic Calculators General Mathematics students will be using in Senior mathematics.

CAREERS:
General Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, though it can also provide the skills needed for vocational education or work pathways too. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.
AIMS
In doing this one semester subject students will have the opportunity to:
- Develop the knowledge and skills fundamental to Mathematical Methods.
- Experience the styles of assessment they will encounter in Mathematical Methods.
- Become familiar with the use of mathematics specific ICTs, such as graphic calculators and computer software as learning aids.

CONTENT:
Most topics involve introducing students to a range of different types of mathematical functions both in algebraic and graph form. Then students look at how these functions can be applied in real life situations. Other topics include Trigonometric functions and Index Laws.
Learning experiences will often involve the use of graphic calculators or computer software/internet to assist students to formulate and display mathematical concepts and models.
A majority of these topics will have an underlying emphasis on the use of algebra. Developing a good understanding of algebraic concepts is very important for success in Mathematical Methods.

PREREQUISITES:
Students selecting the Mathematical Methods Taster need to have attained a B- result or better in Year 9 and 10 Mathematics. However, if a student is getting a C/C+ result in maths but has an interest in further education/career pathways similar to those mentioned below, then they should do the Maths Methods taster, realising that they will have to work hard to improve their result before selecting the subject for year 11 and 12.
Students need to keep in mind it is much easier to do the Math Methods Taster and cope with the change to General Maths in Year 11 and 12, than it is to do the General Maths Taster and change to Maths Methods in Year 11 and 12. In other words, students thinking of doing Math Methods in Year 11 and 12 are strongly advised to select the Math Methods Taster.

ASSESSMENT:
The assessment in this subject will be modelled on the style of assessment done in Senior Mathematical Methods. There will be a formal test at the end of semester, and at least one Problem Solving Task during the semester. Other assessment may be completed to check for understanding throughout the semester.

COSTS: (In addition to the Student Resource Scheme - SRS):
Students will need to have a scientific calculator. The school sells the Ti-30X IIB scientific calculator ($22-$25 at the Textbook Office) because its’ layout is similar to the Ti-84+ Graphic Calculators students will be using in senior mathematics. Access to the internet at home is also desirable.

CAREERS:
Mathematical Methods is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, or highly technical vocational education or work. Mathematical Methods can provide the mathematical basis for further education and employment in fields like:

<table>
<thead>
<tr>
<th>Natural and physical sciences</th>
<th>Mathematics and science education</th>
</tr>
</thead>
<tbody>
<tr>
<td>especially Physics and Chemistry</td>
<td>Engineering</td>
</tr>
<tr>
<td>Medical and health sciences</td>
<td>including Chemical, Civil, Electrical and Mechanical Engineering, Avionics, Communications and Mining</td>
</tr>
<tr>
<td>including Human Biology, Biomedical Science, Nanoscience and Forensics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer science</th>
</tr>
</thead>
<tbody>
<tr>
<td>including Electronics and Software design, Psychology and Business</td>
</tr>
</tbody>
</table>
AIMS
In doing this one semester subject students will have the opportunity to:

- Develop the knowledge and skills fundamental to Specialist Mathematics.
- Experience the styles of assessment they will encounter in Specialist Mathematics.
- Become familiar with the use of graphic calculators and computer software/internet as learning aids.

CONTENT:
Topics involve introducing students to some of the content encountered in Specialist Mathematics such as Matrices, Deductive geometry, Vectors, Surds and Mathematical Patterns. There will be a focus on being able to generalise specific mathematical patterns and introducing students to the concept of Mathematical Proof.

Learning experiences will often involve the use of graphic calculators or computer software/internet to assist students to investigate and display mathematical concepts and models.

PREREQUISITES:
Students selecting Specialist Mathematics Taster need to have attained a B-result or better in Year 9 and 10 Mathematics. However, if a student is getting a C/C+ result in Maths but has an interest in further education/career pathways similar to those mentioned below, then they should do the Specialist Maths Taster, realising that they will have to work hard to improve their result before selecting the subject for Year 11 and 12.

Students can select Specialist Maths in Year 11 and 12 without having done the taster, however they will be more prepared to meet the requirements of Specialist Maths having first experienced what is required in the Specialist Maths Taster.

In Year 11 and 12, students who select Specialist Maths must also do Mathematical Methods as a second maths subject. Similarly, if doing the Specialist Maths Taster students are strongly encouraged to also choose the Mathematical Methods Taster as a second maths taster selection. If only able to do one of the two maths tasters mentioned above, then Mathematical Methods would be the preferred selection.

ASSESSMENT:
The assessment in this subject will be modelled on the style of assessment done in Senior Specialist Mathematics. There will be a formal test at the end of semester, and at least one Problem Solving Task during the semester. Other diagnostic assessment may be completed to check for understanding throughout the semester.

COSTS:
(In addition to the Student Resource Scheme – SRS):
Students will need to have a scientific calculator.

The school sells the Ti-30X IIB scientific calculator ($22-$25 at the Textbook Office) because its layout is similar to the Ti-84+ Graphic Calculators students will be using in Senior Mathematics. Access to the internet at home is also desirable.

CAREERS:
Specialist Mathematics is a General subject suited to students who are interested in pathways that lead to tertiary studies, or occasionally highly technical areas of vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of: Science, all branches of Mathematics and Statistics, Computer Science, Medicine, Engineering, Finance and Economics.
AIMS:
The Drama Taster aims to:

- Acquaint students with the Senior course work requirements in the areas of Drama and Drama in Practice.
- Provide students who have not undertaken the subject, Drama, in Years 9 or 10 with an opportunity to develop basic skills.
- Provide students who have studied Drama with an opportunity to extend skills and knowledge.
- Develop skills in performance, analysis and evaluation.
- Develop skills in group work, negotiation and time-management.
- Develop confidence in students in order to provide a smooth transition to Senior schooling.

CONTENT:
Content may include a combination of:

- Performance for live peer audiences
- Designing drama
- Creating drama
- Improvisations
- Storyboarding
- Script reading and writing

PREREQUISITES:
A sound level of achievement (C) in English is essential, as is the ability to work in groups.

ASSESSMENT:
Students will be assessed using the range of techniques that are required for the General subject of Drama.
This may include:
- Performing for peer audiences
- Projects that create drama
- Responding to live theatre

COSTS:
(In addition to the Student Resource Scheme - SRS):
Nil

CAREERS:
Apart from careers in theatre or drama, other career paths include:

<table>
<thead>
<tr>
<th>Journalism</th>
<th>Law</th>
<th>Public Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Communications</td>
<td>Advertising</td>
</tr>
</tbody>
</table>

SPECIAL SUBJECT REQUIREMENTS:

- Minimum 16GB SD Card (preferably SanDisk class 10)
- Theatre Blacks (long black pants and T-Shirt) for assessment
TASTER: FILM, TELEVISION AND NEW MEDIA

AIMS:
The Film, Television & New Media Taster aims to:

- Acquaint students with the Senior course work requirements in the areas of Film, Television & New Media.
- Develop skills in production and the safe and proficient use of technical equipment.
- Provide practical development of visual language skills.
- Develop skills in group work, negotiation and time management.
- Develop confidence in students in order to provide a smooth transition to Senior Schooling.

CONTENT:
Topics may include:

<table>
<thead>
<tr>
<th>Story boarding</th>
<th>Moving - image media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real world contexts</td>
<td>Responding to Contemporary Works</td>
</tr>
</tbody>
</table>

PREREQUISITES:
A sound level of achievement (C) in English is essential, as is the ability to work in groups.

ASSSESSMENT:
Assessment will closely resemble that of first semester, Year 11. This may include a selection from:

- Case studies
- Projects
- Critique (in class exam)

COSTS:
(In addition to Student Resource Scheme – SRS):
An additional cost of $20 applies to offset the high cost of equipment purchase and maintenance.

SPECIAL SUBJECT REQUIREMENTS:
USB or Portable Hard Drive – Minimum 16GB SD Card (preferably SanDisk Class 10).

CAREERS:
Apart from careers in film, theatre or drama, other career paths include:

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Journalism</th>
<th>Public Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Communications</td>
<td>Multi-Media Production</td>
</tr>
</tbody>
</table>
AIMS:
The Music Taster aims to:

- Acquaint students with the Senior course work requirements for the General subject, Music.
- Provide students who have not undertaken the subject Music, in Years 9 or 10, with an opportunity to develop basic skills.
- Provide students who have studied Music with the opportunity to extend their skills and knowledge.
- Develop skills in group work, negotiation and time-management.
- Develop confidence in students in order to provide a smooth transition to Senior Schooling.

CONTENT:
Film Music Unit:
Topics studied will have a different focus to those previously studied in the core program of music.
Areas of Study will include:

<table>
<thead>
<tr>
<th>Responding to stimuli</th>
<th>Musicianship Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with Music Computer Software: such as Sibelius, Musescore 3 and iPads (Garage Band)</td>
<td>Skills for Confident Performance</td>
</tr>
<tr>
<td>Composing/Film (Beginners to Advanced)</td>
<td>Performing</td>
</tr>
</tbody>
</table>

ASSESSMENT:
Assessment will closely resemble that of first semester Year 11. This may include:

- Performance
- Composing
- Responding

COSTS:
(In addition to the Student Resource Scheme - SRS): Nil

SPECIAL SUBJECT REQUIREMENTS:
MP3 player with up to 8GB is desirable (a basic, generic model would be suitable).

CAREERS:
Music: Librarian, Publisher, Therapist, Composer, Copyist
Instrument: Maker, Repairer, Performer, Teacher
AIMS:
This subject aims to provide students with an opportunity to experience both the General subject of Physical Education and the VET subject, Certificate II Sport and Recreation. This Taster subject will be structured in such a way to include a range of practical topics and a variety of theoretical concepts explored through an inquiry approach where students recognise and explain concepts and principles about, in and through movement. The students demonstrate and apply body and movement concepts to movement sequences and movement strategies to analyse and synthesise data to make informed decisions to improve performance.

In Year 11, students will be able to choose a subject that can lead students to either a VET (Vocational Education & Training) qualification to provide students with an understanding of community sport and recreation planning and delivery within the context of the recreation industry or an ATAR pathway through the Physical Education subject. Through this Taster subject, students learn to understand the industry environment, and develop the knowledge, skills, processes and attitudes crucial for making valid decisions about future career paths.

Students will be engaged in a variety of recreational and sporting contexts across the semester.

CONTENT:

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Individual pursuits, team games, minor/modified games – rules of the sport, training and coaching methods, officiating, industry application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 4</td>
<td>Tactical awareness and physical activity – sport based</td>
</tr>
</tbody>
</table>

PREREQUISITES:
It is recommended that students have average physical fitness and coordination skills. As there is a theory requirement as part of this course students will need to have sound literacy skills. It is also important that students demonstrate a positive attitude towards physical activity as they will be expected to participate as a player and leader to the best of their ability in each practical session.

ASSESSMENT:

**Term 3:** Students will undertake a range of class-based tasks that simulate a community recreation environment. Students are required to consistently demonstrate an ability to perform activities as part of the unit of competency. The focus of assessment is doing rather than writing about the task.

**Term 4:** Project-folio associated with performance in the sport of Volleyball. Students will submit a Multi-Modal presentation analysing their performance with a focus on tactical awareness.

COSTS: (In addition to the Student Resource Scheme - SRS): $15.00 for materials and consumables costs.

CAREERS: Certificate II in Sport and Recreation
- Sports: Coach/trainer/administrator
- Sports Journalist
- Physical Fitness Instructor

CAREERS: Physical Education
- Bachelor of Human Movements, Bachelor of Arts
- Sports: Coach/Trainer/Administrator
- Sports Journalist

SPECIAL SUBJECT REQUIREMENTS:
Students are required to wear the complete sports uniform to practical lessons. Hat and sunscreen are required for outdoor activities (Workplace, Health & Safety Recreation Industry Requirement). A suitable swimming costume will be needed for swimming and wearing goggles is strongly recommended.
Aims:
The Health Taster at Centenary Heights State High School aims to provide students with a solid knowledge of the theories and frameworks that serve as the foundation of learning in this subject. The students will apply this knowledge to the Health topic ‘Alcohol’ and explore community and personal attitudes and behaviours relevant to this topic through an inquiry based learning process - define and understand; plan and act; evaluate and reflect. Students are provided the opportunity to develop knowledge, attitudes, values and skills needed to actively participate in the development and promotion of equitable health outcomes for individuals, groups and the wider community. By investigating health issues, students apply the practices and principles that underpin health promotion to devise and justify strategies for improved health. Consequently, the Health taster is an action-oriented subject that inspires students to implement and evaluate strategies to enhance their own personal wellbeing and society generally.

Content:
Students will develop their skills to plan, implement and evaluate an action strategy to advocate, mediate and enable change in relation to alcohol use in a peer and family health context. An inquiry approach is used to define and understand alcohol as a broad health-related topic and reframe the chosen topic into a narrow, contextualised health issue. Students investigate the risk factors and protective factors, individual and socioecological resources that are needed for healthy living through a peer and family health context. Primary data and secondary data trends are analysed to inform the development of an action strategy to strengthen, maintain or adapt peer/family resources. The action strategy is implemented and evaluated with recommendations and reflection used to inform future investigations.

Issue Statement:
Alcohol, though widely used and enjoyed in Australian Society, is a depressant drug. By the age of 17, 70% of high school students have consumed or tried alcohol, with 40% of 14–19 year olds reporting drinking alcohol at levels that risk harm in the short term. High alcohol consumption increases the risk of heart attack, stroke and vascular disease, liver cirrhosis and some cancers. It also contributes to disability and death through accidents, violence, suicide and homicide.

Prerequisites:
Due to the demands of written assessment and research, it is recommended students have a minimum SA+ in literacy skills and reliable and easy access to the internet at home.

Assessment:

<table>
<thead>
<tr>
<th>Term 3:</th>
<th>Term 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit:</strong> Alcohol (8 weeks)</td>
<td><strong>Unit:</strong> Alcohol (8 weeks)</td>
</tr>
<tr>
<td>Assessment: Investigation - Action Research (1500 - 2000 words)</td>
<td>Assessment: Examination – Extended Response (800 - 1000 words)</td>
</tr>
<tr>
<td>Students are required to develop an Action Strategy in response to addressing the rise of Adolescent Alcohol use within the community. Students will be required to implement their action strategy as a health campaign to Year 10 students at Centenary Heights State High School.</td>
<td>The examination is a response to stimulus. The response evaluates one innovation from two possibilities — the innovation implemented in their action strategy or an alternate innovation presented in the stimulus material. Students evaluate and reflect on the impact of their innovation or the alternate innovation presented in the stimulus using two RE-AIM steps.</td>
</tr>
</tbody>
</table>

Costs:
(In addition to the Student Resource Scheme - SRS)
$10.00 for materials and consumables costs.

Careers:
Health education prepares students for a number of possible pathways, most of which involve tertiary study, particularly University. These pathways include:

<table>
<thead>
<tr>
<th>Medicine</th>
<th>Social Work</th>
<th>Health Promotion</th>
<th>Physiotherapy</th>
<th>Child Advocacy Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Pharmacy</td>
<td>Dentistry</td>
<td>Natural Health Therapies</td>
<td>Health making policy</td>
</tr>
<tr>
<td>Counselling</td>
<td>Teaching</td>
<td>Optometry</td>
<td>Government Health Agencies</td>
<td></td>
</tr>
</tbody>
</table>

Special Subject Requirements: Nil
**AIMS:**
- To allow students the opportunity to experience some aspects of an Agricultural Science course, which relate directly to Agricultural Science subjects in the Senior school.
- To provide students with a sound knowledge base on which to build in Years 11 and 12 Agricultural Science.
- To develop the skills and processes necessary to apply knowledge in the Certificate II in Rural Operations course.
- To provide learning opportunities and experiences in selected aspects of Science at a greater depth and breadth than those available in the Core Junior Science course.

**CONTENT:**
The topics covered in the program will be different from those covered in the Core Year 9 and 10 Agricultural Science elective. Topics will be selected for study on the basis of the following criteria:

- student interest
- relevance to Year 11 and 12 Agricultural Science and Certificate II Rural Operations courses

This course focuses on topics with an Applied Agricultural Science basis. Topics typically under consideration would include:

- Animal physiology and production
- Plant physiology and crop production
- Animal and plant genetics and genetically modified crops

**PREREQUISITES:**
Nil

**ASSESSMENT:**
This will be of a style similar to Year 11 and 12 subjects, which will include a report on a practical investigation and a folio of practical and theory work. Assessment related to practical investigations will be particularly emphasised. Overall, the assessment program will require students to take more responsibility for their own plans and actions in line with the Senior School.

**COSTS:**
(In addition to the Student Resource Scheme - SRS):
Bus transport to Wilsonton Ag Centre $25 per term,

**EXCURSIONS:**
Bus excursion (approximately $20) to Agricultural Show. Students in the Agricultural Practices Taster subject are offered the opportunity to visit the University of Queensland as part of the ‘Experience Science’ program and one Show Exhibition. These programs cost approximately $35 each. They are not mandatory.

**CAREERS:**
Agricultural Science may lead to careers in:

<table>
<thead>
<tr>
<th>Agricultural Research (Scientist)</th>
<th>Pastoral Companies</th>
<th>Government Departments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Primary Industries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Natural &amp; Resource Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Protection Agency</td>
</tr>
<tr>
<td>Animal Industries</td>
<td>Veterinary Science</td>
<td>Banks &amp; Financial Sectors</td>
</tr>
<tr>
<td>Seed and Grain Industries</td>
<td>Teaching</td>
<td>Horticultural Industries</td>
</tr>
</tbody>
</table>

**NOTE:** Previous study in Agriculture is not required.
AIMS:
- To allow students the opportunity to experience some aspects of a Science course, which relate directly to Science subjects in the Senior School in order to assist students to make appropriate subject choices for Year 11.
- To provide students with a sound knowledge base on which to build in the Year 11 and 12 Science subjects, in particular, Biology.
- To develop the skills and processes necessary to apply knowledge in the Year 11 and 12 Science subjects, in particular, Biology.
- To provide learning opportunities and experiences in selected aspects of Science at a greater depth and breadth than those available in the Core Junior Science course.

CONTENT:
The topics covered in the program will be different from those covered in the Core Year 10 Science course (which all students study).
Topics will be selected for study on the basis of the following criteria:

This course focuses on topics with a biological basis. Topics typically under consideration would include:

| Biodiversity | Heredity and Genetics | Cells and Systems | Homeostasis and Disease |

PREREQUISITES:
Minimum achievement of a B in Junior Science and English. (B = High Achievement) is recommended.

ASSESSMENT:
This will be of a style similar to Years 11 and 12 subjects and may include a student experiment or research investigation. There will be an end of semester examination with knowledge and data questions. Overall, the assessment program will require students to take more responsibility for their own plans and actions in line with the Senior School.

COSTS:
(In addition to the Student Resource Scheme – SRS):
Nil

EXCURSIONS:
Students in Science Taster subjects are offered the opportunity to visit the University of Queensland as part of the ‘Experience Science’ program. This is a one day only program costing approximately $35. It is not mandatory.

CAREERS:
Many careers require Biological knowledge and skills.

<table>
<thead>
<tr>
<th>Nursing</th>
<th>Veterinary Science</th>
<th>Geology</th>
<th>Hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>Engineering</td>
<td>Beauty Therapy</td>
<td>Electrical Field Services</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>Pharmacy</td>
<td>Chiropractic</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: This option is separate from the Agriculture, Physics, Chemistry or Science in Practice Taster options. While these options complement each other, they each act as stand-alone units as well. Students may and are encouraged to select up to three of the Taster options.
AIMS:
- To allow students the opportunity to experience some aspects of a Science course, which relate directly to Science subjects in the Senior School in order to assist students to make appropriate subject choices for Year 11.
- To provide students with a sound knowledge base to build on in Years 11 and 12 Science subjects, in particular, Chemistry.
- To develop the skills and processes necessary to apply knowledge in the Year 11 and 12 Science subjects, in particular, Chemistry.
- To provide learning opportunities and experiences in selected aspects of Science at a greater depth and breadth than those available in the Core Junior Science course.

CONTENT:
The topics covered in the program will be different from those covered in the Core Year 10 Science course (which all students study).
Topics will be selected for study on the basis of the following criteria:
- relevance to Year 11 and 12 Chemistry course

This course focuses on topics with a Chemistry basis. Topics typically under consideration would include:
- Chemical Fundamentals – structure, properties and reactions
- Molecular Interactions and reactions
- Equilibrium, Acids and Redox reactions
- Structure, Synthesis and Design

PREREQUISITES:
Minimum achievement of a B in Junior Science, English and Mathematics.
(B = High Achievement) is recommended.

ASSESSMENT:
This will be of a style similar to Years 11 and 12 subjects and may include a student experiment or research investigation. There will be an end of semester examination with knowledge and data questions. Overall, the assessment program will require students to take more responsibility for their own plans and actions in line with the Senior School.

COSTS:
(In addition to the Student Resource Scheme – SRS):
Nil

EXCURSIONS:
Students in Science Taster subjects are offered the opportunity to visit the University of Queensland as part of the ‘Experience Science’ program. This is a one day only program costing approximately $35. It is not mandatory.

CAREERS:
Many careers require Chemistry knowledge and skills.

<table>
<thead>
<tr>
<th>Nursing</th>
<th>Veterinary Science</th>
<th>Geology</th>
<th>Hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>Engineering</td>
<td>Beauty Therapy</td>
<td>Electrical Field Services</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>Pharmacy</td>
<td></td>
<td>Chiropractic</td>
</tr>
</tbody>
</table>

NOTE:
This option is separate from the Agriculture, Physics, Biology or Science in Practice Taster options. While these options complement each other, they each act as stand-alone units as well. Students may and are encouraged to select up to three of the Taster Options.
**AIMS:**

- To allow students the opportunity to experience some aspects of a Science course, which relate directly to Science subjects in the Senior school, in order to assist students to make appropriate subject choices for Year 11.
- To develop the skills and processes necessary to apply knowledge leading to the Certificate ll Science (Sampling and Measurement) course.
- To provide learning opportunities and experiences in selected aspects of Science at a greater depth and breadth than those available in the Core Junior Science course.

**CONTENT:**

The topics covered in the program will be different from those covered in the Core Year 10 Science course (which all students study). Topics will be selected for study on the basis of the following criteria:

<table>
<thead>
<tr>
<th>student’s core requirements and interest</th>
<th>relevance to Year 11 and 12 - Certificate ll Sampling and Measurement</th>
</tr>
</thead>
</table>

This course focuses on topics with a Multi-Disciplinary Science basis. Topics typically under consideration could include:

- Consumer Science
- Forensics
- Food Science
- Environmental Studies

**PREREQUISITES:**

Nil

**ASSESSMENT:**

The majority of Assessment will be completed in class time. Assessment related to practical investigations will be particularly emphasised. Assessment is aligned to VET standards: C = Competency achieved, D = Working towards competency, E = Competency not achieved.

**COSTS:**

(In addition to the Student Resource Scheme - SRS): Nil

**EXCURSIONS:**

Students in Science Taster subjects are offered the opportunity to visit the University of Queensland as part of the ‘Experience Science’ program. This is a one day only program costing approximately $35. It is not mandatory.

**CAREERS:**

Many careers require scientific work-related skills.

<table>
<thead>
<tr>
<th>Nursing</th>
<th>Electrical</th>
<th>Water Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty Therapy</td>
<td>Hairdressing</td>
<td>Hospitality</td>
</tr>
<tr>
<td>Food Processing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:**

This option is appropriate for students seeking work-related scientific skills. Science in Practice does not prepare students for entry to University.
AIMS:
- To allow students the opportunity to experience some aspects of a Science course, which relates directly to Science subjects in the Senior school, in order to assist students to make appropriate subject choices for Year 11.
- To provide students with a sound knowledge base on which to build in the Year 11 and 12 Science subjects, in particular, Physics.
- To develop the skills and processes necessary to apply knowledge in the Year 11 and 12 Science subjects, in particular, Physics.
- To provide learning opportunities and experiences in selected aspects of Science at a greater depth and breadth than those available in the Core Junior Science course.

CONTENT:
The topics covered in the program will be different from those covered in the Core Year 10 Science course (which all students study). Topics will be selected for study on the basis of the following criteria:

This course focuses on topics with a Physics basis. Topics typically under consideration would include:

- Thermal, nuclear and electrical physics
- Linear motion and waves
- Tools of Physics
- Gravity and Electromagnetism
- Revolutions in Modern Physics

PREREQUISITES:
Minimum achievement of a B in Junior Science, Junior Mathematics and English. (B = High Achievement)

ASSESSMENT:
This will be of a style similar to Years 11 and 12 subjects and may include a student experiment or research investigation. There will be an end of semester examination with knowledge and data questions. Overall, the assessment program will require students to take more responsibility for their own plans and actions, in line with the Senior School.

COSTS:
(In addition to the Student Resource Scheme - SRS):
Nil

EXCURSIONS:
Students in Science Taster subjects are offered the opportunity to visit the University of Queensland as part of the ‘Experience Science’ program. This is a one day only program costing approximately $35. It is not mandatory.

CAREERS:
Many careers require Science knowledge and skills:

<table>
<thead>
<tr>
<th>Nursing</th>
<th>Engineering</th>
<th>Beauty Therapy</th>
<th>Electrical Field Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiotherapy</td>
<td>Pharmacy</td>
<td>Chiropractic</td>
<td>Services</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>Geology</td>
<td>Hospitality</td>
<td></td>
</tr>
</tbody>
</table>

NOTE:
This option is separate from the Chemistry, Biology or Science in Practice Taster options. While these options complement each other, they each act as stand-alone units as well. Students may, and are encouraged to select up to three of the science based Taster options.
Aims:

- To allow students the opportunity to experience some aspects of a Science course, which relate directly to Science subjects in the Senior School in order to assist students to make appropriate subject choices for Year 11.
- To provide students with a sound knowledge base to build on in Years 11 and 12 Science subjects, in particular, Psychology.
- To develop the skills and processes necessary to apply knowledge in the Year 11 and 12 Science subjects, in particular, Psychology.
- To provide learning opportunities and experiences in selected aspects of Science at a greater depth and breadth than those available in the Core Junior Science course.

Content:

The topics covered in the program will be different from those covered in the Core Year 10 Science course (which all students study). Topics will be selected for study on the basis of the following criteria:

- relevance to Year 11 and 12 Psychology course – Psychology as a Science discipline – The Role of the Brain

This course focuses on topics with a Psychology basis. Topics typically under consideration would include:

<table>
<thead>
<tr>
<th>Psychology as a Science Discipline</th>
<th>The Role of the Brain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Development</td>
<td>Individual Behaviour</td>
</tr>
<tr>
<td>- cognition</td>
<td>- intelligence, emotion and motivation</td>
</tr>
<tr>
<td>Individual Thinking</td>
<td>- diagnosis, disorders and treatments</td>
</tr>
<tr>
<td>- memory and learning</td>
<td>The influence of others</td>
</tr>
<tr>
<td></td>
<td>- social psychology</td>
</tr>
</tbody>
</table>

Prerequisites:

Minimum achievement of a B in Junior Science, English and Mathematics. (B = High Achievement) is recommended.

Assessment:

This will be of a style similar to Years 11 and 12 subjects and may include a student experiment or research investigation. There will be an end of semester examination with knowledge and data questions. Overall, the assessment program will require students to take more responsibility for their own plans and actions in line with the Senior School.

Costs:

(In addition to the Student Resource Scheme – SRS): Nil

Excursions:

Students in Science Taster subjects are offered the opportunity to visit the University of Queensland as part of the ‘Experience Science’ program. This is a one day only program costing approximately $35. It is not mandatory.

Careers:

Many careers require Psychology knowledge and skills.

<table>
<thead>
<tr>
<th>Business</th>
<th>Forensic Psychology</th>
<th>Medicine</th>
<th>Sports Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling</td>
<td>Human Resources</td>
<td>Mental Health</td>
<td>Therapy</td>
</tr>
<tr>
<td>Education</td>
<td>Marketing</td>
<td>Nursing</td>
<td></td>
</tr>
</tbody>
</table>

Note:

This option is separate from the Agriculture, Physics, Biology or Science in Practice Taster options. While these options complement each other, they each act as stand-alone units as well. Students may and are encouraged to select up to three of the Taster Options.
AIMS:
- To introduce students to Year 11/12 standards of work and assessment in Accounting and Business.
- Provide opportunities for students to develop an understanding of the essential role of organising, critically analysing and communicating financial data and information for decision-making.
- Students learn fundamental real-time processing of accounting concepts and transactions in order to understand accrual and managerial accounting as well as accounting controls within defined time periods.
- Students investigate the business life cycle and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship.
- Provide opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business environments and situations.
- Students use a variety of technological, communication and analytical tools to comprehend, analyse, and interpret business data and information.

CONTENT:

<table>
<thead>
<tr>
<th>Nature of Business / Double entry recording</th>
<th>General Journal - Ledger - Trial Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Accounting Equation / Source documents</td>
<td>Life cycle of a business</td>
</tr>
<tr>
<td>Transaction Analysis Table</td>
<td>Establishment of businesses</td>
</tr>
</tbody>
</table>

PREREQUISITES:
Nil

ASSESSMENT:
Exams:
- Accounting
  - consisting of multiple-choice questions
  - short-response questions, practical items and interpretive items
- Business
  - consisting of combination response – written interpretive short-response and extended written tasks

COSTS:
(In addition to the Student Resource Scheme - SRS):
16 GB USB, earphones, and a display folder. BYOD every lesson.

CAREERS
Directly leads to Year 11/12 study in Business courses:
- Business and Accounting General subjects

Accounting and Business are General subjects suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Accounting or Business can establish a basis for further education and employment in the fields of Accounting, Business, Management, Banking, Finance, Law, Economics and Commerce.
AIMS:
- To introduce students to Year 11/12 standards of work and assessment in Business Studies.
- Provide opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a business context.
- Provide opportunities for students to analyse business information and to propose and implement outcomes and solutions in business contexts.
- Students are introduced to the development of effective decision-making skills and learning how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

CONTENT:

<table>
<thead>
<tr>
<th>• Events Management</th>
<th>• Business functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Business practices</td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES:
Nil

ASSESSMENT:
- Project – Multimodal Assignment including Extended Written Response
- Examination

COSTS:
(In addition to the Student Resource Scheme - SRS):
16 GB USB, earphones, and a display folder. BYOD every lesson.

CAREERS
Directly leads to Year 11/12 study in Business courses:
- Business Studies

Provides a foundation for the study of Business related TAFE courses. Business Studies provides a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.
AIMS:
- To make the study of Social Science enjoyable, relevant and practical.
- To provide students with a better understanding of issues facing an expanding world population.
- To give students an understanding of the relationship between people and the environment and to highlight the impact human activities have on the environment.
- To build necessary skills to assist students in undertaking Senior Geography.

CONTENT:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing coastal environments – specifically erosion on the Gold Coast</td>
<td>Tourism and environmental groups in a coastal environment</td>
</tr>
<tr>
<td>The role of intergovernmental organisations such as the United Nations</td>
<td>Managing conflicting interests e.g. business</td>
</tr>
</tbody>
</table>

PREREQUISITES:
Nil

ASSESSMENT:
Students will participate in a simulated United Nations Assembly and then complete a response to a stimulus exam on Coastal Management Systems.

COSTS:
(In addition to the Student Resource Scheme - SRS):
Nil

EXCURSIONS:
A one day excursion to the Gold Coast to view erosion management systems may be a component of this course at an approximate cost of $40.

CAREERS:

<table>
<thead>
<tr>
<th>Urban Planning</th>
<th>Cartography</th>
<th>Surveying</th>
<th>Teaching</th>
<th>Journalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservation</td>
<td>Real estate</td>
<td>Meteorology</td>
<td>Climatology</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Engineering</td>
<td>Travel consultancy</td>
<td>Data analysis</td>
<td>Public relations</td>
<td>Aid work</td>
</tr>
</tbody>
</table>
AIMS:
- To make the study of Social Science enjoyable, relevant and practical.
- To provide students with a better understanding of why the world is the way it is.
- To develop students’ sense of values in order to create a more socially just world.
- To develop students’ ability to critically assess information, debate and make decisions.
- To explore in greater depth history themes not covered in the core Social Science program while building the necessary skills and knowledge to undertake Senior History.

CONTENT:
Students will study units drawn from both Ancient and Modern History settings. These topics will include:

<table>
<thead>
<tr>
<th>Famous Ancient historical figures</th>
<th>Alexander the Great, Genghis Khan, Napoleon and Hitler</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ages of Imperialism</td>
<td>Voyages of discovery 1400-1600 and Neo-Imperialism in the 1800s (including race and racism)</td>
</tr>
<tr>
<td>Apartheid in South Africa</td>
<td>An in-depth Modern History unit focusing on racial segregation and laws in South Africa and the struggle for equality led by Nelson Mandela</td>
</tr>
</tbody>
</table>

PREREQUISITES:
Nil

ASSESSMENT:
Students will be given the opportunity to demonstrate their ability across a range of assessment formats. These will include both:
- an investigation – historical essay based on research
- an exam – short response to historical sources

COSTS:
(In addition to the Student Resource Scheme - SRS):
Nil

CAREERS:
Students who have studied History are keenly sought by a broad range of employers and occupy key roles in our community. These include:

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Politics</th>
<th>Marketing</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism</td>
<td>Business &amp; PR</td>
<td>Teaching</td>
<td>Heritage</td>
</tr>
<tr>
<td>Industry &amp; Commerce</td>
<td>Private Enterprise</td>
<td>Law</td>
<td>Welfare &amp; Social Work</td>
</tr>
</tbody>
</table>
AIMS:
- To make the study of Social Science enjoyable, relevant and practical.
- To give students a background to the workings of law in our society.
- To develop key investigative, written & analytical skills.
- To equip students with the necessary skills to gain employment or further education and training in the area.

CONTENT:
This unit will introduce students to the areas of criminal and civil law. This includes teenagers and their rights under the law, arrest procedures and sentencing. It will also go on to look at key court personnel, the various kinds of courts, case studies of trials and how the law was applied to these scenarios. The Legal Studies Taster seeks to build in students a sound knowledge of key concepts taught in the senior school.

PREREQUISITES:
It is recommended that students have a minimum of a sound level of achievement in English.

ASSESSMENT:
Students will complete both a combination response exam and an Inquiry report.

COSTS: (In addition to the Student Resource Scheme - SRS)
Nil

EXCURSIONS:
Students will be required to undertake an excursion to the Supreme Court in Brisbane at an approximate cost of $40, as part of their studies.

CAREERS:
Legal Studies students develop considerable expertise in areas such as researching topics, knowing our law and legal systems and making judgements about society. Typical occupations would include:

<table>
<thead>
<tr>
<th>Police</th>
<th>Legal Secretary</th>
<th>Solicitor</th>
<th>Social Worker</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian</td>
<td>Counsellor</td>
<td>Journalist</td>
<td>Writer</td>
<td>Diplomat</td>
</tr>
<tr>
<td>Public Service</td>
<td>Real Estate</td>
<td>Finance</td>
<td>Management</td>
<td>Public Relations</td>
</tr>
</tbody>
</table>

NOTE:
Legal Studies is a course that focuses on ‘real life’ investigations of local community legal issues, questions & procedures.
AIMS:
Social and Community Studies is a subject for students with a general interest in Social Sciences.

- To provide students with the skills they need to function efficiently, effectively and positively in current and future life roles.
- To build in students an understanding that emotional and social wellbeing are significant to individuals, families, the community and society as a whole.
- To foster in students personal development and social skills which lead to self-reliance, self-management and concern for others.
- To emphasise the importance of cultural diversity and responsible attitudes required for effective participation in the community.
- To develop awareness of environmental sustainability.
- To enhance critical and creative thinking skills.

CONTENT:
Social and Community Studies is a subject designed for students who would like to study a broad range of Social Sciences, rather than one specific discipline. In this way it could be considered ‘General Social Science’. This course is most suited to students who will not pursue a university entrance score (ATAR) during their Senior Schooling.

Students will study a broad range of Social Science topics including:

<table>
<thead>
<tr>
<th>Science and Technology</th>
<th>Legally it could be you</th>
</tr>
</thead>
<tbody>
<tr>
<td>their effects on society</td>
<td>youth and the law</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Money Matters</th>
<th>Art and the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>national economics and welfare</td>
<td>inspiring change throughout</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health, food and nutrition</th>
<th>Health, recreation and leisure</th>
</tr>
</thead>
<tbody>
<tr>
<td>lies and deceit in the food industry</td>
<td>how to promote it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Australia’s place in the world</th>
<th>World of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>international politics</td>
<td>convince them you’re the best!</td>
</tr>
</tbody>
</table>

PREREQUISITES:
Nil

ASSESSMENT:
Students will be given the opportunity to demonstrate their ability across a range of assessment formats. These may include:

- a multimodal presentation
- an essay based on research

COSTS:
(In addition to the Student Resource Scheme - SRS): Nil

EXCURSIONS:
A Money Smart Workshop – no cost involved.

CAREERS:
Social and Community Studies is a subject that aims to provide students with a good general understanding of the world around them and news and current affairs. This knowledge is highly valued by employers across all fields.

**Important note**
Social and Community Studies cannot be studied in conjunction with another Year 10 Social Science Taster subject i.e. Legal Studies, Geography or History, as course work overlaps with these subjects.
AIMS:

Studies in this subject aim to provide students with the opportunity to experience knowledge and skills required in the Hospitality Industry. The student will become adept at some of the techniques, procedures and terminology necessary for successful food preparation, presentation and service with a strong focus on food hygiene and safety and safe work procedures. Students will acquire a greater understanding of the Hospitality Industry.

CONTENT:

Students will study aspects from some of the units delivered in Certificate II in Hospitality. These units include:

- Use hygienic practices for food safety
- Participate in safe work practices
- Prepare and present simple dishes
- Work effectively with others

PREREQUISITES:

Nil, but an interest in food and cooking is recommended.

ASSESSMENT:

Assessment is competency based in Years 11 and 12, but for Year 10 will be criteria based. Evidence gathering techniques may include: ED Studio tasks, portfolios, class activities, written responses and practical work.

COSTS:

(In addition to the Student Resource Scheme - SRS): Materials and consumables - $30.00.

SPECIAL SUBJECTS REQUIREMENTS:

Students will be required to provide some ingredients for individual cookery which is taken home. Students will be given at least one week’s notice regarding required ingredients for cookery lessons. Students will be issued with work booklets and individual notes which are required to be kept in a folder.

CAREERS:

Careers in both front and back-of-house of Hospitality. Some of these careers include:

<table>
<thead>
<tr>
<th>Cook</th>
<th>Chef</th>
<th>Waiter</th>
<th>Kitchenhand</th>
<th>Food Stylist</th>
<th>Food and Beverage Attendant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function Co-ordinator</td>
<td>Events Co-ordinator</td>
<td>Self-Employment</td>
<td>Overseas Work</td>
<td>Managerial positions in the Hospitality Industry</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Hospitality in Year 11 and 12 will allow students the opportunity to gain Vocational Education and Training (VET) and receive a Certificate II in Hospitality if successful in all competencies.
AIMS

- Explore and experiment with practical content related to Senior Visual Art.
- Represent their ideas, thoughts, feelings and observations of the world in visual ways.
- Be exposed to a variety of art media and materials such as inks, acrylics, pastels, canvas, clay etc.
- Develop technical skill in Art disciplines such as painting, drawing, printmaking, photography, sculpture etc.
- Be exposed to art from different cultures and historical perspectives.

CONTENT:

During this semester students develop artworks that demonstrate their understanding of a concept such as imaginary worlds. The production of dynamic and visually compelling paintings, drawings, sculptures and works with ink, will be the focus.

PREREQUISITES:

Successful completion of Year 9 and Year 10 semester 1 Art, is preferred. If this is the first time you have studied art other than in primary school or Year 8 you will be required to complete extra homework and to develop the design and production skills expected of Year 10 students. The theory component of this course is challenging and requires you to have a good understanding of written language.

ASSESSMENT:

- Preliminary practical tasks and experiments
- Idea development in your visual journal
- A major practical artwork
- PowerPoint presentation – featuring practical work, experiments, designs, research and commentary completed during the semester
- A written assignment + 90 minute exam

COSTS:

(In addition to the Student Resource Scheme - SRS): Materials and consumables - $45.

EXCURSIONS:

Year 10 TVA students may (schedule permitting) attend one excursion to Brisbane or Ipswich galleries costing approximately $30.

CAREERS:

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Cartoning</th>
<th>Film</th>
<th>Gallery</th>
<th>TV</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Decorating</td>
<td>Industrial Design</td>
<td>Graphic Artist</td>
<td>Theatre</td>
<td>Photography</td>
</tr>
</tbody>
</table>

| Archaeology | Fashion | Museum | Publications | Teaching | Interior Design |

SPECIAL SUBJECT REQUIREMENTS:

All students are required to have a basic kit of art equipment which includes:

- 2 x 2B pencils
- A basic set of coloured pencils
- 1 x soft white eraser
- A basic set of felt pens
- 4 x flat bristle style paintbrushes (sizes 2, 4, 6 and 8). Alternatively a complete set of brushes can be purchased from the Textbook Office.

**Year 10 Junior Visual Art is not to be confused with Visual Arts in Practice. They are two different art subjects.**
AIMS

- Explore and experiment with practical content related to Senior Visual Art.
- Represent their ideas, thoughts, feelings and observations of the world in visual ways.
- Be exposed to a variety of art media and materials such as inks, acrylics, pastels, canvas, clay etc.
- Develop technical skill in Art disciplines such as painting, drawing, printmaking, photography, sculpture etc.
- Be exposed to art from different cultures and historical perspectives.

CONTENT:
During this semester students will complete an in-depth study of a media area such as painting, ceramics or printmaking. The focus will be on developing techniques and producing quality artworks that showcase creativity.

PREREQUISITES:
Successful completion of Year 9 Art and Year 10 semester 1, is preferred. If this is the first time you have studied art other than in primary school or Year 8 you will be required to complete extra homework and to develop the design and production skills expected of Year 10 students.

ASSESSMENT:
- Preliminary practical tasks and experiments
- Idea development in your visual journal
- A major practical artwork
- PowerPoint presentation – featuring practical work, experiments, designs, research and commentary completed during the semester

COSTS:
(In addition to Student Resource Scheme - SRS):
Materials and consumables - $45.

EXCURSIONS:
Year 10 Visual Arts in Practice students may (schedule permitting) attend one excursion to Brisbane or Ipswich galleries costing approximately $30.

CAREERS:

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Cartooning</th>
<th>Film</th>
<th>Gallery</th>
<th>TV</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Decorating</td>
<td>Industrial Design</td>
<td>Graphic Artist</td>
<td>Theatre</td>
<td>Photography</td>
</tr>
<tr>
<td>Archaeology</td>
<td>Fashion</td>
<td>Museum</td>
<td>Publications</td>
<td>Teaching</td>
<td>Interior Design</td>
</tr>
</tbody>
</table>

SPECIAL SUBJECT REQUIREMENTS:
All students are required to have a basic kit of art equipment which includes:

| 2 x 2B pencils | A basic set of coloured pencils |
| 1 x soft white eraser | A basic set of felt pens |
| 4 x flat bristle style paintbrushes (sizes 2, 4, 6 and 8). Alternatively a complete set of brushes can be purchased from the Textbook Office. |

**Year 10 Junior Visual Arts in Practice is not to be confused with Visual Art. They are two different art subjects.**