



# Middle School Studies Handbook

Years 9 & 10 2025



# YEAR 9 & 10 STUDIES HANDBOOK for 2025

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Dear Student

At Kingaroy State High School, we build on past success and tradition to make every year better for you, the students of our exceptional school. Education is a partnership between the school staff, parents/carers and you. This partnership is the cornerstone of the education we provide at Kingaroy State High School.

To do this we have **three** key focus areas.

### **Focus Area 1: Responsibility**

It is our responsibility that students are safe and cared for at our school. We ensure **teaching** is of the highest quality so that you can learn and grow. It is our responsibility to enable all students to **perform** and develop to their full potential.

### **Focus Area 2: Respect**

The second key focus area is respect. Every student will feel welcome and respected at Kingaroy State High School. **Wellbeing** is another key focus for students and staff, and our aim is to promote **inclusion** in our school. Together, we will focus on developing and enhancing the already fantastic **partnerships** that exist between our school and the wider community.

### **Focus area 3: Resilience**

The third key focus area is resilience. We take deliberate actions to work together, learn together and improve together, so we get extraordinary results for you here at our school.

There are outstanding opportunities for learning and outcomes throughout the year. It is your choice to make the most of them, and I look forward to working with you in **our** school.

Happy learning.

Mr David Thomson  
Principal

## STATEMENT OF PURPOSE

***Kingaroy State High School prepares students for life.***

The school community believes that:

1. The school is a place of *high-quality learning*.
2. The school equips students with *knowledge and skills* to meet the needs of a *changing society*.
3. The school operates as a *caring environment* and recognises the *worth of every member*.
4. Each student has the opportunity to *participate in the learning process*, having *regard for individual needs and abilities*.
5. *High personal standards*, including *honesty* and working to the *best of one's ability*, are essential.
6. Each person *contributes to the achievement of common and individual goals*.

## How Can Parents/Carers Assist Students?

Parents and carers play a vital role in our educational partnership. This begins with supporting students, the school, and its policies, as well as actively engaging in your child's educational journey.

Parents/Carers can help by encouraging students to:

- Develop a good **work ethic** at school and home
- Be well **organised** with their school work, resources and property
- Use the **school calendar** to plan assessment and events
- **Read regularly**, as this has direct links to improving literacy
- Use their **school diaries** effectively to plan for homework and assessment pieces
- Maintain an interest in **current affairs**, both locally and globally
- **Communicate** effectively with staff
- Achieve a **balanced lifestyle**, e.g., healthy diet (particularly breakfast), adequate sleep, and an appropriate balance between school work and other activities

The school's STEP UP strategy that has been developed by the school community, outlines how student success is a shared responsibility and how a culture of students completing and reviewing their school work nightly will assist in their success in their senior years of schooling.

# STEP UP

The STEP UP Strategy is a School Community Approach to assist Kingaroy State High School students develop healthy schoolwork / life balance.

Our school community acknowledges that as our students progress through the school, their responsibility for LEARNING requires a STEP UP in commitment. Our school community believes the support necessary for students to reach their full potential is a shared responsibility.

## SCHOOL

- Every student is issued with a diary
- Expectation is diary will come in to each class.
- Every student will have set homework every lesson.
- Focus of homework can be practice /review, but can also include specific tasks.
- Ensure homework is recorded in diary before exiting room. Use as part of the exit process.
- Homework – all displayed on board
- Homework completion recorded and reported on.
- Message home when drafts or assessments not handed in.

## STUDENT

- Has school diary with them in every lesson.
- Records homework in the diary as assigned by teacher in each lesson.
- Recommended homework times:  
Yr 7, 8 & 9            1 – 1½ hrs /night  
Yr 10, 11 & 12       1½ – 3 hrs/night
- Use your Assessment Calendar to record draft and assignment due dates in diary in RED pen.
- Manages extra curricula activities and ensures there is time for homework.
- Manages part-time work arrangements.
- Speak with teachers to resolve issues
- Plans how to prepare for assessment (e.g., week 1: collect data; week 2: write plan
- Weekly plan
- Manages personal devices/screen time to ensure distractions are kept to minimum

## PARENT

- Monitors time that students are doing homework. Review student's weekly plan. (See suggested strategies over)
- Supports and puts strategies in place to ensure distractions including personal devices/screen time are at a manageable level.
- Monitor, assist to develop and encourage student self-management,
- Support school and student by expecting homework to be completed.
- Monitor the Assessment Calendar for draft and assignment due dates.
- Communicate regularly with staff to discuss or seek clarity.
- Understand consequence for non-submittal of assessment.

# Principles and Beliefs Central to the Year 9 & 10 Curriculum

Our Year 9 & 10 curriculum has been designed from the P–12 Curriculum, assessment and reporting framework which reflects [State Schools Improvement Strategy 2022–2026: Every student succeeding](#). This is part of the commitment to providing a world-class education for all students. It is based on the assumption that every student can learn and that responding to the diverse learning needs of all students is central to teaching.

- The Year 9 and 10 curriculum is directly aligned to the Australian Curriculum and provides a broad education while preserving the emphasis on academic disciplines.
- Learning is organised around 8 key learning areas and a wide range of core and elective subjects are offered. Subject offerings, and the way subject groups are organised and taught, cater to the needs and abilities of all students with structures in place to enable flexible groupings, varied teaching strategies and support through differentiation.
- Mastery of literacy and numeracy are highly valued, and the school's Literacy Strategy is incorporated through all year levels. The cross curricular priorities, general capabilities and lifelong learner skills are addressed in all school programs.
- The school adopts a learner-centred approach to teaching and learning. This provides opportunities for students to develop the 21<sup>st</sup> century skills our young Queenslanders need to be:
  - innovators
  - entrepreneurs
  - lifelong learners
  - responsible global citizens
- Student learning opportunities are further extended by the opportunities offered for students to be involved in a range of co-curricular activities.
- It is considered important that students accept ownership of, and responsibility for, their learning and behaviour. Students in all year levels are expected to complete homework and assignments in their own time and to be task-oriented and businesslike in their daily classroom activities. Behavioural expectations of students are stated and promoted in positive terms through the school's Responsible Behaviour Plan and through our school values of Resilience, Responsibility and Respect.

## The Structure of the Year 9 and 10 Program

In Year 9, students study five Key Learning Areas (KLA's) – Australian Curriculum in English, Mathematics, Science, History and Geography, as well as Health and Physical Education. In addition, students study an **Elective Subject** based on three Key Learning Areas - The Arts, Languages Other Than English (LOTE) and Technologies.

In Year 10, students study a **Core Program (compulsory)** based on the same five KLAs in one semester, with one elective chosen. In the other semester, students will not study Health and Physical Education as a core, but will have the opportunity to study two electives. Students will select 2 Humanities 'core' units, one in each semester, as a part of the core program.

## CORE PROGRAM

**Australian Curriculum:** English, Mathematics, Science, Humanities and Social Science, and Health and Physical Education in Year 9 and one semester in Year 10.

## ELECTIVE PROGRAM

When listing preferences, students should list 7 in order of preference. Allocations will be made based on these listed preferences. Please note that if fewer than 7 subjects are listed and a student's preferences are exhausted, the school will allocate a student to subjects.

### *Elective Subjects*

#### **Year 9**

Food & Fibre Production  
Visual Arts  
Economics & Business  
Creative Textiles  
Dance  
Design Technology  
Drama  
Food Studies  
German  
Japanese ♦ whole year subject  
Media Arts  
Digital Technology  
Music

### *Elective Subjects*

#### **Year 10**

Accounting  
Food & Fibre Production  
Visual Arts  
Business  
Creative Textiles  
Dance  
Design  
Digital Technology  
Drama  
Engineering & Construction  
Food Studies  
Furnishing Preparation  
Health  
Hospitality  
Japanese ♦ (whole year subject)  
Legal Studies  
Media Arts  
Music  
Physical Education  
STEM ♦♦ (whole year subject)

School to Work Program

**NB** –The 7 general capabilities and 3 cross-curriculum priorities are integrated into the curriculum of eight (8) Learning Areas: English, Health and Physical Education (HPE), Mathematics, Science, Humanities and Social Science, The Arts, Technologies and Languages.

- ♦ Japanese is the only subject that is a prerequisite for the senior subject (Years 11 & 12). This, however, reduces the number of electives a student will study in Years 9 and 10.
- ♦♦ Note also that STEM is a whole year subject, and therefore takes the place of 2 electives.

### **A note regarding subject costs:**

There is a set resource fee which covers a variety of resources, depending on the subject: text books, photocopied resources, media resources, some ingredients for group cooking activities, sporting equipment, manual arts items etc. You will see, though, that some subjects have an additional charge due to the nature of the subject. Should you have any particular questions about what the amount includes, please contact the relevant Head of Department.

## **Assessment**

- Each student receives an individualised Assessment Planner for Semester One and Semester Two, which summarizes major assessment tasks and timelines.
- Assessment tasks are accompanied by criteria sheets that are related to the outcome statements in the Queensland Curriculum and Assessment Authority's Key Learning Area Syllabuses.

## **Reporting**

- Students receive **Three** formal written reports: an interim, progress report mid Semester One, a detailed report at the end of Semester One and another at the end of Semester Two.
- There are **two** Parent-Teacher Interview afternoons that parents are strongly encouraged to attend.



# Guidelines from the Deputy Principal

Dear Parents and Students

The Kingaroy High School *Statement of Purpose* declares that our school aims to prepare students for life. This is undertaken in a number of ways throughout a student's school life.

The school offers a breadth of subjects to Year 9 and 10 students, with an emphasis on the **engaging teaching of developmental skills and knowledge**. All students will study the **five core subjects** (Australian Curriculum in English, Mathematics, Science, Social Science, Health and Physical Education) and will be allocated into classes by Heads of Department.

The **elective** subject that students select for each semester will be allocated once **students** have **indicated their preferences**. Due to class sizes and staffing restrictions, it will be **very unlikely that subject changes will be possible** once their form is handed in. Therefore, students need to make **informed decisions** about their choices, taking into consideration all information in this booklet.

Students will need to devise their own elective subject plan across Years 9 and 10. Overall, they should be studying five (5) electives in these two years.

Where possible, all subjects listed in this booklet will run, but if there is insufficient interest, students will be allocated to one of their other preferences. Hence, it is **vital** for students to **think carefully** about all preferences that they list. It is just as important to realise that, for various reasons, they may not get all of their preferences.

The students will be expected to **work closely with their teachers** and demonstrate **a high level of responsibility** for their own educational development.

It is also important to remember that in Years 9 and 10 all subjects are 'tasters' and **NONE** (other than Japanese-Highly Recommended to be considered a pre-requisite) are prerequisites for any subject in the Senior School.

Best wishes to those students transitioning into Year 9 and Year 10 in 2024.

Mr Trent Cluff  
Deputy Principal - Operations

# Advice from the Guidance Officer

## Choosing Year 9 and Year 10 Elective Subjects

As an overall plan, it is suggested that you choose elective subjects:

- a) that you enjoy
- b) in which you have already had some success
- c) which will help you reach your chosen career/s, or at least keep many careers open to you
- d) which will develop skills, attitudes and knowledge useful throughout your life

To find out about the school's subjects:

- a) read the subject descriptions in this booklet
- b) ask Heads of Department and teachers of particular subjects
- c) look at books and materials used by students in the subjects
- d) talk to students who are already studying the subjects

**When investigating a subject** to see if it is suitable for you, find out about the content (i.e. what topics are covered in the subject) and how the subject is taught and assessed.

It is important to remember that you are an individual and that **your** particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take, or avoid, a subject because:

- Someone told you that you will like or dislike it
- Some friends are or are not taking it
- You like or dislike the teacher

### ***Heads of Department to consult if you have questions:***

English/LOTE	Mr Paul Hutton
Mathematics	Mr Ken Lee
Social Science & Business	Mr Don Mengel
Science & Agriculture	Mr Steven Langton
Technology - Digital & Design	Mrs Carissa Sempf (Acting)
Technology - Food & Textiles	Mrs Jenny Underwood
Health & Physical Education	Mr Rob Turner
Guidance Officers	Mrs Bec Zischke
	Mr Sean Wicks



# Year

# 9

# Core Subjects

**Department:** English and LOTE

**Subject Name:** English (Core)

Students study written and spoken genres across a range of sources and genres. Students learn the skills of written communication in a variety of writing styles from language to entertain, persuade and evaluate.

**Content & Assessment:**

Content and Area	Lengths (Weeks)	Skills Covered	Assessment Type	Conditions	Length
Representations of Australia	6	Examining texts featuring various representations of Australia's people, history and culture. Techniques to persuade an audience to adopt a particular point of view.	Persuasive Speech	Assignment	3-4 minutes
Speculative Fiction	6	Creating an additional scene for a speculative fiction text.	Narrative Writing	Assignment	500 - 700 words
Information Texts	7	Reading and viewing a variety of informative and speculative fiction texts.	Feature Article	Controlled 3 x 70 min lessons	400-600 words
Novel Study: Characters and Perspectives	9	Examine the ways text structures and language features construct representations of characters.	Character Diary Entry	Controlled 120 mins	500-800 words
Examining perspectives on issues through Drama	9	Compare and contrast human experience in response to an ethical dilemma raised in a drama text.	Creative/Expository Speech	Assignment	3-5 minutes

***Students working on an Individual Curriculum Plan (ICP)  
Receive adjusted content and assessment.***

**Excursion:** N/A

**Requirements:** Large A4 exercise writing pad (NOT shared with other subjects) and document wallet for storage of completed assessment items  
USB Device

**Department:** Health and Physical Education

**Subject Name:** Health and Physical Education

HPE involves students in learning about, and practising ways of maintaining a healthy lifestyle. The subject recognises the importance of participation in physical activity as a medium for learning.

**Content & Assessment:**

<b>Theory Content</b>	<b>Length (weeks)</b>	<b>Skills Covered</b>	<b>Assessment Type</b>	<b>Conditions</b>	<b>Length</b>
My social responsibility	10	<ul style="list-style-type: none"><li>• Research techniques</li><li>• Evaluate Data</li><li>• Identify risks</li><li>• Draw conclusions</li></ul>	Unseen Stimulus exam	Closed book	2 x 70 minutes
Respectful relationships	10	<ul style="list-style-type: none"><li>• Identify issues</li><li>• Draw conclusions</li><li>• Communication skills</li></ul>	Short answer exam – Case study	Closed book	70 minutes
Sustainable health challenge	10	<ul style="list-style-type: none"><li>• Evaluate data</li><li>• Identify risks</li><li>• Draw conclusions</li><li>• Make recommendations</li><li>• Communication skills</li></ul>	Research report	Class and own time used	600-800 words
Active Aussies	10	<ul style="list-style-type: none"><li>• Compare and Contrast</li><li>• Identify attitudes, values and beliefs</li><li>• Critique behaviours and contextual factors</li></ul>	Unseen exam	Closed book	70 minutes
<b>Practical Component</b>	<b>Length (weeks)</b>	<b>Skills Covered</b>	<b>Assessment Type</b>	<b>Conditions</b>	<b>Length</b>
Basketball/Soccer	5	<ul style="list-style-type: none"><li>• Develop and refine body and movement concepts, teamwork and tactical knowledge.</li><li>• Movement sequences and Movement strategies in each sport</li></ul>	Performance in simple and complex drills, modified games and game play	Ongoing assessment throughout the unit	5 weeks
Cricket/Athletics	5				5 weeks
Touch/Volleyball	5				5 weeks
Softball/Tennis	5				5 weeks

*Note: (some of the physical activities may change to suit the needs of individual classes).*

**Excursion:** None

**Requirements:** A4 exercise book (NOT shared with other subjects)  
Compulsory participation in ALL practical activities

Department: Mathematics

Subject Name: Mathematics

Year 9 Mathematics involves a continuation of the work done in Year 8, adding new mathematical concepts, and further developing skills. Mathematics covers the mandatory aspects of the National Curriculum across the strands of Number and Algebra, Geometry and Measurement, and Probability and Statistics.

Term 1	Length (weeks)	Assessment
UNIT 1: Topic 1 Measurement	5	Exam
UNIT 1: Topic 2 Probability	5	Assignment
<b>Term 2</b>		
UNIT 2: Pythagoras, trigonometry, similarity	9	Exam
<b>Term 3</b>		
UNIT 3: Topic 1 Data and statistics	6	Assignment
UNIT 3: Topic 2 Index laws & scientific notation	4	Exam
<b>Term 4</b>		
UNIT 4: Linear and non-linear equations, algebra skills	9	Exam
<b><i>Students working on an Individual Curriculum Plan (ICP) receive modified content and assessment.</i></b>		

Excursion: N/A

**Requirements:** 140 page notebook (NOT shared with other subjects), writing equipment, scientific calculator (the Texas Instruments TI-30XB sold by the school \$28 is preferred), protractor, ruler, compass and grid book (48 pages is enough with 5mm squares).

Department: Science & Agriculture

Subject Name: Science

Students study the key areas of science, Biology, Chemistry, Physics, Earth and Space Science using an inquiry based approach

**Content & Assessment:**

Unit Title	Approx Weeks	Skills and Content covered
Energy on the move	5	Students cover a range of practical and science inquiry skills, while covering content from the key areas of Biology, Chemistry, Physics and Earth sciences.
Making waves – light and sound	5	
It's Elementary – chemistry	5	
The Changing Earth	5	
My Life in Balance	4	
Responding to Change	5	
Chemical Patterns	5	
Heat and Eat	5	

**Assessment:** Students are assessed using formative monitoring and summative assessment. The summative assessment contributes to end semester marks and is listed below.

Topic	Assessment Type	Conditions	Length
Energy on the move	EEL Assignment	Class and own time	2 weeks
Making waves	Exam	Supervised	70 mins
It's Elementary	Assignment	Class and own time	2 weeks
The Changing Earth	Exam	Supervised	70 mins
My Life in Balance	Exam	Supervised	70 mins
Responding to Change	Assignment	Class and own time	2 weeks
Heat and Eat	EEL Assignment	Class and own time	2 weeks

***Students working on an Individual Curriculum Plan (ICP) receive modified content and assessment.***

**Excursion:** N/A

**Requirements:** large exercise book (NOT shared with other subjects), writing materials

Department: Humanities & Business

Subject Name: Humanities

Humanities encompasses History and Geography and topics from Civics and Citizenship and Economics and Business. It develops understandings of the complexity of interactions between people and their environments and the history of their societies.

**Content & Assessment:**

Content Area	Length (weeks)	Skills Covered	Assessment Type	Conditions	Length
Making a Better World: The Industrial Revolution	4	Interpretation and evaluation of sources. Note taking skills. Powerpoint presentation. Research skills. Presentation techniques	Short response document test	Exam conditions Seen and unseen documents	70 mins
Australia: Making a Nation	5	Interpretation and evaluation of sources. Evaluating relevance, reliability purpose, bias etc. Paragraph writing.			
World War I	9	Interpretation and evaluation of sources. Note taking skills. Writing analytical essays.	Essay assignment	Use of both class and home time	400-600 words
Biomes and Food Security	7	Interpretation and evaluation of sources and data. Representing spatial distribution.	Report based on research and field work.	Use of both class and home time	400-600 words
Geographics of Interconnections	7	Propose explanations for trends, patterns and relationships. Predict outcomes.	Response to stimulus test short response	Exam conditions seen and unseen documents	70 mins
Government in Australia	6	Graph and table interpretation, Changing information formats, using taxation and voting systems	Short response test	Exam	70 mins
<b><i>Students working on an Individual Curriculum Plan (ICP) receive modified content and assessment.</i></b>					

**Requirements:** A4 Notebook (not shared with other classes) pen, pencils, ruler, scissors, glue, calculator, A4 display folder (for organising and storing worksheets and handouts)



# Elective Subjects

**Department:** Science & Agriculture

**Subject Name:** Food & Fibre Production

Food and Fibre Production involves the study of plant and animal production systems. This course forms a foundation for further studies in senior agriculture and horticulture.

**Content & Assessment:**

Content Area	Length (weeks)	Skills Covered	Assessment Type	Conditions	Length
Horticulture – Vegetable Production	10	Plant propagation, horticultural management, vegetable production	Assignment	Class and own time	5 weeks
Chickens	10	Breed identification and general chicken care, chicken production systems	Assignment	Class and own time	5 weeks

**Excursion:** Nil

**Excursion:** Cost involved will be invoiced if and when applicable.

**Requirements:** Students require protective clothing for practical work and a notebook (NOT shared with other subjects) and writing materials for theory work.

**Department:** The Arts

**Subject Name:** Visual Arts

The Year 9 Visual Arts elective aims to develop students’:

- confidence, curiosity, imagination and enjoyment
- personal expression through engagement with visual arts practice and ways of representing and communicating.
- conceptual and perceptual ideas and representations through design and inquiry processes knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences

**Content & Assessment:**

Content	Length (Weeks)	Skills Covered	Assessment	Conditions	Duration
Traditional Art Mediums	10	Students learn how to: - develop techniques and processes to represent ideas and subject matter in artworks through the manipulation of: • materials • techniques • processes	Portfolio of Work	Students submit a portfolio of work, demonstrating learned skills - Up to 3 pieces of work	Students will complete work in class, over 4 Weeks
		Students learn how to: - Analyse connections between visual conventions, practices and viewpoints - evaluate artworks and displays from different cultures, times and places - evaluate how representations communicate artistic intentions in artworks viewed	Research Project – Extended Response and Resolved Work	Students will complete ‘The Great Artist Study’ research project, submitting an analytical response and resolved artwork inspired by chosen artist	400-600 words and resolved artwork
Contemporary Art	10	Students learn how to: - identify influences of other artists in their own artworks through an evaluation of how representations communicate artistic intentions in artworks made - develop techniques and processes to represent ideas and subject matter in artworks through the manipulation of: • materials • techniques • processes	Resolved Artworks	Students will complete a resolved artwork (skateboard for example) and submit an artist statement.	Resolved artwork  150 word artist statement

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Local Art Exhibit (Free) OR Incursion Workshop (between \$15-\$25)  
**Requirements:** 2B & 4B pencils, glue, rubber and watercolour pencils (18/24 pk Watercolour pencils)  
**Fee:** \$55 (includes art supplies, specialised stationary)

**Department:** Humanities & Business

**Subject Name:** Economics and Business

Topics include banking, budgeting and consumer awareness, financial knowledge, record keeping and decision making for budding small business owners, managers and staff.

**Content & Assessment:**

<b>Content Area</b>	<b>Length (weeks)</b>	<b>Skills Covered</b>	<b>Assessment Type</b>	<b>Conditions</b>	<b>Length</b>
Run a Business – Market	9	Market survey and analysis, implement sales techniques, evaluate and reflect	Project & Report	At home and in class	4 weeks
Personal Finance & Budgeting	5	Interactive on-line learning Literacy and Numeracy skills, ESSI software	Exam	At home and in class	5 weeks
Accounting Equation	5	Interactive on-line learning. Literacy and Numeracy skills, ESSI software	In class test Word processed response Practical book keeping	Supervised	60 minutes

**Excursion:** N/A

**Requirements:** BYO Computer, A4 display folder for folio of work, named USB, earphones (buds),

**Department:** Technology – Food & Textiles

**Subject Name:** Creative Textiles

This subject gives students the opportunity to gain knowledge related to textiles and their use in clothing and household items. Students gain knowledge and develop practical machine and hand sewing skills by making a number of textile articles. It relates to the Australian Curriculum: Design and Technologies, “Materials” context.

**Content & Assessment:**

Content Area	Length (weeks)	Skills Covered	Assessment Type	Conditions	Length
Introduction to Fibres and Fabrics	10	Recall of data, defining terms, explaining, analysing and evaluating data. Producing, evaluating and reflecting.	Theory test	Class time	70 minutes
			Practical task with evaluation (simple sewing skills)	Class time	3 weeks
Getting Creative with Textiles	9	Developing sewing skills (patchwork, quilting, embroidery and applique). Investigating, designing, planning, producing, evaluating and reflecting based on a design brief.	Major practical task with Design Folio Design and make a sewn article to “ <i>cover, carry or protect</i> ” an item you use in everyday life.	Class and home time for Design Folio. Class time for practical work.	6 weeks

**Excursion:** N/A

**Requirements:** Basic sewing kit (scissors, pins, quick-un-pick), notebook and display folder.

**Additional Subject Fee:** \$20

Department: **The Arts**

Subject Name: **Dance**

The Dance elective alternates over a two-year cycle, and aims to develop students’:

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills and appreciation of their own and others’ dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

**Content & Assessment:**

Content		Length (weeks)	Skills Covered	Assessment	Conditions	Duration
A Cycle	Contemporary Dance	10	Students learn how to: - perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style	Performance	Students will perform teacher-choreographed dance	1-2 minutes
			Students learn how to: - Choreograph dances with communication of choreographic intent through the manipulation and combination of: • elements of dance • choreographic devices • form • production elements	Choreography	Students will individually complete choreography, supported by a choreographic statement.	Choreography: 1-minute  Statements: - written 200–300 words - spoken 1–2 minutes
			Students learn how to: - Analyse choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances viewed - Evaluate impact of dance from different cultures, places and times on Australian dance	Extended Response	Students will complete an analysis exam	2 X 70 minutes (completed over 2 lessons)
	Musical Theatre	10	Students learn how to: - perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style	Performance	Students will perform teacher guided dance	1-2 minutes
B Cycle	World Dance	10	Students learn how to: - Analyse choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances viewed - Evaluate impact of dance from different cultures, places and times on Australian dance	Extended Response	Students will complete an analysis exam	2 X 70 minutes (completed over 2 lessons)
			Students learn how to: - perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style	Performance	Students will perform teacher-choreographed dance	1-2 minutes
			Students learn how to: - Choreograph dances with communication of choreographic intent through the manipulation and combination of: • elements of dance • choreographic devices • form • production elements	Choreography	Students will individually complete choreography, supported by a choreographic statement.	Choreography: 1-minute  Statements: - written 200–300 words - spoken 1–2 minutes
	Contemporary Dance	10	Students learn how to: - perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style	Performance	Students will perform teacher guided dance	1-2 minutes

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Students may have the opportunity to participate in Eisteddfods, incursion workshops and external dance enrichment excursions.

**Requirements:** A4 lined notebook, A4 plain paper journal, USB, Shorts or Dance pants (worn in class time only), participation in all practical lessons (unless a doctor’s certificate has been supplied)

**Department:** Technology – Digital & Design

**Subject Name:** Design Technology

During this course, students will explore the different materials, processes and techniques used in woodworking, metalworking and plastics and a basic introduction to graphics.

At the end of this course students will:

1. Understand, document and apply real world design processes and decisions throughout a challenging specified design project.
2. Independently and collaboratively apply project management plans, making adjustments when necessary to complete the project on time and budget.
3. Individually select and use appropriate tooling and technologies to skilfully and safely produce a high quality product for the intended purpose.
4. Evaluate and justify design decisions based on criteria for success such as sustainability.

**Content & Assessment Covered:**

Content Area	Length (weeks)	Skills Covered	Assessment Type	Conditions	Length
Sound Instrument	15	Design and create a sound instrument	Product Design Portfolio	In class/ at home	15 weeks

**Excursion** None

**Requirements:** Students are required to wear substantial footwear eg LEATHER or VINYL, HB Pencil for practical, 2 x 2H Pencils for Graphics

**Additional Subject Fee:** \$75

**Department:** The Arts

**Subject Name:** Drama

The Year 9 Drama elective aims to develop students’:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding in controlling, applying and analysing the elements, processes, forms, styles and techniques of drama to engage audiences and create meaning
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

**Content & Assessment:**

Content	Length (weeks)	Skills Covered	Assessment	Conditions	Duration
Contemporary Theatre Styles: From Page to Stage	14	Covering a number of contemporary theatre styles, such as Physical Theatre, Visual Theatre and Children’s Theatre, students learn how to: <ul style="list-style-type: none"> <li>- perform scripted drama in different forms, styles and performance spaces</li> <li>- select and use the elements of drama, narrative and structure in acting to engage audiences</li> <li>- analyse elements of drama, forms and performance styles</li> <li>- evaluate meaning and aesthetic effect in drama devised, interpreted, performed and viewed</li> </ul>	Extended Response	Students will complete an analytical essay, after viewing a recorded live performance. They will have access to key moments of the performance, and will have 3 weeks to complete the task.	400 – 600 words
			Devising Project	Students devise a performance using a children’s picture book as stimulus. They will then present, within an ensemble, a polished performance for audiences <ul style="list-style-type: none"> <li>- Submit evidence of planning</li> <li>- Annotate script</li> </ul>	1-2 minutes per student
Culture, Community and Connection	6	<ul style="list-style-type: none"> <li>- develop and sustain different roles and characters for given circumstances and intentions</li> <li>- plan and direct performances</li> <li>- select and use the elements of drama, narrative and structure in directing to engage audiences</li> <li>- Refine performance and expressive skills in voice and movement to convey dramatic action</li> <li>- select and use the elements of drama, narrative and structure in acting to engage audiences</li> </ul>	Portfolio of Work	Through a series of in-class activities and workshops, students will respond, devise and perform using stimulus, to manipulate dramatic languages and communicate ideas, perspectives and meaning.	1 -3 Minutes  Practical reflection and worksheets submitted weekly or at checkpoints  Student work in groups – marked individually

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Students will have an opportunity to participate in an Enrichment excursion to the Theatre or participate in a workshop, approx. \$70.00.

**Requirements:** Theatre blacks (plain black clothing), display folder, highlighters, USB and notebook

**Subject Fee:** \$10.00

**Department:** Technology – Food & Textiles

**Subject Name:** Food Studies

This subject allows students to gain knowledge and develop skills related to the safe and hygienic preparation of food products. It is based on the Australian Curriculum: Design and Technologies, “Food Specialisations” context.

**Content & Assessment:**

Content Area	Length (weeks)	Skills Covered	Assessment Type	Conditions	Length
Introduction to Food Technology	14	Safety and hygiene, measuring, cutting and mixing and other basic cookery techniques	Theory test based on knowledge and understanding of cookery techniques.	In class, supervised exam	70 minutes
			Continuous practical cookery is monitored	Regular weekly monitoring of practical cookery in class	
			Minor practical task with evaluation	In class, supervised	70 Minutes
Make a Smart Food Choice	5	Investigating, designing, planning, producing, evaluating and reflecting. Variety of practical cookery skills.	Completion of a project and design folio requiring students to design and produce a snack food item containing vegetables and dairy products.	Class and home time 70 minutes is given for actual practical task	Approx six weeks for entire task

**Excursion:** N/A

**Requirements:** A4 notebook and display folder, ingredients for regular (weekly) practical cookery lessons

**Additional Subject Fee:** \$25



**Department:** English & LOTE

**Subject Name:** German (1 Semester only)

\*Note: Students will be able to continue this subject in 1 lesson per week during semester 2.

Students will study all four German skills throughout the year. These four skills include Speaking, Listening, Reading and Writing. Students will also continue to learn about Germany and its culture. They will be required to demonstrate their abilities in these areas in a variety of differing contexts.

**Content & Assessment:**

Content Area	Length (weeks)	Skills Covered	Assessment Type	Conditions	Length
<b>Travelling near and far</b> This unit investigates how to give directions to and from places, describe where you are going or have been, and activities you can do once you arrive at a destination.	6	Writing Reading Listening Speaking	Reading, Writing & Listening Exam Speaking – Interview	Exam Assignment	70 minutes 2-3 minutes
<b>Youth Cultures</b> This unit investigates how to discuss what young people wear and what they look like.	6	Writing Reading Listening Speaking	Reading, Writing & Listening Exam Speaking – Interview	Exam Assignment	70 minutes 2-3 minutes
<b>Earning money and spending money</b> This unit investigates aspects of teen life at home and part time jobs for teenagers.	6	Writing Reading Listening Speaking	Reading, Writing & Listening Exam Speaking – Interview	Exam Assignment	70 minutes 2-3 minutes
<b>Where did you go and what did you do there</b> This unit consolidates the use of past tense in German whilst learning how to discuss excursions and trips, and holidays and travel.	Semester 2  (1 lesson / week)	Writing Reading Listening Speaking	Reading, Writing & Listening Exam Speaking – Interview	Exam Assignment	70 minutes 2-3 minutes

**Excursion:** Oktoberfest for Teens (Approx \$50)

**Requirements:** A4 exercise Writing Pad (NOT shared with other subjects), Katzensprung 2 Workbook, head phones.

**Department:** English & LOTE

**Subject Name:** Japanese (whole year subject)

Students will study all four Japanese skills throughout the year. These four skills include Speaking, Listening, Reading and Writing. Students will also be introduced to Katakana and Kanji. They will be required to demonstrate their abilities in these areas in a variety of differing contexts.

**Content & Assessment:**

Content Area	Length (weeks)	Skills Covered	Assessment Type	Conditions	Length
Daily routines	10	Writing Reading	Writing – Children’s Story Book Reading - Letter	Assignment Exam	10 sentences 60 mins
Sport and Abilities	10	Speaking Listening	Speaking – Interview Listening – Address by a sports star	Exam Exam	2-4 mins 60 mins
School Life	10	Writing Listening	Writing – Personal Pamphlet Listening – Telephone Message	Assignment Exam	20-30 sentences 60 mins
Making Plans	9	Reading Speaking	Reading – Host Family letter Speaking – Conversation with a partner	Exam Exam	60 mins 2-4 mins

**Excursion:** Visit Japanese Embassy in Brisbane with lunch at a Japanese restaurant (cost involved) if possible.

**Requirements:** A4 exercise Writing Pad (NOT shared with other subjects), slimpick folder for storage of completed assessment items and an A4 display folder

**Department:** The Arts

**Subject Name:** Media Arts

The Year 9 Media elective aims to develop students’:

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking, and exploring perspectives in media as producers and consumers
- aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- knowledge and understanding of their active participation in existing and evolving local and global media cultures.

**Content & Assessment:**

Content	Length (Weeks)	Skills Covered	Assessment	Conditions	Duration
Introduction to Media	20	Students learn how to: - produce representations that communicate alternative points of view in media artworks for different community and institutional contexts - Evaluate genre and media conventions and technical and symbolic elements, and how they are manipulated to make representations and meaning	Responding – Extended Response	Students will complete a short response exam, across a 70-minute lesson	150 – 200 word response, per item
		Students learn how to: - Manipulate and evaluate genre and media conventions and integrate and shape technical and symbolic elements for specific purposes, meaning and style - Apply design, production and distribution processes	Project - Making	Students will apply design, production and distribution processes to demonstrate film making, providing planning in the form of a storyboard and evaluating own work.	Film: 45 second – 1 minute  Written response: 300–400 word

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Nil

**Requirements:** A4 lined notebook, USB and Laptop (This coursework uses QLearn)

**Department:** Digital and Design Technology

**Subject Name:** Digital Technology

**Overview of the subject:**

Digital Technology is a rewarding but challenge practical subject. This subject gives students a glimpse into the ever changing digital landscape. This subject flows on from Year 8 Digital Technology. During this semester course, students are exposed to drones, esports and html programming. Students should choose this subject if they are considering Digital Solutions in Year 11 and 12.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
Online Privacy	4	<b>Overview:</b> Understanding internet safety and how users can protect themselves in the digital setting <b>Skills:</b> Representation of data Investigating and defining <b>Criteria:</b> Knowledge and understanding
Esports	8	<b>Overview:</b> Engaging in a class designed esports tournament and creating commentary for the results <b>Skills:</b> Generating and designing Producing and implementing Collecting, managing and analysing data Collaborating and managing Evaluating <b>Criteria:</b> Knowledge and understanding Processes and production skills
Drone Flight	8	<b>Overview:</b> Creating a program for a drone to complete a desired task <b>Skills:</b> Generating and designing Producing and implementing Collecting, managing and analysing data Collaborating and managing Evaluating <b>Criteria:</b> Knowledge and understanding Processes and production skills

**Assessment:**

Topic	Assessment Type	Conditions	Length
Online Privacy	Persuasive PowerPoint – extended response task	Unsupervised at home and at school	2 weeks
Esports	Portfolio	Unsupervised at home and at school	3 weeks
Drone Flight	Project	Unsupervised at home and at school	5 weeks

**Requirements:** BYO Computer, A4 folder for notes and tasks completed, USB memory stick, earphones (buds).

**Department:** The Arts

**Subject Name:** Music

The Year 9 Music elective aims to develop students’:

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form as they acquire skills to become independent music learners.

**Content & Assessment:**

Content	Length (weeks)	Skills Covered	Assessment	Conditions	Duration
Music in Animation	20	Students learn how to: - Interpret and perform solo and ensemble repertoire, informed and shaped by their understanding of music making in different cultures, times and places, demonstrating the use of: <ul style="list-style-type: none"> <li>• aural skills, to recognise elements of music</li> <li>• memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>• knowledge of the elements of music, style and notation</li> <li>• technical control</li> <li>• expression</li> <li>• stylistic understanding</li> </ul>	Performance	Students perform, within an ensemble or solo.	1-2 minutes
		Students learn how to: - Analyse different scores and performances aurally and visually - Evaluate the use of the elements of music and defining characteristics from different musical styles	Exam – short response	Students will complete an analysis exam, based on music theory	60 minutes, closed book exam
		Students learn how to: - Compose and document music, informed and shaped by an understanding of music making in different cultures, times and places, through the use of: <ul style="list-style-type: none"> <li>• aural skills, to recognise elements of music</li> <li>• memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>• knowledge of the elements of music, style and notation</li> </ul>	Composition	Students complete an original composition, over 4 weeks.	Composition – 16 bars (30 seconds)

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Students may have the option to participate in Music appreciation excursions or school-based skills workshops (approx. \$70 - \$90)

**Requirements:** A4 lined notebook



**Year**

**10**

# Core Subjects

**Department:** Humanities and Business

Students must select 2 Humanities 'Core' units. In addition, they can choose Legal Studies as a single semester elective.

**Subject Name:** Ancient History (1 Semester)

**Overview of the subject:**

Investigate three civilisations, using the inquiry process from the different periods of the Ancient World: Sumer, the Early Greeks and the Vikings. Use the inquiry process to investigate the ancient society of the Vikings and the historical identity, Cleopatra

**Content Covered:**

Unit Title	Approx Weeks	Skills and Criteria Covered
The Vikings	9	Historical investigation skills
Cleopatra	10	Source interrogation skills

**Assessment:**

Topic	Assessment Type	Conditions	Length
The Vikings	Independent Source Investigation	Assignment completed in class and at home	600-800 words
Cleopatra	Response to stimulus exam	Response to stimulus exam using see and unseen primary and secondary sources. In class supervised exam.	2 x 60 minutes

**Excursion:** Possible visit to QLD or Antiquities Museum at the University of Queensland and State Library (Cost Approximately \$30)

**Prerequisites:** Students intending to complete this subject need to have achieved a satisfactory level (C-Standard) minimum in Year 9 English

**Requirements:** A4 notebook (not shared with other subjects)  
A4 display folder (for organising and storing worksheets and hand-outs)

**Department:** Humanities and Business

Students must select 2 Humanities 'Core' units. In addition, they can choose Legal Studies as a single semester elective.

**Subject Name:** Australian History (1 Semester)

**Overview of the subject:**

The National Curriculum in Year 10 provides a study of history of the modern world and Australia from 1918 to the present, with an emphasis on Australia and its global context.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
<b>Semester 1 The Modern World &amp; Australia</b>		
World War II	4	Interpretation and evaluation of evidence especially in terms of perspectives, significance and contestability. Extended writing skills and presentation skills.
Migration Experiences	6	
Rights and Freedoms	8	

**Assessment:**

Topic	Assessment Type	Conditions	Length
Migration Experiences	Response to stimulus essay	Supervised exam, seen and unseen sources.	70 mins
Rights and Freedoms	Independent Source investigation	Completed in class and at home	600-800 words

**Requirements:** A4 notebook (not shared with other subjects)  
A4 display folder (for organising & storing worksheets & hand-outs)

**Excursion:** Possible visit to the Ration Shed Museum (cost approximately \$15).



**Department:** Humanities and Business

Students must select 2 Humanities 'Core' units. In addition, they can choose Legal Studies as a single semester elective.

**Subject Name:** Economics (1 Semester)

**Overview of the subject:**

The National Curriculum in Year 10 engages students in the study of the way decisions are made about the allocation of resources by considering the Australian economy and its links to the broader global economy. They explore reasons for variation in the performance of economies and investigate the role of governments in managing economic performance to improve living standards. They explore how businesses respond to changing economic conditions and consider different strategies that can be used by consumers, businesses and governments to improve economic, business and financial outcomes. They learn about the roles and responsibilities of participants in the workplace, including the way that businesses can manage their workforce to improve productivity.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
<b>Semester 1 The Modern World &amp; Australia</b>		
Introduction: what is economics?	1	
How the money flows in the Australian economy	5	Questioning and research: asking questions about an issue or event and planning and conducting investigations. Gathering information and data from a range of sources. Interpretation and analysis: transforming and critically examining information and data and accounting for different perspectives. Decision-making and application: making informed decisions using economic reasoning and applying economics and business knowledge, skills and concepts to familiar and new situations. Communication and reflection: presenting findings, arguments and evidence-based conclusions using subject-specific language, concepts and conventions and reflect on the intended and unintended consequences of decisions.
Australia in the world economy	5	
Investing in the ASX: a case study of risks and rewards	7	

**Assessment:**

Topic	Assessment Type	Conditions	Length
Money flows in the Australian economy	Short response test	Supervised exam, seen and unseen sources, unseen questions.	70 mins
Investing in the ASX	Sharemarket investment report	Completed in class and at home	600-800 words

**Requirements:** A4 notebook (not shared with other subjects)  
A4 display folder (for organising & storing worksheets & hand-outs)

**Excursion:** Possible visit to a local business enterprise.

Department: English & LOTE

Subject Name: English

**Overview of the subject:**

Student's study written and spoken genres across a range of sources and genres. Students learn the skills of written and oral communication in a variety of writing styles from language to entertain, persuade and evaluate.

**Content Covered:**

Unit Title	Approx. Weeks	Skills & Criteria Covered
Evaluating News Media	9	Understanding how media texts convey perspectives of people, cultures, places and events
Novel Study	9	Examining a contemporary novel that examines a social, moral or ethical issue
Responding to Shakespearean Drama	9	Understanding and analysing a Shakespearean play.
Film Review – Shakespeare	7	Students evaluate the value of a film interpretation of a Shakespearean play.

**Assessment:**

Topic	Assessment Type	Conditions	Length
Evaluating News Media	Multimodal	Assignment	3 – 6 minutes
Novel Study	Written	Controlled conditions 120 mins plus 15 mins planning	600 – 800 words
Shakespeare Analysis	Written	Exam 120 mins	500 – 800 words
Film Review – Shakespeare	Oral	Assignment	3 – 6 minutes

***Students working on an Individual Curriculum Plan (ICP) receive adjusted content and assessment.***

**Excursion:** N/A

**Requirements:** 96 page notebook  
Writing equipment  
Sлимпick folder for storing assessment items  
USB device

**Department:** Humanities and Business

Students must select 2 Humanities 'Core' units. In addition, they can choose Legal Studies as a single semester elective.

**Subject Name:** Geography (1 Semester)

**Overview of the subject:**

Geography is the study of the human and natural characteristics of places and the interactions between them. Students investigate issues that arise in a range of environments.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
Coastal Geographies	10	Coastal processes and landforms. Introduction to sustaining communities. Industrial infrastructure
People and Development	7	Introduction to development. Population studies.

**Assessment:**

Topic	Assessment Type	Conditions	Length
Coastal Geographies	Field Report	Assignment completed in class and home time	1000 words
Population – can we handle the pressure?	Practical	Exam conditions	2 x 70 mins

**Excursion:** Sunshine Coast (cost approx \$30)

**Prerequisites:** Students intending to complete this subject need to have achieved a minimum C in Year 9 English

**Requirements:** A4 notebook (not shared with other subjects)  
A4 display folder (for organising and storing worksheets and handouts)

**Department:** Health and Physical Education

**Subject Name:** Health and Physical Education (1 Semester)

**Overview of the subject:**

Health and Physical Education involved students learning about, and practising ways of maintaining a healthy lifestyle. The semester course is designed to not only educate students on how to stay physically fit and healthy but also to give them an introduction to some of the content they will cover in senior courses within the HPE learning area (*Health, Physical Education, Sport & Recreation and Certificate 3 in Fitness*).

**Theory Content Covered:**

Unit Title	Approx. Weeks	Course Content
Looking After Myself and Others	10	In this unit, students identify situations in which they may be at risk and how to respond in these situations, using a variety of different techniques including CPR and first aid. Students conduct a survey within their school community to identify a health concern facing adolescents. They use this information to write recommendations and design a campaign to overcome the identified health concern.
CPR For Life	1	Students will complete the mandatory practical CPR assessment as part of the course.
PT Yourself	10	In this unit, students will propose and evaluate a workout that targets muscular endurance and/or aerobic capacity. They will monitor heart rates to determine changes during activities of varying intensities.

**Practical Content Covered:**

Unit Title	Approx. Weeks	Course Content
Ultimate Disc	5	Application of basic and advanced skills, rules, strategies and tactics applicable to Ultimate Disc
Archery	5	Application of basic and advanced skills, rules, strategies and tactics applicable to Archery.
Training Methods	10	Students will engage in fitness testing and a variety of training methods before designing and performing a personalised fitness session

**Note:** (some of the physical activities may change to suit the needs of individual classes).

**Assessment:**

Topic	Assessment Type	Conditions	Length
Looking After Myself & Others'	Extended Written Response	In class and own time	600-800 words
CPR	Practical Demonstration	In class, response to stimulus.	5 minutes
PT Yourself	Project – Folio <ul style="list-style-type: none"><li>• Performance</li><li>• Written Evaluation</li></ul>	In class and own time	Performance: 10 minutes Written Evaluation: 600-800 words
Practical	Application of basic and advanced skills, rules, strategies and tactics	Simple and complex drills, modified games and game play	Ongoing

**Requirements:** A4 exercise book  
Compulsory participation in ALL practical activities

**Excursion:** N/A

Department: Mathematics

Subject Name: Mathematics

**Overview of the subject:**

Year 10 Mathematics involves a continuation of the work done in Year 9, adding new mathematical concepts, and further developing skills. Mathematics covers the mandatory aspects of the National Curriculum across the strands of Number and Algebra, Geometry and Measurement, and Probability and Statistics. At the end of year 9, teachers will examine student profiles and select students for inclusion in a 10A maths program. In Term 4 students study introductory topics aligned to year 11 Mathematics.

**10 Core Program**

Term 1	Length (weeks)	Assessment
Unit 1: Topic 1 Trigonometry + Geometric Reasoning	5	Exam
Unit 1: Topic 2 Data + Linear & Non-Linear Relationships	5	Assignment
<b>Term 2</b>		
Unit 2: Topic Patterns and Algebra	9	Exam
<b>Term 3</b>		
Unit 3: Probability, financial maths, 3D shapes, data	10	End of term Exam Units 1-8
<b>Term 4</b>		
Unit 4: Topic 1 Introductory maths – based on SET plan	7	Exam/Assignment
<b><i>Students working on an Individual Curriculum Plan (ICP) receive modified content and assessment.</i></b>		

**10A Program**

Term 1	Length (weeks)	Assessment
Unit 1: Topic 1 Trigonometry	3	End-term Exam Unit 1 Topic 1-3
Unit 1: Topic 2 Deductive Geometry - circles	3	
Unit 1: Topic 3 3D Shapes	3	
<b>Term 2</b>		
Unit 2: Topic 1 Money and Finance	2	End term Exam Unit 2 Topic 1-3
Unit 2: Topic 2 Probability and Statistics	4	
Unit 2: Topic 3 Linear Functions + Algebra	3	
<b>Term 3</b>		
Unit 3: Topic 1 Non-Linear Functions, Quadratics and Polynomials	1.5	Assignment
Unit 3: Topic 2 Exponential and Logarithmic Functions	2.5	
Unit 3: Topic 3 Rational and irrational numbers	5	End Term Exam Unit 3 Topic 1-3
<b>Term 4</b>		
Unit 4: Topic 1 Introductory maths	7	End of Term Exam Unit 4

**Requirements:** 140-page notebook (NOT shared with other subjects), writing equipment, scientific calculator (the Texas Instruments TI-30XB sold by the school \$28 is preferred), protractor, ruler, compass and grid book (48 pages is enough with 5mm squares).

**Department:** Humanities and Business

Students must select 2 Humanities 'Core' units. In addition, they can choose Legal Studies as a single semester elective.

**Subject Name:** Modern History (1 Semester)

**Overview of the subject:**

Modern History remembers the past, explains the present, and gives hope for our future. It provides contexts and explanations for our lives as well as practical skills for everyday living. Modern History helps us to interpret and understand the world we live in.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
Nazi Germany	10	History investigation skills
Terrorism	10	Source interrogation skills

**Assessment:**

Topic	Assessment Type	Conditions	Length
Nazi Germany	Independent Source Investigation	Scaffolding provided	4 weeks
Terrorism	Response to stimulus paragraphs exam	All sources seen before the exam	2 x 70min sessions

**Prerequisites:** Students intending to complete this subject need to have achieved a satisfactory level (C standard minimum) in Year 9 English.

**Requirements:**

- A4 notebook (not shared with any other subjects)
- A4 display folder (for organising & storing worksheets & hand-outs)

Department: Science and Agriculture

Subject Name: Science

**Overview of the subject:**

Students study the key areas of science: Biology, Chemistry, Physics, Earth and Space Science using an inquiry-based approach.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Content Covered
Life's Blueprints	5	Students cover a range of practical, science inquiry and communication skills
Life evolves	5	
Chemistry isn't magic	5	
Chemical reactions matter	5	
Moving along	5	
Energy of motion	5	
Global systems	4	
The universe	4	

**Assessment:**

Topic	Assessment Type	Conditions	Length
Life's Blueprints	Exam	Supervised in class	70 mins
Evolution	Assignment	Home and class	2 weeks
Chemistry isn't magic	Exam	Supervised in class	70 mins
Chemical reactions	Assignment (EEI report)	Home and class	
Energy	Assignment (EEI report)	Home and class	2 weeks
Global systems	Exam	Supervised in class	70 mins
The universe	Exam	Supervised in class	70 mins

***Students working on an Individual Curriculum Plan (ICP) receive modified content and assessment.***

Excursion: N/A

Requirements: Large exercise book – writing materials

**Department:** Humanities and Business

Students must select 2 Humanities 'Core' units. In addition, they can choose Legal Studies as a single semester elective.

**Subject Name:** **Social and Community Studies**  
(Incorporating Tourism) (1 Semester)

**Overview of the subject:**

Students will investigate how their personal identities are shaped & life opportunities are influenced by such factors as: culture, gender, race, class, beliefs & economic status. This will incorporate a case study of the tourism industry and its role in our society.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
Australia - The Inside Story	6	Investigation of various cultural features; gain knowledge of citizenship terms & concepts; identify & practise various citizens' roles
Travel & Leisure	6	Gain knowledge of tourism terminology; increase geographical awareness; analysis & evaluation skills, interpretation of data. Evaluation of situations.
Personal Economics	6	Gain knowledge of financial concepts; budgeting; research skills for personal benefit

**Assessment:**

Topic	Assessment Type	Conditions	Length
Australia - The Inside Story	Analytical essay	In class and home time	500-800 words
Travel & Leisure (The Nature of Tourism)	Brochure and justification speech	In class and home time	2-3 minutes and brochure
Personal Economics – Money Management	Exam	In class	70 minutes

- Requirements:**
- A4 notebook (not shared with other subjects)
  - A4 display folder (for organising & storing worksheets & hand-outs)

**Excursion:** Nil



# Elective Subjects

**Department:** Humanities and Business

**Subject Name:** Accounting

**Overview of the subject:**

Computer Accounting packages are used to introduce students to the Accounting process. The Accountant's advisory role to owners and management is a key part of skills learnt. Students should choose this subject if considering Accounting General subject in years 11 and 12.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
Foundation Accounting concepts and skills	6	Recall and understanding Select and organise relevant data Demonstrate and apply fundamental concepts
Personal Accounting	6	Select and organise relevant data Demonstrate and apply fundamental concepts
Using MYOB to record transactions and prepare reports	6	Using an Accounting package to present results Using practical procedures

**Assessment:**

Topic	Assessment Type	Conditions	Length
Foundation accounting	Combination Response Exam	In class exam	2 x 70 mins
Personal Accounting	Assignment	In class	4 weeks
MYOB	Practical assessment	Open book in class	70mins

**Excursion:** Nil

**Prerequisites:** N/A

**Requirements:** BYO Computer, A4 display folder for notes and tasks completed, USB memory stick, earphones (buds), mouse.

**Department:** Science and Agriculture

**Subject Name:** Food and Fibre Production

**Overview of the subject:**

Students study plant and animal anatomy, physiology and farming systems. Key focus areas include viticulture and cattle handling. The course focuses on practical activities.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Content Covered
Cattle Industry	10	Cattle physiology and anatomy Cattle judging Cattle selection Market requirements
Whole farm management	8 – 10 (depends on Term 2 or 4)	Animal production systems Soil Health Horticultural systems

**Assessment:**

Topic	Assessment Type	Conditions	Length
Cattle Industry	Assignment	Class and own time	5 weeks
Farm Management	Assignment	Class and own time	5 weeks

**Excursion:** N/A

**Prerequisites:** A pass in Year 9 Science and previous experience in junior Agriculture and/or animal husbandry is preferred.

**Requirements:** Notebook, writing implements  
Protective clothing (as in old long-sleeved shirt, covered work boots)

**Department:** The Arts  
**Subject Name:** Visual Arts

The Year 10 Visual Arts elective aims to develop students’:

- personal expression through engagement with visual arts practice and ways of representing and communicating.
- conceptual and perceptual ideas and representations through design and inquiry processes knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- self-directed skills associated with a range of media, in preparation for senior Art studies

**Content Covered:**

Content	Length (Weeks)	Skills Covered	Assessment	Conditions	Duration
Representations	10	Students learn how to: <ul style="list-style-type: none"> <li>• analyse connections between visual conventions, practices and viewpoints</li> <li>• evaluate artworks and displays from different cultures, times and places</li> <li>• evaluate how representations communicate artistic intentions in artworks viewed</li> <li>• develop techniques and processes to represent ideas and subject matter in artworks through the manipulation of:               <ul style="list-style-type: none"> <li>▪ materials</li> <li>▪ techniques</li> <li>▪ processes</li> </ul> </li> </ul>	Portfolio of Work	Students create an experimental folio that best demonstrates the integration of newfound knowledge and inspiration drawn from selected artists. <ul style="list-style-type: none"> <li>- 5 annotated pieces</li> <li>- Written response up to 600 words</li> <li>- Submitted using PPT, to show: Evidence of how the work has been developed and refined by the inclusion of sketches, photographs, annotations and notes in visual diaries.</li> </ul>	Students will complete work in and out of class, over the term, meeting weekly checkpoints.  400-600 words of annotation
Representations Consolidated	10	Students learn how to: <ul style="list-style-type: none"> <li>• identify influences of other artists in their own artworks through an evaluation of how representations communicate artistic intentions in artworks made</li> <li>• refine techniques and processes to represent ideas and subject matter in artworks through the manipulation of:               <ul style="list-style-type: none"> <li>▪ materials</li> <li>▪ techniques</li> <li>▪ processes</li> </ul> </li> </ul>	Resolved Artworks	Students create a resolved artwork, in a chosen genre from the development of ideas in Unit 1, endeavouring to encapsulate their own identity as Australians and provide an insightful artistic statement to accompany their work. <ul style="list-style-type: none"> <li>- Practical or multimodal as negotiated.</li> </ul> Artist statement up to 150 words.	Resolved artwork  150-word artist statement

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Local Art Exhibit (free) OR Incursion Workshop (between \$15-\$25)  
**Requirements:** 2B & 4B pencils, glue, rubber and watercolour pencils (18/24 pk Watercolour pencils)  
**Fee:** \$55 (includes art supplies, specialised stationary)

**Department:** Humanities and Business

**Subject Name:** Business

**Overview of the subject:**

Students will develop an understanding of entrepreneurship through product definition, confirmation and creation. Students will use technology to communicate effectively in a range of business situations.

Students should choose this subject if considering Business General subjects in Years 11 and 12.

**Content Covered:**

Unit Title	Approx Weeks	Skills and Criteria Covered
Shark Tank	18	

**Assessment**

Topic	Assessment Type	Conditions	Length
Idea, Plan and Propose	Assignment	Unsupervised Class and Own Time	3 weeks
Business Model	Assignment	Unsupervised Class and Own Time	3 weeks
Pitch			

**Excursion:** NIL

**Pre-requisites:** N/A

**Requirements:** BYO Computer, A4 Display folder, named USB, A4 notebook and Computer with internet access.

**Department:** Technology – Food & Textiles

**Subject Name:** Creative Textiles

**Overview of the subject:**

This subject provides students with the opportunity to investigate and make judgements on how various fabrics, tools and equipment can be combined to create textile items which meet an identified need or opportunity in their own lives. They will develop design ideas and manage projects to make their chosen textile item. This subject provides a useful foundation for students wishing to study the subject 'Design' in the senior school. It is based on the Australian Curriculum: Design and Technologies, "Materials" context.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
Understanding textiles and production skills	9	Recall of facts, concepts and principles, explaining, applying, analysing, justifying and evaluating. Development of practical hand and machine sewing skills.
Design a solution	10	Investigating, making judgements, defining, generating, designing, producing, implementing, evaluating, collaborating and managing.

**Assessment:**

Topic	Assessment Type	Conditions	Length
Understanding textiles and production skills	Examination	Class time, supervised, exam conditions	70 minutes
Design a solution	Portfolio (includes practical task) Students are required to design and make a textile item that repurposes, recycles or reuses a preworn item of clothing (eg jeans, flannellette pyjamas).	Class time (practical sewing) Class/home time for portfolio	7 weeks

**Excursion:** N/A

**Prerequisites:** The study of Creative Textiles in Year 9 is an advantage but not essential.

**Requirements:** A4 notebook and display folder, pre worn item of clothing, haberdashery and basic sewing kit for completion of practical sewing tasks.

**Additional Subject Fee:** \$20

Department: The Arts

Subject Name: Dance

The Dance elective alternates over a two-year cycle, and aims to develop students’:

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills and appreciation of their own and others’ dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

**Content & Assessment:**

Content	Length	Skills Covered	Assessment	Conditions	Duration
A Cycle	10	Students learn how to: - perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style	Performance	Students will perform teacher-choreographed dance	1-2 minutes
		Students learn how to: - Choreograph dances with communication of choreographic intent through the manipulation and combination of: • elements of dance • choreographic devices • form • production elements	Choreography	Students will individually complete choreography, supported by a choreographic statement.	Choreography: 1-minute Statements: - written 200–300 words - spoken 1–2 minutes
		Students learn how to: - Analyse choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances viewed - Evaluate impact of dance from different cultures, places and times on Australian dance	Extended Response	Students will complete an analysis exam	2 X 70 minutes (completed over 2 lessons)
Musical Theatre	10	Students learn how to: - perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style	Performance	Students will perform teacher guided dance	1-2 minutes
B Cycle	10	Students learn how to: - Analyse choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances viewed - Evaluate impact of dance from different cultures, places and times on Australian dance	Extended Response	Students will complete an analysis exam	2 X 70 minutes (completed over 2 lessons)
		Students learn how to: - perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style	Performance	Students will perform teacher-choreographed dance	1-2 minutes
		Students learn how to: - Choreograph dances with communication of choreographic intent through the manipulation and combination of: • elements of dance • choreographic devices • form • production elements	Choreography	Students will individually complete choreography, supported by a choreographic statement.	Choreography: 1-minute Statements: - written 200–300 words - spoken 1–2 minutes
Contemporary Dance	10	Students learn how to: - perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style	Performance	Students will perform teacher guided dance	1-2 minutes

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Students may have the opportunity to participate in Eisteddfods, incursion workshops and external dance enrichment excursions

**Requirements:** A4 lined notebook, A4 plain paper journal, USB, Shorts or Dance pants (worn in class time only), participation in all practical lessons (unless a doctor’s certificate has been supplied)

**Department:** Industrial Technology and Design

**Subject Name:** Design

**Overview of the subject:**

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

- develop confidence as critical users of technologies and designers and producers of designed solutions
- investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- evaluate processes and designed solutions and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in design and technology occupations and how they contribute to society.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered	Assessment Type	Conditions	Length
Introduction to Design	4	Students learn about and experience designing in the context of design in practice. Fundamental to design in practice is the principle that design is a purposeful process undertaken by design professionals in response to identified needs, wants and opportunities.	Extended Response	In class	90 min
Product Design	8	Students will be provided the opportunity to apply the fundamental skills in developing a design of an LED light that will intuitive, aesthetically pleasing and serve a particular need.	Design Folio	In class / Home	8 weeks
Human Centre Design	8	Students will explore a design task looking at human centre design, a designer considers human needs and wants, as a higher priority than other influences throughout the design process.	Design Folio	In class / Home	8 weeks

**Excursion:** N/A

**Prerequisites:** N/A

**Requirements:** 2 x 2H, 2 x 4H, 2x HB, 2 x 2B, 2 x 4B pencils  
1 x eraser, Artline 210 pens (Fine Medium), Water Colour pencils  
8G USB (minimum)  
A4 Sketch Pad

**Students considering Design in Year 11 and 12 should take this subject.**

**Additional Subject Fee:** \$10 consumable fee

Department: Digital and Design Technology

Subject Name: Digital Technology

**Overview of the subject:**

Digital Technology is a challenging subject with practical components for students to develop and refine a range of skills. This subject gives students an opportunity to explore how technology is being used to solve problems in our community. This subject flows on from year 9 Digital Technology. During this semester course students are exposed to robotics, drones and html programming. Students should choose this subject if they are considering Digital Solutions in Year 11 and 12.

**Content Covered:**

Unit Title	Approx. Weeks	Overview, Skills & Criteria Covered
Internet Safety	4	<b>Overview:</b> Protecting data online <b>Skills:</b> Generating and designing Producing and implementing <b>Criteria:</b> Knowledge and understanding, Processes and production skills
Robotics to the Rescue	4	<b>Overview:</b> Programming a technology to respond to certain commands to achieve goal <b>Skills:</b> Generating and designing Producing and implementing Collecting, managing and analysing data, Collaborating and managing Evaluating – in specific engaging in a class designed esports tournament and creating commentary for the results <b>Criteria:</b> Knowledge and understanding, Processes and production skills
HTML Building Zone	6	<b>Overview:</b> Building websites fit for purpose to meet user needs <b>Skills:</b> Generating and designing Producing and implementing Collecting, managing and analysing data Collaborating and managing Evaluating – in specific engaging in a class designed esports tournament and creating commentary for the results <b>Criteria:</b> Knowledge and understanding Processes and production skills
Game Maker	6	<b>Overview:</b> Creating a game for users <b>Skills:</b> Generating and designing Producing and implementing Collecting Managing and analysing data Collaborating and managing Evaluating – in specific engaging in a class designed esports tournament and creating commentary for the results <b>Criteria:</b> Knowledge and understanding Processes and production skills

**Assessment:**

Topic	Assessment Type	Conditions	Length
Data Security	Essay	Unsupervised at home and at school	3 weeks
Robotics to the Rescue	Project	Unsupervised at home and at school	3 weeks
HTML Building Zone	Assignment	Unsupervised at home and at school	3 weeks
Game Maker	Project	Unsupervised at home and at school	5 weeks

**Requirements:** BYO Computer, A4 display folder for notes and tasks completed, USB memory stick, earphones (buds), manila folder for profiles.



Department: The Arts

Subject Name: Drama

The Year 10 Drama elective aims to develop students’:

- knowledge and understanding in controlling, applying and analysing the elements, processes, forms, styles and techniques of drama to engage audiences and create meaning
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences
- preparedness for senior drama, through focusing on convention use in drama and communicating using dramatic languages.

Content	Length	Skills Covered	Assessment	Conditions	Duration
Australian Theatre	10 Weeks	Students explore the theatre style of Australian Gothic Theatre, while learning how to: <ul style="list-style-type: none"> <li>- perform scripted drama in different forms, styles and performance spaces</li> <li>- select and use the elements of drama, narrative and structure in acting to engage audiences</li> <li>- analyse elements of drama, forms and performance styles</li> <li>- evaluate meaning and aesthetic effect in drama devised, interpreted, performed and viewed</li> </ul>	Performance	Students perform, within an ensemble, a selected excerpt of the studied text and submit their annotated script.	1-2 minutes per student
			Exam: Short Response Exam	Students will complete an exam: <ul style="list-style-type: none"> <li>- under supervised conditions</li> <li>- open book: students must have materials printed when entering the classroom</li> </ul> short responses 50–200 words per item up to 600 words for the task	70 minutes 50 – 200 words per item
Contemporary Theatre styles	10 Weeks	<ul style="list-style-type: none"> <li>- Students explore contemporary theatre styles to:</li> <li>- develop and sustain different roles and characters for given circumstances and intentions</li> <li>- plan and direct performances</li> <li>- select and use the elements of drama, narrative and structure in directing to engage audiences</li> <li>- Refine performance and expressive skills in voice and movement to convey dramatic action</li> </ul>	Devising Project	Students will develop a concept, based on in-class stimulus, which may include live performance, texts, images or photographs. They will then: <ul style="list-style-type: none"> <li>- Plan an episode</li> <li>- Identify concept focus in explanatory paragraph</li> </ul> Photograph 6-8 images with annotations	400-600 words, Multimodal
			Performance	Students will select a devised concept to create a performance and submit their annotated script.	1-2 minutes per student

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Students will have an opportunity to participate in an Enrichment excursion to the Theatre or participate in a workshop, approx. \$60.00.

**Requirements:** Theatre Blacks (Plain black clothing), display folder, highlighters, USB and notebook

**Subject Fee:** \$10.00

**Department:** Industrial Technology and Design

**Subject Name:** Engineering and Construction

**Overview of the subject:**

During this course, students have the opportunity to sample a selection of elements from some of the modules associated with Certificate 2 in Engineering Pathways and Certificate 1 in Construction.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
Introduction to Engineering	9	Basic hand and power tool use, sheet metal fabrication, reading and interpreting plans and specifications.
Introduction to Construction	9	Basic hand and power tool use, general construction tasks, manual handling, reading and interpreting plans and specifications

**Assessment:**

Topic	Assessment Type	Conditions	Length
Practical Projects (BBQ & Wall Stand) (occasional table - drink cooler)	Workshop activities	Students assessed on their work performance and skill.	Ongoing
Theory	Written or oral Questioning	In class	Ongoing

**Excursion:** N/A

**Prerequisites:** N/A

**Requirements:** Students are required to wear substantial footwear eg leather uppers or steel capped work boots.

**Additional Subject Fee:** \$110

**Department:** Technology – Food & Textiles

**Subject Name:** Food Studies

**Overview of the subject:**

This subject provides students with an introduction to the area of study – food science, nutrition and food technologies. The course provides a foundation for students wishing to study Food and Nutrition in the senior school. It is based on the Australian Curriculum: Design and Technologies, “Food Specialisations” context.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
Introduction to nutrition and food science	9	Recall of facts, concepts and principles, explaining, applying, analysing, justifying and evaluating.
Make a smart food choice for a specific situation.	10	Investigating, making judgements, defining, generating, designing, producing, implementing, evaluating, collaborating and managing.

**Assessment:**

Topic	Assessment Type	Conditions	Length
Introduction to nutrition and food science	Examination	Class time, supervised, exam conditions	70 minutes
Make a smart food choice a specific situation.	Portfolio (includes practical cookery task). Students are required to design and produce a “breakfast baked product” for the tuckshop to sell before school.	Class and home time for portfolio. Class time for practical cookery.	10 weeks

**Excursion:** N/A

**Prerequisites:** The study of Food Studies in Year 9 is an advantage but not essential.

**Requirements:** A4 notebook and display folder, ingredients for regular practical cookery lessons and practical assessment task.

**Additional Subject Fee:** \$25

**Department:** Industrial Technology and Design

**Subject Name:** Furnishing Preparation

**Overview of the subject:**

During this course, students have the opportunity to sample a selection of elements from some of the topics from Furnishing applied and Industrial Technology Skills applied subjects.

**Content Covered:**

<b>Unit Title</b>	<b>Approx Weeks</b>	<b>Skills &amp; Criteria Covered</b>
Introduction to Furnishing skills	18	Use of furnishing industry tools and machines, hand and power tools, sketching, reading and interpreting plans and specifications.

**Assessment:**

<b>Topic</b>	<b>Assessment Type</b>	<b>Conditions</b>	<b>Length</b>
Practical Demonstration Practical Products	Workshop activities	Students assessed on their workshop skill and practical products in class	Ongoing
Practical Projects	Multi Modal – non presentation.	In class and at home	Ongoing

**Excursion:** N/A

**Prerequisites:** N/A

**Requirements:** Students are required to wear substantial footwear eg leather uppers or steel capped work boots. BYO device

**Additional Subject Fee:** \$110

**Department:** Health and Physical Education

**Subject Name:** Health

**Overview of the subject:**

Health helps students explore health problems/issues and make decisions about changes needed for their own health and for the health of the community.

**Content Covered:**

<b>Unit Title</b>	<b>Approx. Weeks</b>	<b>Skills &amp; Criteria Covered</b>
Sexual Health	9	Research facts, evaluate data, identify risks, draw conclusions, make recommendations, communicate ideas
Body Image and Health	9	Research facts, evaluate data, identify risks, draw conclusions, make recommendations, communicate ideas

**Assessment:**

<b>Topic</b>	<b>Assessment Type</b>	<b>Conditions</b>	<b>Length</b>
Sexual Health	Research Report	Assignment, open book, seen task, home and class time used	600-800 words
Body Image and Health	Exam essay	Supervised unseen written assessment, closed book, one page of notes allowed	70 minutes

**Excursion:** N/A

**Prerequisites:** Achieving a 'C' or higher in the written component of Year 9 Health and Physical Education and English

**Requirements:** A4 exercise book  
USB

**Department:** Technology – Food & Textiles

**Subject Name:** Hospitality

**Overview of the subject:**

This subject provides students with an introduction to the hospitality industry. The course provides a foundation for students wishing to study Hospitality Practices and/or Certificate II in Hospitality in the senior school. It is based on the Australian Curriculum: Design and Technologies, “Food Specialisations” context.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
Introduction to the hospitality industry	9	Recall of facts, concepts and principles, explaining, applying, analysing, justifying and evaluating.
Make a smart food service choice	10	Investigating, making judgements, defining, generating, designing, producing, implementing, evaluating, collaborating and managing.

**Assessment:**

Topic	Assessment Type	Conditions	Length
Introduction to nutrition and food science	Examination	Class time, supervised, exam conditions	70 minutes
Make a smart food service choice	Portfolio (includes practical hospitality venture). Students are required to design, produce and serve a “Meal Deal” suitable for a food van to sell at an athletics carnival.	Class and home time for portfolio. Class time for practical cookery.	10 weeks

**Excursion:** N/A

**Prerequisites:** The study of Food Studies in year 9 is an advantage but not essential.

**Requirements:** A4 notebook and display folder, ingredients for regular practical cookery lessons and practical assessment task, participation in some lunch time functions if required. Covered Leather / Vinal shoes.

**Additional Subject Fee:** \$25

**Department:** English and LOTE

**Subject Name:** Japanese (whole year subject)

**Overview of the subject:**

Students will study all four Japanese skills throughout the year. These four skills include Speaking, Listening, Reading and Writing. Students will also be introduced to Katakana and Kanji. They will be required to demonstrate their abilities in these areas in a variety of different contexts.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
My World	10	Exchange ideas in Japanese Comprehend Japanese texts
Health and Leisure	10	Create Japanese texts Comprehend Japanese texts
Festivals and Celebrations	10	Comprehend Japanese speech Exchange ideas in Japanese
Travel	8	Comprehend Japanese texts Create Japanese texts

**Assessment:**

Topic	Assessment Type	Conditions	Length
My World	Exam- Reading Exam – Writing	Supervised	60 minutes 200 characters minimum
Health and Leisure	Exam - Speaking Exam – Listening	Supervised	3-4 minutes 60 mins
Festivals and celebrations	Exam- Listening Exam – Writing	Supervised	250-300 characters 60 mins minimum
Travel	Exam - Reading Assignment – Speaking	Home/class time	4-5 minutes of script 60 mins

**Excursion:** Cultural excursion to Brisbane if possible

**Prerequisites:** Students must have studied Japanese in Year 9 or similar standard

**Requirements:** A4 exercise book  
Slimpick folder  
A4 Display folder

**Department:** Humanities and Business

**Subject Name:** Legal Studies

**Overview of the subject:**

Investigates criminal and civil law, the people who work within the legal system, and what happens to offenders; investigates law through time and in other places; evaluates teenagers' rights under current laws.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
Unit 1 Law and Order vs Chaos and Anarchy	6	This unit examines the way the Australian legal system is organised, who the key personnel are, and the ways in which laws are offered, analysed and enacted. The sources of law are also examined to identify the ways in which criminal and civil laws work, and to give depth of meaning to important foundations of our legal system (eg presumption of innocence, trial by jury).
Unit 2 Crime and Punishment	6	Crime and punishment are the focal point of the public's understanding of the law, and this unit will examine the basic types of criminal offences, and theories of both punishment and sentencing. This unit will also explore the role of police in investigating crime, and the ways in which trials are conducted in various courts.
Unit 3 Civil Law for beginners	6	General civil law, with a specific focus on employment law, is the focus of this unit. Students will learn about the basics of contracts including elements of a contract, landmark cases, capacity to enter contracts, and conditions and warranties. Employment law will cover the employment sectors, rights and responsibilities of employers and employees, types of employers and employees, workplace agreements and workplace health and safety legislation.

**Assessment:**

Topic	Assessment Type	Conditions	Length
Unit 1 Law and Order vs Chaos and Anarchy	Short response	Examination – exam conditions	70 minutes
Unit 2 Crime and Punishment	Extended response	Examination – exam conditions	70 minutes
Unit 3 Civil Law for beginners	Research task	Assignment - written	600 – 1000 words

**Excursion:** Kingaroy Police Station, Watch-House & Magistrates/District Court

**Prerequisites:** Students intending to complete this subject need to have achieved a satisfactory level (C-standard minimum) in English.

**Requirements:** A4 notebook (not shared with other subjects)  
A4 display folder (for organising & storing worksheets & hand-outs)



**Department:** The Arts

**Subject Name:** Media Arts

The Year 10 Media elective aims to develop students’:

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking, and exploring perspectives in media as producers and consumers
- aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- knowledge and understanding of their active participation in existing and evolving local and global media cultures.

Content	Length (Weeks)	Skills Covered	Assessment	Conditions	Duration
Media for Theatre	20	Students learn how to: - analyse how social and cultural values and alternative points of view are portrayed in media artworks interacted with and distributed - Evaluate social, institutional and ethical issues influencing the making and use of media artworks	Responding – Extended Response	Students will complete an analytical response	400-500 words
		Students learn how to: - Manipulate and evaluate genre and media conventions and integrate and shape technical and symbolic elements for specific purposes, meaning and style - Apply design, production and distribution processes - produce representations that communicate alternative points of view in media artworks for different community and institutional contexts	Project - Making and responding	Students will apply design, production and distribution processes to demonstrate film making, providing planning in the form of a storyboard and evaluating own work.	Film: 45 second – 1 minute  Written response: 300–400 word

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Nil

**Requirements:** A4 lined notebook, USB and Laptop (this course uses QLearn)

**Department:** The Arts

**Subject Name:** Music

The Year 10 Music elective aims to develop students’:

- skills to compose, perform, improvise, respond and listen with intent and purpose to music within the context of film
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form as they acquire skills to become independent music learners.
- preparedness for senior music, through focusing on theoretical understanding and practical skills

Content	Length (Weeks)	Skills Covered	Assessment	Conditions	Duration
World Music	20	Students learn how to: - Analyse different scores and performances aurally and visually Evaluate the use of the elements of music and defining characteristics from different musical styles	Exam – short response	Students will complete an analysis exam, based on music theory	60 minutes, closed book exam
		Students learn how to: - Interpret and perform solo and ensemble repertoire, informed and shaped by their understanding of music making in different cultures, times and places, demonstrating the use of: <ul style="list-style-type: none"> <li>• aural skills, to recognise elements of music</li> <li>• memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>• knowledge of the elements of music, style and notation</li> <li>• technical control</li> <li>• expression</li> <li>• stylistic understanding</li> </ul>	Performance	Students perform, within an ensemble or solo.	1-2 minutes
		Students learn how to: - Compose and document music, informed and shaped by an understanding of music making in different cultures, times and places, through the use of: <ul style="list-style-type: none"> <li>• aural skills, to recognise elements of music</li> <li>• memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>• knowledge of the elements of music, style and notation</li> </ul>	Composition	Students complete an original composition, over 4 weeks – creating a score or recording	Composition – 16 bars (30 seconds)

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Students may have the option to participate in music appreciation excursions or school-based skills workshops (approx. \$70 - \$90)

**Requirements:** A4 lined notebook, USB, A4 Display Folder, Manilla Folder.

Department: Health and Physical Education

Subject Name: Physical Education

**Overview of the subject:**

Physical Education involves students learning in, about and through physical activity. Work done in the classroom is based around student performance in practical sessions.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Criteria Covered
Training and Performance	9	Touch Football – students will be responsible for putting together an analysis of their performance using video footage, fitness testing and GPS performance data, before putting their findings into a multimodal presentation.
Functional Anatomy and Biomechanics	9	Volleyball – students will learn key anatomical terminology and learn about biomechanical movements of the body through the performance of volleyball.

**Assessment:**

Topic	Assessment Type	Conditions	Length
Training and Performance	Project – Folio	Students will use class and own time to gather evidence for their most suited position in Touch Football	4-6 minutes multimodal
Functional Anatomy and Biomechanics	Exam - Combination Response	Closed book, unseen task, in class supervised exam	70 minutes
Practical	Application of basic and advanced skills, rules, strategies and tactics recorded on video	Simple and complex drills, modified games and game play	2-3 minutes of video footage for performance in Touch and Volleyball

Excursion: N/A

Prerequisites: Achieving a 'C' or higher in year 9 Core Health and Physical Education

Requirements:

- A4 exercise book
- USB
- Compulsory participation in **ALL** practical activities

*Note: (some of the physical activities may change to suit the needs of individual classes).*

**Department:** Science and Agriculture

**Subject Name:** STEM (Whole Year Subject)

**Overview of the subject:**

This is a whole year subject for students who are interested in pursuing careers in Science, Technology, Engineering or Maths. Students intending to take senior sciences or Information Processing and Technology are advised to take this subject. This subject is an exciting opportunity for students to develop knowledge and skills in a range of science, technology and engineering contexts. Students will also use a range of sophisticated technology to experiment with DNA in biotechnology. Students will undertake an experimental investigation that will culminate in a visit to a modern chemistry lab in the chemistry unit. In second semester students will develop entrepreneurial skills when they develop ideas for robots, build and program those robots and then consider how to market them. Students doing this subject should have obtained at least a C in year 9 science.

**Content Covered:**

Unit Title	Approx Weeks	Skills & Content Covered
Genetics and Biotechnology	10	General laboratory skills, micro pipetting, running gel electrophoresis, performing restriction digests, performing immunodiffusion assays, microbiology skills, aseptic technique.
Chemistry	10	General laboratory skills and others as determined by the chosen experimental investigation
Coding and Robotics	17	Python coding skills, computational thinking, basic electronics, robotics building skills, entrepreneurial skills

**Assessment:**

Topic	Assessment Type	Conditions	Length
Genetics and Biotechnology	Exam	Supervised - Formal exam conditions	70 minutes
Chemistry	Assignment (Extended Experimental Investigations)	Class and own time for research and write up of scientific report	5 weeks
Coding and Robotics	Assignment	Class and own time to build robot and write report	10 weeks

**Excursion:** UQ Chemistry laboratory 3 day excursion, QUT Robotics excursion

**Cost:** UQ Chemistry Camp \$100 (Invoiced when and where appropriate)

**Prerequisites:** Students should have attained at least a good pass in Year 9 Science

**Requirements:** Large exercise book  
Writing materials including a 2H and HB pencil, USB

# School to Work Program (Whole year program)

## Overview of the program:

This program provides students with an alternative to the normal Year 10 program. It consists of 3 days at school, 1 day at TAFE and 1 day at work placement. It is a whole year program undertaken by students who would like to transition in to the workforce with a school-based traineeship, school-based apprenticeship or other employment. Students may complete Year 11 and 12 if they do not enter the workforce at the end of the year, however they would take a vocational pathway in terms of subjects studied. Student applications are assessed for program suitability.

## Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
Mathematics	All year	Students study a standard Year 10 Core Maths program
English	All year	Students study a standard Year 10 Core English program
Certificate II in Skills for Work and Vocational Pathways	All year	This qualification supports students to develop skills in preparation for workforce entry or vocational training pathways. Upon completion, students can gain 4 credit points towards their Queensland Certificate of Education (QCE.)
TAFE Certificate courses	All year	The following courses will be offered by TAFE in 2025 and offer up to 4 credit points towards QCE: <ul style="list-style-type: none"> <li>• Certificate II in Automotive Vocational Preparation</li> <li>• Certificate I in Construction</li> <li>• Certificate II in Engineering Pathways</li> <li>• Certificate II in Health Support Services</li> <li>• Certificate II in Rural Operations</li> <li>• Certificate II in Salon Assistant</li> <li>• Certificate II in Cookery</li> </ul>

## Assessment:

Topic	Assessment Type	Conditions	Length
Mathematics	Assignments + Exams (as per listed on page 35)	Class time + home time	Varies –all completed throughout year
English	Assignments + Exams (as per listed on page 32)	Class time + home time	
Certificate II in Skills for Work and Vocational Pathways	Booklet Modules	Class time	
TAFE Certificate	Course competencies Practical + theory	TAFE + home time	

**Prerequisites:** N/A

**Requirements:** 5 x A4 exercise books  
Fully stocked pencil case, Calculator, Laptop

**Additional Subject Fee:** \$55