

# CENTENARY HEIGHTS STATE HIGH SCHOOL

*Safety - Respect - Learning*



Correct at time of publication  
26 February 2024

# **YEAR 10 HANDBOOK**

## **SEMESTER 2 - 2024**

## Table of Contents

Principal's comments

Fee structure

Staff directory

Subjects	General/Applied	Code	Page
<b>Business and Innovation, Digital Technology</b>			
Accounting	G	TAC	5
Business	G	TBG	6
Digital Solutions	G	TDS	7
Information Communication and Technology	A	TIC	8
<b>Design and Technologies</b>			
Cert II in Hospitality	VET	THO	9
Building and Construction Skills	A	CON	10
Engineering	G	EGN	11
Engineering Skills	A	EST	12
Furnishing Skills	A	FNS	13
Industrial Graphics Skills	A	IGS	14
<b>English</b>			
English	G	ENG	15
EAL English	G	TEL	16
Essential English	A	TEE	17
Literature	G	TLI	18
<b>Health and Physical Education</b>			
Health	G	THH	19
Physical Education	G	TPE	20
Sport and Recreation	VET	TSR	21
<b>Humanities</b>			
Geography	G	GEG	22
History	G	THI	23
Legal Studies	G	TLE	24
Social and Community Studies	A	TSC	25
<b>Languages</b>			
Chinese	G	CHI	26
German	G	GER	27
<b>Mathematics</b>			
Essential Mathematics	A	TEM	28
General Mathematics	G	TGM	29
Mathematical Methods	G	TMM	30
Specialist Mathematics	G	TSM	31
<b>Sciences</b>			
Biology	G	TBS	32
Chemistry	G	TCM	33
Physics	G	TPH	34
Psychology	G	TPY	35
Rural Operations	VET	TRO	36
Science in Practice	VET	TSP	37
<b>The Arts</b>			
Arts in Practice	A	TPA	38
Dance	G	DAN	39
Drama	G	DRA	40
Film, Television and New Media	G	TFM	41
Music	G	MUS	42
Visual Art	G	ART	43
Visual Arts in Practice	A	TVP	44



Dear Parents/Carers and Students

Students at this age juncture really are ready for a change and the Year 10 Semester 2 program has been tremendously successful in achieving this goal.

This program is designed to:

- give students a genuine opportunity to experience what the subjects of their choice are like in terms of content and level of difficulty, and
- because of this opportunity, 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:**

- English
- EAL English
- Essential English
- Literature

**a Maths subject either:**

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Students are also required to select:

**a Science subject either:**

- Biology
- Chemistry
- Physics
- Psychology
- Rural Operations
- Science in Practice

**OR**

**a Humanities subject either:**

- Accounting
- Business
- History
- Legal Studies
- Social and Community Studies

or they could select one subject from Science and Humanities.

Students are required to select a total of six subjects and so the remaining two or three subjects are to be selected 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.

Darren Cook  
Principal

## Year 10 Semester 2 fee structure information

Dear Parent/Carer

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

<b>Subject</b>	<b>Cost – Materials and Consumables</b>
Building and Construction Skills (CON)	\$50.00 – materials and consumables
Engineering (EGN)	\$20.00 – materials and consumables
Engineering Skills (EST)	\$65.00 – materials and consumables
Film, Television and New Media (TFN)	\$30.00 – materials and consumables
Furnishing Skills (FNS)	\$90.00 – materials and consumables
Cert II Hospitality (THO)	\$35.00 – materials and consumables
Music (MUS)	\$20.00
Rural Operations (TRO)	Bus transport to Wilsonton Ag Centre - \$20.00 per semester
Visual Arts (TVA)	\$40.00 – materials and consumables
Visual Arts in Practice (TVP)	\$40.00 – materials and consumables

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

Darren Cook  
Principal

## Staff Directory

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If you require any information about subjects offered in the Year 10 Semester 2 program please contact:

**Guidance Officers:**

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<b>Subject name</b>	<b>Accounting</b>
<b>Subject code</b>	TAC (General subject)
<b>Additional Subject fee</b>	Additional printing money may be required if students print any drafts of completed exercises.
<b>Prerequisites</b>	Minimum C Maths and C English

**Course Overview**

- To introduce students to Year 11/12 standards of work and assessment in Accounting.
- 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.

**Course Outline**

- Nature of business / double entry recording
- Transaction analysis table
- The accounting equation / source documents
- General journal – ledger – trial balance

**Assessment**

Exams:

- consisting of multiple-choice questions
- short-response questions, practical items and interpretive items

**Subject Requirements:**

Display folder. BYOD every lesson.

**Career Opportunities:**

Accounting 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 Accounting can establish a basis for further education and employment in the fields of Accounting, Business, Management, Banking, Finance, Law, Economics and Commerce.

<b>Subject name</b>	<b>Business</b>
<b>Subject code</b>	TBG (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C English

**Course Overview**

- To introduce students to studying Year 11/12 General Business
- 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.

**Course Outline**

- Life cycle of a business
- Entering competitive markets
- Establishment of businesses

**Assessment**

Exam:

- combination response– written interpretive short-response and extended written response
- feasibility report
- 1500-2000 words
- stimulus material provided

**Subject Requirements**

Display folder for any handwritten notes. BYOD every lesson.

**Career Opportunities**

Business 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 Business can establish a basis for further education and employment in the fields of Accounting, Business, Management, Banking, Finance, Law, Economics and Commerce.

<b>Subject name</b>	<b>Digital Solutions</b>
<b>Subject code</b>	TDS (General subject)
<b>Additional Subject fee</b>	Additional printing money may be required if students print any drafts of completed exercises
<b>Prerequisites</b>	Minimum C Maths and C English

### Course Overview

- 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.

### Course Outline

- 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

### Assessment may consist of:

- Investigation – technical proposals: multimodal presentation 9 – 11 minutes
- Project – project folio of work: 8 – 10 A3 pages; 2 – 4 minute demonstration of functionality of user interface, data and coded components of the digital solution by video recording; 4 – 6 A4 pages of code with annotations
- Examinations – 2 hours 15 minutes including short-response answers and extended response

### Subject Requirements

A laptop that is i5 Intel processing speed or faster.  
16GB USB (or larger) and earphones.

### Career Opportunities

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.



<b>Subject name</b>	<b>Information Communication and Technology</b>
<b>Subject code</b>	TIC (Applied subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum of C English

### **Course Overview**

- To introduce students to studying Year 11/12 ICT
- Students investigate client brief and learn concepts, processes and strategies relevant to seeking solutions for client problems
- Provide opportunities for students to develop practical foundation ICT knowledge, understanding and skills for use, participation and work in a range of ICT environments and situations
- Students use a variety of technological, communication and software tools to comprehend, analyse, and seek solutions for client briefs

### **Course Outline**

- Client briefs and associated documentation
- Software application tools available for basic solutions
- Ethical use of resources

### **Assessment**

Folio of work:

- Multimodal response – explanation/analysis of solution
- Software demonstration tasks (in-class and home) including in-class observations

### **Subject Requirements**

Display folder for any handwritten notes. BYOD every lesson.

### **Career Opportunities**

The study of ICT in Years 11 and 12 can lean in vocational studies in the ICT and Digital Media areas as well as traineeships in Digital Media. This course provides basic digital literacy skills to enable careers that utilise basic digital skills e.g. junior office support.

<b>Subject name</b>	<b>Cert II Hospitality</b>
<b>Subject code</b>	THO (VET)
<b>Additional Subject fee</b>	\$35
<b>Prerequisites</b>	Nil

### **Course Overview**

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.

### **Course Outline**

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

These units include:

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

### **Assessment**

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

### **Subject 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.

### **Career Opportunities**

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

Cook, overseas work, function co-ordinator, chef, food and beverage attendant, self-employment, waiter, food stylist, events co-ordinator, kitchenhand, managerial positions in the hospitality industry.

**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.

<b>Subject name</b>	<b>Building and Construction Skills</b>
<b>Subject code</b>	CON (Applied subject)
<b>Additional Subject fee</b>	\$50
<b>Prerequisites</b>	Nil

### Course Overview

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.

### Course Outline

Importance of building and construction enterprises to the Australian economy

Building standards and specifications

Material manipulation

Workplace Health and Safety

Tools used in building and construction

Projects – may include **two** of the following choices:

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

### Assessment

Class tests, practical projects, practical demonstrations and multi-modal presentations.

### 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 and use protective glasses and hearing protection. These are mandatory.

### Career Opportunities

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.

<b>Subject name</b>	<b>Engineering</b>
<b>Subject code</b>	EGN (General subject)
<b>Additional Subject fee</b>	\$20
<b>Prerequisites</b>	Minimum C Maths and C English

### Course Overview

- To introduce students to the Senior subject - Engineering.
- To introduce students to the underlying concepts and principles of Engineering
- To gain knowledge of human factors, safety management and systems thinking that enable us to solve real-world problems using the problem-solving process in engineering systems.
- To use thinking habits, systems thinking strategies, technological knowledge, concepts and principles to explore problems and develop solutions.
- Draws on knowledge from science, technology, engineering and mathematics

### Course Outline

- Introduction to engineering principles and systems
- Engineering fundamentals and society
- Emerging technology
- Statics of structure and environmental considerations
- Engineering machines and mechanisms
- Engineering Communication

### Assessment

Projects (Folio), Practical Demonstrations and Exams

### Subject Requirements

All students are to abide by safety rules and regulations and to have workshop PPE available when required (i.e. **fully covered leather shoes, protective glasses and hearing protection**).

Please refer to the Bring Your Own Device (**BYOD**) booklet - A laptop that is i5 Intel processing speed or faster. Purchase of **16GB USB** and a **display folder; Headphones**

### Career Opportunities

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.

<b>Subject name</b>	<b>Engineering Skills</b>
<b>Subject code</b>	EST (Applied subject)
<b>Additional Subject fee</b>	\$65
<b>Prerequisites</b>	Nil

**Course Overview**

- To introduce students to Senior Engineering.
- To allow students who have not done the junior metalwork and engineering subject the chance to build up skills and knowledge before undertaking the Senior subject.

**Course Outline**

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

- Welding
- Machining
- Metal Lathe
- Sheet Metal Fabrication

**Assessment**

Tests, class projects, practical demonstrations and multi-modal presentations.

**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 and use protective glasses and hearing protection. These are mandatory.

**Career Opportunities**

Metal trades, motor trades, craftsperson, saw doctor, plumber, building trade, building inspector, technician, joiner, toy maker, instrument fitter, spare parts salesperson.

<b>Subject name</b>	<b>Furnishing Skills</b>
<b>Subject code</b>	FNS (Applied subject)
<b>Additional Subject fee</b>	\$90
<b>Prerequisites</b>	Nil

**Course Overview**

- To introduce students to Senior Furnishing Skills.
- To allow students who have not done the junior woodwork and furnishing subject the chance to build up skills and knowledge before undertaking the Senior subject.

**Course Outline**

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

- Bandsaw
- Biscuit Machine
- Bobbin Sander
- Morticing Machine
- Drop Saw

**Assessment**

Tests, class projects, practical demonstrations and multi-modal presentations.

**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 and use protective glasses and hearing protection. These are mandatory.

**Career Opportunities**

Building contractor, building trades, building inspector, joiner, furniture maker, furniture polisher, upholsterer.

<b>Subject name</b>	<b>Industrial Graphics Skills</b>
<b>Subject code</b>	IGS (Applied subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Nil

**Course Overview**

- To introduce students to the topics of Senior Industrial Graphics including: sketching, graphical representations and standards
- To allow students who have not studied Junior Graphics the chance to build up skills and knowledge before undertaking the Senior subject.

**Course Outline**

- Two and three-dimensional viewing systems
- Orthographic projection
- Computer Aided Drawing (CAD)
- Pictorial drawing and projection
- Plane geometrical drawing and construction

**Assessment**

Projects – folio of work

Practical demonstrations

**Subject Requirements**

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

**Career Opportunities**

Studying Industrial Graphics can lead to roles and trades in the manufacturing industries as well as TAFE courses in the area.

<b>Subject name</b>	<b>English</b>
<b>Subject code</b>	ENG (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C English

### Course Overview

In Senior, we will be offering four QCAA English learning area subjects: Essential English, English, EAL 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 for the Year 10 Semester 2 program. For example, you can choose to study both English and Literature but you cannot study EAL English and another English subject.

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

### Course Outline

#### Term 3 – Survival

Students engage in a variety of activities (including explicit teaching of the cognitions analyse, justify and evaluate) to explore the key concept of survival and its related messages. Students will also engage in activities that deconstruct the choices made by text creators to create a representation of survival. Students read and engage with analytical responses with conversational tone that can be used as models for their own writing.

#### Term 4 - Issues in Literature

Students will engage with a wide variety of text genres and topics that will explore the changing nature of literature and communication in modern society. They will examine topics such as censorship/banning of texts, AI or fake authors, and the creation and integration of new words. This will occur through a variety of text genres such as written texts, podcasts, social media clip, interviews etc – which students will then be able to create for the assessment.

### Assessment

**Term 3:** Extended response - written response for a public audience

**Term 4:** Extended response - persuasive spoken response

### Career Opportunities

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.



<b>Subject name</b>	<b>EAL English</b>
<b>Subject code</b>	TEL
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C English

**Course Overview**

English as an Additional Language is designed for students for who English is not their first or home language. The English as an Additional Language Taster is designed to prepare students for the senior subject of EAL English, which is a General subject. This subject is suited for students interested in tertiary pathways. To confirm your eligibility in taking this subject, please speak to the Head of Department or one of the Guidance Officers.

The English as an Additional Language subject supports the diversity of languages, interests and abilities EAL students bring to the classroom. This subject is designed to develop students' knowledge and understanding and language skills in Standard Australian English through analysis and creation of a variety of literary, non-literary, media and academic texts.

**Course Outline**

Term 3: Extended response written – analytical response to a text studied in class

Term 4: Extended response – imaginative spoken response

**Assessment**

Term 3: Extended response – imaginative spoken response.

Term 4: Examination: Analytical written response

**Career Opportunities**

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.

<b>Subject name</b>	<b>Essential English</b>
<b>Subject code</b>	TEE (Applied subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Nil

### **Course Overview**

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.

### **Course Outline**

#### *Term 3 – Representations withing our community*

Students explore the representation of our local community and in particular as we prepare to hold events of the 2032 Olympics.

#### *Term 4 – Language that influences*

“If you don't read the newspaper, you're uninformed. If you read the newspaper, you're misinformed.”  
(Mark Twain)

Students will explore representations of Australia in a range of texts and create a pitch for a theme song for an Australian event.

### **Assessment**

**Term 3** – Extended written response – analytical

**Term 4** – Extended spoken response

<b>Subject name</b>	<b>Literature</b>
<b>Subject code</b>	TLI (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C English

### Course Overview

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.

### Course Outline

#### Term 3 - Fear - Life's True Opponent

Students will explore representations of fear in a range of literary texts, including:

- A Monster Calls, Patrick Ness
- Literary articles
- Poetry
- 

#### Term 4 – Fear and Complacency

“The tragedy of life – not our fear but our complacency” – students will explore this concept in a range of texts, including:

- Strictly Ballroom, Baz Luhrmann
- Film screenplay
- Poetry, short stories

### Assessment

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

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

**Subject Requirements** Nil

### Career Opportunities

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.

<b>Subject name</b>	<b>Health</b>
<b>Subject code</b>	THH (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	C in English

**Course Overview:****This subject leads to the following Year 11/12 subject selections: Health (General).**

This subject aims to provide students with a solid knowledge of the theories and frameworks that serve as the foundation of learning in this General senior 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, Health is an action-oriented subject that inspires students to implement and evaluate strategies to enhance their own personal wellbeing and society generally.

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 at school for a particular year level and evaluated with recommendations and reflection used to inform future investigations.

**Assessment –****Term 3: Examination – Extended Response (200-400 words)**

The examination is a response to an unseen stimulus. Students are required to select one action strategy presented in the stimulus and compose a response to a question. Students will complete a context analysis and needs assessment. They will use two of the RE-AIM steps to evaluate and reflection on the innovation.

**Term 4: Investigation - Action Research (1500 - 2000 words)**

Students will begin this in Term 3. They 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.

**Career Opportunities:** Health science, public health, health education, allied health, nursing, medical professions.

<b>Subject name</b>	<b>Physical Education</b>
<b>Subject code</b>	TPE (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	C in English

### Course Overview

**This subject leads to the following Year 11/12 subject selections: Physical Education (General).**

This subject aims to provide students with an opportunity to experience the General senior subject of Physical Education. In this subject students will learn about concepts, principles and strategies of two topics from Unit 3 of the Year 11 and 12 subject. In Term 3, students will use the inquiry process to engage with tactical awareness. Through authentic practical experiences in touch football students will gather data about their personal performance and devise a tactical strategy to optimise their performance. They will then evaluate how effective their strategy was using primary and secondary data. In Term 4, students will study ethics and integrity. They will explore factors that influence fair play and ethical behaviour. They will research a dilemma and devise a strategy in response to the dilemma to optimise engagement in physical activity.

### Assessment

Term 3: *Project folio multimodal presentation (8-11mins)*

Students will submit a presentation with videos and a voiceover analysing their tactical performance in a position in Touch Football.

Term 4: *Research Report (800-1000 words)*

Students will investigate an ethical dilemma and evaluate and justify a strategy to improve this.

### Subject Requirements

Students are required to wear the complete sports uniform to practical lessons. Hat and sunscreen are required for outdoor activities (Workplace Health and Safety Recreation Industry Requirement).

**Career Opportunities:** Exercise science, biomechanics, allied health professions, psychology, teaching, sports journalism, sport marketing and management, sport promotion, sport development, coaching.

<b>Subject name</b>	<b>Sport and Recreation</b>
<b>Subject code</b>	TSR (VET subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	A positive attitude towards physical exercise is essential. Students are required to participate to the best of their ability in all practical areas.

### Course Overview

**This subject leads to the following Year 11/12 subject selections: Certificate II Sport and Recreation (VET subject)**

Students will develop the skills and knowledge to effectively provide support in sport and recreation programs. They will gain experience in providing first aid, assisting with activity sessions and working effectively in sport, fitness and recreation environments. They will reflect on the role of the individuals who assist with the delivery of sport and recreation activities and who complete a range of fundamental customer contact and maintenance duties.

They will also:

- Access, evaluate and synthesize information to take positive action to protect, enhance and advocate for their own and other's behalf, wellbeing, safety and physical activity participation across their lifespan
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

### Assessment

Term 3: *Instructing Recreation Activities (project folio)*

Students will work in pairs to plan and deliver a 30 minute practical session to their peers. They will complete risk assessments and session plans also.

Term 4: *Spirit of the disc (ongoing practical performance)*

Students will learn and work on leadership qualities and demonstrate these in a variety of roles in practical games.

### Subject Requirements

Students are required to wear the complete sports uniform to practical lessons. Students will need to bring a hat and water bottle to every lesson. Sunscreen will be provided. A ring binder to store theory handouts is also required.

**Career Opportunities:** Nurse, sport and recreation leader, police, recreation industry, sports coach/trainer/administrator, sports journalist, teacher.

<b>Subject name</b>	<b>Geography</b>
<b>Subject code</b>	GEG
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Humanities

**Course Overview**

- 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.

**Course Outline**

Students will study units from:

- Term 3 - Geographies of Well being
- Term 4 - Coastal Environments

**Assessment**

Students complete a Data Response Exam in Geographies of Wellbeing and a Combination Exam in Coastal Environments.

**Subject Requirements**

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.

**Career Opportunities**

Students who have studied Geography are keenly sought by a broad range of employers and occupy key roles in our community on a number of scales (local, regional, nation and global). These include: urban planning, cartography, surveying, teaching, journalism, conservation, real estate, meteorology, climatology, agriculture, engineering, travel consultancy, data analysis, public relations and aid work.

<b>Subject name</b>	<b>History (Ancient and Modern topics)</b>
<b>Subject code</b>	THI (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C English and Minimum C Humanities In Semester 1

### Course Overview

- 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.

### Course Outline

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

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

### Assessment

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

- Analytical essay research assignment
- Response to stimulus essay exam

### Subject Requirements

USB or portable hard drive

Minimum 16GB SD card (preferably SanDisk Class 10).

### Career Opportunities:

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

Welfare and social work, marketing, media, advertising, private enterprise, business and public relations, teaching, heritage, industry and commerce, law, tourism, politics,



<b>Subject name</b>	<b>Legal Studies</b>
<b>Subject code</b>	TLE (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C English and Minimum C Humanities in Semester 1

**Course Overview**

- 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 and analytical skills.
- To equip students with the necessary skills to gain employment or further education and training in the area.

**Course Outline**

- Introduction to Queensland and Australian legal systems

**Assessment**

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

- Examination – combination response
- Investigation – inquiry report

**Career Opportunities**

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:

Legal secretary, police, solicitor, social worker, teacher, librarian, counsellor, journalist, writer, public relations, diplomat, public service, real estate, finance, management

<b>Subject name</b>	<b>Social and Community Studies</b>
<b>Subject code</b>	TSC (Applied subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C in English Foundation or higher in Semester 1

### Course Overview

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.

### Course Outline

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 units in:

- History – Conspiracy Theories
- Geography – War on Waste

### Assessment

Students will be given the opportunity to demonstrate their ability across a range of assessment formats. In Year 10 these will include:

- a multimodal presentation
- an essay based on research under exam conditions

### Career Opportunities

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.

<b>Subject name</b>	<b>Chinese</b>
<b>Subject code</b>	CHI (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Recommended prior study in Chinese to Year 10

### Course Overview

- 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.

### Course Outline

#### *Life Stories / Global Connections*

During the course of the semester students will:

- Use language for communicative purposes
- Analyse and reflect on intercultural understanding and awareness
- Develop an integrated approach to reading, speaking, listening and writing
- Develop students' skills in language comprehension, analysis and evaluation

### Assessment

During the course of the semester students will experience assessment that will give them a clear understanding of what to expect when tackling Chinese in Year 11, including Short and Combination Response items.

### Subject Requirements

Students may elect to attend an excursion at a cost of approximately \$45 each trip.

Students also have access to Education Perfect, an online resource, without personal cost.

### Career Opportunities

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.

<b>Subject name</b>	<b>German</b>
<b>Subject code</b>	GER (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Recommended prior study in German/Chinese to Year 10

### Course Overview

- 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.

### Course Outline

#### *Life Stories / Global Connections*

During the course of the semester students will:

- Use language for communicative purposes
- Analyse and reflect on intercultural understanding and awareness
- Develop an integrated approach to reading, speaking, listening and writing
- Develop students' skills in language comprehension, analysis and evaluation

### 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 2024 Senior Syllabus in Year 11.

### Subject Requirements

Students may elect to attend an excursion at a cost of approximately \$45 each trip.

Students also have access to Education Perfect, an online resource, without personal cost.

### Career Opportunities

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.

<b>Subject name</b>	<b>Essential Mathematics</b>
<b>Subject code</b>	TEM (Applied subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Nil

### Course Overview

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.

### Course Outline

The course content is an introduction to the mathematics students will encounter in Essential Mathematics, with a more vocational context than other mathematics subject choices.

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.

Throughout the subject 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.

### 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 an exam at the end of the semester and there will be a Problem Solving and Modelling Task during the semester.

### Subject Requirements

Students will need to have a scientific calculator. The school's recommended brand is the Ti-30XB. This can be purchased from the Textbook Office for approximately \$25.

### 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. Also, high-tech trades/Air Force may prefer students to be choosing General Mathematics.

**NOTE:** A student considering tertiary studies after Year 11 and 12 is strongly advised to select General subjects in Mathematics.

<b>Subject name</b>	<b>General Mathematics</b>
<b>Subject code</b>	TGM (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Maths

### Course Overview

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.

### Course Outline

The course content is an introduction to what students will encounter in General Mathematics.

Topics covered relate to mathematical concepts encountered in both Unit 1 and Unit 2 of the Senior General Maths subject and include applications in both personal and workplace situations e.g. personal finance, data collection, display and analysis, applications of measurement, basic algebra and matrices.

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

### Assessment

The assessment in this subject will be modelled on the style of assessment done in senior General Mathematics. There will be an exam at the end of semester, and a Problem Solving and Modelling Task during the semester. Other formative assessment may be completed throughout the semester to check for understanding.

### Subject Requirements

Students will need to have a scientific calculator which can be purchased from the Textbook Office for approximately \$25. The school sells the Ti-30XB scientific calculator because its layout is similar to the Ti-84+ Graphic Calculators General Mathematics students will be using in Senior mathematics.

### Career Opportunities

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.

<b>Subject name</b>	<b>Mathematical Methods</b>
<b>Subject code</b>	TMM (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum B Maths

### Course Overview

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.

### Course Outline

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, and used to model real life situations. The course content is an introduction to some of the topics students will encounter in Unit 1 and Unit 2 of the Senior Maths Methods course. 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.

### Assessment

The assessment in this subject will be modelled on the style of assessment done in senior Mathematical Methods. There will be an exam at the end of semester, and a Problem Solving and Modelling Task during the semester. Other formative assessment may be completed to check for understanding throughout the semester.

### Subject Requirements

Students will need to have a scientific calculator. The school sells the Ti-30XB scientific calculator (approximately \$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.

### Career Opportunities

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:

- Natural and physical sciences – especially Physics and Chemistry
- Computer science – including Electronics and Software design, Psychology and Business
- Medical and health sciences – including Human Biology, Biomedical Science, Nanoscience and Forensics
- Engineering – including Chemical, Civil, Electrical and Mechanical Engineering, Avionics, Communications and Mining
- Mathematics and science education

<b>Subject name</b>	<b>Specialist Mathematics</b>
<b>Subject code</b>	TSM (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum B Maths. Must also be doing the Maths Methods taster as this is also the requirement for senior.

### Course Overview

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.

### Course Outline

Topics involve introducing students to some of the content encountered in Unit 1 and Unit 2 of Senior Specialist Mathematics topics such as Matrices, Deductive geometry, Vectors, Matrices and Complex Numbers. 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 formulate and display mathematical concepts and models.

### Assessment

The assessment in this subject will be modelled on the style of assessment done in senior Specialist Maths. There will be a formal test at the end of semester, and a Problem Solving and Modelling Task during the semester. Other formative assessment may be completed to check for understanding throughout the semester.

### Subject Requirements

Students will need to have a scientific calculator. The school sells the Ti-30XB scientific calculator (approximately \$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.

### Career Opportunities

Specialist Mathematics is a General subject suited to students who are interested in pathways that lead to tertiary studies. 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.



<b>Subject name</b>	<b>Biology</b>
<b>Subject code</b>	TBS (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Science, Maths and English

### Course Overview

This subject aims to provide students with an opportunity to experience aspects of the general subject of Biology. Biology provides opportunities for students to engage with living systems. This can include developing understanding of cells and multicellular organisms, the concept of maintaining the internal environment, biodiversity and the interconnectedness of life, and heredity and the continuity of life.

Studying this subject will enable students to:

- develop an understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change.
- experience learning opportunities and experiences within Biology at a greater depth and breadth than those available in the core Junior Science course.
- develop a sound knowledge base on which to build on in future.
- develop the study skills and processes necessary to apply knowledge in Biology.
- have an opportunity to refine their skills through practical activities
- make an informed subject choice for Year 11 and 12.

### Course Outline

The topics covered in the program will be different from those covered in the core Year 10 Science course (which all students study).

The course introduces aspects of the senior general Biology curriculum, which can include:

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

### Assessment

Assessment within Biology uses techniques modelled on those used in Year 11 and 12. This includes a Data Test, Research Investigation, and/or a Student Experiment. Overall, the assessment program will require students to take more responsibility for their own plans and actions in line with the Senior School.

### Career Opportunities

Studying Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability

**Note:** This option is separate from the Rural Operations, Physics, Chemistry or Science in Practice subject 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 Year 10 subject options.

<b>Subject name</b>	<b>Chemistry</b>
<b>Subject code</b>	TCM (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Science, Maths and English

### Course Overview

Chemistry is the study of materials and their properties and structure. In this subject, students will be introduced to concepts such as atomic theory, chemical bonding, and the structure and properties of elements and compounds. They may also explore aspects of topics such as intermolecular forces, gases, aqueous solutions, acidity and rates of reaction.

Studying this subject will enable students to:

- develop interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- experience learning opportunities and experiences within Chemistry at a greater depth and breadth than those available in the core Junior Science course.
- develop a sound knowledge base on which to build on in future.
- develop the study skills and processes necessary to apply knowledge in Chemistry.
- have an opportunity to refine their skills through practical activities
- make an informed subject choice for Year 11 and 12.

### Course Outline

The topics covered in the program will be different from those covered in the core Year 10 Science course.

The course introduces aspects of the senior general Chemistry curriculum, which can include:

- Chemical fundamentals – structure, properties and reactions
- Molecular interactions and reactions
- Equilibrium, acids and redox reactions
- Structure, synthesis and design

### Assessment

Assessment within Chemistry uses techniques modelled on those used in Year 11 and 12. This includes a Data Test, Research Investigation, and/or a Student Experiment. Overall, the assessment program will require students to take more responsibility for their own plans and actions in line with the Senior School.

### Career Opportunities

Studying Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science.

**Note:** This option is separate from the Rural Operations, Physics, Biology or Science in Practice subject 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 Year 10 subject options.

<b>Subject name</b>	<b>Physics</b>
<b>Subject code</b>	TPH (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Science, Maths and English.

### Course Overview

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. This can include topics as varied as thermodynamics, electricity and nuclear processes, motion, waves, and gravitational and electromagnetic fields. In future study, students are also introduced to modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Studying this subject will enable students to:

- develop an appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- develop an understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- experience learning opportunities and experiences within Physics at a greater depth and breadth than those available in the core Junior Science course.
- develop a sound knowledge base in Physics on which to build on in future.
- develop the study skills and processes necessary to apply knowledge in Physics.
- have an opportunity to refine their skills through practical activities
- make an informed subject choice for Year 11 and 12.

### Course Outline

The topics covered in the program will be different from those covered in the core Year 10 Science course.

The course introduces aspects of the senior general Physics curriculum, which can include:

- Thermal, nuclear and electrical physics
- Linear motion and waves
- Gravity and electromagnetism
- Revolutions in modern Physics

### Assessment

Assessment within Physics uses techniques modelled on those used in Year 11 and 12. This includes a Data Test, Research Investigation, and/or a Student Experiment. Overall, the assessment program will require students to take more responsibility for their own plans and actions in line with the Senior School.

### Career Opportunities

Studying Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

**Note:** This option is separate from the Rural Operations, Chemistry, Biology or Science in Practice subject 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 subject options.

<b>Subject name</b>	<b>Psychology</b>
<b>Subject code</b>	TPY (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Science, Maths and English.

### Course Overview

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. This can include a large variety of topics such as the role of the brain, cognitive development, human consciousness and sleep, psychological disorders, emotion, motivation, perception, memory, learning, and social processes.

Studying this subject will enable students to:

- develop interest in Psychology and learn how this knowledge can be used to understand contemporary issues
- develop an understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- experience learning opportunities and experiences within Psychology that are not available in the core Junior Science course.
- develop a sound knowledge base in Psychology on which to build on in future.
- develop the study skills and processes necessary to apply knowledge in Psychology.
- have an opportunity to refine their skills through practical activities
- make an informed subject choice for Year 11 and 12.

### Course Outline

The topics covered in the program will be different from those covered in the core Year 10 Science course.

The course introduces aspects of the senior general Psychology curriculum, which can include:

- Individual development (e.g. the brain, cognitive development)
- Individual behaviour (e.g. emotion, psychological disorders)
- Individual thinking (e.g. memory, learning)
- The influence of others (e.g. interpersonal processes, social psychology)

### Assessment

Assessment within Psychology uses techniques modelled on those used in Year 11 and 12. This includes a Data Test, Research Investigation, and/or a Student Experiment. Overall, the assessment program will require students to take more responsibility for their own plans and actions in line with the Senior School.

### Career Opportunities

Studying Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

**Note:** This option is separate from the Rural Operations, Physics, Biology or Science in Practice subject 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 year 10 options.

<b>Subject name</b>	<b>Rural Operations</b>
<b>Subject code</b>	TRO (VET)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Nil

### Course Overview

In Rural Operations, students develop basic knowledge and practical skills across topics such as livestock handling, health and welfare, fencing, machinery maintenance and operation, and more.

Studying this subject will enable students to:

- have the opportunity to experience some aspects of the Rural Operations course, which relate directly to Certificate II in Rural Operations in Year 11 and 12.
- develop the skills and processes necessary to apply knowledge in the Certificate II in Rural Operations course.
- have learning opportunities and experiences in selected aspects of Science at a greater depth and breadth than those available in the Core Junior Science course.

### Course Outline

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 Certificate II in Rural Operations courses

This course focuses on topics with an applied agricultural science basis. Topics typically under consideration include:

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

### Assessment

Assessment in Rural Operations is of a style similar to Year 11 and 12 subjects, which includes 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.

### Career Opportunities

Studying Rural Operations may lead to careers in rural operations, agriculture, horticulture, or animal care including station hand, jackaroo/jillaroo, yardsman, gardener, landscaping assistant, nursery hand, and more. Students will also have a solid foundation to continue with further study.

<b>Subject name</b>	<b>Science in Practice</b>
<b>Subject code</b>	TSP (VET)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Nil

### Course Overview

Science in Practice is practical, with experiments and hands-on investigations at its heart. Practical activities engage students, producing excitement and curiosity. Investigations develop a deeper understanding of the nature of science and of a particular topic or context. They foster problem-solving skills that are transferable to new situations.

Studying this subject will enable students to:

- develop the skills and processes necessary to apply knowledge leading to the Certificate II Science (Sampling and Measurement) course.
- experience learning opportunities and experiences in selected aspects of Science at a greater depth and breadth than those available in the Core Junior Science course
- experience some aspects of a science course that relate directly to subjects in the Senior school, in order to assist students to make appropriate subject choices for Year 11 and 12.

### Course Outline

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:

- Student's core requirements and interest
- Relevance to Year 11 and 12 – Certificate II Sampling and Measurement.

Learning experiences within modules of work are interdisciplinary.

Topics typically under consideration include:

- Consumer Science
- Forensics
- Food Science
- Environmental Studies

### 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.

### Career Opportunities

Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, such as animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector

### Note:

This option is appropriate for students seeking work-related scientific skills. Science in Practice does not prepare students for entry to university.

<b>Subject name</b>	<b>Arts in Practice</b>
<b>Subject code</b>	TPA
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Nil

**Course Overview**

Arts in Practice - Semester II - offering for Year 10 is an *interdisciplinary* course of study across *Media, Drama, Dance, Music and Visual Art* as a precursor to Arts in Practice in the senior applied pathway. The program gives students opportunities to engage with the creative arts to use two or more art forms to create compelling artworks. Student will have an opportunity to engage with creative industry professionals as they gain practical skills. This is a highly practical course with emphasis on industry and creativity across the creative arts disciplines.

**Career Opportunities**

A future pathway may include studying Arts in Practice across Year 11 and 12, and then with further training a fulfilling career in such areas as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media and creative communications and design.

<b>Subject name</b>	<b>Dance</b>
<b>Subject code</b>	DAN (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C English

### Course Overview

The Year 10 Dance subject aims to:

- Acquaint students with the senior course work requirements in the area of Dance.
- Develop skills using the elements of dance to explore choreography, technical and expressive skills.
- Provide practical development of choreography, rehearsal, performance and response as they engage with dance practice across dance genres.

Develop confidence in students in order to provide a smooth transition to Senior Schooling.

### Course Outline

Topics may include:

- Technical work within dance genres
- Real world contexts
- Dance fusion
- Responding to Contemporary Works

### Assessment

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

- Dance Genres:  
Jazz, Contemporary, Hip Hop and Ballet
- Performance
- Critique (in class exam)

### Subject Requirements

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

### Career Opportunities

Apart from careers in Dance, career paths include:

- Teaching
- Choreographer
- Professional Performance
- Theatre and Media Industry
- Communications
- Multi-Media Production
- Physical Therapist
- Stage Management
- Production Crew



<b>Subject name</b>	<b>Drama</b>
<b>Subject code</b>	DRA (General subject)
<b>Additional Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C English

### Course Overview

The Drama Year 10 subject aims to:

- Acquaint students with the Senior course work requirements in General Drama
- Provide opportunities for students to complete assessment that echoes senior tasks
- Develop further basic subject skills for students who may not have undertaken the subject in junior years
- Advance skills in analysis and performance
- Workshop original ideas and reflect professional practices

### Course Outline

Content may include a combination of:

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

### Assessment

Students will be assessed using the range of techniques that are required for the General subject of Drama.

These techniques include:

- Performance for peer and extended community
- Storyboarding original theatrical concepts using photography
- Analysing live theatre

### Subject Requirements

Minimum 16GB SD Card (preferably SanDisk class 10)

Theatre Blacks (long black pants and T-Shirt) for assessment

Subject to availability students will also be invited/required to attend evening excursions to Toowoomba's Empire Theatre or participate in professional artist workshops during school times; approximate cost \$20

### Career Opportunities

Performer, director, teacher, playwright, producer, casting director, stage manager, stage technician, company manager, sales, IT, archivist, fundraiser, festival director, tour manager, critique, set designer, costume designer, lighting designer, sound designer, musical director, wig/hair and make-up designer.

<b>Subject name</b>	<b>Film, Television and New Media</b>
<b>Subject code</b>	TFM (General subject)
<b>Additional Subject fee</b>	\$20
<b>Prerequisites</b>	Minimum C English

### Course Overview

The Film, Television and New Media Year 10 subject aims to:

- Acquaint students with the Senior course work requirements in the areas of Film, Television and New Media.
- Develop skills in production of media texts and teach 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.

### Course Outline

Topics may include:

- Animation
- Film production
- Film analysis
- Moving – image media
- Real world contexts
- Responding to Contemporary Works
- Multiplatform production
- Experimental film and photography
- Media business

### Assessment

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

- Case studies
- Projects (production)
- Extended response (in class exam)

### Subject Requirements

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

### Career Opportunities

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

- Advertising
- Journalism
- Public Relations
- Teaching
- Communications
- Multi-Media Production

<b>Subject name</b>	<b>Music</b>
<b>Subject code</b>	MUS (General subject)
<b>Additional Subject fee</b>	\$20
<b>Prerequisites</b>	Minimum C English

### Course Overview

The Music Year 10 subject 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.

### Course Outline

During this semester students will complete an in-depth study of the functions of music in film and television. Areas of study will include:

- Responding to stimuli
- Musicianship skills
- Working with Music Computer Software: such as Sibelius, MuseScore 3 and iPads (Garage Band)
- Skills for Confident Performance
- Composing/Film (Beginners to Advanced)
- Performing

### Assessment

Assessment will closely resemble that of first semester Year 11.

This may include:

- Performance
- Composing
- Responding

### Subject Requirements

Earphones or headphones

### Career Opportunities

Music: Librarian, publisher, therapist, composer, copyist  
Instrument: Maker, repairer, performer, teacher

<b>Subject name</b>	<b>Visual Art</b>
<b>Subject code</b>	ART (General subject)
<b>Additional Subject fee</b>	\$40
<b>Prerequisites</b>	Minimum B English

### Course Overview

- 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.

### Course Outline

In this unit students will be examining the artist's value systems that underpin or influence the way subject matter is perceived and represented. They will be exploring how selected Australian artists have created new ways of representing their world, which reflect the unique cultures, society and personal experiences of their time.

### Assessment

- Project (Experimental Folio and Written Reflection)
- Investigation
- Written Exam

### 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
- Set of paintbrushes. These can be purchased from Textbook Office
- 1 x soft white eraser

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

### Career Opportunities

Advertising, cartooning, film, gallery, tv, fine arts, architecture, decorating, theatre, industrial design, teaching, graphic artist, fashion, museum, photograph, interior design, publications, archaeology.

<b>Subject name</b>	<b>Visual Arts in Practice</b>
<b>Subject code</b>	TVP (Applied subject)
<b>Additional Subject fee</b>	\$40
<b>Prerequisites</b>	Nil

### Course Overview

- Explore and experiment with practical content related to Senior Visual Art.
- Represent their ideas, thoughts, feelings and observations of themselves and 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.

### Course Outline

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

### 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

### Excursions

Year 10 Visual Arts in Practice students may (schedule permitting) attend one excursion to Brisbane or Ipswich galleries costing approximately \$50.

### Subject Requirements

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

- 2 x 2B pencils
- 1 x soft white eraser
- 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.
- A basic set of coloured pencils
- A basic set of felt pens

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

### Career Opportunities

Advertising, cartooning, film, gallery, tv, fine arts, architecture, decorating, industrial design, graphic artist, theatre, photography, archaeology, fashion, museum, publications, teaching, interior design