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Welcome to Warwick State High School. I trust that you will enjoy the coming years of study at this school, a time that will bring great benefits to you personally and eventually professionally. Success at Warwick State High School will be enhanced by a daily commitment to your AAA Rating – Attendance, Attitude and Achievement and a focus on the school’s RRR Values – Respect, Responsibility and Relationships. In the end, success at school involves hard work and commitment. As Principal of the school, I am committed to developing a first class education system that meets the unique needs of all children. To maximise learning is our school’s central priority – EVERY STUDENT SUCCEEDING.

In order to maximise learning, the Warwick State High School environment is characterized by:

- clear standards of academic and social behaviour where teaching and learning rights are protected;
- a flexible, broad and coherently organised curriculum;
- high quality teaching and learning practices matched by high quantity teaching and learning time;
- quality time for teachers to reflect on, evaluate and improve curriculum and teaching;
- literacy and thinking skills as key organising principles for all our programs;
- commitment to developing confident and productive users of new technologies;
- celebrating and rewarding successes and achievement;
- clear communication between home and school;
- positive and caring interpersonal relationships;
- opportunities to further student excellence and personal development above and beyond the classroom;
- alternative learning environments and pathways.

Students entering Year 10 are completing the compulsory elements of schooling, while at the same time preparing for their Senior Schooling. They are given the best opportunity to acquire the essential knowledge, skills and understanding for future success through comprehensive, flexible and balanced curriculum. The program offered provides variety, flexibility and choice. We hope you will find in this booklet the answers to many of your questions about the subjects available in this school for students in Year 10. During the last two years, students have been introduced to the whole range of subjects. Now is the time for a careful selection of subjects based on students’ needs and ambitions, their past achievements and their general interests.

We consider Year 10 as a Pre-Senior year. Subjects chosen should assist students in subject choices in Years 11 and 12. All Heads of Department and subject teachers have contributed to this booklet and I thank them for their efforts. If there is any aspect of a particular subject on which you require further information, appointments may be made by contacting the school office. Appointments with the Guidance Officer may also be made through the school office. In addition, any member of the Executive Leadership team will be happy to discuss any issues with you.

Students will be entering subject selections electronically, via OneSchool. Staff from the school will assist with this process, however I do encourage parents to look at the page detailing the information available to their student via the OneSchool site. This process will be available from **Monday 15 August and will close on Monday 22 August 2016**. Parents will be requested to sign a hard copy of these choices and return to the school for checking by **Wednesday 24 August 2016**. If any problems are detected you will be contacted later in the term.

I hope that you find this booklet useful and that the choice of subjects for the next year results in a worthwhile experience for your students. We believe that students who choose their areas of study wisely after sufficient consideration and guidance, and will have greater success in achieving their Queensland Certificate of Education will find their studies to be more enjoyable.

**Cheryl Bullion**
Principal
Guidelines for Selection of Subjects

There are a number of factors for students and parents to consider before choosing subjects for Year 10. These are based on the students:

- results
- abilities
- commitment to study
- subject interests
- subject requirements for employment / training / courses
- the relationship between junior and senior subjects
- school recommendations

1. RESULTS
Present results are usually the best indication of future achievement.

2. ABILITIES
After ten years of schooling, parents and students themselves probably have a clear idea of the student’s general ability as well as their areas of strength and weakness. The school seeks to offer a range of subjects suitable for differing abilities. It is better to succeed in appropriate subjects than to fail in ones that are too difficult. Similarly, students who select subjects that are too easy in relation to their own ability may regret the decision later.

3. COMMITMENT TO STUDY
Given the same amount of ability, the student who is prepared to work (both at school and at home) and who has already established sound study habits and a work ethic, will undoubtedly achieve better standards than the student who does little work. Very little accurate advice in selecting subjects can be given to those students who are not working to capacity, as it is impossible to predict their future performance.

4. SUBJECT INTERESTS
Students in Year 7, 8 and 9 have been presented with a wide range of subjects. From this range, students are now asked to consider which subjects they are best able to cope with and those they particularly like studying. To balance these choices, students then need to find out if there are subjects relevant to particular careers of interest. It is important to talk to these subject teachers to gain a good understanding of the subjects at the junior level.

5. SUBJECT REQUIREMENTS FOR EMPLOYMENT, TRAINING COURSES
During Years 7, 8, 9 and 10, all students are required to complete English, Maths, Science, Health and Physical Education and History. These subjects will allow students to pursue most career pathways in the future. It is very difficult at this time to exclude any student from a future career path due to not meeting a subject requirement. However it is important to start exploring possible career pathways and subject requirements early.

Students and parents wanting to know the specific subject requirements for the various courses offered by different tertiary institutions, TAFE courses, apprenticeships and other career information relating to subject choices should consult the Guidance Officer.

6. THE RELATIONSHIP BETWEEN JUNIOR AND SENIOR SUBJECTS
Whilst not compulsory, Junior subjects provide the basis and can instil an interest in a subject area that can be further explored in Senior.

Year 10 provides a link into Year 11 and 12. A satisfactory performance in Mathematics and Science provides the basis for proceeding to the various Mathematics and Science courses the school offers in Years 11 and 12. To pursue Humanities based subjects in Years 11 and 12, a satisfactory performance in Year 10 English is desirable. To pursue some senior subjects high levels of achievement are required in Junior.

Compulsory Prerequisites:
All Authority subjects have pre-requisites. This means that to have a greater subject selection in Year 11 it is imperative that Year 10 students pass their studies.

7. SCHOOL’S RECOMMENDATION
Teachers who have daily contact with the students are an invaluable source of information. They can help enlighten you with regard to attitudes to work, comprehension ability, class performance in oral / written work and work capacity. Heads of Department can provide clear guidelines to the standards required, and the Deputy Principals and the Guidance Officer are experienced in helping students select courses. They are aided by accessibility to a wide range of information about each student and they have the added advantage of having followed many students through their high school years. These school personnel are available for help and consultation.

8. THINK ABOUT CAREER OPTIONS
It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Year 10. Our school provides a career education program that helps you explore careers. Alternatively you can talk to the Guidance Officer and check the following sources of information on subjects, courses and careers:

- Australia’s Career Information System Service, called myfuture, at www.myfuture.edu.au
- Other career information such as brochures from industry groups which show the various pathways to jobs in these industries
- QTAC publications – for occupations requiring university study or study in full-time TAFE diploma and advanced diploma course. It also includes some private providers.
- The TAFE Queensland Handbook at www.tafe.net
- QCAA’s student connect at www.studentconnect.qcaa.qld.edu.au
- Career Builder on the school's computer network.

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and occupations that interest you. If details are unclear, check with the Guidance Officer.

FINALLY
If you would like to see the Guidance Officer, it is recommended that an appointment be made through the Administration Office.
SUBJECT SELECTION

- **Online Selection** will be made in OneSchool with support from school staff.
  - OneSchool Online Selection process will be available as follows:
    - **Open:** Monday 15 August 2016
    - **Closed:** Monday 22 August 2016
  - **Print out and Signature**
    - Parents and students are requested to print and sign a hard copy of these choices
    - **Return to school by Wednesday 24 August 2016**
  - Please refer to Choosing Subject On-line (see below) for further information.

- **Subject Choice:** Students will study 7 compulsory subjects and select 4 electives.
  - **Compulsory**
    - Whole year subjects: English, Maths, Science, Wellbeing and Extra Senior Program.
    - One semester subjects: Health and Physical Education, History.
  - **Electives** - student selection providing taste of subjects in preparation for Year 11 and 12
    - Students choose two electives per semester totalling four electives studied in a year

CHOOSING SUBJECTS ON-LINE

*How to do subject selection online in OneSchool:*

- Log on to the school website: [www.warwickshs.eq.edu.au](http://www.warwickshs.eq.edu.au)
- Click on OneSchool: Right hand side of screen under “Quick Links”
- Logon to OneSchool: Same username and password as used at school
- First time user: Complete the Responsible Use Agreement
- Click on ‘My Education Plan’: Top left side of screen
- Go to the ‘Subject Selection’ tab: Make selections
- Print out Selection: Print a copy of your selections
- Sign and Date: Parent/Carer and Student to sign.

*Other functions available on OneSchool:*

- **Intended Learning**: You plan what you intend to do with your education over the coming years
- **Personal**: An area for you to set some goals, identify areas to improve, list your interests and strengths, and the place to find your previous report card details. Here you can set targets for specific subjects and plan for how you intend to achieve them.
- **Careers and Courses**: Under careers you can search for different career areas, and find the links to the job guide details about those careers. Within the courses section you can search for specific course names, or search on universities / colleges / TAFE – and find out what courses they offer – add these to your preferences for later reference. When things are no longer relevant – you can delete them. Within the Apprenticeship, Traineeship & Work sections you can record your employment history – keeping records that will help you prepare resumes and contact details for referees.
- **Subject Selection**: This is the area available for you at different times of the year, selecting subjects – this tab will not be open at all times.
- **Monitor and Review**: This section will be used when you have an appointment with the guidance officer or other school staff to discuss career options and pathways – it becomes a record of assistance provided and changes made.
Explaination of Laws relating to the Senior Phase of Learning (Years 11 and 12)

Legislation now requires that all young people must complete Year 10, and then participate in further education and training, full-time employment, or a combination of education, training and employment.

These laws make it compulsory for young people to stay at school until they finish Year 10 or have turned 16, whichever comes first and in addition:

- young people are required to then participate in education or training for a further two (2) years, or until they have gained a Senior Statement, and if they qualify, a Queensland Certificate of Education (QCE).
- or until they have gained a Certificate III vocational qualification.
- or until they have turned 17.
- Exemptions are provided for young people who enter full time work (ie greater than 25hrs/week) after they have completed Year 10 or have turned 16.

Queensland Certificate of Education

The Queensland Curriculum and Assessment Authority (QCAA) awards this certificate at the end of Year 12 to any student who qualifies. To qualify for a Queensland Certificate of Education (QCE) students will have had to meet a number of criteria, including:

- set standards of achievement (eg. passing subjects studied)
- set literacy and numeracy requirements
- a set pattern of study (3 selections from Core must be studied for all of Year 11 and 12).
- a substantial amount of learning (minimum of 20 credits) whether it be from completed core units, preparatory, enrichment or advanced courses of study or a combination of these elements. These courses cover a wide variety of options and are quite flexible in their nature.

The QCAA will issue the QCE only when the student has met these criteria. A student can gain this certificate sometime in the future, even after completing Year 12. Literacy and numeracy skills are essential with the recognition of set standards of achievement in these areas. Selection of subjects will need to be considered carefully to ensure students qualify for a QCE.

Senior Statement

The QCAA also issues a Senior Statement that records the specifics of a student's learning achievements that are banked in a Learning Account. These are established early in Year 10. Students are able to access their Learning Account to review their number of credits etc, by using their LUI Learner Unique Identifier (a number/code). This number is given to the students early in Year 10.

Tertiary Entrance from 2019

Changes from the OP (Overall Position) to the ATAR (Australian Tertiary Admissions Rank). Effective for students currently enrolled in Year 9 in 2016.

Students going into Year 10 in 2017 (currently enrolled in Year 9 in 2016) will be the first students to graduate senior in 2019 under the Australian Admissions Tertiary Admissions Rank (ATAR). What does this mean for my son / daughter?

- Queensland will move to the Australian Tertiary Admissions Rank (ATAR).
- Those seeking entry to tertiary studies (usually university) will require an ATAR score – not an OP (Overall Position). Queensland students will receive the same ranking system as is used in other states for admissions to further studies.
- In the past the QCAA (Queensland Curriculum and Assessment Authority) has had the responsibility for issuing the OP. As of 2019 the QCAA will not issue the ATAR. QTAC (Queensland Tertiary Admissions Centre) will assume the responsibility for calculating and releasing the ATAR scores. The QCAA will only issue the Queensland Certificate of Education (QCE).
- Students will not sit the Queensland Core Skills Test (QCS Test) – this will no longer exist.
- English will be a mandatory subject.
- The ATAR will be based on the best 5 subjects.
- Inter-subject scaling will be used - but only as relevant to the ATAR to differentiate the complexity of subjects. This scaling will be undertaken by QTAC (Queensland Tertiary Admissions Centre).
- Senior subjects contributing to the ATAR will have 4 (four) pieces of assessment (three school based; one external) and contribute equally; however in mathematics and science subjects the external assessment will contribute 50% of the results.
- Subjects will be aligned to the Australian Curriculum with some subjects being renamed and modified.

As we change to this new system, further information will be released as it becomes available. There will be many information sessions for parents in the future.

Parents can read further information on this new system by visiting the website:  www.qcaa.qld.edu.au/senior/new-snr-assessment-te
Year 11 Pre-requisites 2018 – Authority Subjects

Below is a guide for pre-requisites when enrolling into Year 11 in 2018. Pre-requisites are the levels of achievement in each subject you must attain in Year 10 to be able to select the subject in Year 11.

<table>
<thead>
<tr>
<th>Subject – Year 11</th>
<th>Pre-requisites – Level of Achievement – Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>English – C  Mathematics – C</td>
</tr>
<tr>
<td>Agriculture Science</td>
<td>English – C  Science – C</td>
</tr>
<tr>
<td>Ancient History</td>
<td>English – C</td>
</tr>
<tr>
<td>Art</td>
<td>English – C  Art – C</td>
</tr>
<tr>
<td>Biology</td>
<td>English – C  Science – C</td>
</tr>
<tr>
<td>Business Communication and Technology</td>
<td>English – C</td>
</tr>
<tr>
<td>Chemistry</td>
<td>English – C  Mathematics – C  Science - C</td>
</tr>
<tr>
<td>Drama</td>
<td>English - C  Drama – C</td>
</tr>
<tr>
<td>English</td>
<td>English – C</td>
</tr>
<tr>
<td>English Extension (Yr 12 – 2017)</td>
<td>English – B</td>
</tr>
<tr>
<td>Geography</td>
<td>English – C</td>
</tr>
<tr>
<td>Graphics</td>
<td>Graphics – B</td>
</tr>
<tr>
<td>Home Economics</td>
<td>English – C</td>
</tr>
<tr>
<td>Information Processing and Technology</td>
<td>English – C  Mathematics – C</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese – C</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>English – C</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>Mathematics – C</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Mathematics – B</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>Mathematics – B  Must select Mathematics B</td>
</tr>
<tr>
<td>Modern History</td>
<td>English – C</td>
</tr>
<tr>
<td>Music</td>
<td>English – C  Music – C</td>
</tr>
<tr>
<td>Music Extension (Yr 12 – 2018)</td>
<td>Two semester of Yr 11 Music. Concurrent enrolment in Yr 12. It is recommended that students be a member of the choir and/or the instrumental music and band program.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>English – C  HPE – C</td>
</tr>
<tr>
<td>Physics</td>
<td>English – C  Maths – C  Science – C</td>
</tr>
<tr>
<td>Science 21</td>
<td>English – C  Science – C</td>
</tr>
</tbody>
</table>
**Compulsory Subjects**

**English**  
Head of Department – Ms Jacinta Boland

**Subject Description:** English is central to the learning and development of all students and is compulsory in Years 8 - 12. The study of English helps create confident communicators, imaginative thinkers and informed citizens. Students will learn to listen to, read, view, write and create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts. They will develop the skills of language and literacy and develop an appreciation for a wide variety of literature.

**Key topics:** In Year 10 students will explore:
- reading and responding to literary texts exploring social issues in Australia
- understanding and analysing satire in texts
- responding to a novel
- reading and interpreting a Shakespearean drama
- responding to a Shakespearean play
- exploring representation of events and issues in news media
evaluating representation of events or issues in news media texts

**Assessment:** Students will complete a range of assessment including both spoken and written tasks.

**Homework Expectations:** 1.5 - 2 hours per week. This includes reading, research and assessment completion.

**Costs:** The English Department aims to keep all additional costs at a minimum but encourages students to participate in as many extra-curricular activities as possible in order to extend their skills and to enhance their learning opportunities.

**Career Opportunities:** English is essential for all careers. The ability to communicate clearly through writing and speaking is fundamental to our lives. English may assist in any number of career directions: law, education, medicine, journalism, film, television and radio are only a few.

**Health and Physical Education**  
Head of Department – Mr Scott Thompson

**Subject Description:** Health and Physical Education is a core (compulsory) subject in Year 10, studied for 1 semester. It builds on the Year 8 and 9 course and introduces learning approaches and content areas covered in senior elective subjects:
- Physical Education (PE) – Authority course
- Recreation (REC) – Authority Registered subject

The course is organised using the 2 strands of the Year 8-10 HPE syllabus:
- Personal, social and community health
- Movement and physical activity.

**WHY STUDY HPE IN YEAR 10?**
- To prepare students for subject choices in Year 11 and 12, i.e. Physical Education or Recreation.
- To ensure students who appreciate physical activity can balance subject choices to include enjoyable and worthwhile exercise-based studies in their timetable.
- To consolidate a thorough Health & Physical Education program, continued from Year 8 and 9.

**Key Topics:**

**Sample Study Topics**
- exploring fitness
- body systems
- fitness testing/training

**Physical Activity**
- badminton/tennis
- basketball/soccer
- touch football/hockey/athletics
- archery/recreational games

**Assessment:** Based on personal experiences, including, written exams, journals of learning; research projects; assessment of practical skills and participation. The emphasis is on both strands of the course, NOT on elite physical performance.

**Costs:** Depending on electives chosen and facilities available, entry costs may be required e.g. pool, gym, community facilities

**Links with Senior Studies:** Year 10 HPE in 2017 will introduce learning experiences, study approaches, assessment methods and content areas similar to those in Year 11 and 12 Physical Education and Recreation. Practical activities will include recreational - type activities as well as more detailed coverage of fitness activities, sports and games. This will expose students to the nature of Recreation and the specialised study nature of senior PE.

**History**  
Head of Department – Mrs Leisa Betts

**Subject Description:** Australian Curriculum History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

**Key Topics:** In Year 10 History, students will refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They will analyse the causes and effects of events and developments and explain their relative importance. Students will also explain the context for people’s actions in the past. In addition, they will explain different interpretations of the past and recognise the evidence used to support these interpretations.

When researching, students will develop, evaluate and modify questions to frame an historical inquiry. They will process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.
Students will analyse these sources to identify motivations, values and attitudes. When evaluating these sources, they will analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. This will provide students with the skills to develop and justify their own interpretations about the past.

Students will undertake three areas of study in Year 10 History:
- World War II
- Rights and Freedoms
- The Globalising World: Popular Culture

The study of History is interpretative by nature, and therefore promotes debate and encourages thinking about human values, including present and future challenges. It provides the opportunity for students to further develop their ability to ask relevant questions, critically analyse and interpret sources and respect and explain different perspectives.

**Assessment:** Students will complete a range of both written and spoken tasks, which may include a short answer/response to stimulus test, an essay in response to stimulus and a multi-modal presentation.

**Costs:** Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

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**Mathematics – Core and Extension**

**Head of Department – Mr Darren Shuptrine**

**Subject Description:** This Australian Curriculum subject offers a slightly narrower spread of topics.

There are two strands, Core and Extension. Core is designed for students preparing for Pre-Vocational Mathematics, Mathematics A, Mathematics B and Mathematics C in Years 11 and 12. Extension is designed to cover all aspects of the core work but extends content and reasoning in each area to allow a smoother transition into mathematics B and C in Years 11 and 12.

**Key Topics:**
- Cartesian geometry, linear relations, and the application of the distributive law.
- Trigonometry, angle relationships and probability.
- Algebraic modelling and variation.
- Financial mathematics algebra, volume and surface area.

**Assessment:** Students will be assessed across the four criteria of understanding, fluency, problem solving and reasoning in exams and extended assignments.

**Free maths tutorials** will continue each week where students are strongly encouraged to come and ask questions of maths teachers.

**Homework:** Students are expected to complete approximately 25 minutes of mathematics homework and study every night as this allows students to reflect on learning and practice new skills to ensure long-term retention.

**Career Opportunities:** Most jobs in retail and apprenticeships require a pass in Year 10 Mathematics, which would equate to an A, B or C rating.

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**Science**

**Head of Department – Mr David Coates**

**Subject Description:** In Year 10, students participate in hands on experiments and activities under teacher supervision to provide opportunities for them to develop an understanding of important concepts and processes. There are strict laboratory rules to ensure safety with chemicals and equipment.

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Science education is organised according to The Australian Curriculum: Science and has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

**Key Topics:** At Warwick State High School, Education Queensland’s Curriculum into the Classroom (C2C) is used as the vehicle for delivering the Australian Curriculum. Throughout the year students engage in eight units of work that cover each of the strands mentioned above. Broadly, this equates to the familiar sub-strands of:
- Biological sciences – concerned with understanding living things
- Chemical sciences – concerned with understanding the composition and behaviour of substances
- Earth and space sciences – concerned with Earth’s dynamic structure and its place in the cosmos
- Physical sciences – concerned with understanding the nature of forces and motion, and matter and energy

**Assessment:** Assessment includes a variety of approaches that allow students to exhibit what they know, understand and can demonstrate. The techniques utilised include: Exam/test; assignment/project; and extended experimental investigation and scientific report.

**Costs:** Students may participate in excursions and competitions

**Career Opportunities:** Science is a desirable pre-requisite for a wide range of careers including apprenticeships and employment in the pastoral, mining, manufacturing and technology industries but encourages greater depth.
**ELECTIVE SUBJECTS**

**Art**
**Head of Department – Mr Ian Follett**

**Subject Description:** Art is the study of visual communication and visual expression. Students study (describe, analyse and interpret) visual artworks and these then become the basis of a contemporary interpretation. The knowledge, which is gained, provides a foundation for understanding other art forms which they encounter. Students also design and produce their own expressive artworks in a variety of media involving a variety of art processes. Through this they develop skills in visualising and planning work using media and art processes and manipulating two and three-dimensional forms. The course is designed to be a practical subject with corresponding theoretical components and seeks to be an outlet for the expression of ideas.

The course has a focus on art as a means to persuade an audience and utilises problem solving skills requiring the students to research, develop and resolve ideas in a visually pleasing manner. This approach is developed upon in the Senior Visual Art program.

**Key Topics:** Students will start with concrete concepts and then work towards abstract concepts through focus areas such as:
- Symbolism, abstraction, realism
- Relief print, ceramics, painting

**Assessment:**
- practical pieces (one per unit)
- written analysis (Term 2 and 4; 500 – 700 words)

**Costs:** Students will be required to purchase a Visual Journal and drawing equipment. Possible excursion/s to art galleries (prices dependent on location of exhibition).

**Career Opportunities:** Artist, art teacher, graphic designer, interior designer, commercial artist, art gallery curator, ticket writer, window dresser, architect, interior decorator, film industry, fashion designer, desktop publisher, screen printer, book illustrator, signwriter, primary school teacher, industrial designer, set designer, makeup artist, photographer, costume and stage design, environmental design, performance artist.

**Business**
**Head of Department – Mrs Leisa Betts**

**Subject Description:** The study of Business explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of business and economic decision-making and its effects on themselves and others, now and in the future.

In Year 10 Business, students will analyse factors that influence major consumer and financial decisions. They will investigate how businesses improve productivity and respond to changing economic conditions. In addition, they will evaluate the effect of workforce management on business performance. In addition, students will be given the opportunity to develop their understanding of why and how governments manage economic performance to improve living standards. They will provide explanations for variations in economic performance and standards of living within and between economies. Therefore, this subject will prepare students for studying Business Communication and Technologies and/or Accounting in Years 11 and 12.

When researching, students will develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They will gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students will generate alternative responses to an issue taking into account multiple perspectives. Cost-benefit analysis and appropriate criteria will be used to propose and justify a course of action.

**Key Topics:** Students will undertake three areas of study in Year 10 Business:
- Introduction to Accounting
- Managing economic performance and standard of living
- Improving business productivity

Therefore, through the study of Business, students will be better placed now and in their adult lives to actively and effectively participate in business and economic activities. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, and to secure their own financial wellbeing.

**Assessment:** Students will complete a range of both written and spoken tasks, which may include: a practical exercise test, a short answer/response to stimulus test, research assignment, essays and multi-modal presentation.

**Costs:** Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

**Contemporary Home Economics**
**Head of Department – Mr Scott Thompson**

**Subject Description:** From its beginnings, home economics has been successfully improving the health and well-being of individuals, families and communities. Home economics knowledge is embedded into many people’s lives, practices and industries.

Contemporary Home Economics allows students to re-connect with contemporary and emerging materials and food systems involving extensive use of technologies. This can provide students with opportunities to learn self-awareness, responsible consumer actions, basic life skills, service to others and the importance of environmental sustainability.

Students will develop understanding about the nature of food and how to make informed food choices. Students will be working with materials, design and production processes.

**Key topics:** may include
- Preparing and presenting food
- Food systems
- Emerging technologies for preferred futures
- Contemporary materials and design

**Assessment:** may include
- Practical tasks
- Assignment and/or exam

**Cost:** Students will be expected to participate in practical tasks. There will be a requirement to provide ingredients for weekly cooking lessons and /or textile materials. Costs will be kept to a minimum.
**Career Opportunities:** Contemporary Home Economics is embedded into many people’s daily lives, practices and industries. Did you know that home economists work in some top level jobs? For example, Dr Margaret Chan, Director General of World Health Organisation, started her career in home economics.

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**Design Technology - Agriculture**  
**Head of Department – Mr David Coates**

**Subject Description:** In this subject students will use agriculture theory to design, implement and evaluate local agricultural practices, activities and equipment. The practical component involves aspects of scientific and technological practices associated with both plant and animal industries.

Units of study will include learning activities related to lucerne, grain, beef, sheep, goat, beef and chicken production as well as amenities horticulture. An interest in agriculture would be an advantage.

**Key Topics:**
- farm safety
- agricultural animal production
- agricultural plant production
- farm management

**Assessment:**
- practical tasks
- oral tasks
- projects/reports
- diary
- written tasks: short and/or extended responses

**Costs:** Some small additional costs may be associated with excursions to local examples of good practice or Ag Show/Farmfest. These should not total more than $20-00 per annum.

**Career Opportunities:** This subject will provide the basics for employment in Agricultural or Horticultural industries at the entry level.

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**Design Technology - Construction**  
**Head of Department – Mr Wayne Hoger**

**Subject Description:** Year 10 Construction is studied for three lessons per week for one semester. The course focuses on the design and manufacture of products from within the timber industry, and places a stronger emphasis on the use of machinery in preparation for more specialised Year 11 subjects. Students create products, gain understanding of the characteristics of materials, learn to select appropriate manipulation techniques, and demonstrate safe practices in their work environment.

**Key Topics:** Construction is organised around the following topics:
- Knowledge and understanding of industrial materials.
- Selecting techniques and tools to manipulate or process materials to detailed specifications and predetermined standards of production.
- Safety in the workshop environment.
- Students will engage in the above topics through units such as:
  - Basic woodworking.
  - Manufacturing simple furnishing items.

**Assessment:** Students will be required to provide evidence of what they are learning in a variety of forms. These may include practical tasks, oral tasks, project/design folios, written tasks, peer and self-reflection.

**Warning:** As part of the Manual Arts course, students will be required to complete a number of practical exercises. Once completed, students are permitted to take these items home. Parents need to be aware that the products are a result of the teaching exercise only. They do not and were never intended to conform to Australian Standards and should not be used for their normal practical purpose if a risk to the user exists.

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**Design Technology - Food**  
**Head of Department – Mr Scott Thompson**

**Subject Description:** The primary focus Year 10 Food Studies is to help students appreciate the wonders of food. This subject has a practical focus where students learn through doing. An interest in food preparation is a desired pre-requisite.

**Key Topics:**
- safety and hygiene
- good food for teens
- food presentation
- multicultural cookery

**Assessment:**
- theory test
- assignment
- practical cooking

**Costs:** Students will be expected to bring ingredients from home EACH WEEK for cooking. A muffin pan, slice tin and casserole dish will be required, as these will be used regularly

**Career Opportunities:** cook/chef, dietician, food technologist, food service attendant, home economist, teacher.
Design Technology - Graphics
Head of Department – Mr Wayne Hoger

Subject Description: In Year 10, Graphics is an elective subject, taken for three lessons per week for one semester. Modern technology has made such advances in the generation of graphical representations that, in many cases, students are no longer required to develop knowledge and skills in complex and time-consuming manual drafting processes. Components of technical drawing are now calculated by the onboard processing power of computer software. Students use a variety of computer-based programs to generate and present graphical representations. These could include Autodesk Inventor, Autodesk Revit, MS Word, MS Excel, MS Publisher, MS PowerPoint, and Paint.

Year 10 Graphics is an ideal lead into Senior Graphics (an OP eligible subject) or Industrial Graphics Skills (a non OP subject).

Key Topics: Graphics is delivered using three contexts – Production Graphics, Built Environment, and Business Graphics. Students will complete a variety of drawing types such as:

Production Graphics
- Orthographic component drawings, open and in-line for assembly, sectioned assemblies, assembled pictorials, simulations, and instructional diagrams.

Built Environment
- Site plans, landscape plans, electrical and lighting plans, building elevations, building sections, footing sections, rendered artist impressions, sun studies, and flythrough animations.

Business Graphics
- Corporate image, logos, packaging, stationary, advertising

Assessment: Assessment will comprise a mixture of formal tests, context-based folios, and assignment work.

Career Opportunities: Studying Graphics can lead to careers in architecture, surveying, drafting, design and trade positions, or to further studies in areas such as Science and Engineering.

Design Technology - Textiles
Head of Department – Mr Scott Thompson

Subject Description: This dynamic class explores personal artistic interests and students will be able to draw inspiration from what's trending. This subject has a practical focus where students learn through doing. It is not necessary to already know how to sew. Textile projects may include fashion and accessory design and home textiles/craft. Students will gain insight into the endless possibilities within the world of textiles.

Key topics:
- Practical and creative textiles.
- Textiles technology
- Design process

Assessment: may include
- Practical projects
- Theory exams

Costs: Students will have purchase textiles requirements for some practical projects. Costs will be kept to a minimum.

Career opportunities: Students studying textiles will equip themselves for many career opportunities. Decision making, problem solving, creativity and perseverance are essential qualities to have as a worker in modern society.

Digital Technology
Head of Department – Mr Wayne Hoger

Subject Description: Digital Technology is a subject that draws on the disciplines of computer science, informatics, graphic design and communication. Digital Technology will involve students in inquiry, problem based learning and project based collaborations using real world tasks. As well, students will make use of the Internet to involve themselves with other students, teachers and professionals in collaborations as members of online communities.

Key Topics:
- Multimedia
- Accessing and Constructing Information
- Digital Communication and Publishing
- Digital Photography
- Constructing Databases
- Gamemaker

Assessment: Exams

Costs: Nil. The school does not make the assumption that students will have access to a computer at home, although this is useful and desirable. There is no requirement for the purchase of any particular software for home use.

Career Opportunities: Successful students in this subject can expect to be lifelong learners and will easily fit into any of the existing, newly developing or yet to be created IT careers.

Drama
Head of Department – Mr Ian Follett

Subject Description: This subject is designed to promote student's awareness of the dynamic nature of drama, enabling them to investigate and experiment within dramatic forms, whilst developing their own creativity and dramatic skills.

Outcomes of the course include: improved self-confidence, social and communication skills, organisational and group-working skills, increased creativity and dramatic skills, and knowledge and understanding of a variety of dramatic forms.

It is recommended that students have demonstrated a Sound Achievement or greater in English, as Drama has a strong written component. Students must work co-operatively as members of a team. This is essential to the successful completion of the Drama course.

Key Topics:
- stagecraft
- Children’s Theatre
- movement skills
- acting skills
- Documentary Drama
- Political Theatre

Assessment: While Drama is predominantly a practical subject, it has a strong theoretical component that compliments the practical aspects. Assessment is centred upon the core dimensions of Making and Responding. Making assessment may include; character outlines, improvisations, script writing, directing and both scripted and student-devised performances within a range of dramatic styles. Responding assessment may include research tasks and performance analysis and evaluation.

Costs: Possible excursions to view live theatre. This may take place in or out of school time. Cost will be kept to a minimum. Students may be involved in a workshop.
**Career Opportunities**: Drama is designed to equip students with the skills to be lifelong learners. It will be of benefit to any individual that needs to communicate with others or problem solve as part of their job description.

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**Geography**

**Head of Department – Mrs Leisa Betts**

**Subject Description**: Australian Curriculum Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. Key concepts are place, space, environment, interconnection, sustainability, scale and change. Geography addresses scales from the personal to the global and time periods from a few years to thousands of years.

In Year 10 Geography, students will investigate how interactions between geographical processes at different scales changes the characteristics of places. They will predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. Students will also identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They will propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns.

When researching, students will develop and modify geographically significant questions to frame an inquiry. They will then collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. They will evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. Students will also accurately represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that use a suitable scale and comply with cartographic conventions.

**Key Topics**: Students will undertake two areas of study in Year 10 Geography:

- Geographies of Human Wellbeing
- Environmental Change and Management

Therefore, through the study of Geography, students learn to make meaning of their world. They learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

**Assessment**: Assessment: Students will complete a range of both written and spoken tasks, which may include a practical exercise/response to stimulus test, a research report and a multi-modal presentation.

**Costs**: Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

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**Japanese**

**Head of Department – Ms Jacinta Boland**

**Subject Description**: WHY STUDY JAPANESE? PREPARING FOR A GLOBAL FUTURE! Communication in, and knowledge of, a foreign language is viewed most favourably by employers across various sectors of the community.

Japanese is particularly relevant to our state and local community in areas such as tourism and hospitality, business, agriculture, manufacturing and trade. A large number of businesses, service providers and government departments have links with Japan and have a growing need for employees with some Japanese language background. Some Junior Japanese is a desired pre-requisite.

The study of Japanese in Year 10 focuses on developing communication skills in Japanese through listening, speaking, reading and writing, across a variety of relevant topics. Japanese in Year 10 also gives students a strong foundation for those wishing to continue learning Japanese in senior.

**LEARNING JAPANESE IS INTELLECTUALLY CHALLENGING!**

Students will:

- learn how to learn which can improve performance in other subjects
- learn how to problem solve by developing highly flexible and creative thought patterns
- learn how to relate to people from different cultures
- improve their knowledge of English language structure and usage by comparing English with Japanese
- improve critical thinking
- enhance a deep cross-cultural understanding

The use of ICTs in Japanese such as PowerPoint presentations and computer data shows, digital camera/video, DVD dual language facilities, Japanese web sites, emails etc. are considered very important and provide students with the latest technology learning skills and information.

**Key Topics**: Possible topics could include: seasons, weather and natural disasters; big cities of the world; international student exchange; and future prospects.

**Assessment**:

- each semester, the four macro skills (listening, speaking, reading and writing) are tested under exam conditions.
- each test is weighted equally.

**Costs**: Students may be involved in some excursions or other class activities to further enhance the learning experience which may have associated costs. Attending the biannual school trip to Japan is an option available to students studying Japanese.

**Career Opportunities**: Studying a language opens up a variety of career choices in fields of education, hospitality, commerce, trade, the armed services, the diplomatic services, the travel industry, agriculture and manufacturing to name a few.
Subject Description: The study of Legal Studies and Civics enables students to become active and informed citizens who participate in and sustain Australia’s democracy. It provides opportunities for students to investigate legal and political systems, and explore the nature of citizenship, diversity and identity in contemporary society.

In Year 10 Legal Studies and Civics, students will study contemporary legal issues, including the purpose and work of the High Court. They will explain how Australia’s legal obligations influence law and government policy. Students will examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations. They will also compare and evaluate the key features and values of systems of government and evaluate a range of factors that sustain democratic societies. Therefore, this subject will prepare students for studying Legal Studies in Years 11 and 12.

When researching, students will evaluate a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They will account for and evaluate different interpretations and points of view. When planning for action, students will take account of multiple perspectives, use democratic processes, and negotiate solutions to an issue.

Key Topics: Students will undertake three areas of study in Year 10 Legal Studies and Civics:
- How Australia’s democracy is defined and shaped by the global context
- How government policies are shaped by Australia’s international legal obligations
- Australia’s civil society and how it can be maintained

Therefore, through the study of Legal Studies and Civics, students develop skills of inquiry, values and dispositions that enable them to be active and informed citizens. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

Assessment: Students will complete a range of both written and spoken tasks, which may include: short answer/response to stimulus tests, research assignments and multi-modal presentations.

Costs: Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

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Subject Description: Music is widely recognised as a powerful educative tool that contributes to the development of an individual. As one of the Arts, Music makes a profound contribution to personal, social and cultural identity. Studies in Music offer a unique form of self-expression and communication.

The music course is developmental in nature. Students will acquire and develop musical skills, and then be able to apply these skills in a wide range of contexts. The three main focus areas are Listening, Composing and Performing.

The Year 10 Music Course assists students to enjoy, appreciate and make music. It does this by developing an awareness of sound as well as developing skills in practical music production and composition.

Students do not need to own a musical instrument nor do they need to be able to play one, as the development of correct musical notation is part of the theory of this course. Students must have good listening skills and a commitment to involvement in practical situations.

Key Topics: A wide variety of musical styles and forms are studied. Students listen to and analyse music, compose, play, perform, arrange and learn about the musical history of a variety of different styles. Units studied are:
- All That Jazz
- Instrumental Music

Assessment:
- creative tasks – compositions and arrangements
- practical tasks – performances of a range of practical skills on a variety of instruments including keyboard, guitar, voice or own choice.
- aural exams – listening tests focusing on aural skills and identifying elements of music.
- knowledge exams – written end of unit exams focusing on visual identification of musical elements and some Music theory.

Costs: Possible excursions to music concert performances (prices dependent on location of event).