



PALM BEACH
CURRUMBIN

STATE HIGH

YEAR 10
SUBJECT SELECTION GUIDE
2024



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Welcome to Palm Beach Currumbin Senior Secondary

The purpose of Year 10 is to:

- Continue to build foundation Literacy and Numeracy skills
- Preparation for subjects in Years 11 and 12
- Sampling for subjects in Years 11 and 12
- Building pathways to qualifications and further learning beyond school

Subject Selection

- All students must study 6 subjects in Year 10
- All students must study English, Maths and Science in Year 10. Students will be placed in their level of English and Maths. Selected students will be invited to do Advanced Maths and Advanced English.
- All students must study 3 electives.
- Students must have been accepted into academic, creative arts or sports excellence subject

Consider the following when choosing your elective subjects

- What subjects sound interesting and I think I would like to try before I get to Year 11 and 12?
- Have I selected some subjects that I think I will enjoy?
- Have I considered my future learning pathways (University, TAFE or Work)?
- Do I need to build strengths in certain areas?
- Should I choose certain subjects that might relate to my career aspirations and my strengths?



Introduction to Year 11 and 12 Senior Pathways at PBC

At Palm Beach Currumbin SHS students have access to two pathways in Year 11 and 12 to achieve their Queensland Certificate of Education (QCE):

- ATAR
or
- Personalised

Student results at the end of Semester 1 of Year 10 determine the pathway options available to them. In Term 3, each student will receive an individual SET Plan form indicating their pre-determined pathway.

ATAR Pathway

This pathway is for students who intend to study at University. The ATAR student is a diligent and dedicated academic student who aims to get the best possible result in each class. They are capable of independent study, revision and research. They are also willing to undertake 5 or more external examinations worth up to 50% of their subject result at the end of Year 12.

Criteria:

- Where a student has received their Senior Education and Training (SET Plan) form with the pathway ATAR indicated and they wish to undertake this pathway they must comply with the following rules:
- Students must select a total of 6 subjects
- Students must select 5 or 6 ATAR subjects
- Students must select General English (and/or Literature where applicable)
- For a student to select Mathematical Methods or Specialist Mathematics in Year 11 they should complete Mathematical Methods in Year 10
- Students can only complete one VETIS course at school (not including a school-based traineeship).

ATAR Eligibility-

As a minimum students must achieve a B in English and B in Maths at the end of Semester 1 Year 10 to be ATAR Eligible in Years 11 & 12. All Academic Excellence students will also be ATAR Eligible.

Personalised Pathway

This pathway is personalised to meet the needs of the individual student and has a focus on building the student's levels of training and qualifications. This pathway will also provide students with an option to allow them to study some University courses, enter straight into the workforce or undertake further training post school.

Criteria:

Where a student has received their Senior Education and Training (SET Plan) form with the pathway 'Personalised' indicated they must comply with the following rules:

- Students must select a total of 6 subjects
- Students must study an English and a Math subject at the level recommended or below
- Students may enrol in a maximum of 3 General subjects
- Students should complete a VET course, preferably certificate III, IV or Diploma (this is likely to provide a pathway for tertiary study). While more than one VET Course may be undertaken students can only undertake one VETis funded (government subsidised) course.
- Students should consider undertaking a school-based traineeship

Please see subject specific entry requirements below. Students must achieve the cut –off results in Semester 1 of Year 10 to be able to study the selected subjects below:

Subject Type	Year 11 Subject	Year 10 Semester 1 Minimum Grade	Year 10 Subject	Subject Type	Year 11 Subject	Year 10 Semester 1 Minimum Grade	Year 10 Subject Pre-Requisite
General	General English	C8	English	General	Film, Television & New Media	C5	English
General	Literature	A1 B7	English Literature	General	Food and Nutrition	C5	English
General	General Mathematics	C+	Mathematics	General	Geography	C5	English
General	Mathematical Methods	B+ C	Mathematics* Extension Mathematics*	General	Health	C5	English
General	Specialist Mathematics	B+ C	Mathematics* Extension Mathematics*	General	Japanese	C5 C1	English Japanese
General	Accounting	C5 C1	English Mathematics	General	Legal Studies	C5	English
General	Ancient History	C5	English	General	Marine Science	C5 B1	English Science
General	Biology	C5 B1	English Science	General	Modern History	C5	English
General	Business	C5	English	General	Music	C5	English
General	Chemistry	C5 B1	English Science	General	Philosophy & Reason	B5 B5	English Maths
General	Dance	C5	English	General	Physical Education	C5	English
General	Design	C5	English	General	Physics	C5 B1	English Science
General	Digital Solutions	C5	English	General	Psychology	C5	English
General	Drama	C5	English	General	Spanish	C5 C1	English Spanish
General	Economics	C5 C1	English Mathematics	General	Visual Art	C5	English
General	Engineering	C5	English				

*To study Year 11 Mathematical Methods in semester 2 students must complete Year 10 Extension Math.

Subject Type	Year 11 Subject	Requirements		Subject Type	Year 11 Subject	Year 10 Semester 1 Minimum Grade	Year 10 Subject Pre-Requisite
Applied	Essential English			VET	Cert I Construction		
Applied	Essential Mathematics			VET	Cert II Engineering		
Applied	Aquatic Practices	Competent Swimmer		VET	Cert II Kitchen Ops/Cert III Hospitality		
Applied	Business Studies			VET	Cert III Fitness		
Applied	Industrial Graphics Skills			VET	Cert III Health Services		
Applied	Industrial Technology Skills			VET	Cert IV Crime & Justice Studies	C5	English
Applied	Social and Community Studies			VET	Diploma of Business	C5	English
Applied	Sport & Recreation	Competent Swimmer		VET			
Applied	Tourism						
Applied	Visual Arts in Practice						



EXCELLENCE PROGRAMS



Academic Excellence Overview

Course Overview

Access to the Senior Academic Excellence strand is through offer or application and examination.

The purpose of our Academic Excellence program is to assist able students to reach their potential and connect them to future pathways by providing an appropriately challenging and enriched curriculum.

Students enrolled in the Academic Excellence program will complete all subject work as well as taking part in special enrichment activities and programs. Studies in Mathematics, English and Science will be at an **advanced** level. The aim is to develop their potential as students and enhance their academic prospects. This will include completion of extension activities, mentoring and special seminars.

As with all Excellence Programs at PBC, student performance is monitored regularly. It is important that students maintain high academic achievement whilst in the program. The school reserves the right to withdraw students from the program at any time.

Please note:

Philosophy is an elective course that has been developed by the Academic Excellence department for Year 10 students and is best suited to highly able learners.

Certificate II in Engineering Pathways (Robotics) is an elective course that can be studied through the Technology department. This course is for Academic Excellence students only.



Problem Based Learning

Course Overview

To survive in today's workforce, individuals must know how to take care of their learning – to plan, develop, adapt and change in a digital, interactive and global society

The Problem-Based Learning elective seeks to develop these skills to a high level by immersing students in deep learning projects where the focus is on the General Capabilities of the Australian Curriculum; turning the table where knowledge acquisition is a by-product of the development of;

- critical and creative thinking
- personal and social capability
- intercultural understanding
- ethical understanding
- ICT capability

Many students enjoy studying issues at a deep level, particularly when they have the option to choose an area of interest; this suits the capabilities of gifted and talented and highly able students. By applying self-direction, these learners empower themselves to take personal responsibility, choosing how they use information in the construction of meaning.

Students will immerse themselves in an area of study framed by a driving inquiry question. Initially they will decide as a group what that question will be and gradually they will be able to frame their own questions to follow an area of personal interest

Prerequisites

A high level of literacy skill is required, as is the ability to work with others and accept opposing opinions. Preference for entrance into this subject will be given to students who have already completed Yr 9 PBL, Academic Excellence students and then students from the general cohort.

Course Outline

Term	Topic	Assessment
1	Students new to the subject will engage in activities to build teamwork and respect of others and different learning styles before undertaking a project. As a class, 1 or 2 units from those presented (8-10 options) will be chosen to work on. Students will work in groups of 5-6 to complete the unit and present their findings	Each student will be assessed individually against the ACARA General Capabilities Standards (Level 5 and Level 6) that apply to their unit of study. If students choose a curriculum-based unit, they can choose to also be assessed against subject-specific criteria, but reporting will be against achievement of the General Capabilities. Most units of study will involve a presentation (individual or group) of findings to others in the class
2	Students work in smaller groups (3-4) to select a unit of work from those presented (up to 20 options)	
3	Students work in smaller groups (2-4) to select a unit of work from all available	
4	Students can choose to work in a small group or individually on a project of interest. They can choose a course of study of a unit available, or design their own driving inquiry question and learning path with teacher assistance and guidance	



Creative Arts Excellence Overview

Course Overview

This program is designed to meet the needs of students at an advanced level of practical ability in the areas of Dance, and Music, (Year 7 - 12), Drama (Year 9-12), Visual Arts, (Year 7 – 10) and Film and Media, (Year 9 - 10). The program is an innovative response to the need for focused arts learning at a higher level than current programs offer, with direct links to the arts and entertainment industries.

Students wishing to apply for the program must complete a trial through audition and/or interview, demonstrating their capacity and potential in the specific Creative Arts field.

Learning experiences within the courses include: scheduled workshops, extended rehearsal time allocation, preparation for professional auditions, folio preparation, links to industry and further education and numerous performance and production opportunities.

Prerequisites

All eligible students will have demonstrated a high level of artistic ability. Students showing high proficiency in mainstream Arts class are encouraged to apply and may be invited to trial for the program.

The program is open to all students in Years 7 – 12 who complete a successful trial.

Students may only enrol in one Creative Arts Excellence subject.

Assessment Outline

Students will be expected to complete a variety of solo, small group and whole-class performance and production works, as well as critiques of industry standard works. As well as the development of curricular works, students will also be expected to contribute to both school extra-curricular and representative works, such as bands and choral groups, school Musical, Dance Teams, and regional/state/national showcases.



Dance Excellence

Course Overview

This subject is an extension of the mainstream Dance subject and focuses on the areas of performance, choreography, technique and appreciation, at a more advanced level. Students will perform in a variety of solo and ensemble settings, engage in workshops with guest artists and present public performances at least twice throughout the year. Commitment to workshops and rehearsals outside of class time is required.

Students may specialise in a particular style of dance, however a broad variety of techniques will be studied. Students may also specialise in a particular style or choreography and should indicate this on their application form.

The class will consist of students from different year levels; therefore the quota for each grade will be limited.

Prerequisites

Experience in the area of Dance is essential as is achieving at a B standard or higher in the Year 9 parent subject, Dance. Entry will only be accepted through successful audition and application processes, or continued enrolment from Year 9 Dance Excellence.

Course Units

Semester 1. Unit 1 - Pushing the Barre	Semester 2. Unit 3 -Triple Threat!
<ul style="list-style-type: none"> • Choreography • Performance • Extended work created for PBC Festival 	<ul style="list-style-type: none"> • Performance (Guest devised for GC Eisteddfod) • Performance (Adapted repertoire)
Unit 2 – Pointe has a point	Unit 4 – So You think Men Can Dance?
<ul style="list-style-type: none"> • Appreciation – analytical essay in response to live work • Ballet technique exam 	<ul style="list-style-type: none"> • Appreciation (Presentation) • Choreography (Any style)

It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases, these are covered by course fees, they may attract additional costs.



Drama Excellence

Course Overview

This course is an extension of the mainstream Drama subject and is focused specifically on the areas of performance, technique and critique at a more advanced level. Students will perform in a variety of solo and ensemble settings, engage in workshops with guest artists and present public performances at least twice throughout the year.

Prerequisites:

- Experience in the area of Drama is essential and students should be achieving at a B standard or higher in Year 9 in the parent subject, Drama. Entry will only be accepted through successful audition and application processes, or continued enrolment from Year 9 Drama Excellence.
- Students must be highly motivated and work well individually and as part of a group.
- Commitment to workshops and rehearsals outside of class time is required.

Course Units

Term 1 – Acting for film	Term 2 – History of Theatre
Students will study the techniques of screen performance to produce their own short films using either provided, adapted or original text.	Students will study Theatre History, select a period to research and present their findings in a multi-modal presentation incorporating dramatic style and technique from the chosen period.
Term 3 – Class Production	Term 4 – Theatre for Social Awareness
Students will rehearse a devised/published play or selection of scenes, to be performed for a live audience.	Students will learn about the techniques of Political Theatre in order to create their own campaign to spread awareness of an issue of their choice.

Assessment Outline

Term 1	Term 2 – History of Theatre
Group presenting	Individual/Group Forming Individual Responding
Term 3 – Class Production	Term 4 – Theatre for Social Awareness
Presenting Individual Reflecting	Group Forming

Course and Assessment rotate through Years 10, 11 and 12

It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.



Music Excellence

Course Overview

The Year 10 Music Excellence course is an advanced course where students will extend their skills in music by listening, reading, analysing, performing and composing music.

Students will perform in a variety of solo and ensemble settings and will have the opportunity to engage in workshops with guest artists. The comprehensive course covers all aspects of music, a broad range of musical styles from different times in history and from other parts of the world. Commitment to workshops and rehearsals outside of class time is required.

Prerequisites:

Experience in the area of music is essential. Students should be achieving at a B standard or higher for Year 9 in the parent subject, Music. Entry will only be accepted through successful audition and application process, or continued enrolment from Year 9 Music Excellence.

It is advisable that students have private vocal/instrumental tuition to complement school learning. It is advisable for students to have a good grasp of language (both written and spoken), achieving at least a C standard in core English.

Course Units

Term 1 – An instrument and its Repertoire	Term 2 – World Music
<ul style="list-style-type: none"> Students will perform on their chosen instrument and state their intent behind their performance. 	<ul style="list-style-type: none"> Students will study traditional music from around the world and compose a piece of music inspired by a chosen country.
Term 3 – Baroque to Romantic	Term 4 – Recording
<ul style="list-style-type: none"> Students study the historical and musical context from the Baroque period to the Romantic period. Students will respond and be assessed in exam conditions. 	<ul style="list-style-type: none"> Students will explore recording techniques and make use of the recording studio. Students will record and arrange a song and respond explaining their intent.

Assessment Outline

Term 1	Term 2
<ul style="list-style-type: none"> Performance Performance statement 	<ul style="list-style-type: none"> Composition Multimodal Presentation
Term 3	Term 4
<ul style="list-style-type: none"> Examination 	<ul style="list-style-type: none"> Recording Task Recording journal

It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs



Visual Arts Excellence

Course Overview

This course is an extension of the mainstream Visual Art subject and focuses on producing bodies of work at a comprehensive level.

This central focus of each unit is to allow participants to develop their mastery in their key artistic skill areas while also immersing them in training of other mediums. They will be nurtured in their areas of interest while also being extended and challenged to produce folios of their own work that reflect Arts pathways.

Engagement within the course also provides opportunities for students to extend themselves by producing work to be displayed in the public arena throughout the year and during the schools Arts Festivals and showcases.

Prerequisites:

Experience in the area of Visual Art is preferred but not essential and students achieving a B standard or higher in mainstream Visual Art are encouraged to apply for Visual Art Excellence. Alternatively, students seeking to apply for the excellence program who have NOT had experience in the subject previously will be asked to submit examples of their own recreational work and participate in an interview with the course co-ordinator.

Course Units

Term 1 - Drawing	Term 2 - Painting
Students will create a folio of drawings that communicate meanings.	Students will create a folio of work based on a theme.
Term 3 – Body of Work	Term 4 - Body of Work
Students will create a body of work based on a concept and individual focus.	Students will create a body of work based on a concept and individual focus.

Assessment Outline

Term 1	Term 2
<ul style="list-style-type: none"> • Visual Diary • Folio/Refined Work • Written Task 	<ul style="list-style-type: none"> • Visual Diary • Folio/Refined Work • Reflection Task
Term 3	Term 4
<ul style="list-style-type: none"> • Visual Diary • Folio/Refined Work • Reflection Task 	<ul style="list-style-type: none"> • Visual Diary • Folio/Refined Work

It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.



Sports Excellence

Course Overview

Sports Excellence is a selective program designed for gifted and talented students who demonstrate advanced ability or considerable potential in one of PBC's target sports. It is an opportunity for students to pursue sporting excellence in a supportive educational environment.

Targeted Sports

- AFL Boys and Girls
- Basketball Boys and Girls
- Kayak and Surf League
- Netball
- Rugby League Boys and girls
- Soccer Boys and Girls
- Surfing
- Tennis
- Touch Football Girls
- Track
- Future Stars

Prerequisites

Students will only retain their position by continuing to meet the requirements of their chosen sport and their school subjects. Progression from Year 9 into Year 10 Sports Excellence is not automatic. To continue in the program, school and sport selection criteria must be met each year. New students must apply and / or trial and be accepted into program by the relevant program coach.

Course Units

Term 1 - Foundation	Term 2 - Pre-Competition
PRACTICAL – Term cycle may change from sport to sport	
<ul style="list-style-type: none"> • Key Skill and fitness indicators. • Testing • Program Development 	<ul style="list-style-type: none"> • Specialised • Skill and fitness development • Competition strategies
THEORY – 1 Well Being Module in both term 1 and 2.	
<ul style="list-style-type: none"> • Time Management • Training and Conditioning Practice 	<ul style="list-style-type: none"> • Injury Prevention • Skill development
Term 3 - Competition	Term 4 - Transition
PRACTICAL – Term cycle may change from sport to sport	
<ul style="list-style-type: none"> • Fitness peaking • Skill under pressure • Specialised tactics • Sports Psychology • Strategy 	<ul style="list-style-type: none"> • Time for change • Major skill/fitness challenges addressed • Cross training • Performance evaluation • Athletic profile adjustment

Assessment Outline

Assessment is based on practical and theoretical work completed each term during the program.

- Sports specific fitness
- Skill
- Event/Game Strategy
- Training and Conditioning Practice

PBC's Sports Excellence Program is proposing to introduce a new "Female Rugby League" program in 2024. This Program will be available to students entering yr7-10 students in 2024. The program aims to cater for the growth in female participation and the development of professional pathways.

- A minimum number of suitable students must be attained in order for the Female rugby League program to run in 2024. Placement in the program is timetable dependent

Uniform

Each sport has a compulsory specified uniform.

It is expected that students will attend several competitions during the course that may attract additional cost.



ENGLISH



English

Course Overview

This is a core subject which aims to develop students' skills and abilities in using English as active and informed citizens. The course enhances language growth through reading, writing, listening, speaking and viewing. Students will compose and comprehend English for a wide range of personal and social purposes. They will experience and explore a variety of communication forms in various relevant social settings.

Prerequisites

Students in the Year 9 classes are not streamed, however their Year 9 results dictate which level of English they will do in Year 10. This Year 10 level then dictates which English subject they are able to enter in Year 11.

Students are expected to participate in and pass spoken tasks.

Students who fail to pass their spoken tasks are deemed to have failed the subject regardless of their writing ability. This is a directive from Education Queensland. The school goes to great lengths to assist students who struggle to speak publicly.

Course Units

Units of Work	Year 10 Folios will contain
<ul style="list-style-type: none"> • Media • Novel study • Poetry • Shakespeare 	<ul style="list-style-type: none"> • Analysis of Political Cartoon • Narrative • Poetry analysis speech • Romeo and Juliet film review

Assessment Outline:

Students are required to complete a number of written and spoken responses in each semester under a range of conditions.

It is expected that students will attend several excursions during the course that may attract additional costs.



English Foundations

Course Overview

The subject English Foundations develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future, and to enable them to accept or challenge the values and attitudes in these texts.

Prerequisites

There are no prerequisites for this subject as entrance to this subject is **INVITATION ONLY**. It is advised that students wishing to follow a highly academic pathway in Year 11 and 12 should study Year 10 English rather than Essential English.

Entry to this course is by invitation only- teachers nominate students for this class.

Course Units

Units of Work	Year 10 Folios will contain
<ul style="list-style-type: none"> • Responding to contemporary work texts • Creating texts for different professions • Responding to popular culture texts • Creating texts that explore the Australian Contexts • Responding to mass media texts • Creating texts about community, local and global issues. 	<ul style="list-style-type: none"> • Analytical response • Short response exam • Persuasive multi modal presentation • Interpretive text examination • Short Course in Literacy

Assessment Outline:

Students are required to complete a number of written and spoken responses in each semester under a range of conditions.



Literature

Course Overview

This course aims to prepare students for Year 11 and 12 English and/or Literature. As such this course will be challenging and aimed at producing highly literate students that are well equipped to perform at a VHA level in Senior English. **They must be enthusiastic readers and speakers. The focus of this course is analytical with only one task being creative.**

Students will be encouraged to improve their use of language in all forms of communication. They will understand how to write and speak analytically and creatively in order **to craft a highly sophisticated, concise piece of communication with layers of meaning.** Students will learn how language use varies according to context, purpose, audience and content, and modes and medium. The study of language helps students appreciate the social, imaginative and aesthetic uses of language and to understand how language can be used selectively. Students also develop their abilities to talk about language and to reflect on and critique its use in responding to and constructing texts, both literary and non-literary.

Students will consider how reading practices, seen as sets of strategies that readers draw on when making sense of texts, have opened up the ways that texts may be read and of what literature can be. Throughout the course students will explore a variety of texts and contexts. By using different approaches to reading texts, students extend their conceptualisation of the central question, that whatever literature is, it is dependent on how, when, where, by whom, and for what purposes it is read. Students will need to consider a range of literary texts, including canonical texts and those from popular culture. (Extension English Literature Syllabus). Students will understand the cultural contexts of texts and the ways and reasons later manifestations of the text are valued.

Students will be encouraged to develop their independence throughout the course. As such the course will conclude with students creating a substantial major work of their own choice. This could be any genre they choose including media, analytical, interpretive or creative. Students will understand how to work independently in a specialised area of interest.

Prerequisites

Students will need to be achieving an A in Year 9 English. Inclusion in the course will depend on recommendation of the Senior HOD English. Students who don't enjoy reading should not be selecting this subject.



HEALTH AND PHYSICAL EDUCATION



Fitness and Recreation

Course Overview

Fitness and Recreation (FAR) provides students with the opportunity to develop knowledge, understanding and skills in fitness development and recreational participating. This subject develops skills and knowledge in preparation for further study in Physical Education, Fitness or Sport and Recreation.

Note: In year 10 students can enrol in only one of Fitness and Recreation **OR** Outdoor and Adventure Education.

Prerequisites

Nil

Course Units

Unit 1	Unit 2
Functional anatomy and fitness training <ul style="list-style-type: none"> Bones and muscles Describing movement Improving movement Fitness training techniques Recovery from exercise 	Preparing for sport performance <ul style="list-style-type: none"> Measuring performance Energy systems and thresholds Strength and conditioning Nutrition
Unit 3	Unit 4
Modified sports <ul style="list-style-type: none"> Design a modified sport Coach the class in the modified sport Conduct and officiate games in the modified sport 	International sports <ul style="list-style-type: none"> Experiencing a range of emerging international sports

Assessment Outline:

Unit 1	Unit 2
<ul style="list-style-type: none"> Workbook modules Performance 	<ul style="list-style-type: none"> Exam – multiple choice and short response Performance
Unit 3	Unit 4
<ul style="list-style-type: none"> Assignment – sport and session design Performance 	<ul style="list-style-type: none"> Assignment – report Performance

Uniform

HPE uniform (red shorts and polo shirt OR sports excellence uniform). It is required that students wear hats during lessons that are outside the classroom.



Health and Physical Education

Course Overview

Health and Physical Education (HPE) is an integral part of the total education of our young students. HPE contributes to the intellectual development of the student through the medium of physical activity. HPE offers students the opportunity to develop an integrated knowledge of physical activity, whilst catering for those who aspire to high levels of performance. This subject focuses on developing skills and knowledge for Physical Education in year 11.

Prerequisites:

Nil

Course Units

Unit 1	Unit 2
Functional anatomy of performance in aquathlon <ul style="list-style-type: none"> • Specific movement patterns • Understanding movement • Performing aquathlon (up to 3km run and up to 400 metre swim) 	Understanding the influence of energy and fitness on performance: <ul style="list-style-type: none"> • Investigating energy systems and their influence on performance • Investigating components of fitness and their influence on performance AFL and basketball
Unit 3	Unit 4
Tactical awareness of performance in Touch <ul style="list-style-type: none"> • Tactics and strategies within Touch 	Body and movement concepts in a racquet sport

Assessment Outline:

Unit 1	Unit 2
<ul style="list-style-type: none"> • Exam – multiple choice and short response • Performance 	<ul style="list-style-type: none"> • Folio (written response + performance video)
Unit 3	Unit 4
<ul style="list-style-type: none"> • Investigation: project 	<ul style="list-style-type: none"> • Assignment • Performance

Uniform

HPE uniform (red shorts and polo shirt OR sports excellence uniform). It is required that students wear hats during lessons that are outside the classroom.



Health and Psychology

Course Overview

Health and Psychology provides students with the valuable opportunity to engage in “real life” learning in preparation for the separate senior subjects of Health and Psychology. Year 10 Health and Psychology provides students with valuable thinking and learning strategies as they understand how to manage the varied influences on their own health and development. This subject develops skills and knowledge for both Health and Psychology in year 11.

Prerequisites:

Nil

Course Units

Unit 1	Unit 2
<ul style="list-style-type: none"> Disorders and Illness: Physical Disorders and illness Psychological disorders and illness 	Food solutions: <ul style="list-style-type: none"> Researching and applying information to respond to a food problem Creation of a food solution
Unit 3	Unit 4
Psychology of emotion and attention: <ul style="list-style-type: none"> Conducting experiments to test influence of emotion on attention Modifying an experiment 	Mental Health: <ul style="list-style-type: none"> Practices to build mental strength Mental Health concerns and

Assessment Outline

Unit 1	Unit 2
<ul style="list-style-type: none"> Exam – multiple choice and short response 	<ul style="list-style-type: none"> Investigation: folio
Unit 3	Unit 4
<ul style="list-style-type: none"> Report- Student Experiment 	<ul style="list-style-type: none"> Exam – short response and extended response

It is expected that students will attend several excursions during the course that may attract additional costs.



Outdoor and Adventure Education

Course Overview

Outdoor and adventure education (OAE) provides students with the opportunity to develop knowledge, understanding and skills in a range of outdoor activities. This subject will develop knowledge and skills in preparation for further study in Physical Education, Fitness or Sport and Recreation.

Note: In year 10 students can enrol in only one of Fitness and Recreation **OR** Outdoor and Adventure Education.

Prerequisites

Nil

Course Units

Unit 1	Unit 2
Aquatic Recreation: Paddling <ul style="list-style-type: none"> • Craft type and use • Safety • Rescue and retrieval 	Sustainable Outdoor Recreation <ul style="list-style-type: none"> • Local environment • Minimal impact practices
Unit 3	Unit 4
Fitness for the outdoors <ul style="list-style-type: none"> • Fitness components • Training to develop fitness components • Engaging in outdoor activities 	Challenge in the outdoors <ul style="list-style-type: none"> • Adventurous journey • Camping • Hiking

Assessment Outline:

Unit 1	Unit 2
<ul style="list-style-type: none"> • Workbook modules • Performance 	<ul style="list-style-type: none"> • Exam – multiple choice and short response
Unit 3	Unit 4
<ul style="list-style-type: none"> • Assignment – session design • Performance 	<ul style="list-style-type: none"> • Assignment – report • Performance

Uniform

HPE uniform (red shorts and polo shirt OR sports excellence uniform). It is required that students wear hats during lessons that are outside the classroom.



HUMANITIES



Economics and Business

Course Overview

The Economics and Business Studies course introduces students to the world of business and economics. In Year 10, students are introduced to more advanced business concepts, focusing on how businesses work, the business life cycle and how businesses are managed.

Budding entrepreneurs and business owners will be exposed to the use of data and information, including how it is used to make informed financial decisions. This course will teach students the fundamental principles relating to owning/operating their own business and develop their understanding of economic theories from the perspective of not only business owners but also individuals.

Financial success or failure impacts on individuals, families and the wider community. This course ensures that the financial decisions made by students are well informed and backed by research. Students will be introduced to valuable economic concepts that will allow them to make informed decisions regarding their enrolment in Senior Economics courses.

Students will be given multiple opportunities to immerse themselves in the business world throughout the year. Some of these opportunities include the ASX Share market Game, entering the Australian Business Studies Competition and participating in the Griffith Ambassadors Program.

Prerequisites

Students require at least a C standard in Year 9 English and Maths.

Unit 1: The Business World	Unit 2: Creating a Business Start Up
<p>Students will study the business lifecycle. They will describe and explain global business expansion strategies, use SWOT and STEEPLE analysis tools to analyse the internal and external factors affecting business expansion. Students will undertake research on specific industries including fashion and fast food.</p> <p>Assessment: Individual multimodal</p>	<p>Students will study the marketing mix using authentic case studies to investigate how businesses utilise contemporary and social media strategies to raise awareness, generate sales, and demonstrate corporate social responsibility. They will also be introduced to Industrial relations, including the rights and responsibilities of employees and employers in the workplace under the Fair Work legislation and other laws, such as anti-discrimination, awards & agreements, and workplace health and safety. Assessment: Report and Combination Response Exam</p>
Unit 3: Economics and Investing	Unit 4: The Share Market
<ul style="list-style-type: none"> • Achieve an understanding of basic economic concepts • Achieve an understanding of the basic concepts surrounding financial management, in the areas of Earning, Saving, Spending and Investing. • Learn how making common life decisions can have both positive and negatives impacts on a person's financial situation • Highly engaging Unit that is personalised to suit each student's short and long term financial goals <p>Assessment: Combination Response exam</p>	<ul style="list-style-type: none"> • The Stock Exchange – nature and purpose • Companies – private/public listed/unlisted • ASX – Stock market game competition • The role of stock brokers • Investing options in Australia • Trading effectively on the ASX <p>Assessment: Combination Response exam</p>

It is expected that students may attend excursions during the course that may attract additional costs.



Geography

Course Overview Geography

Geography is an area of study that focuses on the relationship between society and the environment. It is a discipline that combines both the physical and social sciences, providing students with the necessary skills and conceptual frameworks to understand the intricate processes that shape the world. Geography encompasses various approaches to analysing society and the environment, including natural systems, political economy, and cultural politics.

In Geography, students will gain knowledge about every region of the world. They will learn how to manipulate data effectively and make logical decisions. In an increasingly complex world, the ability to make informed and critical judgements on issue-based problems is highly desirable and a life-long skill.

As part of the course, students will participate in a compulsory excursion to the Southport Seaway and Local Area tour of Dreamworld and Movieworld.

Prerequisites

Students require at least a C standard in Year 9 English.

Course Units

<p>Unit 1: Environmental Change and Management</p> <ul style="list-style-type: none"> Understand the difference between natural and human-induced environmental change Understand the role of world views in influencing attitudes and approaches to environmental management Understand how to apply social, economic and environmental criteria to evaluate responses to environmental change <p>Assessment: Research Report</p>	<p>Unit 2: Geographies of Human Wellbeing</p> <p>'Geographies of Human Wellbeing' focuses on investigating global, national and local differences in human wellbeing between places.</p> <ul style="list-style-type: none"> Different concepts and measures of wellbeing, and the differences in these measures between countries Spatial differences in wellbeing within and between countries and the variety of perspectives of wellbeing <p>Assessment: Exam – data response</p>
<p>Unit 3: Geography of Tourism</p> <ul style="list-style-type: none"> Types, trends and impacts of Tourism International case studies (Bali) Local case study (Gold Coast) Environmental, political, social, and economic impacts of tourism <p>Assessment: Multimodal Presentation</p>	<p>Unit 4: Australian Environments</p> <ul style="list-style-type: none"> Australian landforms and landscapes Australian climate and biomes Urban, desert, rainforest, marine and ocean environments Human impacts on biomes <p>Assessment: Exam – extended response</p>

It is expected that students may attend excursions during the course that may attract additional costs.



History

Course Overview

History aims to explore the diverse range of human endeavours, achievements, and catastrophes from pre-history to the fall of the Roman Empire. Students will be required to develop higher order thinking skills through the process of inquiry, providing excellent preparation for tertiary study. The course places significant importance on literacy skills, with a strong emphasis on research skills and the utilisation of specific genres.

This subject equips students with skills that transcend disciplinary boundaries. Critical inquiry, decision-making, hypothesis testing, and synthesis are valuable skills applicable to almost every tertiary degree or career. Students with a background in history are sought-after in a multitude of fields, including finance, health sciences, public service, and education. History is particularly beneficial for students considering research-based courses at university, such as History, Anthropology, Social Work, Law and Psychology.

Students will have the opportunity to assess their skills and knowledge by participating in the Australian History Competition.

This subject provides the foundation for the study of both Modern and Ancient History in Years 11 and 12.

Prerequisites:

Students require at least a C standard in Year 9 English.

Course Units

Term 1	Term 2
<p>Unit 1: Gold and Gods: Pharaonic Power in Ancient Egypt</p> <p>This unit extends on the concepts of power in the ancient world explored in the previous unit. The unit itself focuses on Pharaonic power in ancient Egypt primarily concentrating on the concept of 'Divine Kingship' highlighting the relationship between power and religion in ancient Egypt.</p> <p>Assessment: Investigation - Independent Source Investigation</p>	<p>Unit 2: Nazi Germany</p> <p>Students will study Nazi Germany from 1933-1939 including the NSDAP's establishment, consolidation and dissemination of power, including the regimes influence, ideologies, impacts and policies. Students will focus on the historiography of the Holocaust, accounting for multiple perspectives</p> <p>Assessment: Investigation - Historical essay based on research</p>
Term 3	Term 4
<p>Unit 3: The Cold War</p> <p>This unit looks at Post-war Soviet expansionism in Eastern Europe which was fuelled by many Americans' fears of a Russian plan to control the world. Students will: comprehend terms, concepts and issues. They will analyse evidence from historical sources to show understanding; synthesise evidence from historical sources to form a historical argument; evaluate evidence from historical sources to make judgments.</p> <p>Assessment: Examination - Short response to historical sources</p>	<p>Unit 4: Parallel Lives: Ancient Greece and Rome</p> <p>Students will compare and contrast the similarities and differences between the Ancient Greek world and the Roman Empire. They will study a variety of aspects of both respective cultures such as: ancient leaders, mythology, art and architecture, politics, the role of women, warfare and social structure.</p> <p>Assessment: Examination - Essay in response to historical sources</p>



Legal Studies

Course Overview

Legal Studies is an introductory course for Year 10 students that aims to provide opportunities to explore the law and its impact on our lives. Students develop skills in analysis and evaluation, and report and essay writing, all of which are essential for success in senior schooling.

Students will have the opportunity to travel to the Supreme Court in Brisbane to observe live cases. Additionally, Legal Studies students can participate in academic competitions, such as mooting (mock trials), to further enhance their understanding and application of legal concepts.

Prerequisites

Students require at least a C standard in Year 9 English.

Course Units

<p>Unit 1: Forensics and the Law</p> <p>Students explore types of forensic evidence and its use in criminal cases to secure convictions. They analyse the potential for forensic evidence to lead to unjust outcomes in some circumstances.</p>	<p>Unit 2: Criminal Law</p> <p>Students develop the skills needed to effectively analyse real world situations and apply criminal law principles to determine likely outcomes (focus on minor drug and motor vehicle offences.)</p> <p>Students apply their knowledge of the law to provide advice to clients and to solve cases.</p>
<p>Unit 3: Minors and the Law</p> <p>Students explore legal issues that affect people under the age of 18. They take a stance on whether minors as young as 10 should be held criminally responsible for their actions.</p>	<p>Unit 4: Human Rights</p> <p>An investigation of Australia's international human rights obligations. Students understand the operation of Australia's human rights protections and discuss calls for the introduction of a Bill of Rights.</p>

Assessment Outline:

Predominantly written, some non-written based on involvement in activities – tests, assignments, class work, homework.

It is expected that students will attend several excursions during the course that may attract additional costs.



Philosophy

Course Overview

We are all students of philosophy, whether we study it or not. In our lifetime, we will all consider pressing matters such as what are my rights, how should I be governed, how do we balance equality and freedom, the needs of the few and the needs of the many, what is 'right' or 'wrong'. If we must consider these concerns, we may as well be good at it.

Furthermore, studies support that the study of philosophy is beneficial for all other subjects undertaken which is why it is more often than not, integrated into any given course at University.

Philosophy analyses the truth behind principles and practises that construct our world. Students will study the fundamentals of logic and argument within the context of conspiracy theory; moral philosophy within the context of a contemporary issue; social and political philosophy and the philosophy of art. Students will develop high order thinking skills including analysis, synthesis and evaluation and the ability to respond to issues and arguments in a variety of contexts. Community of Inquiry is an integral part of this subject. Students will explore the big questions and will justify their own responses and logically evaluate the responses of others. The skills developed in this course can be applied across all high school subjects and prepare students for university courses in Law (Philosophy is an integral component of all Law courses), Science, including Medicine and Engineering, and across the Humanities.

This subject facilitates the study of Philosophy in Years 11 and 12.

Prerequisites Students require at least mid B standard in both English and Maths for Year 9.

Course Units

Term 1	Term 2
<p>Fundamentals of Argument: Conspiracy Theory</p> <p>Evaluate the strength of your chosen conspiracy using the skills of logic</p> <p>Propositional Logic, correlation, causation & associated fallacies, standard argument form, hypothesis</p> <p>Assessment: Analytical essay</p>	<p>Moral Philosophy: A Healthy Argument</p> <p>Apply schools of philosophical thought to a student selected contemporary issue</p> <p>Assessment: Debate</p>
Term 3	Term 4
<p>Social and Political Philosophy: Governance</p> <p>Human nature, the state of nature and the social contract. Individual rights and the greatest good. How should we be governed? Problems associated with governance.</p> <p>Assessment: Extended response exam</p>	<p>Philosophy of Art: The Search for Beauty</p> <p>Subjective and objective nature of art. The application of ancient Greek and contemporary philosophers to the idea that beauty is in the eye of the beholder.</p> <p>Assessment: Analytical essay</p>



Spanish

Course Overview

The Year 10 course is designed to develop students' skills in listening, speaking, reading and writing in Spanish. Speaking a foreign language improves the functionality of the brain by challenging it to recognise, negotiate meaning, and communicate in different language systems. This skill boosts the ability to negotiate meaning in other problem-solving tasks as well.

Goethe stated that: "Those who know nothing of foreign languages know nothing of their own" and General Peter Cosgrove has stated that "Language skills and cultural sensitivity will be the new currency of this world order."

Spanish is the official language of 21 countries and is widely spoken in 22 other countries. In addition, the U.S.A. has nearly 40 million speakers of Spanish. Furthermore, learning a second language allows students to understand their own and others' languages, thus extending their range of literacy skills. Students will also be able to understand and use diverse ways of knowing, being and doing.

Prerequisites

Students require at least a C standard in Year 9 English.

Course Units

Aspects of daily life are covered during the Year 10 course.

Unit 1: Time and Leisure Activities	Unit 2: The World of Work
<ul style="list-style-type: none"> • Identify how to tell the time in Spanish • Explain times and routines • Use present and past tense verbs • Describe leisure activities, such as various sports and hobbies • Explain their likes, dislikes and preferences 	<ul style="list-style-type: none"> • Identify vocabulary related to professions • Describe a range of jobs with adjectives • Describe part time jobs and future career plans • Explain their responsibilities at work • Describe what they do with their money
Assessment: Short Answer Response Exam	Assessment: Combination Response Exam
Unit 3: Let's go on a Holiday!	Unit 4: My Daily Routine
<ul style="list-style-type: none"> • Identify the names of countries • Explain where they want to travel to • Use the near future tense • Describe accommodation • Explain what they want to do on their holiday 	<ul style="list-style-type: none"> • Identify the names of body parts • Describe their daily routine • Use reflexive verbs in the present tense • Identify adverbs of frequency • Describe the daily routine of other people
Assessment: Extended Response Exam	Assessment: Combination Response Exam

It is expected that students will attend several excursions during the course that may attract additional costs.



MATHEMATICS



Mathematics & Extension Maths

Course Overview

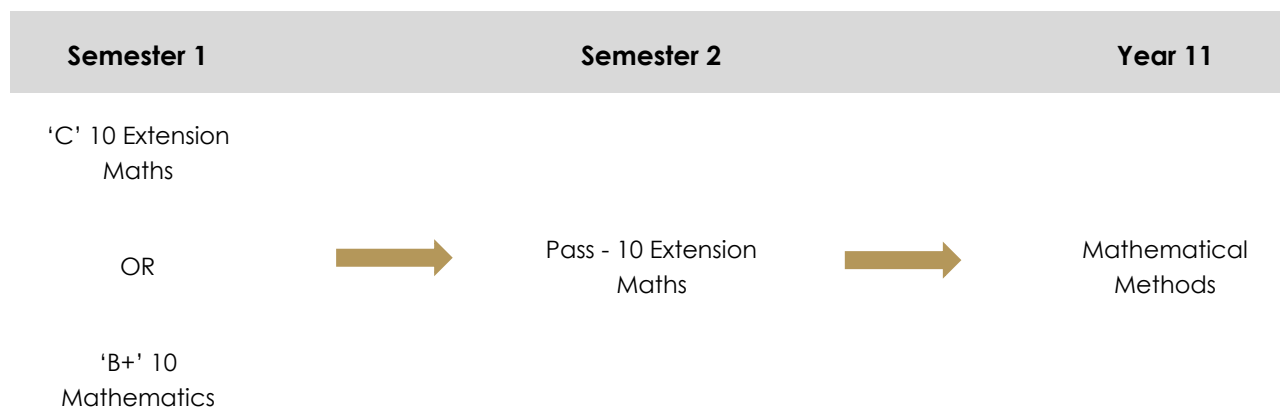
Mathematics is an integral part of a general education. It enhances an understanding of a rapidly changing world. It is a truly international system for the communication of ideas and concepts, and has been developed over many thousands of years.

Mathematics is specifically designed to prepare Year 10 students for enrolment into Senior Mathematics subjects. Some students will be invited into 10 Advanced Maths through Academic Excellence or by the HOD; the remaining students will be placed in 10 Mathematics.

Students in 10 Mathematics study concepts from the Australian Curriculum, Year 10 syllabus, in Semester 1 & 2.

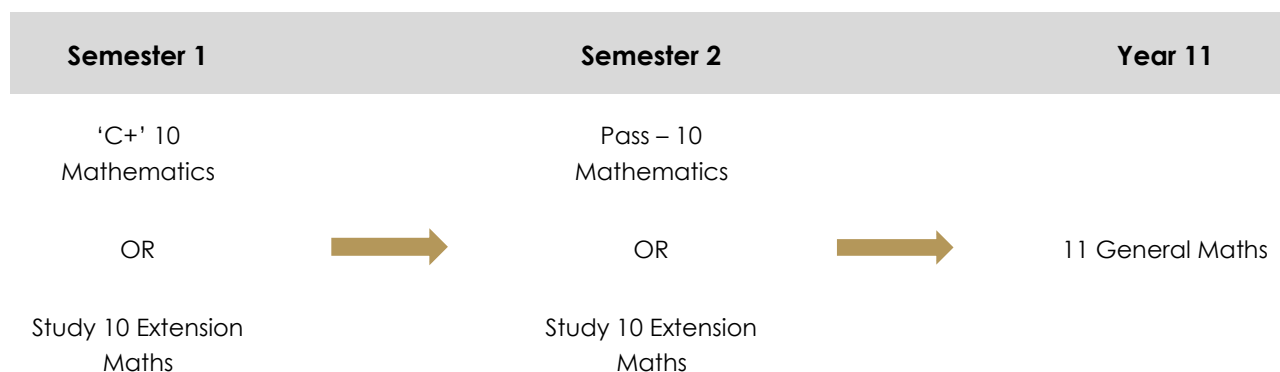
Students studying the Year 10 Extension Maths course study concepts from the Australian Curriculum, Year 10A syllabus, in Semester 1. They then study concepts that align with the Senior Mathematical Methods syllabus in Semester 2. The 10 Extension Maths students will cover all pre-requisite knowledge for students who wish to study Specialist Mathematics in Years 11 and 12.

Prerequisites



Note:

1. Students wishing to have the option to choose Year 11 Mathematical Methods must do semester 2, Year 10 Extension Maths.
2. Students wishing to study Year 11 Specialist Mathematics have to meet the same requirements as Mathematical Methods.





Course Units

Mathematics	Extension Maths
Semester 1	
Unit 1	Unit 1
Probability Patterns and Algebra Linear Relationships	Pythagoras and Trigonometry Linear Relationships Real Numbers
Unit 2	Unit 2
Data Representation and Interpretation Using units of measurement	Data Representation and Interpretation Using units of measurement Geometric Reasoning
Semester 2	
Unit 3	Unit 3
Linear Relationships Geometric Reasoning	Solving Quadratics Non-Linear Relationships Polynomial Functions
Unit 4	Unit 4
Money and financial mathematics Trigonometry Introduction to matrices	Trigonometric Functions Chance Exponentials and Logarithms

Assessment Outline:

Exam or in class assessment

Assessments:

- Units 1 Exam – Week 10
- Units 2 Exam & Problem Solving and Modelling Task
- Units 3 Exam – Week 10
- Units 4 Exam – Week 8

Note: Unit 1 and 2 assessment may vary depending on the topics covered in the Problem Solving and Modelling Task

Equipment:

A Scientific Calculator (Casio fx-82 AU Plus II) is essential.



Mathematical Foundations

Course Overview

Mathematics is an integral part of a general education. It enhances an understanding of a rapidly changing world. It is a truly international system for the communication of ideas and concepts, and has been developed over many thousands of years.

Mathematical Foundations is specifically designed to prepare Year 10 students for enrolment into Senior Mathematics Essential course and is suited to those students who are interested in pathways that lead to work or vocational education. In the Year 10 Mathematical Foundations Mathematics course, students will be introduced to concepts from the Senior Essential Mathematics syllabus. Students who study 10 Essential Mathematics are invited by the Head of Department through recommendations reflected by the data provided by teachers for students who require the additional support in mathematics.

Prerequisites

There are no prerequisites for this course. It is suitable for any student.

Course Units

Unit 1	Unit 2
<ul style="list-style-type: none"> Percentages Earning Money Probability 	<ul style="list-style-type: none"> Geometry Area/Volume Pythagoras
Unit 3	Unit 4
<ul style="list-style-type: none"> Ratios and Rates Applications of time Beginning Linear Equations 	<ul style="list-style-type: none"> Measurement Energy

Order of topics may change.

Assessment Outline:

Exam or in class assessment

Assessments:

- Units 1 Problem Solving and Modelling Task - week 7
- Units 2 Exam - Shutdown
- Units 3 Exam - Shutdown
- Units 4 Problem Solving and Modelling Task – Shutdown

Equipment:

A Scientific Calculator (Casio fx-82 AU Plus) is essential.



Specialist Mathematics

Course Overview

Mathematics is an integral part of a general education. It enhances an understanding of a rapidly changing world. It is a truly international system for the communication of ideas and concepts, and has been developed over many thousands of years.

Specialist Mathematics is specifically designed to prepare Year 10 students for enrolment into Senior Specialist Mathematics course and is suited to those students who are interested in pathways that lead to work in highly academic fields such as Engineering or Programming or for students that have a natural flair and love of mathematics. In the Year 10 Specialist Mathematics course, students are introduced to concepts from the Senior Specialist Mathematics syllabus in a fun, challenging and interesting way.

Prerequisites

- Students who study the Year 10 elective Specialist Mathematics must also study 10 Extension Maths.
- This an elective subject that will assist if a student wishes to study Specialist Mathematics in Senior, but is not a prerequisite.

Course Units

Unit 1	Unit 2
Introduction and Application of Matrices <ul style="list-style-type: none"> - Operations - Cypher/Decoding - Leslie Matrices - Dominance Matrices 	Algebra Champion <ul style="list-style-type: none"> - All the tricks of solving! - Quadratics - Exponentials and logarithms - Trigonometric Functions
Unit 3	Unit 4
Complex Numbers <ul style="list-style-type: none"> - Simple Calculators - Mod-Arg Form Mathematics and Vectors <ul style="list-style-type: none"> - Standard and Polar Form - Operations - Applications 	Trigonometric Identities and Proofs Other Trigonometric Functions All the Functions and Relations <ul style="list-style-type: none"> - Hyperbolic - Trigonometric - Polynomial

Assessment Outline:

Exam or in class assessment

Assessments:

Assessment will vary throughout the year but will include, examinations, projects & problem solving tasks.

Equipment:

A Scientific Calculator (Casio fx-82 AU Plus II or fx- 100AU PLUS) is essential.



SCIENCE



Marine Science

Course Overview

Marine Science is an elective offered by the Science Department to students in Year 10. Marine Science develops understanding of how science is applied to industry, research, management and conservation in the marine environment. This course examines the study of the marine environment through the following strands: Oceanography, Ecology and Conservation. Throughout the course, students will be presented with a wide range of learning activities, which focus on giving students real-life tasks through hands-on experiences such as experiments, dissections, aquaculture and field work.

Marine Science **does not** include activities such as snorkelling, boating, sailing and fishing as these are offered in Years 11 and 12 only. This course is designed to lead into the senior (Year 11 and 12) Australian Tertiary Admission Rank (ATAR) contributing subject Marine Science.

Year 10 Marine Science is not a prerequisite for the Senior subject Aquatic Practices however it may prove useful, providing a greater background of marine concepts.

Year 10 Marine Science provides opportunities for those with an interest in marine education and those interested in careers in marine science or maritime studies, such as marine or environmental scientist, marine biologist, primary or secondary education, oceanographer, coastal management officer, coastal engineer or a naval career.

Pre-requisites

Students must have achieved a C standard in Year 9 Science.

Course Units

Marine careers, Oceanography & Water Chemistry	Industries that are related to coastal and marine environments; e.g. fishing, marine ecotourism and aquaculture. The physical and chemical interactions between the ocean and the coast; (e.g. Ocean Features, Sea Water, Ocean Cycles, tides and Weather patterns, Ocean Currents, Effects of climate change on oceans).
Invertebrates biology, Ecology and Marine Plants	Marine organisms are shaped by their environments and interactions. Marine environments support an abundance of diverse life, which is classified according to a range of characteristics.
Issues in Marine Science	Discusses the value of marine ecosystems, their biodiversity and connectedness, management, and ongoing threats to marine ecosystems and fisheries in terms of environmental and economic sustainability.
Marine Vertebrates and Conservation	Classification, Structural, Functional and behavioural adaptations of marine vertebrates including their conservation and management.

Assessment Outline:

Students will be assessed through term tests, research assignments, and experimental activities.

Equipment:

It is expected that students will attend several excursions during the course that may attract additional costs.



Science

Course Overview

The Year 10 Science program follows the Australian Curriculum which has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The Year 10 Science curriculum is described by the following sub-strands: Biological sciences, Chemical sciences, Physical sciences, and Earth and Space sciences. Together, these strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Prerequisites

None for Year 10 Science

Note: Students wanting to study an Australian Tertiary Admission Rank (ATAR) subject in Years 11 and 12, must achieve at least a B standard in Year 10 Science.

Course Units

Term 1 Biology <ul style="list-style-type: none"> The transmission of heritable characteristics from one generation. The theory of evolution by natural selection explains the diversity of living organisms. 	Term 3 Physics <ul style="list-style-type: none"> Energy conservation in a system can be explained by describing energy transfers & transformations The motion of objects can be described & predicted using the laws of physics
Term 2 Chemistry <ul style="list-style-type: none"> The atomic structure and properties of elements; the Periodic Table Different types of chemical reactions are used to produce a range of products & can occur at different rates 	Term 4 Global Systems <ul style="list-style-type: none"> The universe contains features including galaxies, stars & solar systems. The Big Bang theory can be used to explain the origin of the universe Global systems, such as the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere & atmosphere

Assessment Outline:

Students are assessed using two criteria – Understanding and Skills.

Term 1 <i>Research Investigation (RI)</i> – Students research and analyse secondary evidence to form a justified conclusion about a claim; presented as an Analytical Report.	Term 3 <i>Student Experiment (SE)</i> – Students modify an experiment to collect and analyse data to form justified conclusions; presented using scientific report structure.
Term 2 <i>Exam</i> – short response (e.g. multiple choice, short response, calculations) and combination response (e.g. short response, responding to unseen data &/or stimulus, paragraph responses).	Term 4 <i>Exam</i> – short response (e.g. multiple choice, short response, calculations) and combination response (e.g. short response, responding to unseen data &/or stimulus, paragraph responses).



Science Extension

Course Overview

Science Extension is an elective offered by the Science Department to students in Year 10. Science Extension further develops the understandings and skills necessary to participate in high level science. The course will focus on scientific concepts related to the disciplines of Biology, Chemistry and Physics. Science can be applied to nearly every aspect of everyday life. Science Extension aims at providing students with a sense of curiosity about the impact of science in to the future.

This subject is suited to those students wanting to study one or more senior science subjects, leading towards a science-based career. Content for this subject is delivered online using an internet site called stileapp.com. Students will have access to all lessons online at home or at school. Stile app will be their digital note book and text book. Subsequently, students must have access to their own BYOD every lesson.

Students will participate in the Brain Bee competition hosted by the Queensland Brain Institute. High achieving students may go through to the state finals hosted by the QBI at the University of Queensland.

Prerequisites

Students must have achieved at least a B standard in Year 9 Science to select Extension Science in Year 10. Students must have a BYOD.

Course Units

Term 1 Neuroscience	Term 3 Scientific Investigation
Students study the exciting field of Neuroscience, investigating how the brain works, how we learn and issues arising from brain disorders. Students will choose an area of neuroscience to develop a multi-modal presentation.	Students work independently throughout the term on a scientific investigation of their choice. Students will have the opportunity of entering the Science Teacher's Association of Queensland awards.
Term 2 Biochemistry	Term 4 Electrostatics and Electric Circuits
Students will gain an insight into the chemical processes inside our bodies.	Students investigate how objects become charged and the effect those charges have on surrounding objects. Students use this knowledge to explore and analyse relationships within traditional electrical circuits.

Assessment Outline:

Students are assessed using two criteria – Understanding and Skills.

Term 1	Term 3
<i>Research Investigation (RI)</i> – Students research and analyse secondary evidence to form a justified conclusion about a claim; presented as a report or multi-modal.	Student choice: <i>Research Investigation (RI)</i> – Students research and analyse secondary evidence to form a justified conclusion about a claim; multi-modal presentation. <i>Student Experiment (SE)</i> – Students modify an experiment to collect and analyse data to form justified conclusions; report or multi-modal presentation using scientific report structure.
Term 2	Term 4
Exam – short response (e.g. multiple choice, short response, calculations) and combination response (e.g. short response, responding to unseen data &/or stimulus, paragraph responses)	Exam – short response (e.g. multiple choice, short response, calculations) and combination response (e.g. short response, responding to unseen data &/or stimulus, paragraph responses)

It is expected that students will attend several excursions during the course that may attract additional costs.



TECHNOLOGY



Digital Technology

Course Overview

Digital Technology has been identified as a priority area by state and federal governments. It is characterized by frequent and rapid change.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

Digital Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

This course allows the students to determine their level of interest and ability before undertaking more specific IT qualifications in Years 11 and Year 12.

Course Units

Term 1	Term 2
Object Oriented Coding <ul style="list-style-type: none"> • Learn the foundations of object-oriented code by: <ul style="list-style-type: none"> • designing algorithms represented diagrammatically and in structured English • validating algorithms and programs through tracing and test cases 	Arduino Electronics <ul style="list-style-type: none"> • Work collaboratively to create interactive electronic circuits • Investigate information online, consider safety, social contexts and legal responsibilities • Implement programs using C++ programming language
Term 3	Term 4
Virtual reality – Unity 3D <ul style="list-style-type: none"> • Design the user experience of a virtual reality system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics. • Implement modular programs, applying C# programming language • Work independently to manage projects using an iterative approach 	Network Security <ul style="list-style-type: none"> • Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems (across the internet). • Take account of future risks and sustainability of network security solutions



Assessment Outline

Learning experiences include problem solving, collecting and analysing, communicating and collaborating.

Assessment items in Terms 2 and 3 are project based and will address a range of skills in the use of software. Students are required to investigate, design, plan, manage, create and evaluate solutions for product development.

Assessment in Terms 1 and 4 are a supervised written assessment that will address the student's knowledge and understanding of the topic content.

Students will be required to comply with Workplace Health and Safety practices as explained by teachers.

It is expected that students will attend an excursion during the course that may attract additional costs.



Engineering and Design Technology

Course Overview

This subject is considered an extension course with a focus on Engineering and Design. It is aimed at developing students' problem solving and design skills as well as safe workshop practice and practical skills. Students will be required to design, make and appraise solutions to set problems using research and knowledge of fundamental engineering and design processes. A number of drawing techniques are used including pencil drawings, colour rendering, and computer aided drawing (CAD).

Throughout this subject, students will acquire the hand and machine skills necessary to safely work with a range of different materials, as well as the introduction to modern control system technology using computers and automation processes. The subject is a useful grounding in most careers of a technical nature and leads into the higher level courses of Engineering Technology and/or Design and/or Industrial Graphics in the senior school.

Course Units

Term 1	Term 2
<ul style="list-style-type: none"> 2D & 3D House Design and Engineering Drawing Sustainability in Design Computer Aided Drawing (CAD) 	<ul style="list-style-type: none"> Engineering Fundamentals The Design Process Computer Aided Drawing (CAD) Laser cutting systems
Term 3	Term 4
<ul style="list-style-type: none"> 2D & 3D drawing systems Computer Aided Drawing (CAD) 	<ul style="list-style-type: none"> 2D & 3D Design and Engineering Drawing Computer Aided Drawing (CAD) 3D Printing Design folio and Construction project

Assessment Outline

Term 1	Term 2
<ul style="list-style-type: none"> 3D house model construction Project & presentation 	<ul style="list-style-type: none"> Engineering Fundamentals Exam Design Folio
Term 3	Term 4
<ul style="list-style-type: none"> Design Folio Recycled Cardboard Hydraulic Arm Project Construction 	<ul style="list-style-type: none"> Sports board game with 3D printed tokens

Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing safety glasses and face shields where necessary in the workshops, but these will be supplied by the school.)



Food Technology

Course Overview

Food Technology is a practical subject that focuses upon kitchen operations, food preparation, cooking and food service. The Food Industry and Hospitality Sector have become increasingly important to Australian business as well as a source of expanding employment opportunities. Food Technology provides a basis and introduces students to studies of Food and Nutrition, and Hospitality in the senior years.

Prerequisites

None

Course Units

Term 1	Term 2
<ul style="list-style-type: none"> • Allspice to Zingiber • Sugar and Spice and all things nice • Herbs and Spices- Origin and uses • Food handling techniques • Preparation of food 	<ul style="list-style-type: none"> • Food around the World • Cultural consideration around foods • Food handling techniques • Food market stall • Preparation of food
Term 3	Term 4
<ul style="list-style-type: none"> • Flavour Forecast Challenge • Recipe Development • Food Photography • Preparation of food • Restaurant and food trends • 	<ul style="list-style-type: none"> • Food Science • Molecular Gastronomy • Food systems

Assessment Outline

Each semester students are graded against knowledge and understanding as well as processes and production skills. Instruments include practical tasks, technique tests, tests and events.

They are required to keep a journal of collected research, class work and recipes, ideas and information on each topic.

It is expected that students will attend several excursions during the course that may attract additional costs.



Industrial Technology Studies

Course Overview

This subject is aimed at developing students' skills and knowledge in safe working with a range of materials including wood, metals and plastics. It is a useful grounding in all trade disciplines, most careers of a technical nature, as well as life skills. The course will focus on developing the hand and machine skills of students working with a range of different materials. Projects will be predominantly set in advance, with little student design required.

This course gives the students experience in the four subjects that are offered as Certificate subjects in our senior school:

- Building and construction
- Furniture making
- Engineering
-

After gaining experience in Year 10, the students can make an informed judgement on what certificate subject to pursue in Senior School.

Prerequisites

None

Course Units

Term 1	Term 2
<ul style="list-style-type: none"> • Workplace Health and Safety • Hand and Machine Skills • Furnishing Skills 	<ul style="list-style-type: none"> • Workplace Health and Safety • Practical Projects • Materials • Engineering Skills
Term 3	Term 4
<ul style="list-style-type: none"> • Workplace Health and Safety • Practical Projects • 	<ul style="list-style-type: none"> • Workplace Health and Safety • Construction

Assessment Outline

Term 1	Term 2
<ul style="list-style-type: none"> • Workplace Health and Safety • Hand and Machine Skills • Furnishing Skills • Class Projects • Class/Homework Theory Notes • Theory Exam 	<ul style="list-style-type: none"> • Workplace Health and Safety • Materials • Engineering Skills • Class Projects • Class/Homework Theory Notes • Theory Exam
Term 3	Term 4
<ul style="list-style-type: none"> • Workplace Health and Safety • • Furnishing Skills • Class Projects • Class/Homework Theory Notes • Theory Exam 	<ul style="list-style-type: none"> • Workplace Health and Safety • Construction • Class Projects • Class/Homework Theory Notes • Theory Exam

Equipment:

It is expected that students will attend several excursions during the course that may attract additional costs.



Certificate II in Engineering Pathways

VET Certificate Qualification	Y	QCE Points	4
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Subject Faculty: Technology

Qualification: MEM20143-Cert II in Engineering Pathways (Robotics)

RTO: Skills Generation (RTO 41008)

Duration: 1 Year

Course Overview

Build and code a robot

Skills Generation's offering of the Certificate II in Engineering Pathways is forward thinking and aims to educate students about emerging and increasingly more prominent technologies.

This course focuses not only on the future and ensuring students are prepared for the changing landscape of engineering and manufacturing fields, but also focuses on these disciplines' roots.

The Certificate II in Engineering Pathways qualification firstly lays the groundwork, introducing students to the foundations of engineering and manufacturing – correct use of hand and power tools, appropriate understanding of PPE, proper welding technique etc. – before having students then apply this foundational knowledge in a variety of projects including the construction of individual robots.

After successfully completing the Certificate II in Engineering Pathways students will start the Certificate III in Information Technology as a follow-on course. In this qualification students will learn how to code and program their robots as part of a broad introduction to the IT industry that provides them with the foundational skills and knowledge critical for pursuing a career in the IT industry. Some of the skills and knowledge a student will acquire from the course include critical thinking, technical analysis program administration and an introduction to a number of programming languages. It will also introduce students to some of the latest developments in IT, providing both theoretical understanding and practical experience with them.

Prerequisites

This course is only available to Year 10 Academic Excellence students that are studying Maths Methods in Year 10. Students must undertake LLN (language, literacy and numeracy) testing

Qualification Packaging Rules:	12 units total Students access their VETis funding by completing this course. This means they will not be able to choose VETis funded subjects or courses in Year 11 or 12.
Certificate II in Engineering Pathways Core units:	
MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE007A	Pull apart and re-assemble engineering mechanisms
MSAPMSUP106A	Work in a team
Assessment:	The course contains both theory and practical assessments on a unit by unit basis. Theory assessments are open-book, comprising of multiple choice and short answer questions.



Pathways:	Trade and Engineering industries.
Further information:	Contact the HOD of Technology on 07 5525 9333. For information regarding support services and other general VET information students will be provided with access to a VET Service Agreement prior to enrolment.
Service agreement:	The RTO and the partner organisation, Palm Beach Currumbin State High, guarantee that the student will be provided with every opportunity to complete the certificate. Late entry students to this course must catch up the units missed in order to complete the certificate. Those students who do not complete the Certificate but achieve at least one unit will receive a Statement of Attainment. This information is correct at time of publication but subject to change.

Subject Costs: Certificate II in Engineering Pathways- VETis funded (free for students that have not accessed their VETis funding)



THE ARTS



Dance

Course Overview

Year 10 Dance includes talking, reading, writing, thinking about and watching dance, and above all, becoming involved in dance. Students will experiment in various ways of moving and different styles of dance. There is a mixture of theory and practical work, both in the course structure and assessment. The theory work is in the area of Dance Appreciation. Practical work focuses on Choreographic Techniques and basic Performance qualities.

Prerequisites

Students do not have to be experienced dancers. Instead, they should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have a desire to learn about the body and its movement capabilities. It is also advisable students are achieving at a C standard in English.

Course Units

Unit 1 and 2	Unit 3 and 4
Introduction to Contemporary Dance	The History of Jazz Dance and Musical Theatre

Assessment Outline

Semester 1	Semester 2
Performance teacher devised/ adapted repertoire Choreography group task	Performance Jazz/Musical Theatre style Choreography group work in chosen style Appreciation written analysis of major dance work Unseen Exam

It is expected that students will attend several live performances and participate in workshops during the course that may attract additional costs.



Drama

Course Overview

The Year 10 Drama course enables students to become competent in the skills of drama, communication, self-expression and teamwork through the areas of elements of dramatic form, elements of functional communication, other expressive forms and areas of special interest.

There is a mixture of theory and practical work, both in the course structure and assessment. The theory work is in the area of Responding to Drama. Practical work focuses on forming drama and basic performance qualities.

Prerequisites

Students do not have to be experienced performers. Instead they should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have advanced literacy skills due to the weighting on written and spoken tasks. It is also advisable students are achieving at a C standard in Core English.

Course Units

Semester 1	Semester 2
<ul style="list-style-type: none"> • <i>Camera, Action</i> - Acting for Screen • <i>The Play's The Thing</i> - Shakespeare 	<ul style="list-style-type: none"> • <i>Keeping It Real</i> – Documentary Drama • <i>We're All In This Together</i> – Class Production

Assessment Outline

Semester 1	Semester 2
<ul style="list-style-type: none"> • Performance – Given Scene (Individual) • Responding – Written comparison (Individual) • Performance – Group Performance • Forming – Written interpretation of Shakespeare 	<ul style="list-style-type: none"> • Forming – Devised Documentary Drama • Performance – Live Performance • Responding – Reflective Journal (Individual)

It is expected that students will attend several live performances and participate in workshops during the course that may attract additional costs.

Media

Course Overview

Year 10 Media Studies program mirrors the analysis, design and production skills required for success in the senior Film and Television program. The course aims to provide students with a considered understanding of the principles and practices that influence the construction of film texts, specifically approaches to narrative. Students must undertake a variety of written assessment tasks prior to practical film production work. While students will often collaborate, all assessment items (including practical items) are completed individually.

This subject facilitates the study of Film, Television and New Media in Years 11 and 12.

Prerequisites

This course is structured to maximise independent learning in both written and practical assessment items. Students are required to work outside of class time on both homework and assessment items, have self-discipline when working independently and must display a high level of motivation. Due to the weighting on written tasks it is advisable that students have advanced literacy skills and are achieving a minimum of a C standard in General English.

Course Units

Unit 1 – Representations	Unit 2 – Horror and Suspense
<p>This unit focuses on the way representations in the media change over time to reflect the values of the society in which they are made. We explore the way some people or groups are unrepresented, under-represented or misrepresented within the media, and the power the media has to shape an audience's perceptions of the society in which they live. Students then plan a short documentary, learning a range of production skills, including camera operation, recording interviews, and editing skills such as titles, transitions and sound editing.</p>	<p>This unit explores the way suspense is created in films, through a combination of narrative elements and the way they are filmed and edited. Students will analyse a short horror film, evaluating how well suspense was created. They will then apply their understanding of suspense to create their own story for a short suspenseful horror film, learning about a range of aspects of the film production process, such as lighting, costuming, sound recording, and camera movement, along with editing both images and sound to enhance suspense.</p>

Assessment Outline

Unit 1 – Representations	Unit 2 – Horror and Suspense
<p>ASSIGNMENT: (written task) An analysis and evaluation of how representations within the media have changed over time. <u>400-500 words</u></p> <p>TREATMENT: (written task) Planning a short documentary film revolving around a person or group who has been unrepresented, underrepresented, or misrepresented. <u>400-500 words</u></p> <p>FILM PRODUCTION: Group filming and individual editing of a short documentary film based on the planning from the previous task <u>1-3 minutes long</u></p>	<p>ASSIGNMENT: (written task) An analysis and evaluation of the way suspense is created in a short film. <u>400-600 words</u></p> <p>TREATMENT: (written task) Planning a short suspenseful horror film using a range of narrative elements and technical/symbolic codes. <u>400-500 word treatment and 12 frame storyboard</u></p> <p>FILM PRODUCTION: Group filming and individual editing of a short horror and suspense film based on the planning from the previous task <u>1-3 minutes long.</u></p>



Music

Course Overview

The Year 10 music course enables students to become skilled in three main areas of music – performance, composition and musicology. This course has a mixture of theory and practical work, both as activities and as assessment.

Part of this course requires the student to perform in front of an audience, so the student must be willing to do this to complete the course. It is also desirable for the student to have access to their musical instrument at home, as they will need to prepare for performances outside of class time.

This course is separate to the Music Excellence class, so students can elect to do both subjects if they wish.

Equipment

Students are required to have their own performance equipment. For some, this is simply just their instrument. However, drummers will have access to drum kits but must bring their own drum sticks. Guitarists can use guitars at school, however must bring their own lead and pick. For more information and clarification, please see the music teachers at school.

It is expected that students will attend several excursions during the course that may attract additional costs.

Course Units

Term 1 – Instruments of Rock and Pop	Term 2 – Australian Music
<ul style="list-style-type: none"> Students will explore rock and popular music. They will develop an understanding of the musical elements and apply their understanding in a performance and composition. 	<ul style="list-style-type: none"> Students explore music that is uniquely Australian. Australian music is both steeped in tradition, and at the forefront of innovation and experimentation.
Term 3 – Music with a Message	Term 4 – Core Musicianship
<ul style="list-style-type: none"> Music is a powerful medium for communicating a message. In this unit students explore and examine musical works that convey intellectual and emotional messages. 	<ul style="list-style-type: none"> Students develop core musicianship skills, including music reading, ear training, performance, composition, improvisation and transcription.

Assessment Outline

Term 1 – Instruments of Rock and Pop	Term 2 – Australian Music
<ul style="list-style-type: none"> Composition task Performance 	<ul style="list-style-type: none"> Performance Performance statement
Term 3 – Music with a Message	Term 4 – Core Musicianship
<ul style="list-style-type: none"> Integrated task 	<ul style="list-style-type: none"> Practical exam

Textiles and Design

Course Overview

Textiles have played a significant role throughout human history, satisfying both functional and aesthetic needs. Textiles and design provide students with broad knowledge of the properties, performance and uses of textiles in which sustainability and industry trends are explored. Students learn about the influence of culture on textiles and design and develop intermediate sewing techniques in garment construction.

Textiles and design students will be introduced to design process and concepts used in the textile industry. Students learn to design, produce and evaluate textile items across a range of focus areas. Project work gives students the opportunity to develop and refine skills to produce quality textile items.

Prerequisites

None

Course Units

Term 1: Sustainability in Textiles	Term 2: Industry Trends
<ul style="list-style-type: none"> • Introduction to textiles and use of equipment • Environmental impact of textile production • Sustainable textile materials and manufacturing • Upcycling • Fast fashion vs slow fashion • Fibres and fabrics 	<ul style="list-style-type: none"> • Introduction to current trends in the textiles and fashion industry • Analysis of fashion forecasting and trend prediction • Exploration of emerging technologies and innovations • Wearable technology • Dying and printing • Future trends
Term 3: Fashion designers	Term 4: Influence of culture on design
<ul style="list-style-type: none"> • Career pathways • Introduction to prominent fashion designers and their contributions • Historical overview of fashion movements • Elements and principles of design • Fashion illustrations and figure proportions • Intermediate sewing techniques and garment construction • Understanding patterns, sizing and garment fitting 	<ul style="list-style-type: none"> • Exploration of the influence of culture on textiles and design aesthetics • Analysis of cultural motifs, patterns and symbols in textiles • Examination of traditional textile techniques and craftsmanship from various cultures • Understanding cultural significance • Integration of culture into contemporary designs

Assessment Outline:

Each semester students are graded against knowledge and understanding as well as processes and production skills. Instruments include practical projects, technique tests and case studies. Students' projects are accompanied by a written folio that explains their designs and processors.

Equipment:

Students may wish to purchase specific fabrics or materials that will attract additional costs.



Visual Art

Course Overview

Visual Art is a mostly practical subject, where students will receive instructions in drawing, painting, mixed media and ceramics. Students will have the opportunity to refine practical skills and techniques, as well as express their own creativity and imagination. Students will also learn about art history and contemporary practices in the Visual Arts.

Prerequisites

Year 10 Art builds upon the experiences and skills learned in Year 9 Art. While having studied Art before is beneficial, it is not mandatory. Students selecting this subject should display an interest in Art and be willing to have a go and try their very best in each activity. Drawing is a core skill in Art.

Course Units

Unit 1 – Mixed Media	Unit 2 - Landscapes	Unit 3 - Body of Work	Unit 4 - Mixed Media
<ul style="list-style-type: none"> Drawing and collage with a variety of mediums 	<ul style="list-style-type: none"> Painting on canvas 	<ul style="list-style-type: none"> Mixed media 	<ul style="list-style-type: none"> Ceramics

Assessment Outline

Unit 1	Unit 2	Unit 3	Unit 4
Folio of small works <ul style="list-style-type: none"> Major Painting Visual Diary Artist Statement 	<ul style="list-style-type: none"> Major Painting Visual Diary Art Test Artist Statement 	<ul style="list-style-type: none"> Body of Work Visual Diary Written Task Artist Statement 	<ul style="list-style-type: none"> Ceramic Piece Visual Diary Artist Statement

It is expected that students will attend several excursions during the course that may attract additional costs.