



PINE RIVERS STATE HIGH SCHOOL



YEAR 10 SUBJECT SELECTION 2009

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From the Principal

This booklet is designed for students and contains important information and advice which should be considered carefully before making subject choices for Year 10. We are presently undergoing a period of educational reform which will impact on all students.

Changes have taken place to the education and training system. New laws make it compulsory for young people to stay at school until they finish Year 10, or have turned 16, whichever comes first. Additionally, students will need to participate in education or training for a further two years, or until they gain a Senior Certificate or a Certificate III vocational qualification through TAFE or another training provider, or until they turn 17. There will be exemptions from these rules for young people who enter full-time work after they have completed Year 10 or turned 16.

These changes are about providing young people with exciting and flexible learning opportunities to ensure that they are prepared for their future in a world of rapid and constant change.

Changes to Year 10

At Pine Rivers, Year 10 is a transition year where students are given opportunities to consolidate and to extend and when we support students to make the best possible choices to improve life chances. These choices may include staying on at school, or entering into vocational education and training or full-time work.

To provide greater opportunities in Year 10 and to ease the transition to senior school or to training or work (the Senior Phase of Learning), students will develop Senior Education and Training Plans (SETPs). These are individual plans which build on strengths and interests and identify areas where more work is needed. The SETP will be developed collaboratively by the student, their parent or caregiver and the school. Students will be registered with the QSA so that the school or training provider can better monitor students' progress and achievements after Year 10. The process of developing students' SETP's will begin in Year 9.

Changes to Senior

At the end of Year 12, students are issued with a SEP (Student Education Profile) by the Queensland Studies Authority (QSA). The SEP comprises the student's Senior Statement, and (if eligible) their Queensland Certificate of Education (QCE), and (if OP-eligible) their Tertiary Entrance Statement.

The Senior Statement lists all student learning and results, including their QCS Test result, for all their senior schooling. All students completing Year 12 will receive a Senior Statement.

Students may be awarded a Queensland Certificate of Education (QCE) which shows that they have achieved 20 credits at a set standard in a set pattern and have met literacy and numeracy requirements. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. This will be detailed later in this booklet.

J K Deakin
Principal

The Junior School Curriculum

The focus of Years 8 and 9 is to deliver the core elements of the Key Learning Areas (KLAs) and Year 10 to be a transition year leading to the senior Years 11 and 12. The concept of the Year 10 transition year allows for both consolidation and extension.

The curriculum is organised according to the following structure:

- | | | |
|-------------------|---------|----------------------------------------------------------------------------------------------------|
| ▪ Middle School | 8 – 9 | curriculum based on Key Learning Areas |
| ▪ Transition Year | 10 | consolidation and preparation for Senior pathways |
| ▪ Senior School | 11 – 12 | extensive range of subject offerings (including authority, non-authority, VET and school subjects) |

The school curriculum is designed to ensure student engagement and academic progress and to address systemic priorities (eg QCARF, ETRF agenda, etc).

The Key Learning Areas are English, Mathematics, Science, Health, Study of Society and the Environment (SOSE), Technology, The Arts and Languages other than English (LOTE).

The current Junior curriculum structure at Pine Rivers is:

Year	English	Maths	Science	SOSE	HPE	Arts	Tech	LOTE
8	Sem 1	Sem 1	Sem 1	1 Sem	1Sem	1Sem	1 Sem	1 Sem
8	Sem 2	Sem 2	Sem 2	X	Bridges#	X	X	X
9	Sem 1	Sem 1	1 Sem	Sem 1	1 Sem	*Sem 1	*Sem 1	At choice
9	Sem 2	Sem 2	X	Sem 2	X	*Sem 2	*Sem 2	At choice
10	Sem 1	Sem 1	At choice	At choice	At choice	At choice	At choice	At choice
10	Sem 2	Sem 2	At choice	At choice	At choice	At choice	At choice	At choice

1 Sem = studied for one semester only in that year.

* = Choice of subjects within the KLA

= All Year 8 students will study Bridges (a subject unique to PRSHS) for one semester. This subject aligns to the HPE KLA syllabus.

Note that there is a compulsory sports afternoon for all Years 8-10 in addition to the Prep/Life Skills/Pastoral Care program which fits into the weekly program. This fits within the HPE KLA.

It can be clearly seen that the most significant "choice" period, is now moving from Year 9 into Year 10. In the first place there are more choices to be made and secondly the choices made at this point have a direct bearing on the possible choice available for Years 11 and 12. In Year 10 all students will continue to study English and Maths and will choose another four subjects (8 units), primarily based on those studied in Year 9. To assist you in making your choice, this booklet contains advice from the Guidance Officer on making your subject selection and brief descriptions of all subjects offered.

If you require further information on the subject selection process, appointments may be made with the Guidance Officer (Ms Gallagher), the Year Level Co-ordinator (Mr Manwaring), any member of the school administration, or your student's PREP teacher. Parents of students entering Year 10 (2009) should be aware that the list of available subjects for Year 11 (2010) may vary slightly from the Year 11 (2009) list.

Both parents and students should be aware that staffing and facilities realities may affect our ability to proceed with all our subject offerings. There may be restrictions on the numbers of students accepted into certain subjects. Similarly, subjects will not go ahead where viable class numbers are obviously not forthcoming. In such situations, students will be asked to choose an alternate subject.

All students will have their subject choice reviewed by their PREP teacher and any potential problem choices referred to the Year Level Co-ordinator for further investigation and advice.

Whilst these selections are not totally binding, they will form the basis for the 2009 timetable and staffing requirements. The possibility of responding to student initiated change will become difficult, if not impossible, after the staffing needs are decided. It is imperative, therefore, that parents and students make a carefully considered choice.

From The Guidance Officer

Choosing the subjects that you will study at school is a very difficult but important decision. Your choice may affect the type of job or career that you can follow when you leave school, and will directly influence your happiness and success while at school.

Choosing Subjects

At this stage of your schooling, you should be choosing subjects:

- **you enjoy** - Your feelings about a subject will have a great influence on your levels of achievement.
- **in which you can do well** - Past results in a subject are usually good indicators of future achievement. However, they may not necessarily reflect ability level as poor results in the past may be due to other factors.
- **which give you skills, knowledge and attitudes useful in life** - Don't avoid subjects just because they are not related to your chosen career. You can learn useful skills and knowledge in all subjects. Good performance in any subject will improve your overall appeal to employers and training organisations.
- **which will help you get into your chosen career** - You need to start thinking about careers (as you have been doing in PREP). You should consider a few careers, not just one, and investigate the methods of entry into these careers. The "Job Guide for Queensland", OZJAC computer program (available in the Library), and other career resources provide information on subjects needed for careers and courses. Your choice of subjects in Year 10, and the results you obtain, can affect your eligibility for senior subjects. This in turn can have an impact on the courses and careers open to you in the future.

Keeping Options Open

It is a good idea to choose subjects that will "keep your career options open". Your best chance of doing this is to focus on the following points:

- Choose Year 10 subjects that make you eligible for a range of senior subjects. (see the Years 11 and 12 Subject Prerequisite information in this guide). Do your best as your levels of achievement can affect your future opportunities.
- Choose subjects that you have a particular interest in and which you may wish to continue studying.

Investigate Subjects

It is important that students fully understand their subject choice. Never assume that you know all about a subject at a higher level because you have done that subject before. Do not base your choice on your likes or dislikes of particular teachers or students. To investigate any subject:

- ask the teachers of that subject
- look at the books and materials in that subject
- read about the subject in this booklet
- talk to other students who are doing or have done the subject (However, don't assume that because one student does or doesn't like a subject you will feel the same. All subjects are both liked and disliked by some students).
- look at the subject programs which are available to both students and parents

Conclusion

Students today have many more options than were available in the past. Education, employment and training opportunities and requirements are changing very rapidly. It is important that you get good, up to date, information about the subjects, careers and courses that interest you. It is also wise to get advice from teachers, parents, the Guidance Officer and people connected with your areas of interest. You then need to weigh up this information and consider all of the possible consequences before deciding on the subjects you will study. You will have made a good decision if you follow this process carefully and take responsibility for your decisions by doing your best in the subjects you have chosen.

If you require any more information or assistance in making these decisions, you are encouraged to make an appointment to see me in the Guidance Office.

Guidance Officer

Subject Selection Process

Students will be asked to nominate their subjects for 2008 and have them verified and signed by a parent/carer. **Forms must be completed and returned to school by Friday, 29 August, 2008.**

The school will make every effort to accommodate the choices of students. Students may, however, be asked to re-select a subject where numbers are either insufficient to form a viable class, numbers are too large to be accommodated by our resources, or where students have not met the minimum requirements of the subject.

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's new senior schooling qualification which will be awarded to young people who have achieved set standards in a significant amount of learning including literacy and numeracy requirements.

As part of the Education and Training Reforms for the Future (ETRF), elements of the "Youth Participation in Education and Training Act 2003" were introduced in all Queensland Schools on the 1st of January, 2006. This law raises the school leaving age to make it compulsory for all young people to be either "Learning or Earning" until they turn 17 years of age.

This means that from January 2006, young people are required to stay at school until they complete Year 10 or turn 16 (whichever comes first). Afterwards, if they are not working at least 25 hours per week, they will be required to either:

- Stay in education or training for a further 2 years;
- Get a QCE;
- Get a Certificate III Vocational qualification or higher; or
- Turn 17.....Whichever comes first.

Eligibility for a QCE

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Students have already been registered with the QSA and an individual learning account has been opened. This learning account is online and records progress towards their QCE. This operates just like a bank account and learning providers report the details of the students learning and achievements, which is then banked into their individual account.

Deleted: Every student must be registered with QSA in Year 10 or in the year before they turn 16. The first QCE will be awarded at the end of 2008. ¶

To be eligible for a QCE, the student must have:

- Completed 20 credits - including 12 Core credits and an additional 8 credits from a combination of Core, Preparatory, Enrichment and Advanced units;
- Achieve the required standard; and
- Meet basic literacy and numeracy requirements.

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What is a Credit?

Different types of learning attract different credits. Credits are the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard. For example, a credit for a school subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25% (amount of learning) of the competencies (set standard).

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

Flexibility

The qualification will recognise more learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning need take place at school. Some learning can be with a registered training provider, in a workplace or with a community group. The list of options is in the Credit Table available on the QSA website.

As activities and studies are completed, the credits are banked and the learning account grows. A breakdown of the four separate credit units is provided along with the allocated points for each activity. It is the scores of these combined activities and studies that work towards achieving the 20 credits necessary to gain a QCE.

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The Senior Statement

The Senior Statement is an official record of all the learning achievements in a Learning Account. It details: what learning was attempted, the standard achieved and, where and when the learning took place. The QSA will issue the Senior Statement to young people who:

- Have met the requirements for the QCE, or
- Are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
- Have completed a pattern of study which makes them OP eligible.

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For more information:

- contact the school Guidance Officer (Ms Gallagher) or any member of the school administration.
- visit the QSA website at www.qsa.qld.edu.au
- visit the Careers Information Service at www.cis.qsa.qld.edu.au
- visit the Department of Employment and Training at www.det.qld.gov.au for information about school-based apprenticeships and traineeships.

Glossary

All students at Pine Rivers work within a school-based assessment system. Some of the terms used in the educational forum can be unfamiliar to students and parents. Many have specific meanings in the Education (Queensland Studies Authority) Act 2002.

Accreditation means the formal acceptance of a course, subject or syllabus, developed by an entity other than the Queensland Studies Authority (QSA), as an Authority subject or an Authority-registered subject.

Achievement is reported using level standards.

Advanced courses of study refer to university or diploma level study.

Approved refers to the existing processes for formally endorsing a subject, developed by the QSA, as an Authority subject or an Authority-registered subject.

Area of learning means a category in which different types of courses of study fit. Currently, there are four areas of learning that can contribute toward the Senior Statement and the QCE — Authority subjects,

Authority-registered subjects, vocational education and training (VET), and recognised courses and subjects.

Assessment – Formative is not for rating purposes. The methods used are often the same (ie written tests) but there is also a reliance on more informal methods (eg oral questions, discussions). This form of assessment acts as a guide to both teacher and student on how well material has been mastered to that point. There may be indications that more work must be done by the student, a different type of explanation is needed from the teacher, etc.

Assessment – Summative is used for rating purposes. Each assessment item is the final piece for that unit/semester.

Authority area of learning means an area of learning for which there is an approved syllabus or accredited syllabus, course or subject; and the QSA has approved a work program under the Act; and in which results are subject to the Authority's procedures for moderation.

Authority-registered area of learning means an area of learning for which there is a Subject Area Specification (SAS) and a study plan approved by the QSA or the QSA has approved a work program under the Act.

Banking achievements is the process of adding learning achievements to a Learning Account.

Credit is a defined and assessable quantity of learning at the set standard that is the minimum achievement that can contribute to the QCE.

Certification means recognising learning achievements for the purposes of issuing a Senior Statement or awarding a QCE.

Completion refers to the requirements for finishing a course that are set out in a syllabus, training package, course, plan or project.

Compulsory Participation Phase is the legislated requirement for young people to participate in education or training for a further two years beyond Year 10, or until they have gained a QCE or a Certificate III qualification, or until they have turned 17.

Course of study is an organised amount of learning described in a syllabus, training package, subject, course or project that meets the Quality Criteria, hence allowing achievement in the course to be banked in a Learning Account.

Enrichment courses of study refer to courses that are undertaken by many young people through other organisations such as in music, dance and drama or workplace learning. Generally, these courses complement the learning at school.

Evidence of learning is authenticated by certification by a registered provider, or by another certification agency, or by the QSA or its delegate.

Incompatible subject refers to a subject that is sufficiently similar to another subject so that completion of only one of these subjects will contribute to the OP.

Learning Account is opened for each learner on registration with the QSA. The Learning Account records all learning achievements banked during the Senior Phase of Learning.

Learning achievement is a recordable amount of learning. This could be a 'competence' in VET, or a semester unit in an Authority or Authority-registered subject.

Overall Position (OP) indicates a student's rank order position based on overall achievement in Authority subjects. It is one piece of information recorded on the Tertiary Entrance Statement (TES).

Queensland Certificate of Education (QCE) refers to the award attained by a young person who has achieved 20 credits in the required pattern and who has met the literacy and numeracy requirements. The learning achievements banked during the Senior Phase of Learning contribute towards the qualification.

Recognised refers to the QSA's recognition function that allows courses of study developed outside the QSA to contribute to the Learning Account.

Registration is the process of gathering demographic information about a young person, their general goal and where their goal will be achieved in the Senior Phase of Learning.

Reports of progress will continue to be issued by the school. These include individual subject progress report, and formal end-semester reports.

Senior Statement refers to the transcript, issued by the QSA, that records all learning achievements banked by someone completing Year 12. This statement will attest to a person's completion of 12 years of schooling.

Senior Phase of Learning begins with young people registering with the QSA the year before they turn 16 and ends when the QSA awards them a QCE.

Set standard refers to the standard of achievement that attracts credit towards the QCE. In VET the set standard is 'competence', in Authority courses it is at least Sound Achievement and in many other courses it is at least 'pass' or 4 on a seven-point scale.

Structured workplace learning refers to an extended period of time in a workplace where young people gain experience, skills and other attributes in a specified occupational field. A young person's amount of workplace learning must be at least 160 hours. Evidence of learning achievement must be endorsed by an employer.

Subject Comparisons - It should be noted that not all subjects are of the same nature and an achievement level in one subject cannot confidently be compared with the same achievement level in another subject. Levels of achievement relate directly to the stated criteria of a particular subject, or the outcomes relevant to a particular level. Some of the terminology used in the descriptions of the subjects may require some clarification.

Syllabus is a document that supplies a curriculum framework for a course or subject either developed and approved, accredited, or recognised by the QSA.

Tertiary Entrance Statement (TES) consists of two pieces of information — an Overall Position (OP) and Field Positions (FPs).

Variable Progression Rate(VPR) refers to QSA processes that allow young people to complete their senior studies over a longer time than the normal two years. Variable progression rates include:

- students studying two or more semester units of an Authority or Authority-registered subject in the same semester
- students, including students in Year 10 who study one or more senior Authority or Authority-registered subjects, spreading their senior studies over three years.

Work Program is a written record of a school's plan of teaching and assessment. It contains all the information required for a course of study, what the course is about, how it is to be taught, the assessment program and an explanation of what is required for each level of achievement. A Work Program is prepared for each senior subject and is devised to reflect the appropriate syllabus.

Young person/young people refers to 15–17 year olds who are under the *Youth Participation in Education and Training Act 2003*.

Assignment Policy

Definition:

An all-embracing school definition does not seem possible given the variable interpretations across different subject areas. However, each subject department can identify and define "assignment" as it applies to its subjects and this definition will be published for the benefit of students, parents and teachers.

All "assignments" across the school must have the following features incorporated into them:

1 A topic or cover sheet showing:

- a Nature of assignment - its purpose, audience, mode of presentation
- b Length - time available, date due, number of words
- c Assessment criteria, marking scheme, weighting (where applicable), room for comment
- d Resources - availability, suggested references
- e Consequences of non-compliance

2 **Monitoring Dates** - Depending on the length of the assignment, at least two dates should be set during the course of the assignment to check student progress in class. Students and parents should be made aware of any perceived problems.

NB The maximum length of any assignment in any subject will be 1000 words in Year 12.

- 3 **Skills/concepts required** - No assignments should be set that require students to use skills or techniques that the teacher has not previously ascertained that the class possess or are aware of. Examples should be given.

Head of Departments will ensure that their teachers are familiar with and make use of the techniques referred to in this paper - feedback and prior task expectations.
- 4 **Place in work program** - Assignments will only be set where they can be clearly shown to be an integral part of the accredited work program.
- 5 **Head of Department approval** - Heads of Departments will ensure that they are kept fully informed of all assignments set within their department.
- 6 As a general rule, the **timetable of assignments** should be available to students by the end of the first week of semester.
- 7 **Level of difficulty** - HODs will ensure that each assignment set is at an appropriate level and that it does not place an excessive workload on the student. They will also ensure that the amount of time and effort required by the assignment is commensurate with the weighting/value placed on the assignment. Given that it is frequently very difficult to judge how much external assistance a student has received for work largely completed outside school, teachers will minimise opportunities for this assistance to occur.

School Policy on Late or Non-Submission of Work

Years 10 - 12

- 1 It is expected that all students complete all assessment set and meet deadlines to maximise chances for success.
- 2 Typically, students must satisfy the requirements of the QSA syllabus being studied by meeting the minimum number of assessment items and profile results required in a verification and certification folio. This information must be supplied to students at the start of the program. Information regarding the conditions of assessment and due dates should be included with each assessment sheet.
- 3 Failure to meet syllabus requirements may result in “no result” being recorded for a subject. In cases of genuine personal or family issues the QSA policy on “*special consideration*” may be applied.
- 4 If a student is not able to meet a due date for a piece of assessment an extension may be granted on or before the due date **only** by the relevant HOD (or nominated person if HOD is unavailable). Classroom Teachers may not grant individual extensions.
- 5 All assessment pieces must be submitted or completed on the due date, as stated on the assessment task sheet, unless an extension has been granted. Teachers should record progress information during the production of significant research tasks (eg check dates) so that some information about progress and standards has been recorded in cases of no or late submission. If a student has not completed an assessment item by the due date they should be given an opportunity on the day to demonstrate what they know and can do, relevant to the task and the assessment criteria. Earlier drafts, research notes and other relevant information may be used in this process.
- 6 If a student is absent on the due date they must:
 - If at all possible, make contact with their Teacher or the relevant HOD.
 - Send the work to school as early as possible on the day **or** apply for an extension from the HOD **or** supply a doctor’s certificate upon their return to school with the work completed.
 - In exceptional circumstances students may apply to the HOD for an extension after the due date.
- 7 If a student fails to comply with these requirements and submits work after the due date without an extension being granted a judgment of standards will be made on the work for which there is evidence that was completed by the due date.
- 8 Information re extensions granted and late submissions will be recorded on the Behaviour Management Database.

The Principal reserves the right to make final determinations on all matters regarding the conditions of assessment, the implementation of “special consideration” and the awarding of student results on a case by case basis.

Expenses

Pine Rivers High School's P & C Association has given the Principal approval for the school to retain the text book cheque paid by the Government. The former subject charge is now paid directly to the school's internal account.

Each subject a student takes attracts a charge from the relevant Department and the payment is apportioned to cover these charges. Any parent who wishes may make application to have the cheque paid to them but books/materials made available to students through the resources hire scheme must be provided by parents. The costs to parents who decide on the latter option can be quite high. Text books and certain resources (eg notes, paint, access to computers etc) are covered under the hire scheme but students must still purchase consumables. Extra charges are made for excursions. Details are noted in the subject information.

Shoes with substantial uppers are a part of the Pine Rivers' uniform. It must be stressed that it is the policy of the Education Department that students **NOT** be permitted into practical classes (eg Manual Arts, Home Economics and the Science laboratories) if they are without shoes with substantial uppers. This is a safety requirement.

Subjects Available for 2009

Descriptions of all subjects are in alphabetical order.

KLA	Year 9 Subjects	Year 10 Subjects
English	<ul style="list-style-type: none"> ▪ English ▪ Essential English ▪ Practical English 	<ul style="list-style-type: none"> ▪ English ▪ Practical English
Mathematics	<ul style="list-style-type: none"> ▪ Mathematics ▪ Elementary Maths ▪ Foundation Maths 	<ul style="list-style-type: none"> ▪ Mathematics (Foundation, Maths A, Maths B) ▪ Elementary Maths ▪ Foundation Maths
Science	<ul style="list-style-type: none"> ▪ Science 	<ul style="list-style-type: none"> ▪ Science ▪ Science Extension ▪ Horticulture
SOSE	<ul style="list-style-type: none"> ▪ SOSE 	<ul style="list-style-type: none"> ▪ Geography ▪ History ▪ Geography Extension ▪ History Extension ▪ Study of Society ▪ Work Education
LOTE	<ul style="list-style-type: none"> ▪ German 	<ul style="list-style-type: none"> ▪ German
The Arts	<ul style="list-style-type: none"> ▪ Art ▪ Dance ▪ Drama ▪ Music ▪ Media 	<ul style="list-style-type: none"> ▪ Art ▪ Dance ▪ Drama ▪ Music ▪ Media Studies
Technology	<ul style="list-style-type: none"> ▪ Business & Enterprise ▪ Graphics ▪ Home Economics ▪ Industrial Technology & Design ▪ Information and Communication Education ▪ Robotic Engineering 	<ul style="list-style-type: none"> ▪ Business & Enterprise ▪ Graphics ▪ Home Economics (Food for Health) ▪ Home Economics (Fashion Design) ▪ Home Economics (Introduction to Hospitality) ▪ Industrial Automotive and Design ▪ Industrial Engineering and Design ▪ Industrial Furnishing and Design ▪ ICE A – Data Management and Integration ▪ ICE B – Problem Solving through Programming ▪ ICE C – New Media ▪ Introduction to Accounting ▪ Robotic Engineering
Health	<ul style="list-style-type: none"> ▪ Health & Physical Education 	<ul style="list-style-type: none"> ▪ Health & Physical Education ▪ Recreation Studies ▪ Rugby League
Other (Compulsory)	<ul style="list-style-type: none"> ▪ Sport ▪ PREP (Pine Rivers Enrichment Program) 	<ul style="list-style-type: none"> ▪ Sport ▪ PREP (Pine Rivers Enrichment Program)
Other (Invitation Only)	<ul style="list-style-type: none"> ▪ Lifestyle Planning 	

Subjects Offered in Year 11 - 2009

Students entering Year 11 invariably find that the work in Authority Subjects is far more demanding than is the work in a similar subject in Year 10. Past experience has shown that students who do not demonstrate an ability to cope with certain subjects in Year 10 have minimal chance of success in related subjects in Year 11. They are frequently forced into course changes after first semester, which may be quite disruptive to their learning. They are faced with catching up with a semester of work. Subjects that they might have entered in Semester 1 might be "full" in Semester 2, thus making changes even more difficult. The rational approach is to select within a student's capability at the beginning of Year 11.

All Year 10 students have a SETP which will inform subject choices for their Senior Phase of Learning.

The following schedule indicates the requirements recommended for students entering Year 11 subjects.

Authority Subjects

SUBJECT	QCE Points	Embedded VET	ADVANTAGES/PREREQUISITE (Year 10 minimum Level of Achievement)
ACC Accounting	4		BAE; ACC; C in ENG and MAA
AHS Ancient History	4		HIS/HIX/GEG; C in ENG and 3 other subjects
ART Art	4		ART; C in ENG and 3 other subjects
BSC Biology	4		C in ENG; SCI and 3 other subjects
BCT Business Communications & Technologies	4	Cert I, II Business	C in ENG and MAA
CHM Chemistry	4		B in MAA or C in MAB; C in SCI and 3 other subjects
DAN Dance	4		DAN; C in ENG
DRA Drama	4		DRA; C in ENG
ECN Economics	4		HIS/HIX/GEG; C in ENG, MAA and 2 other subjects
ENG English	4		C in Eng
FTV Film Television and New Media	4		B in ENG and C in 3 other subjects
GEG Geography	4		GEG/HIS; C in ENG and 3 other subjects
GER German	4		C in GER and ENG
GCS Graphics	4		C in GCS
HEC Home Economics	4		HEC; C in ENG and 3 other subjects
HOS Hospitality Studies	4	Cert 1 Hospitality (Kitchen Operations)	HEC/JHO; C in ENG and 3 other subjects
IPT Information Processing & Technology	4		B in ENG or MAB and C in 3 other subjects (including ENG and MAB)
MAA Mathematics A	4		C in MAA and C in ENG
MAB Mathematics B	4		C in MAB and C in ENG
MAC Mathematics C	4		B in MAB and C in ENG
MHS Modern History	4		HIS/HIX/GEG; C in ENG
MSC Multi-Strand Science	4		C in ENG and 3 other subjects
MUS Music	4		C in ENG, MUS and 2 other subjects
MUX Music Extension	4		C in ENG, MUS and 2 other subjects
HPE Physical Education	4		HPE; C in ENG
PHY Physics	4		C in MAB or B in MAA, C in SCI and C in 3 other subjects
SOS Study of Society	4		C in ENG and/or SOS
TCH Technology Studies	4		B in MAA or C in MAB, C in SCI and C in 3 other subjects

NB Only Authority Subjects are considered in the compilation of the OP Score

Other Subjects

Authority Registered – Stand Alone

SAS APPROACH A: VOCATIONAL EDUCATION AND TRAINING (VET) CERTIFICATES

Subject		QCE Points	AQF Level	Advantages/ Prerequisite (Year 10 minimum LOA)
BBP	Business Procedures	2 4	Certificate I Certificate II	
MEN	Engineering	2	Certificate I	
MGC	General Construction	2	Certificate I	
ICT	Information & Communications Technology	4	Certificate II	ICC an advantage
CRC	Recreation Certificate Course	2 4	Certificate I Certificate II	
SPC	Sport Coaching Certificate Course	4	Certificate II	
TSL	Tourism (Tourism Operations)	4	Certificate II	GEG; C in ENG
WPP	Workplace Practices	4	Certificate II	WED

Authority Registered – No VET

SAS APPROACH B: VOCATIONAL LEARNING (VL) STRAND

Subject		QCE Points	Advantages/ Prerequisite (Year 10 minimum LOA)
AUT	Automotive Studies	4	
EST	English Communication	4	
ECH	Early Childhood Practices	4	
FEN	Functional English	-	
FMA	Functional Maths	-	
PVM	Pre-Vocation Mathematics	4	
VAP	Photo-Imaging	4	C in ART
VAS	Visual Arts Studies	4	C in ART

Authority Registered – Combination

SAS APPROACH C: STRAND ALLOWING FOR A VET OUTCOME

Subject		QCE Points	AQF Level	Advantages/ Prerequisite (Year 10 minimum LOA)
HPA	Hospitality Practices (Kitchen Operations)	4	Certificate I	C in JHO
MFN	Furnishings	4	Certificate I	

School Subjects

IMU	Instrumental Music
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External Studies Courses

Opportunities exist for students to engage in courses offered by external providers (eg Universities, TAFE). Information on these can be obtained from the Senior Schooling Head of Department.

Policy on Changing Subjects

The selection of subjects for the two years leading to the certificate at the end of Year 10 and for the two years leading to the Senior Certificate at the end of Year 12 requires much careful thought. There are implications for the student and the school in the choices that are made. The procedure that we adopt at Pine Rivers provides a great deal of guidance to students and parents through:

- in-class Prep lessons
- comprehensive subject selection book
- Year 8, Year 9 and Year 10 selection sessions
- oral reporting
- full time guidance assistance
- ready access to subject teachers and HODs

The establishment of minimum standards for entry into Authority Subjects at Year 11 level is a further measure aimed at helping students find the right course for them, based on their demonstrated performance and our years of combined educational expertise.

There will be an even greater need "to get it right" in choosing subjects at the beginning, as staffing, particularly in some specialist areas, remains tight. It is anticipated that fewer small classes will be possible and student options will be limited. The school will be staffed on the basis of the information supplied at the time of subject selection and the following policy will be implemented.

- 1 As far as it is possible, all student choices will be facilitated provided the initial subject selection form is completed accurately and handed in on time. The student's SETP will be reviewed in line with the proposed subject change.
- 2 Changes to the original subject selection will be accepted prior to the start of the school year provided that they can be accommodated within the staffing and timetabling framework. Any such request must be in writing and signed by parent/guardian.
- 3 Changes to subjects in all Years 9 – 12 will only be made in the first 4 weeks of Semester 1 and until the end of the third week of Semester 2 unless there are substantial reasons presented to do otherwise.
- 4 Any student wishing to request a subject change once the course has begun must complete the relevant form available from the office.
- 5 No changes to subjects will take place unless there are vacancies to accommodate such requests.
- 6 Students who are receiving a VLA in an Authority subject in Year 11 will be encouraged to change to an available, alternate subject at the end of the semester.
- 7 Students must have demonstrated a genuine effort to achieve in the subject they wish to change as a pre-requisite to any mid-course subject change. This will be particularly the case when changing the subject may affect the viability of the whole class.
- 8 The expected number of subjects for each student in each year is six per semester. **There is no general provision for any student to study less than the expected number of subjects.** Possible exceptions to this are repeat or mature-age Year 12 students studying a full Authority course, or students who have negotiated to complete Senior over a 3 year period for some acceptable reason.
- 9 As a general rule, students should complete the full year course in Year 10 in a subject that is a pre-requisite for Years 11 and 12.

NB Year 11 and Year 12 students who change subjects will receive recognition for the "Changed from" subject on the Senior Statement provided they have completed at least one full semester. Credit will be given for the number of fully completed semesters. However, the Level of Achievement finally awarded will be based on the fullest and latest information available. Careful consideration should be given to subject changes as they may impact on students' eligibility for a QCE.

Art

UNIT:	Fine Arts and/or Fashion, Design and Illustration <i>Specialist units will be offered by Visual Arts staff according to expertise and student interest through a negotiated curriculum.</i>
FACULTY/S	Visual Arts (DART) <i>Possible cross curricular links with Technology (Home Ec) and SOSE</i>
SYLLABUS LINKS	The Arts: Visual Arts Strand
LINKS TO SENIOR COURSE SELECTION	<ul style="list-style-type: none"> ▪ QSA Art, (Authority subject) ▪ Creative Arts (Fine Arts) (Authority Registered – Non VET) ▪ Creative Arts (Photography) (Authority Registered – Non VET)
CONDITIONS	<ul style="list-style-type: none"> ▪ At least a C in Core English or Art in Year 9 ▪ 2 semesters in Year 10 advantage for Senior Visual Arts subjects, especially OP bound students who wish to study Senior Art. ▪ General stationery items: pens, eraser, ruler, scissors, sharpener. Specialist materials: 2B, 4B pencils, aquarelles / water colour pencils, Visual Art Diary A4 size, fine point felt pen, total cost under \$15. All other materials provided. ▪ Students may be asked to provide a canvas, cheap stretcher and/or recyclable materials depending on their unit ▪ Possible excursion \$3.00 return train fare to city galleries / \$10.00 Workshop Experience
QCS PREPARATION	QCST strategies are embedded in Year 10 Art. <ul style="list-style-type: none"> ▪ Spontaneous responses to visual stimulus ▪ Lateral thinking skill development Many CCEs are addressed in the Junior Art program eg: <ul style="list-style-type: none"> ▪ Visualising (your own ideas) ▪ Interpreting the meaning of words or other symbols (artworks) ▪ Translating from one form to another (2D to 3D) ▪ Presenting, arranging and displaying (your artwork and others') ▪ Explaining to others (your own art work and other artists) ▪ Criticising (artworks and ideas) ▪ Analysing (artworks and ideas) ▪ Synthesising (artworks and ideas) ▪ Judging and evaluating (artworks and ideas) ▪ Creating, composing and devising, justifying (artworks and ideas) ▪ Interrelating ideas, themes and issues (of your own devising)
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: working in a team/collaboratively Diverse Opportunities: make and display images and objects at school and in community exhibitions Academic Challenges: opportunities to develop extension folios Strong Communities: participate in local/national and international competitions and exhibitions Purposeful Links: represent school/self in Visual Arts related activities Productive Technologies: multi-media integration and creativity with technology as relevant
CAREER LINKS AND SKILL DEVELOPMENT	<ul style="list-style-type: none"> ▪ TAFE links through Visual Arts subjects and course ▪ Tertiary links through QCA, QUT and interstate and intrastate institutions ▪ Life skills including creativity and problem solving, self managing, time management, folio development, skills in analytical and hypothetical thinking for individual and design briefs.

WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	<ul style="list-style-type: none"> ▪ Students choose Art because it gives them the opportunity to explore their own ideas in relation to popular culture and the development of a personal aesthetic, which links directly to Senior Art subjects. ▪ Activities allow students to tap into their creativity in a supportive and safe environment ▪ Using a wide variety of media, techniques and processes from traditional to contemporary technology ▪ Historical and theoretical research is linked to individualised tasks, both practical and written
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UNIT OUTLINE

CONTENT & CORE OUTLINE <i>Areas highlighted according to unit selected</i>	LIKELY ASSESSMENT
<p>Students make and appraise 2D – 3D forms by selecting and combining a managed choice from: drawing, design, painting, printmaking, sculpture, ceramics, installation, performance art, fibre arts, photographic art, film and video art and electronic/digital imaging, using various surfaces, wet and dry media, found and made objects and a variety of processes. Students explore multiple contexts including personal, public and community contexts in display, and cultural, social, spiritual, historical, political and economic contexts in making and appraising images and objects.</p> <p>These modules provide learning contexts for the following core content:</p> <ul style="list-style-type: none"> ▪ colour ▪ line ▪ shape ▪ texture ▪ abstraction ▪ balance ▪ composition ▪ depth ▪ non-representation ▪ proportion ▪ space ▪ representation ▪ symbolism ▪ communicate a personal aesthetic in visual design ▪ functions and purpose of public and community art ▪ persuasion 	<ul style="list-style-type: none"> ▪ practical folios for each term's work containing experimentation and process work for practical folio resolution ▪ resolved images and/or objects reflecting topics and themes = 2 thirds of marks ▪ extended writing eg 500 –700 word written assignments and related research submitted each term = 1 third of marks ▪ Demonstration of workplace health and safety practices in The Arts Industry <p>These are possible unit titles, depending on your teacher's areas of expertise, and the nature and previous experience of the class.</p> <p>Possible units provided in Fine Arts:</p> <ul style="list-style-type: none"> ▪ Virtual Visitor : past, present and future through visual arts , 2D and 3D, traditional and technological art media. ▪ Object of My Obsession: the everyday becomes special 2D and 3D. Why do you like what you like? ▪ The Dig: forensics and archaeology in art, history and the far, far future ▪ Ozmosis: looking at Australian art from 60000BCE to the present day. How Oz art is infiltrating the world. ▪ Zeitgeist: time-shadow...sign of the times. Your spin on the art of today and the past <p>Possible units in Fashion, Design & Illustration:</p> <ul style="list-style-type: none"> ▪ Skin Deep: looking at wearable art, clothing icons, local and international fashion, making your own fashions/body adornments ▪ Just wear It!: where did it come from? Who makes us slaves to fashion? Or do they? Find out on an amazing journey with your Art teacher ▪ Black and White and Read all Over: paper chase, using paper, papier mache and other clever stuff to make wearable art. ▪ iKnow: some digital stuff to do with photography and fashion, face painting/make-up and making your fashionable website or digital folio. ▪ Get Real!: illustration, rendering and making your design portfolio look professional through your own ideas.

Business and Enterprise (BAE)

UNIT	Business and Enterprise
FACULTY/S	Business Education
SYLLABUS LINKS	Links to SOSE KLA syllabus and the Business syllabus (QSA)
LINKS TO SENIOR COURSE SELECTION	Success in certain areas of the course could help students to progress into the senior QSA subjects of Accounting, Business Communication and Technology and Economics
CONDITIONS	There are no prerequisites for this course but Year 9 BAE would be an obvious advantage particularly if a business career is to be pursued. Students will need to purchase an individual workbook for this subject which will be available from the stationery store at school at an approximate cost of \$12.
QCS PREPARATION	CCEs addressed through individual lesson strategies, assignments and supervised exams
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Team work in club work Diverse Opportunities: Working with local club to assist in bookkeeping Academic Challenges: Assignment and class work eg business reports and bank documents Strong Communities: Links with local Business Purposeful Links: Skills developed can be used real life eg business careers and club or organisation volunteer work Productive Technologies: Use of technology a constant part of the subject
CAREER LINKS AND SKILL DEVELOPMENT	Direct links with careers in Business, Clubs and Organisations
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	Skills acquired are valuable for personal financial management even if business career is not pursued.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Semester 1 Effective consumerism eg credit card use and budgets Club work	Compulsory home work assignments Supervised exams
Semester 2 The Accounting Process Financial literacy	Compulsory home work assignments Supervised exams

Dance

UNIT	DAN1 – Count Me In DAN 2 – Poetry in Motion
FACULTY/S	Performing Arts
SYLLABUS LINKS	The Arts Syllabus
LINKS TO SENIOR COURSE SELECTION	Dance in junior years is a preferable pre-requisite to dance in senior years. Students who have studied dance in the junior years are at an advantage across all three areas studied in Dance (Performance, Choreography and Appreciation).
CONDITIONS	An interest in all styles of dance and a study of Dance in Year 9 is preferred. Students who study Dance in Semester 2 are required to perform in Dance Night in Term 3. They must attend an evening rehearsal and an evening performance. Costume costs will be kept to a minimum.
QCS PREPARATION	Common Curriculum Elements addressed include:

	<ul style="list-style-type: none"> ▪ Recognizing letters, words and other symbols ▪ Recalling/remembering ▪ Using correct spelling, punctuation, grammar ▪ Using vocabulary appropriate to a context ▪ Comparing/contrasting ▪ Interrelating ideas, themes, issues ▪ Analysing, Evaluating ▪ Creating, composing, devising
TLC PRIORITIES	<p>By different ways to excellence through:</p> <p>Positive Relationships: engineered in the classroom by working as a whole class group towards goals; developed in and out of class through promotion and performance in Dance Night</p> <p>Diverse Opportunities: offered to students through performing, choreographing, and appreciating the work of industry professionals and their peers.</p> <p>Academic Challenges: are presented to students in the format of analysing, reviewing, critiquing and evaluating.</p> <p>Strong Communities: engendered through public performances for assembly and Performing Arts Night.</p> <p>Purposeful Links: made through links to relevance in their life and to relevant careers.</p> <p>Productive Technologies: incorporated into their performance and choreographic work.</p>
CAREER LINKS AND SKILL DEVELOPMENT	<p>Studies in dance can lead to further studies at TAFE, university and private colleges, and then lead to careers in the dance or fitness industries. It also builds self confidence and teaches the necessary skills needed by an individual to work collaboratively.</p>
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	<p>Students will be exposed to a variety of dance styles and will be given the opportunity to view professional works in all styles. The three areas studied in dance give students the opportunity to view a topic from many angles.</p> <p>In DAN2, students are engaged in a collaborative effort to create a new dance work for public performance. The subject and style of the work is decided upon by the students themselves.</p>

UNIT OUTLINE

DAN1 - "Count Me In"

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Bright Lights	<p>Performance: Repertoire from musical theatre.</p> <p>Choreography: Choreograph a musical theatre piece.</p> <p>Appreciation: Oral presentation.</p>
The Art that Moves	<p>Performance: Routines created by teacher.</p> <p>Choreography: Dance piece using a visual stimulus.</p> <p>Appreciation: Work Booklet.</p>

DAN2 - "Poetry in Motion"

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Poetry in Motion	<p>Performance: Dance Night Performance.</p> <p>Choreography: Dance piece stimulated by poetry.</p> <p>Appreciation: Profile youth dance companies in Australia..</p>
A Classic Story	<p>Performance: Participation in class.</p> <p>Choreography: Creation of a ballet stimulated by music.</p> <p>Appreciation: Analysis Questions.</p>

Drama

UNIT	Drama
FACULTY/S	Performing Arts
SYLLABUS LINKS	The Arts - Drama
LINKS TO SENIOR COURSE SELECTION	Direct link to Senior Drama. Content in Junior Drama provides a basis of knowledge which is built upon in Senior Drama.
CONDITIONS	<p>Pre-requisites: Minimum of a C in Core English in Year 9. While unit one of Year 10 Drama is not a prerequisite, it will be an advantage for Semester 2.</p> <p>Materials required: General stationery equipment, Notebook, Document Wallet</p> <p>Costs: Students are expected to attend Arts Council Performances approx \$12 for 2 visits a year</p>
QCS PREPARATION	<p>CCEs addressed in the Junior Drama program include:</p> <ul style="list-style-type: none"> ▪ Recognising letters, words and other symbols (performance/text) ▪ Interpreting the meaning of words or other symbols (performance/text) ▪ Using correct spelling, punctuation, grammar ▪ Using vocabulary appropriate to a context ▪ Setting out/presenting/arranging/displaying (performances) ▪ Explaining to others ▪ Expounding a viewpoint ▪ Empathising ▪ Comparing, contrasting interrelating ideas/themes/issues ▪ Hypothesising ▪ Criticising ▪ Analysing , Synthesising ▪ Judging/evaluating ▪ Creating/composing/devising ▪ Justifying ▪ Perceiving patterns, Visualising ▪ Gesturing ▪ Manipulating/operating/using equipment
TLC PRIORITIES	<p>By different ways to excellence through:</p> <p>Positive Relationships: encourages group work and appreciation for the efforts of others, course content explores the relationships and attitudes of young people in the hope of developing more successful relationships</p> <p>Diverse Opportunities: opportunities to develop skills in analysis, performance and the creation of drama, students select their own topic for exploration</p> <p>Academic Challenges: students work on outcomes based assessment, enabling them to work to the best of their ability, at their own level</p> <p>Strong Communities: content emphasises the importance of empathy & encourages students to explore their role in the community and the world.</p> <p>Purposeful Links: opportunities to invite other year levels to view their work and are encouraged to make links between the content and their community</p> <p>Productive Technologies: students have access to sound, lighting, recording and projector equipment in the development of their performances, students access computers</p>
CAREER LINKS AND SKILL DEVELOPMENT	<p>Life Skills: effective communication, identify and develop talents and interests, recognise individual strengths and weaknesses, recognise personal viewpoints, attitudes, beliefs and values, realise ideas, images and feelings, develop knowledge, skills, processes and aesthetic awareness, develop confidence and self-esteem, cooperation and collaboration, formulate goals and develop workable pathways to realise them, value risk taking as a learning opportunity, acknowledge the cultural practices of a diverse range of communities, make decisions on the basis of understanding and valuing cultural and linguistic diversity, social justice and ethics</p> <p>Vocational Links: Actor, Mime artist, Stagehand, Stunt performer, Film, stage, television director, Stage manager, Writer, Casting director, Continuity writer, Floor manager, Scriptwriter, Set designer, Theatre critic, Artistic director, Arts administrator, Drama teacher, Film critic, Musical director, University lecturer</p> <p>Tertiary Pathways: Tertiary links to Arts courses in acting, drama and education at QUT, Griffith, University of Queensland and Drama institutes such as NIDA.</p>
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	<p>Unit 1: This unit provides students with an opportunity to clown around – literally! They create comedy performances for year one students before exploring the issues that affect them through collage drama and forum theatre. This unit is designed to give young people the tools to address these issues in a positive way.</p> <p>Unit 2: This unit explores rites of passage, young people and the issues they perceive to be important. Students rehearse and present an existing playtext before having the opportunity to select the topic they wish to explore through scripted performance, giving the students ownership of their work and allowing them to create a piece of theatre that is important to them. This unit provides students with an opportunity to work collaboratively with their peers, be creative and express themselves!</p>

UNIT OUTLINE

Semester 1 - “Laughing at Ourselves”

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<p>Overview Students explore issues that affect youth first through comedy and then through collage drama and forum theatre. This unit is designed to give young people the tools to address these issues in a positive way.</p> <p>Core Content</p> <p>Elements Tension, Contrast</p> <p>Conventions Convey roles from differing points of view , Develop roles using status</p> <p>Forms and styles Clowning and Physical Comedy, Forum theatre, Collage Drama Theatre for Young People, Written, short scenes in correct layout Student-devised scripts, Written scenarios</p> <p>Performance skills Movement – in character blocking stage action Voice – modulation, articulation and breathing Adapting for different characters and performance locations Characterisation: purpose and motivation</p> <p>Audience Formal audience</p> <p>Purpose Empowerment, Education</p>	<p><i>NB The assessment tasks below are compulsory but students will be provided with opportunities to complete additional, optional tasks in order to demonstrate competency.</i></p> <p>Presenting Students present a polished performance for a primary school audience. This performance is videotaped for focused analysis. Students are assessed on their use of performance skills appropriate to physical comedy and an educational purpose.</p> <p>Responding Students write a critical review of a live theatre performance.</p> <p>Forming Students ability to structure a collage drama which effectively explores their theme is assessed through the collection of a performance outline.</p> <p>Presenting Students present a polished performance of their script for an audience of their peers.</p>

Semester 2 - “Risky Business”

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<p>Overview. Students first study the playscript 'Juice' by Stephen Davis. Through the exploration of this text students study a variety of styles of theatre and unpack the notion of a 'rite of passage'. Then, students explore issues that affect young people around the world before selecting one specific issue to base their documentary drama upon. Throughout this unit students develop a greater awareness of the problems facing youth outside their own experience.</p> <p>Core Content</p> <ul style="list-style-type: none"> • tension • stream of consciousness • process drama • realism • written scenarios • characterisation – purpose and motivation • movement - blocking stage action • script interpretation : who, what, where, when & why • voice: adapting for different characters/ performance locations <p>Core Content</p> <ul style="list-style-type: none"> • Contrast • convey roles from differing points of view • dramatic monologue • non-realism • theatre for young people • characterisation - derived from script interpretation • movement - in character • script interpretation - plot analysis, style, sub-text, given circumstances, context, character motivation • voice - modulation, articulation and breathing • documentary drama • creating theatre to challenge and/or empowerment 	<p><i>NB The assessment tasks below are compulsory but the students will be provided with opportunities to complete additional, optional, tasks in order to demonstrate competency.</i></p> <p>Presenting Students present a rehearsed, polished performance applying performance skills appropriate to the realistic and epic conventions in <i>Juice</i>.</p> <p>Responding Students complete a written analysis of <i>Juice</i>. Students must evaluate Davis's use of forms, styles and dramatic action to create dramatic meaning for an audience of young people.</p> <p>Forming Individually, students devise a documentary drama based on an issue which affects youth around the globe. Students give a presentation to the class indicating how their documentary drama would be performed.</p>

Elementary Maths

UNIT	MATHS (Elementary Maths Mastery)
FACULTY/S	Mathematics
SYLLABUS LINKS	Mathematics Syllabus. The skills acquired in this course provide students with basic numeracy, appropriate for active citizenship.
LINKS TO SENIOR COURSE SELECTION	Success in this course provides the basic requirements to enrol in Pre Vocational Maths.
CONDITIONS	<ul style="list-style-type: none"> ▪ General stationery items appropriate to Maths ▪ Calculator (preferably scientific) ▪ Possible excursion or maths competition(s) - \$5 (approx)
QCS PREPARATION	This subject prepares students for involvement in the world after school, rather than preparation for the QCS test.
TLC PRIORITIES	<p>By different ways to excellence through:</p> <p>Positive Relationships: group work, activity based lessons, maths tournaments</p> <p>Diverse Opportunities: variety of teaching/learning strategies, investigations</p> <p>Academic Challenges: variety of levels of complexity</p> <p>Strong Communities: parent visits, parent and ex-student help in classrooms</p> <p>Purposeful Links: career pathways and visits</p> <p>Productive Technologies: multi-media integration into lessons and teacher use of a variety of technologies in lesson delivery</p>
CAREER LINKS AND SKILL DEVELOPMENT	Mathematics underpins the understandings and applications in every other subject studied by students.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	Students find <i>Elementary Maths Mastery</i> to be a course which allows them to catch up on basic maths concepts which they may have missed out on so far.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Calculator skills, fractions, decimals, percent, basic money skills, measurement, perimeter and area of various regular shapes, maps and grid references, collecting and handling data, displaying and interpreting data	<ul style="list-style-type: none"> ▪ pen and paper exams ▪ written assignments and investigations ▪ projects, bookwork ▪ teacher observation of tasks

English

UNIT	English A
FACULTY/S	English
SYLLABUS LINKS	English Syllabus
LINKS TO SENIOR COURSE SELECTION	Skills developed are designed to assist transition to Semester 2 studies and to Senior School subjects: <ul style="list-style-type: none"> ▪ English (Authority Subject) ▪ English Communication (Non-Authority Subject)
CONDITIONS	<ul style="list-style-type: none"> ▪ This unit is compulsory for all students ▪ Materials required as per Stationery Requirements list
QCS PREPARATION	<ul style="list-style-type: none"> ▪ CCE's addressed directly and indirectly through course of study ▪ Students exposed to a range of genres suitable for QCS Writing Task ▪ Response to stimulus and Short Response items are included in course

TLC PRIORITIES	<p>By different ways to excellence through:</p> <p>Positive Relationships: group discussions, oral presentations and group work, tolerance of and empathy for others, class working as a cohesive group</p> <p>Diverse Opportunities: Sem 1: Varied teaching strategies and assessment pieces - choice of tasks and resources. Sem 2: This is a focus of this Semester unit:- students will complete certain compulsory unit/s but will have the opportunity to choose elective units, more suited to their specific needs and interests. Teachers will use a wide variety of teaching strategies and resources</p> <p>Academic Challenges: Sem 1: Subject matter is challenging. Sem 2: The specific units of work are designed to provide the challenge relevant to the group of students selecting that unit eg those anticipating undertaking an OP course will have the opportunity to select units with more academic rigour</p> <p>Strong Communities: Sem 1: Discussion of current issues within units of work, involvement with community in "Working World" unit. Sem 2: The content of the units of work is designed to foster knowledge and appreciation of our own and other societies - past and present.</p> <p>Purposeful Links: Sem 1: Current issues, informed citizens, preparation for world of work- part-time, full-time work and university studies. Sem 2: Units of work are designed to meet the specific needs of students entering the two different English subjects in Year 11 and in their future life.</p> <p>Productive Technologies: Word processing, variety of media in lesson presentation, use of computer programs for Career information, internet research, use of English on-line</p>
CAREER LINKS AND SKILL DEVELOPMENT	<ul style="list-style-type: none"> ▪ Semester 1 unit leads directly into Semester 2 unit and thereafter to Senior English by developing necessary skills ▪ Sem 1: World of Work segment gives students valuable information for subject selection for Year 11 and transition to work. ▪ Sem 2: This unit links directly to the two strands of English offered in the Senior School
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	<p>Semester 1 unit will cater for student interest with novel and play selections. A variety of teaching strategies and student activities will encourage involvement. Their knowledge of the world community will be expanded through study of literature and tolerance for difference will be fostered through literature content. Titles selected are ones that have proved popular and up-to-date titles have been added.</p> <p>Semester 2 unit will cater for the specific needs and interests of students by offering a sample of what will be encountered in the different English offerings in senior - thus assisting subject choice and career options.</p> <p>In addition, students will be able to select from a menu of elective units.</p>

UNIT OUTLINE

Semester One

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
UNIT 1: NOVEL STUDY	<ul style="list-style-type: none"> ▪ Essay ▪ Oral
UNIT 2: WORLD OF WORK	<ul style="list-style-type: none"> ▪ Portfolio, resume, oral
UNIT 3: MASS MEDIA	<ul style="list-style-type: none"> ▪ Written task ▪ Oral task

Semester Two

CONTENT & SKILL OUTLINE 3x 5 WEEK UNITS:	LIKELY ASSESSMENT
UNIT 1: Gateway to Critical Literacy -Poetry (compulsory for all, to sample Year 11 syllabus)	<ul style="list-style-type: none"> ▪ Exam
UNIT 2: Representations- Literature-based	<ul style="list-style-type: none"> ▪ Reading log ▪ Written task
UNIT 3: Drama –Choice of Shakespearean and contemporary plays	<ul style="list-style-type: none"> ▪ Oral ▪ Written synopsis

Geography

UNIT	Dirty Weather and Life at the Beach (GEG Sem1) The Places People Go (GEG Sem 2)
FACULTY/S	Social Science
SYLLABUS LINKS	Aspects taken from the SOSE Years 1 – 10 syllabus and with links into study in the senior school. Written as a preparatory unit for senior geographical studies and a useful general knowledge and skill base for senior Economics, Ancient and Modern History, Tourism and Study of Society.
LINKS TO SENIOR COURSE SELECTION	<ul style="list-style-type: none"> ▪ Content links to prepare students for success in Senior Geography and useful knowledge base for Senior History subjects, Economics and Tourism. ▪ Success in this subject would indicate acquisition of skills in field work, map and data analysis, researching, report writing and both written and oral communication leading to likely success in senior Social Science subjects.
CONDITIONS	<ul style="list-style-type: none"> ▪ Compulsory excursion in Semester 1 to complete field work at an expected cost of \$10 - \$15 depending on location and numbers. ▪ Materials required as per Stationery Requirements list. ▪ Pre-requisite – success in Year 9 SOSE B
QCS PREPARATION	<ul style="list-style-type: none"> ▪ A wide range of QCS skills incorporated into unit eg Interpreting and analysing of information; finding the required material; mapping and graphing; translating; compiling results; summarising data; recording data, hypothesising. ▪ A range of assessment techniques explicitly taught and used especially response to stimulus and short response testing.
TLC PRIORITIES	<p>By different ways to excellence through:</p> <p>Positive Relationships: Group Work, discussions, empathy for others, excursion</p> <p>Diverse Opportunities: National Geography Competition, exposure to a wide range of sources and technologies, independent research</p> <p>Academic Challenges: Academic content, skill development, competition, excursion</p> <p>Strong Communities: Guest speakers, understanding the environment, promotion of 'Good Environmental citizenship'.</p> <p>Purposeful Links: Links to career pathways, links to voluntary action towards a sustainable environment, healthy waterways, preparing for natural disasters etc.</p> <p>Productive Technologies: Interactive resources, IT/AV opportunities for activities, research and presentations.</p>
CAREER LINKS AND SKILL DEVELOPMENT	<ul style="list-style-type: none"> ▪ Direct link into Senior Geography and onto tertiary level courses in areas such as town planning, geology, vulcanology, climatology, resource management and a range of related study paths. ▪ Direct link into Senior Tourism (Certificate II) ▪ Acquisition of skills such as teamwork, leadership, research, independent learning, communication and heightened empathy, useful for all further study, employment and lifelong learning ▪ Lifeskills in understanding the environment and in decision-making regarding sustainable living for themselves and their community.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	This unit gives students an opportunity to discover the reasons for many natural processes, and a greater understanding of the world in which they live. They are also motivated by being able to apply their study to themselves in practical ways such as evaluating the location for their own housing plans or independent research into an Australian disaster.

UNIT OUTLINE

Dirty Weather and Life at the Beach (GEG Sem1)

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<p>GLOBAL ENVIRONMENTS AND COMMUNITIES</p> <ul style="list-style-type: none"> Understanding the forces at work to shape landforms Identifying types of environments Explaining the processes leading to climate change. 	<ul style="list-style-type: none"> SRI Test on Global Environments and Communities and Access to Fresh Water-units. Oral Presentation with notes and Access to Fresh Water-unit. Field Excursion - with notes to be done in report format Coasts-unit. Essay under Exam Conditions based on case study-Coasts unit.
<p>ACCESS TO FRESH WATER</p> <ul style="list-style-type: none"> Locating, researching and evaluating Fresh Water environments. Understanding the concepts of wise use of water Determining the health or otherwise of water and extrapolating from case studies to the general issues. 	
<p>COASTS</p> <ul style="list-style-type: none"> Understanding and explaining how coastal landforms are produced. Completing case studies of coastal systems. Developing a range of field research skills, especially in relation to measuring, recording and evaluating coastal features. 	

The Places People Go (GEG Sem 2)

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<p>DISASTERS – Natural & Man-Made</p> <ul style="list-style-type: none"> Ability to interpret maps, risks etc that disasters present Knowledge of the disasters that can affect Australia and the world – assessment of the danger Case Studies: eg. Fire, Floods, Oil Spills, Industrial Accidents. 	<ul style="list-style-type: none"> Essay under Exam Conditions: Disasters unit case study. Report: Disasters unit. Practical Exercise Test: Extreme Environment unit case study. SRI Test: Extreme Environment unit.
<p>EXTREME ENVIRONMENTS</p> <p>DESERTS (Hot & Cold)</p> <ul style="list-style-type: none"> Locating, researching and evaluating desert environments and features Using and analysing sketches and diagrams Developing topographical mapping skills Case Studies: eg Sahara, Antarctica 	
<p>MOUNTAINS</p> <ul style="list-style-type: none"> Ability to map these areas and interpret such maps Understanding the relationship between height, vegetation & climate Understanding the physical forces of mountain building Ability to use technology as a research tool Case Studies: Himalayas, Swiss Alps 	

Geography Extension

UNIT	Active Geography (Geography Extension) Available Sem 1 only
FACULTY/S	Social Science
SYLLABUS LINKS	Aspects taken from the SOSE Years 1 – 10 syllabus and with links into study in the senior school. Written as a preparatory unit for senior geographical studies.
LINKS TO SENIOR COURSE SELECTION	<ul style="list-style-type: none"> Content and skill development designed to introduce students to Senior Geography with success in the subject being an indicator of ability to handle the subject in the senior school. A level of independent research structured to develop work habits and research skills needed for success in senior Social Science subjects.
CONDITIONS	<ul style="list-style-type: none"> Materials required as per Stationery Requirements List. A high level of independent research and computer literacy required for success in some assessment and learning activities.
QCS PREPARATION	<ul style="list-style-type: none"> A wide range of QCS skills incorporated into unit eg. Interpreting and analysing of information; finding the required material; mapping and graphing; translating; compiling results; summarising data; recording data. A range of assessment techniques explicitly taught and used especially Report writing skills and short response testing.

TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Group discussions, enhanced tolerance and empathy for decisions of others. Diverse Opportunities: Units allowing wide student choice of content. Academic Challenges: Challenging subject material, National Geography Competition opportunity. Strong Communities: Promotion of 'good environmental citizenship' Purposeful Links: Links to career pathways, links to voluntary action towards a sustainable environment. Productive Technologies: WebQuest or other suitable web based activity integrated into program.
CAREER LINKS AND SKILL DEVELOPMENT	<ul style="list-style-type: none"> ▪ Direct link into Senior Geography and onto tertiary level courses in areas such as Town planning, geology, vulcanology and a range of related study paths. ▪ Acquisition of skills such as teamwork, leadership, research, independent learning, communication and improved empathy, useful for all further study, employment and lifelong learning. ▪ Lifeskills in understanding the environment and in decision-making regarding sustainable living for themselves and their community.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	This unit is an academically challenging subject allowing students the opportunity to develop their ability to work independently. Students with any aspirations in the Social Sciences, will gain an array of transferable skills for further study and life long learning. Students will also gain a far greater understanding of the physical and cultural world in which they live.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Local Area Study: <ul style="list-style-type: none"> ▪ Use of local area content, testing and analysis to develop a physical and human geographical study. ▪ Necessary geographical skill development 	<ul style="list-style-type: none"> ▪ SRI format Test on Geographical concepts and skills. ▪ Written Report and Folio of maps, activities and written responses on chosen National Case Study. ▪ Oral presentation with AV/IT focus based on WebQuest or similar.
National Case Study: <ul style="list-style-type: none"> ▪ Student choice of country other than Australia to develop a physical and human geographical study. ▪ Mapping, researching, evaluating and communicating geographical information on both physical and built environments. 	
Contemporary Geographical Issues: <ul style="list-style-type: none"> ▪ Identifying and analysing cause/effect/solution for an important regional and/or worldwide geographical issue. ▪ Incorporating geographical information into suitable AV/IT formats. 	

German

UNIT	German Language And Cultural Studies (Semester 1) German Extension (Semester 2)
FACULTY/S	LOTE
SYLLABUS LINKS	Based on Lower Secondary LOTE syllabus with elements of Senior German syllabus included in German Extension to aid transition
LINKS TO SENIOR COURSE SELECTION	It is expected that students choosing to continue German studies in Year 11 will complete 2 semesters of German in Year 10. Semester 2 unit links directly to the Senior German program and it is expected that students choosing to undertake Senior German will complete this Extension unit.
CONDITIONS	<ul style="list-style-type: none"> ▪ Materials as per stationery list ▪ Sem 2: Restaurant excursion and German entertainment - cost approximately \$30 ▪ In addition, students who study German for the entire year are eligible to participate in the German Exchange Program.
QCS PREPARATION	<ul style="list-style-type: none"> ▪ CCEs addressed directly and indirectly through the course of study ▪ Response to stimulus and Short response items are included in the course

TLC PRIORITIES	<ul style="list-style-type: none"> Academic rigour of course develops strong learning skills. <p>By different ways to excellence through:</p> <p>Positive Relationships: working in groups, tolerance & understanding of other cultures</p> <p>Diverse Opportunities: varied teaching strategies and assessment pieces, wide range of resources and independent research</p> <p>Academic Challenges: subject matter is challenging</p> <p>Strong Communities: cultural awareness and experiences and discussion of a wide range of topics</p> <p>Purposeful Links: informed citizenship, strong links to Senior course, practical language skills for communication and possible employment links</p> <p>Productive Technologies: internet research, Interactive German language program, word processing, use of video and audio equipment</p>
CAREER LINKS AND SKILL DEVELOPMENT	<p>Semester 1 unit leads directly into Extension German in Semester 2, for continuing students and thereafter to Senior German by developing necessary language skills. This study will also encourage strong academic skills.</p> <p>Semester 2 unit leads directly into Senior German course by developing strong language skills and academic skills in general. It also leads into tertiary language study. Use of the language in various career areas can ensue.</p>
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	<p>Semester 1: This unit will cater for student interest with a wide range of topics addressed. A variety of teaching strategies and student activities will be used to encourage engagement. Learning about the German culture will broaden students' knowledge.</p> <p>Semester 2: For students anticipating continuing German in Year 11, this is a required course of study. Students will find the material engaging and interesting and will appreciate the opportunity to undertake more independent study.</p>

UNIT OUTLINE

German Language And Cultural Studies (Semester 1)

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Unit 1: At Home and Abroad Unit 2: The Teenage Years Unit 3: Media In addition, special events and festivals will be studied	Within each unit, students' listening, reading and speaking skills will be assessed

German Extension (Semester 2)

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
As an Extension unit, students will be building upon their language skills and cultural knowledge. Anticipated units will be <i>Tourism</i> and <i>Advanced Cultural Studies</i>	During the semester, students will undergo assessment in the 3 fields: writing, speaking and listening

Graphics

UNIT	Graphics
FACULTY/S	Dart - Industrial
SYLLABUS LINKS	Industrial Technology and Design Education Graphical Communication
LINKS TO SENIOR COURSE SELECTION	<ul style="list-style-type: none"> Senior Graphics General requirement for all trade drafting Manufacturing: Certificate 1 in Engineering Manufacturing: Certificate 1 in General Construction Automotive Studies University studies
CONDITIONS	Nil pre-requisite It is an advantage to have studied Graphics/ ITD (Industrial Technology and Design) in Year 9. QUT Built Environment and engineering workshop visits
OCS PREPARATION	Graphics often requires individual to use knowledge from a range of fields

	and to challenge existing knowledge and practices. Learners, interpret, critically analyse and evaluate information.
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Classroom environment, social support, student direction and student self regulation. Diverse Opportunities: Connectedness: integration of subject areas, background knowledge, wider community Academic Challenges: Problem based curriculum, academic engagement, quality performance activities. Strong Communities: Cultural knowledge, inclusivity Purposeful Links: Real world tasks and links with other subject areas. Productive Technologies: Integration of Information Communication Technologies, industrial technology and design.
CAREER LINKS AND SKILL DEVELOPMENT	University courses, architecture, built environment, engineering, graphic design, CAD, TAFE and Trade based subjects.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	Students are involved in the design and production of working drawings and models using industrial systems such as hand drafting techniques, and Computer aided drafting.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Foundation Unit	Knowledge, reasoning and presentational skills: Student Folios and tests
Product Design	Knowledge, reasoning and presentational skills: Student Folios and tests
Built Environment	Knowledge, reasoning and presentational skills: Student Folios and tests
Business Graphics	Knowledge, reasoning and presentational skills: Student Folios and tests

Health & Physical Education

UNIT	HPE1 and HPE2
FACULTY/S	Health and Physical Education
SYLLABUS LINKS	Health and Physical Education
LINKS TO SENIOR COURSE SELECTION	Year 10 HPE is invaluable as a base to continue further studies in this field. It introduces and teaches the skills and knowledge that will form the basis for entry into the Authority subject Physical Education in Year 11.
CONDITIONS	Parents are requested to consult the prospectus and the textbook list for information regarding sports clothing and equipment required for sport and physical education since such factors affect both safety and performance. Students may be given the opportunity to attend an excursion relevant to their course of study and parental permission and details will be given well in advance (cost would not exceed \$20). Students who wish to take Health & Physical Education but who have a disability should check with their present HPE teacher for advice on continuing this subject. If Tae Kwon Do option is taken in HPE1, a cost of approx \$25 will be incurred.
QCS PREPARATION	<ul style="list-style-type: none"> ▪ Students will practice a range of genres suitable for QCS Writing Task ▪ Written response to stimulus and Short Response items included in course. A range of CCE's are addressed, including: <ul style="list-style-type: none"> ▪ Recalling/remembering ▪ Interpreting the meaning of words or other symbols ▪ Using vocabulary appropriate to a context ▪ Recording/noting data ▪ Explaining to others ▪ Expounding a viewpoint ▪ Applying strategies to trial and test ideas and procedures ▪ Analysing ▪ Synthesising ▪ Judging and evaluating
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Respect in Self Defence, sportsmanship and teamwork in

	<p>game play</p> <p>Diverse Opportunities: Learning diverse culture through Tae Kwon Do, Experiencing a diverse range of practical activities.</p> <p>Academic Challenges: Developing writing and practical skills that are relevant for Senior Physical Education. Authentic pedagogy allows for improved relevance.</p> <p>Strong Communities: Learning to become an informed citizen eg golf etiquette, sportsmanship, team leadership and self control.</p> <p>Purposeful Links: Developing practical skills and knowledge of the sports assessed in the senior PE program.</p> <p>Productive Technologies: Internet research, fitness testing equipment</p>
CAREER LINKS AND SKILL DEVELOPMENT	<p>Both HPE1 and HPE2 should be taken if considering selecting Senior Physical Education.</p> <p>Links to Tertiary Courses And Career Options in the following areas:</p> <ul style="list-style-type: none"> ▪ Health Promotion - Administration ▪ Leisure Management ▪ Sports Sciences ▪ Medical / Paramedical Sciences ▪ Fitness Leadership ▪ Armed Forces / Police ▪ Teaching
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	<p>Students choosing this subject should be academically bound with a strong interest in learning through physical activity. Students should be interested in improving performance by combining theory in, about and through physical activity.</p>

UNIT OUTLINE

HPE1

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<ul style="list-style-type: none"> ▪ Softball ▪ Sociology of Sport and Physical Activity in the community ▪ Introduction to improving performance through the study of training principles ▪ Touch Football, Golf 	<p>The assessment program for this course will include:</p> <ul style="list-style-type: none"> ▪ essays ▪ lab presentations ▪ assignments ▪ examinations ▪ performance of skills and team play in games/drills

HPE2

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<ul style="list-style-type: none"> ▪ Sports: Volleyball and teacher/student selected ▪ Aquatics fitness and water polo ▪ Introduction to improving performance through the study of Anatomy and Physiology ▪ Self Defence: Fencing and/or Tae Kwon Do ▪ Energy systems and exercise 	<p>The assessment program for this course will include:</p> <ul style="list-style-type: none"> ▪ essays ▪ lab presentations ▪ assignments ▪ examinations ▪ performance of skills and team play in games/drills

History

UNIT	War, Warfare and More (Semester 1) Change: People and Places (Semester 2)
FACULTY/S	Social Science
SYLLABUS LINKS	Aspects taken from the SOSE Years 1–10 syllabus and links into study in the senior school. Written as a preparatory unit for senior studies in History and other social science subjects.
LINKS TO SENIOR COURSE SELECTION	<ul style="list-style-type: none"> ▪ Content/skill development designed to introduce students to Senior Modern History with success in the subject being a good indicator of likely success in the senior subject. ▪ General knowledge covered and research/interpretation skills developed are designed to help students moving into any Senior Social Science subject.
CONDITIONS	<ul style="list-style-type: none"> ▪ Pre-requisite – success in junior SOSE and an interest in history. ▪ Materials required as per Stationery Requirements List. ▪ Sem 1: compulsory excursion to attend ANZAC Day Student Commemorative Service and visit historical sites – nil cost
QCS PREPARATION	<ul style="list-style-type: none"> ▪ A wide range of CCEs both directly and indirectly addressed. ▪ A range of assessment techniques - particularly writing in response to stimulus

	<p>material and extended writing.</p> <ul style="list-style-type: none"> Units aimed at increasing student knowledge and skill in interpretation/analysis and understanding of the causal nature of past and present events on history.
TLC PRIORITIES	<p>By different ways to excellence through:</p> <p>Positive Relationships: Group discussions, peer mentoring, empathy for others</p> <p>Diverse Opportunities: Excursion (Heritage/Memorials), role playing/tutorials, varied teaching strategies. Range of topics and learning activities</p> <p>Academic Challenges: Challenging subject material</p> <p>Strong Communities: Interaction with others commemorating ANZAC Day, cultural/heritage awareness, current issues, informed citizens</p> <p>Purposeful Links: ANZAC Ceremony with other schools, Tobruk Award, Australian identity, informed citizens, understanding the global community, clear links to further studies and lifelong learning.</p> <p>Productive Technologies: IT research material, use of internet and software activities and materials, interactive DVDs.</p>
CAREER LINKS AND SKILL DEVELOPMENT	<ul style="list-style-type: none"> Direct link from this unit into Senior Modern History and onto Degree and Diploma level courses in a wide range of Arts/Humanities/Social Sciences, Journalism, Law, International Business and other faculties. Skills developed in research, primary and secondary source analysis, document interpretation, written and oral communication invaluable for any further study. Skills to become productive global citizens through general knowledge of, and ability to understand, the causes of world events and issues.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	<p>This unit will cater for students with an interest in the world in which they live and give them greater understanding of what they see in the news and read in the newspapers. They become aware of the power of knowledge and are motivated by realisation of the empowerment of the individual. Current events are put into perspective by connection to the past, maintaining interest/motivation for students endeavouring to become active, informed citizens. Students with aspirations/goals to continue with any Social Sciences gain skills/experiences and knowledge that will assist them in their senior years of study.</p>

UNIT OUTLINE

War, Warfare and More - Semester 1

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<ul style="list-style-type: none"> The changing face of war – ancient through to modern warfare. World War 1 – a total war World War 11 – rise of dictatorships Cold War – origin, crises and end Other studies including Vietnam, Gulf War, changing war weaponry and attitudes, conflict resolution. 	<ul style="list-style-type: none"> SRI Test (1HR) General pattern of warfare, WWI Oral Presentation (3-5mins) WWII Assignment (800wds) Topic Variable In Class Essay Test (400-600wds) Cold War

Change: People and Places – Semester 2

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<p>REVOLUTION: Students will cover <u>one</u> Revolution eg American, English, Industrial, French</p> <p>SOCIAL CHANGE:</p> <ul style="list-style-type: none"> status of women technology, entertainment and sport <p>NATIONALISM:</p> <ul style="list-style-type: none"> Ireland Yugoslavia Iran <p>RACISM:</p> <ul style="list-style-type: none"> Civil Rights – USA Case study – Martin Luther King Jnr 	<ul style="list-style-type: none"> SRI Test (1HR) Revolutions Oral Presentation (3-5mins) – researched based assessment on topics chosen from Social Change unit. Written Research Assignment (400-600words) Topic Variable In Class Essay Test (400-600words)

History Extension

UNIT	Active History (History Extension) Available Semester 2 only
FACULTY/S	Social Science
SYLLABUS LINKS	Aspects taken from the SOSE 1–10 syllabus and with links into study in the senior school. Written as a preparatory unit for senior Modern History studies and to develop skills useful for other Social Science subjects such as Ancient History and Economics.
LINKS TO SENIOR COURSE SELECTION	<ul style="list-style-type: none"> ▪ Content and skill development designed to introduce students to Senior Modern History with success in the subject being an indicator of ability to handle that and similar Social Science subjects in the senior school. ▪ A level of independent research structured to develop work habits and research skills needed for success in senior Social Science subjects.
CONDITIONS	<ul style="list-style-type: none"> ▪ Materials required as per Stationery Requirements List. ▪ Pre-requisite – successful completion of 9 SOSE A and an interest in history. ▪ A high level of independent research and computer literacy required for success in some assessment and learning activities.
QCS PREPARATION	<ul style="list-style-type: none"> ▪ A wide range of CCEs both directly and indirectly addressed. ▪ A range of assessment techniques - particularly writing in response to stimulus material and extended writing. ▪ Unit aimed at increasing student knowledge and skill in interpretation/analysis and understanding of the causal nature of past and present events on history.
TLC PRIORITIES	<p>By different ways to excellence through:</p> <p>Positive Relationships: Group discussions. Empathising with the opinions of others and of other past and present cultures.</p> <p>Diverse Opportunities: High levels of independent research. Exposure to a wide range of sources and technologies.</p> <p>Academic Challenges: Very challenging content material and opportunities for student choice of topics.</p> <p>Strong Communities: Exploring topics and issues which impact on student's immediate and wider communities. Building skills for active global citizenship.</p> <p>Purposeful Links: Links to further study and interest in world events.</p> <p>Productive Technologies: Suitable web based activities integrated into program. Extensive IT/AV emphasis for research and presentations.</p>
CAREER LINKS AND SKILL DEVELOPMENT	<ul style="list-style-type: none"> ▪ Direct link from this unit into Senior Modern History and onto Degree and Diploma level courses in a wide range of Arts/Humanities/Social Sciences, Journalism, Law, International Business and other faculties. ▪ Skills developed in research, primary and secondary source analysis, document interpretation, written and oral communication invaluable for any further study. ▪ Skills to become productive global citizens through general knowledge of, and ability to understand, the causes of world events and issues.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	This unit is an academically challenging subject allowing students the opportunity to develop their ability to work independently. Students with any aspirations in the Social Sciences, will gain an array of transferable skills for further study and life long learning.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<p>UNIT 1 Historical Overview</p> <ul style="list-style-type: none"> ▪ General divisions of history: ▪ Prehistory, Ancient, Medieval and Modern eras. ▪ General historical trends/major turning points in world history ▪ Primary/secondary sources – literary/non-literary evidence – historical interpretation <p>UNIT 2 Students will do ONE of:</p> <p>Vikings:</p> <ul style="list-style-type: none"> ▪ evidence/sources ▪ historical events ▪ selected cultural studies ▪ influences on other cultures <p>British History to Industrial Revolution:</p> <ul style="list-style-type: none"> ▪ general political events from pre-Roman to Industrial revolution ▪ sources/evidence 	<p>SHORT RESPONSE ITEM TEST</p> <ul style="list-style-type: none"> ▪ Multiple Choice ▪ Maps ▪ Time lines ▪ Documents ▪ Tables ▪ Extended paragraphs <p>ASSIGNMENT – any format (Extended Written Task) - must include and show evidence of all research skills: hypothesis making, finding and evaluating sources, note taking, presentation of a formal written paper with annotated bibliography and referencing. (Unit 2 or 3.)</p> <p>IN-CLASS ESSAY</p>

<ul style="list-style-type: none"> ▪ selected cultural studies ▪ influences on modern world <p>Reformation:</p> <ul style="list-style-type: none"> ▪ major events/ personalities ▪ impact/ influences on later history <p>UNIT 3 Early New World Select ONE of: South America North America Africa Australia For chosen new world area consider:</p> <ul style="list-style-type: none"> ▪ Pre-European culture ▪ First/early contact ▪ Opening up to western world ▪ Subsequent issues <p>UNIT 4 Contemporary Issue. Any historical issue from the 20th/21st century not covered elsewhere in the junior history curriculum. The topic should be student chosen. Suggestions include 'the stolen generation', 'history of space travel', 'terrorism'.</p>	<ul style="list-style-type: none"> ▪ extended written task in exam conditions ▪ 500-600 word length ▪ Unit 2 or 3 (not covered above) <p>ORAL PRESENTATION (unit 4)</p> <ul style="list-style-type: none"> ▪ Oral/AV/IT presentation with written summary paper. ▪ Can be presented as a web page or through powerpoint supported oral. ▪ All research notes, summary paper and full bibliography to be submitted.
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Home Economics (Fashion Design)

UNIT	Home Economics : Fashion Design
FACULTY/S	Home Economics
SYLLABUS LINKS	Links to the Junior Home Economics Syllabus – QSA.
LINKS TO SENIOR COURSE SELECTION	Success in certain areas of the course are an advantage to students wishing to progress into the Authority Subject of Home Economics.
CONDITIONS	Year 9 Home Economics would be an advantage. Students are expected to supply fabric and sewing requirements for the garment assembly and wear safety footwear. Students who fail to bring requirements risk their success in this subject.
OCS PREPARATION	Assessment techniques using a wide range of stimulus materials and problem solving activities and an attempt to emulate the style of QCS Test. Common Curriculum Elements addressed
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Practical work in group settings Diverse Opportunities: Offering a range of classroom strategies, independent learning, group work, practical work, excursions. Academic Challenges: Challenging subject matter, eg problem solving in garment construction and design brief strategies. Strong Communities: Displays of student work for parents and other community members. Construction of props/costumes for musical, fashion parade experiences. Purposeful Links: Links to future career pathways, fashion design awards, parades and excursions. Productive Technologies: Use of computers for research and power point presentations, presentation boards and computer design applications.
CAREER LINKS AND SKILL DEVELOPMENT	This subject would be advantageous for students wishing to undertake Home Economics at a higher level in Senior or Tertiary study or Fashion Design at TAFE.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	This is a subject that offers both academic challenges in problem solving of design projects and the development of skills in garment construction.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
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Use of Technology in Textiles Production Fashion Design and Marketing Fabric Types and Characteristics Elements and Principles of Design Use of a Commercial Pattern Garment Construction	Written Test Practical Work Research Task
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Home Economics (Food for Health)

UNIT	Home Economics : Food For Health
FACULTY/S	Home Economics
SYLLABUS LINKS	Links to the Junior Home Economics Syllabus (QSA)
LINKS TO SENIOR COURSE SELECTION	Success in certain areas of the course could advantage students wishing to progress into either the Authority Subjects of Home Economics or Hospitality Studies or the more practical VET subject Hospitality Practices.
CONDITIONS	Year 9 Home Economics would be an advantage but not a pre-requisite. Students are expected to supply ingredients on a weekly basis for practical cookery and wear safety footwear. Students who fail to bring requirements risk their success in this subject.
QCS PREPARATION	Assessment techniques using a wide range of stimulus materials and problem solving activities. Common Curriculum Elements are addressed in lesson strategies
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Practical work in group settings, proactive health promotion in assignment work, Practice social etiquette of food. Diverse Opportunities: Offering a range of classroom strategies, independent learning, group work, practical work, social etiquette in food situations Academic Challenges: Challenging subject matter through problem solving strategies eg nutritional problem solving case studies Strong Communities: Preparation of food for parents and other community members, practicing social etiquette. Purposeful Links: Links to future career pathways in health promotion. Productive Technologies: Use of computers for research and power point presentations and computer based nutrition programs.
CAREER LINKS AND SKILL DEVELOPMENT	This subject would be advantageous for students wishing to undertake Home Economics, Hospitality, Early Childhood Practices or Tourism at a higher level.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	This is a subject that offers both academic challenges and the development of skills in food preparation and health promotion that relate to adolescents.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Food Safety and Hygiene Food Preparation Techniques Nutrition for the Adolescent Healthy Meal Alternatives Health Promotion Strategies	Written Test Practical Work Research Task

Home Economics (Introduction to Hospitality)

UNIT	Home Economics : Introduction To Hospitality
FACULTY/S	Home Economics
SYLLABUS LINKS	Links to the Junior Home Economics Syllabus (QSA).
LINKS TO SENIOR COURSE SELECTION	Success in certain areas of the course could help students to progress into either the Authority Subjects of Home Economics or Hosp Studies or the more practical Hospitality Practices in Senior.
CONDITIONS	Year 9 Home Economics would be an advantage but not a pre requisite. Students are expected to supply ingredients on a weekly basis for practical cookery and safety foot wear. Students who fail to bring requirements risk their success in this subject
QCS PREPARATION	Assessment techniques using a wide range of stimulus materials and problem solving activities. Common Curriculum Elements addressed.
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Practical work in group settings, catering for functions in school and wider community. Diverse Opportunities: Offering a range of classroom strategies, independent learning, group work practical work, catering experiences service etiquette. Academic Challenges: Challenging subject matter through problem solving activities and client brief strategies. Strong Communities: Preparation and service of food for parents and other community members. Purposeful Links: Links to future career pathways in Hospitality industry, excursions to hospitality establishments Productive Technologies: Use of computers for research and power point presentations, catering based packages for recipes and requisitions.
CAREER LINKS AND SKILL DEVELOPMENT	This subject would be advantageous for students wishing to undertake Home Economics, Hospitality or Tourism at a higher level.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	This is a subject that offers both academic challenges and the development of skills in food preparation and service. Clear relationships to career options in Hospitality.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Food Safety and Hygiene Food Preparation Techniques Menu Planning Food and Beverage Service	Written Test Practical Work Research Task

Horticulture

UNIT	Horticulture (Semester 1 AND/OR Semester 2 – 2 Semesters would cover all outcomes in the Certificate I in Horticulture)
FACULTY/S	Science
SYLLABUS LINKS	Related to science key concepts from the “Life and Living” strand of the P-10 Science KLA syllabus. Possible future links with IEPs.
LINKS TO SENIOR COURSE SELECTION	Success in this course would be an indicator for success in a horticulture work placement.
CONDITIONS	There could be up to three excursions at a total cost of approximately \$15. POSSIBLE EXCURSIONS would include Botanical gardens , community gardens TAFE, Sweeney’s Reserve (Bush tucker), Roma Street Parklands, Pine Shire projects. (Students who achieve the standards of the Certificate I would incur an extra charge if they wanted TAFE to conduct an assessment to receive the certificate.)
QCS PREPARATION	General problem solving
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: <u>work with others to maximise production</u> Diverse Opportunities: <u>ability to succeed by demonstrating skills</u>

	<p>Academic Challenges: <u>ability for students to show skills at a variety of levels eg. From competence to trainer.</u></p> <p>Strong Communities: <u>utilize community expertise, bring in local experts eg. Groundskeeper, horticulturalist, indigenous experts on bush tucker.</u></p> <p>Purposeful Links: <u>related to vocational activities</u></p> <p>Productive Technologies: <u>appropriate use of information technology to foster understanding, especially in numeracy and literacy aspects of course.</u> Use of appropriate horticultural equipment and materials</p>
CAREER LINKS AND SKILL DEVELOPMENT	HORTICULTURE – Links into certificates II & III. Skills that can be used for leisure or hobby (gardening)
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	<ul style="list-style-type: none"> ▪ <u>Readily achievable goals (with appropriate effort).</u> <u>Tangible results (eg Plants ready for marketing)</u> ▪ Students who successfully complete this course may be eligible to apply for a school based traineeship.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<p>SAFETY</p> <ul style="list-style-type: none"> ▪ Sun safety ▪ Lifting and carrying ▪ Biological hazards ▪ Agricultural chemicals 	Short multiple-choice papers
<p>PROPAGATION</p> <ul style="list-style-type: none"> ▪ Seeds <ul style="list-style-type: none"> → Collection → Treatment → Planting ▪ Cuttings <ul style="list-style-type: none"> → Hardwood → Softwood ▪ Division ▪ Potting on 	<ul style="list-style-type: none"> ▪ Collect a variety of seeds. ▪ Treat seeds to improve germination ▪ Prepare trays of seedlings ▪ Prepare a variety of potted plants from cuttings ▪ Prepare a variety of potted plants by division ▪ Prepare a variety of potted plants from seedlings
<p>CONDITIONS FOR GROWTH</p> <ul style="list-style-type: none"> ▪ Potting mix ▪ Composting ▪ Watering ▪ Light ▪ Fertilizers and mulches 	<ul style="list-style-type: none"> ▪ Prepare a variety of potting mixes ▪ Prepare a compost heap ▪ Provide suitable conditions for the survival of your plants ▪ Teacher observation of work ethic and competencies
GROUNDS MAINTENANCE AND DEVELOPMENT	<ul style="list-style-type: none"> ▪ Undertake grounds projects (pruning, weeding, landscaping)
COMMUNITY PROJECTS	<ul style="list-style-type: none"> ▪ Bush regeneration ▪ Creek cleanup
<p>LITERACY</p> <ul style="list-style-type: none"> ▪ Labelling ▪ Safety ▪ Following written instructions ▪ Reading and using labels (eg Seed packets, plant information) ▪ Advertising ▪ Horticulture research 	<ul style="list-style-type: none"> ▪ Short written test ▪ Interview to determine comprehension
<p>NUMERACY</p> <ul style="list-style-type: none"> ▪ Ratios for potting mix and fertilizer ▪ Surveys ▪ Profit/Loss ▪ Marketing produce 	<ul style="list-style-type: none"> ▪ Use prepared spreadsheets to determine appropriate prices for stock

ICE A – Data Management and Integration

UNIT	Data Management and Integration
FACULTY/S	Learning Technology

SYLLABUS LINKS	ICTE Optional Syllabus Accessing and Constructing Digital Information Strand
LINKS TO SENIOR COURSE SELECTION	This subject integrates Certificate I in Information Technology which can be used towards qualifying for the Queensland Certificate of Education. This course covers the following vocational units: ICAITU128A - Operate a personal computer ICAITU129A - Operate a word processing application ICAITU130A - Operate a spreadsheet application ICAITU131A - Operate a database application ICAITU132A - Operate a presentation package ICAITU133A – Send/retrieve information over the internet using browsers and email This subject also provides a stepping stone for those students seeking a school based traineeship in Multimedia or Information Technology. The concepts introduced in this course link with ICT (incorporating Certificate II in Multimedia), IPT, BCT, Accounting and Business in the senior school. Skills covered in this course will also compliment study in all other subjects undertaken.
CONDITIONS	Due to the volume of work required, students need to complete the ICE Essentials unit, either in Year 9 or 10 before completing this unit.
QCS PREPARATION	ICA primarily addresses the common curriculum elements addressed under both the Comprehend and Collect and Structure and Sequence dimensions of the QCS Test.
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Working in groups and peer mentoring. Students will engage in peer reviews with the intent on improving work. Diverse Opportunities: Work through portfolio of tasks, complete extension tasks for extra credit. Academic Challenges: Extension work available for students to gain extra credit. Strong Communities: Purposeful Links: Skills developed in this subject are immediately transferable to other subjects and employable. Productive Technologies: Develop data management and manipulation skills. Learn to effectively manage their learning environment and troubleshoot problems associated with technology.
CAREER LINKS AND SKILL DEVELOPMENT	Skills and knowledge developed in this course are immediately employable in daily use in other subjects and in the work force.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	Students enjoy using computers to manipulate data and see how their time can be saved through being more efficient with their work. This is a practical subject that students see immediate benefit in for work and study.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Advanced Word Processing Format for business correspondence Section breaks, styles and advanced custom formatting options Embedding other objects into documents Mail merge from sources of data	Minor project
Spreadsheets Data types Formulae creation Absolute and relative copying Charting	
Database Creation and Manipulation Importing data into tables Inputting data through input masks and validations Creating queries, forms and reports	Test
Integration of data Importing and exporting of data Dynamically linking data	Major project
Workplace Health and Safety	On-line certification
	Additional extra credit tasks can be

ICE B – Problem Solving through Game Development

UNIT	ICE B (Semester 1) Problem Solving through Game Development
FACULTY/S	Learning Technology
SYLLABUS LINKS	ICTE Optional Syllabus Interfacing with Machines Strand
LINKS TO SENIOR COURSE SELECTION	This subject matter is extended in Year 11 through both the Authority subject Information Processing and Technology and the Authority-Registered subject Information Communications and Technology. Enjoyment and success in this subject would indicate an ability to cope with these senior offering.
CONDITIONS	This subject is offered Semester One. There are no pre-requisites for this subject. It is not assumed that students have access to a computer at home, or have undertaken earlier ICT education. If students desire, the software used can be provided for use at home. Students should purchase a USB drive for transferring files to and from school.
QCS PREPARATION	This subject primarily addresses the common curriculum elements addressed under the following QCS dimensions: <ul style="list-style-type: none"> ▪ structure and sequence ▪ analyse, assess and conclude ▪ apply techniques and procedures
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Working in groups and peer mentoring. Students will engage in peer reviews with the intent on improving work. Diverse Opportunities: Work through portfolio of tasks, complete extension tasks for extra credit. Academic Challenges: Course based on problem analysis and problem solving. Student logic is extended through relevant tasks. Students are encouraged to experiment with independent and lateral thinking. Strong Communities: Links with on-line communities for assisting students. Purposeful Links: Problem solving skills learnt in this subject can be applied to other subjects. Productive Technologies: Use technology to provide solutions to problems and communicate ideas to others. Technology is used to assist and support others. The games designed need to meet user criteria to ensure it can be used.
CAREER LINKS AND SKILL DEVELOPMENT	Students wishing to develop their logical thinking skills and problem solving abilities. Students with an interest in computer science or those thinking of careers where computers will be used for more than just using applications.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	Immediate feedback to students regarding progress engages students. Work tasks change regularly giving students the ability to start afresh with each task, with plenty of consolidation exercises used. Students enjoy the challenge and inherit satisfaction when getting problems solved, especially if they have had to overcome difficulties. The software used is freely available to students and supported by an extensive on-line community.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<ul style="list-style-type: none"> ▪ Game classifications and regulation ▪ The Games industry and its impact ▪ Genres of games and story development ▪ Planning for games development ▪ Creation of games for a variety of genres including features such as: 	Folio of class tasks 2 Projects All tasks are completed in normal class time. Extension tasks available for extra credit

<ul style="list-style-type: none"> ▪ Multiple levels ▪ Simulating the physical world (ie gravity) ▪ Creation and destructions of objects ▪ Using variables to store game values ▪ Using loops to repeat game events ▪ Using selection constructs to provide reaction events ▪ Scripting for control of parameters ▪ Inheritance 	
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ICE B – Problem Solving through Programming

UNIT	ICE B (Semester 2) Problem Solving through Programming
FACULTY/S	Learning Technology
SYLLABUS LINKS	ICTE Optional Syllabus Interfacing with Machines Strand
LINKS TO SENIOR COURSE SELECTION	This subject matter is extended in Year 11 through the Authority subject Information Processing & Technology. Enjoyment and success in this subject would indicate an ability to cope with this senior offering.
CONDITIONS	This subject is offered Semester 2. There are no pre-requisites for this subject. It is not assumed that students have access to a computer at home, or have undertaken earlier ICT education. If students desire, the software used can be provided for use at home. Students should purchase a USB drive for transferring files to and from school.
QCS PREPARATION	This subject primarily addresses the common curriculum elements addressed under the following QCS dimensions: <ul style="list-style-type: none"> ▪ structure and sequence ▪ analyse, assess and conclude ▪ apply techniques and procedures
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Working in groups and peer mentoring. Students will engage in peer reviews with the intent on improving work. Diverse Opportunities: Work through portfolio of tasks, complete extension tasks for extra credit. Academic Challenges: Course based on problem analysis and problem solving. Student logic is extended through relevant tasks. Strong Communities: Links with on-line communities for assisting students. Purposeful Links: Problem solving skills learnt in this subject can be applied to other subjects. Productive Technologies: Use technology to provide solutions to problems and communicate ideas to others. Technology is used to assist and support others. The games designed need to meet user criteria to ensure it can be used.
CAREER LINKS AND SKILL DEVELOPMENT	Students wishing to develop their logical thinking skills and problem solving abilities. Students with an interest in computer science or those thinking of careers where computers will be used for more than just using applications.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	Immediate feedback to students regarding progress engages students. Work tasks change regularly giving students the ability to start afresh with each task, with plenty of consolidation exercises used. Students enjoy the challenge and inherit satisfaction when getting problems solved, especially if they have had to overcome difficulties. The software used is freely available to students and supported by an extensive on-line community.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<ul style="list-style-type: none"> ▪ Planning a solution using pseudo code or flowcharts ▪ Implementing solutions using a procedural programming language such as Visual Basic. ▪ Understanding variables, data types and roles of variables ▪ Assigning values using mathematical operators or user input ▪ Constructing logical tests and logical operators for condition testing ▪ Creating Loops (pre and post tested) to allow code to repeat 	Folio of class tasks 2 Projects All tasks are completed in normal class time. Extension tasks available for extra credit

<ul style="list-style-type: none"> ▪ IF statements and Case Statements to select which pieces of code to execute ▪ Using built-in functions and methods ▪ Evaluating finished products and usability features ▪ Creating console based and windows forms based applications 	
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ICE C – New Media

UNIT	ICE C (Semester 1) New Media
FACULTY/S	Learning Technology
SYLLABUS LINKS	ICTE Optional Syllabus Digital Communication and Publishing Strand
LINKS TO SENIOR COURSE SELECTION	The concepts introduced in this course link with ICT (incorporating Certificate II in Creative Industries [Media]), and IPT in the senior school. This subject also links to Visual Arts Studies and Photography in the senior school. This subject will provide a stepping stone for those students seeking a school based traineeship in Multimedia or Information Technology
CONDITIONS	There are no pre-requisites for this subject. It is not assumed that students have access to a computer at home, or have undertaken earlier ICT education. If students desire, trial versions of software used can be provided for use at home. Students may want to purchase a USB drive for transferring files to and from school.
QCS PREPARATION	This subject primarily addresses the common curriculum elements addressed under the Create and Present dimension of the QCS.
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Working in groups and peer mentoring to reinforce skills and processes and transfer problem solving strategies. Students will engage in peer reviews with the intent on improving task and project outcomes. Diverse Opportunities: Work through a portfolio of tasks and projects with both focused and integrated modes. Complete extension tasks to consolidate and extend assessment value. Theme and strategy choices offered in course tasks and assessment. Academic Challenges: Creative design as an academic challenge to fulfil client requirements with artistic considerations. Strong Communities: Participation individually and in groups in projects within the school and broader community with the communities in a role as client. On-line communication must adhere to anti-discrimination and privacy legislation. Purposeful Links: Engage and liaise with self, school community and commercial/industrial roles as clients to generate purposeful responses to tasks and projects. Skills developed in this subject can be applied across other subjects and used in personal life to improve manipulation of digital media and communication. Productive Technologies: Interacting with and exploiting new and developing technologies with a critical view of the social impact. Using technology not just as a construction tool, but also as a collaborative and creative tool.
CAREER LINKS AND SKILL DEVELOPMENT	Students will have access to traineeships and further training in multimedia and information technology, games programming, web development, image editing and animation. Students will acquire skills to repair and prepare their own photographs and other captured images, create their own standards based web site and enhance such web sites with multimedia. The content in this subject can lead to further tertiary study in creative design, multimedia, game and web development.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	With students more readily recording their day to day experiences digitally on cameras and phones, it is appropriate that students learn how these media formats and experiences can be optimised and communicated effectively. Students are surrounded by digital media in many forms. Tasks that relate to these experiences and engage students in the process of their creation and control will better connect students to their own lives and their local community.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Create and Manipulate 2D Graphics	Tasks including existing image manipulation, image creation and design, and documentation as written task.
2D Animation	Short animated movie with audio and storyboard as written task.
Web Site authoring	Folio of task work as a web site and investigation of multimedia in digital communication as written task.

Video and Audio editing	A short video construction from supplied footage.
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ICE C – Interactive Media

UNIT	ICE C (Semester 2) Interactive Media
FACULTY/S	Learning Technology
SYLLABUS LINKS	ICTE Optional Syllabus Digital Communication and Publishing Strand
LINKS TO SENIOR COURSE SELECTION	The concepts introduced in this course link with ICT (incorporating Certificate II in Creative Industries [Media]), and IPT in the senior school. This subject also links to Visual Arts Studies and Photography in the senior school. This subject will provide a stepping stone for those students seeking a school based traineeship in Multimedia or Information Technology
CONDITIONS	There are no pre-requisites for this subject. It is not assumed that students have access to a computer at home, or have undertaken earlier ICT education. If students desire, trial versions of software used can be provided for use at home. Students may want to purchase a USB drive for transferring files to and from school.
QCS PREPARATION	This subject primarily addresses the common curriculum elements addressed under the Create and Present dimension of the QCS.
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Working in groups and peer mentoring to reinforce skills and processes and transfer problem solving strategies. Students will engage in peer reviews with the intent on improving task and project outcomes. Diverse Opportunities: Work through a portfolio of tasks and projects with both focused and integrated modes. Complete extension tasks to consolidate and extend assessment value. Theme and strategy choices offered in course tasks and assessment. Academic Challenges: Students will use their skills to create learning objects to provide multimedia products for other student use, simplifying concepts and wrapping them up in an engaging and creative interface, thinking from the user's perspective. Understanding audiences, problem solving and troubleshooting are an essential part of creating such products. Strong Communities: Participation individually and in groups in projects within the school and broader community with the communities in a role as client. On-line communication must adhere to anti-discrimination and privacy legislation. Purposeful Links: Engage and liaise with self, school community and commercial/industrial roles as clients to generate purposeful responses to tasks and projects. Skills developed in this subject can be applied across other subjects and used in personal life to improve manipulation of digital assets and communication. Productive Technologies: Interacting with and exploiting new and developing technologies with a critical view of the social impact. Using technology not just as a construction tool, but also as a collaborative and creative tool.
CAREER LINKS AND SKILL DEVELOPMENT	Students will have access to traineeships and further training in multimedia and information technology, games programming, web development, image editing and animation. Students will acquire skills in recording and sampling audio for editing and mixing to completed audio. Students also plan, design and produce animation, interactive features using multimedia. Products are packaged for the web and CDROM incorporating interactive and dynamic features. The content in this subject can lead to further tertiary study in creative design, multimedia and online environments including the web and gaming.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	Students are increasingly engaged in a digital environment with ready access to converging technologies such as portable players, mobile phones and social networking on the web. Day to day experiences are sought through or delivered by dynamic interactive media forms. These forms are not restricted to entertainment but also include particularly communication but also work place environments and learning environments. It is appropriate that students learn how to use, create, immerse themselves in and take advantage of such technologies. Inquiry and learning that uses and exploits these experiences will engage students as creators, effective users and connected individuals as members of the local community and the broader global community.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Create, edit and mix audio	Record and sample audio for editing and mixing to completed audio tracks commonly used in animation, video and game environments.
2D Animation	Plan storyboard, design assets and produce short animated movie with audio
Interactive sequences	Plan sequence, design screens and produce interactive features to enable an interactive sequence which incorporates audio, stills, animation and video
Games	Plan, design and produce simple game concept using action scripts and include interactive features and media assets
Integrated media	Develop packaged products for the web and CDROM incorporating audio, animation and interactive media

Industrial Automotive and Design

UNIT	Industrial Automotive And Design
FACULTY/S	DART - Industrial
SYLLABUS LINKS	Industrial Technology And Design Education Industrial Engineering And Design
LINKS TO SENIOR COURSE SELECTION	Manufacturing – Certificate 1 in Engineering and Automotive Studies. The senior course combines work placement, vocational education and training and leads to careers in engineering including school based traineeships and apprenticeships.
CONDITIONS	This certificate course takes a full year to complete. Students are required to select Automotive Studies for both semesters in order to complete their certificate. It is an advantage to have studied ITD (Industrial Technology and Design) in Year 9. Safety requirements pertaining to the workshop situation, as required by the Workplace Health and Safety Act 1995 will apply. This involves the safe use of tools and equipment and the wearing of Personal Protective Equipment (PPE). <i>Students will be asked to purchase their own eye and hearing PPE to be able to participate in the courses. All students are required to wear protective safety boots which may be purchased prior to entering the course or provided at cost through the school.</i>
QCS PREPARATION	Design often requires individuals to use knowledge from a range of fields and to challenge existing knowledge and practices. Learners, interpret, critically analyse and evaluate information.
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Classroom environment, social support, student direction and student self regulation. Diverse Opportunities: Connectedness: integration of subject areas, background knowledge, wider community Academic Challenges: Problem based curriculum, academic engagement, quality performance activities. Strong Communities: Cultural knowledge, inclusivity Purposeful Links: Real world tasks and links with other subject areas. Productive Technologies: Integration of Information Communication Technologies, industrial technology and design.
CAREER LINKS AND SKILL DEVELOPMENT	Skills and knowledge articulate into Certificate courses in Engineering and Automotive. Skills are transferable to any career in the engineering and manufacturing industry.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	This subject offers academic challenges and higher order skills required in the Design process. Students are involved in hands on activities with motors, gear boxes, ignition systems and related automotive components.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Small Engines	Competency based, where students are assessed through observation,

Typical Project: Lawn mower strip down and rebuild	short written responses and verbal discussions
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Industrial Engineering and Design

UNIT	Industrial Engineering and Design
FACULTY/S	DART - Industrial
SYLLABUS LINKS	Industrial Technology and Design Education Industrial Engineering and Design
LINKS TO SENIOR COURSE SELECTION	Industrial Skill Strand B: Certificate 1 in Engineering, Automotive Studies, Manufacturing The senior course combines work placement, vocational education and training and leads to careers in engineering including school based traineeships and apprenticeships.
CONDITIONS	Nil pre-requisite, however it is an advantage to have studied ITD (Industrial Technology and Design) in Year 9.
OCS PREPARATION	Design often requires individuals to use knowledge from a range of fields and to challenge existing knowledge and practices. Learners, interpret, critically analyse and evaluate information.
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Classroom environment, social support, student direction and student self regulation. Diverse Opportunities: Connectedness: integration of subject areas, background knowledge, wider community Academic Challenges: Problem based curriculum, academic engagement, quality performance activities. Strong Communities: Cultural knowledge, inclusivity Purposeful Links: Real world tasks and links with other subject areas. Productive Technologies: Integration of Information Communication Technologies, industrial technology and design.
CAREER LINKS AND SKILL DEVELOPMENT	Skills and knowledge articulate into Certificate courses in Engineering and Automotive. Skills are transferable to any career in the engineering and manufacturing industry.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	This subject offers academic challenges and higher order skills required in the Design process. Students are involved in the design and manufacture of products using industrial systems. Industrial Technology processes include, materials, tools and processes used within the manufacturing industry.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Fitting and Turning Typical Project: Aluminium Turning	Product Design and Manufacture; Industrial System and Control Project based assessment
Plastics Typical Project: Injection Moulding	
Fabrication Typical Project: Creative Construction	
Electronics Typical Project: Safety Light	

Industrial Furnishing and Design

UNIT	Industrial Furnishing And Design
FACULTY/S	DART - Industrial
SYLLABUS LINKS	Industrial Technology and Design Education
LINKS TO SENIOR COURSE SELECTION	Manufacturing : Certificate 1 in General CONSTRUCTION, furnishing The senior course combines work placement, vocational education and training and leads to careers in the construction industry, including school based traineeships and apprenticeships.

CONDITIONS	Nil prerequisites, however it is an advantage to have studied ITD (Industrial Technology and Design) in Year 9.
QCS PREPARATION	Design often requires individual to use knowledge from a range of fields and to challenge existing knowledge and practices. Learners, interpret, critically analyse and evaluate information.
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Classroom environment, social support, student direction and student self regulation. Diverse Opportunities: Connectedness: integration of subject areas, background knowledge, wider community Academic Challenges: Problem based curriculum, academic engagement, quality performance activities. Strong Communities: Cultural knowledge, inclusivity Purposeful Links: Real world tasks and links to other subject areas. Productive Technologies: Integration of Information Communication Technologies, industrial technology and design.
CAREER LINKS AND SKILL DEVELOPMENT	Skills and knowledge articulate into Certificate courses in construction in Years 11 and 12. Skills are transferable to any career in the construction industry.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	This subject offers academic challenges and higher order skills required in the Design process. Students are involved in the design and manufacture of products using industrial systems. Industrial Technology processes include materials, tools and processes used within the furnishing and construction industry.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Carcase Construction Typical Project: Carry-All	Product Design and Manufacture; Industrial System and Control Project based assessment
Carcase and Framing and Design Typical Project: Cd Tower	
Carcase, Framing Construction & Design Typical Project: Wall Cabinet	
Framing Construction and Design Typical Project: Table	

Introductory Accounting

UNIT	Introduction to Accounting
FACULTY/S	Business Education (Technology)
SYLLABUS LINKS	Links to the Accounting syllabus (QSA)
LINKS TO SENIOR COURSE SELECTION	Success in certain areas of the course could help students to progress into the senior QSA subjects of Accounting, Business Communications and Technology and the SAS of Business (Business Procedures).
CONDITIONS	There are no pre-requisites for this course but Year 9 and 10 BAE would be an obvious advantage particularly if a business career is to be pursued. A "C" standard in Maths would also be beneficial. There is a requirement to purchase specific accounting based paper, at a minimum cost.
QCS PREPARATION	CCEs addressed through individual lesson strategies and supervised exams.
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Working with a local business or the school office or the Social Committee to assist with bookkeeping and record keeping Diverse Opportunities: Working with a local business or the school Social Committee to assist with bookkeeping and record keeping Academic Challenges: In class work and assessment eg recording and reporting business accounting documents from source documents to trial balance Strong Communities: Links to the students' personal life, local businesses or the school's Social Committee Purposeful Links: Skills developed can be used in real life eg a business career and students' personal life

	Productive Technologies: Use of technology in specific topics
CAREER LINKS AND SKILL DEVELOPMENT	Direct links with careers in business, owning your own business or working in any retail outlet
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	Skills acquired are valuable for personal financial management even if a career in business is not pursued.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Semester 1 <ul style="list-style-type: none"> The Accounting Process from source documents to journals, ledger and trial balance Petty Cash OR Bank Reconciliation Statement OR Quickbooks (computerised accounting program) 	Compulsory daily homework Supervised exams

Mathematics (Foundation)

UNIT	Maths (Foundation)
FACULTY/S	Mathematics
SYLLABUS LINKS	Mathematics KLA Syllabus The skills acquired in this course provide students with basic numeracy appropriate for active citizenship as well as providing some background for other subjects areas
LINKS TO SENIOR COURSE SELECTION	Success in courses provides the basic requirements to enrol in: <ul style="list-style-type: none"> Pre-Vocational Maths
CONDITIONS	<ul style="list-style-type: none"> General stationery items appropriate to Maths Scientific calculator Possible excursion or maths competition(s) - \$5 (approx)
QCS PREPARATION	FOUNDATION: generally prepares students for those mathematical activities necessary for active citizenship. There is less focus on analytical and problem solving aspects of the CCEs, while still addressing skills such as applying a progression of steps, calculating with/without a calculator etc.
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: activity based lessons, group work, maths tournaments Diverse Opportunities: variety of teaching/learning strategies, investigations Academic Challenges: variety of levels of complexity, maths competitions, tournaments and enrichment programs Strong Communities: parent visits, parents and ex-students help in classrooms as well as with maths tournaments and competitions Purposeful Links: career pathways and visits Productive Technologies: multi-media integration into lessons and teacher use of a variety of technologies in lesson delivery
CAREER LINKS AND SKILL DEVELOPMENT	Mathematics underpins the understandings and applications in every other subject studied by students
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENT	Students find <i>Foundation Maths</i> to be more routine and more closely related to the practical aspects of their lives. It allows them to catch up on previous concepts and strengthen weaknesses.

UNIT OUTLINE

Mathematics Foundation

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Calculator skills, whole numbers, decimals, fractions, percent, perimeter, area and volume of common shapes, maps and coordinates, probability and statistics, personal finance and trigonometry	<ul style="list-style-type: none"> pen and paper exams in-class booklets bookwork investigations

Mathematics (Introductory Maths A)

UNIT	Introductory Maths A
FACULTY/S	Mathematics
SYLLABUS LINKS	Mathematics KLA Syllabus. The mathematical concepts and processes in this course provide students with opportunities to make meaning of their world. It gives direction for students as lifelong learners who have knowledge of Maths, know how to do Maths and when and where to apply Maths.
LINKS TO SENIOR COURSE SELECTION	Success in courses provides the basic requirements to enrol in: <ul style="list-style-type: none"> ▪ Mathematics B in Year 11 ▪
CONDITIONS	<ul style="list-style-type: none"> ▪ General stationery items appropriate to maths ▪ Scientific calculator ▪ Possible excursion or maths competition(s) - \$5 (approx)
QCS PREPARATION	Mathematics is rich in higher order thinking skills and so helps prepare students for CCEs such as analysing, hypothesising, synthesising, judging and evaluating, applying a progression of steps, calculating with/without a calculator etc.
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: activity based lessons, group work, maths tournaments Diverse Opportunities: variety of teaching/learning strategies, investigations Academic Challenges: variety of levels of complexity, maths competitions, tournaments and enrichment programs Strong Communities: parent visits, parents and ex-students help in classrooms as well as with maths tournaments and competitions Purposeful Links: career pathways and visits Productive Technologies: multi-media integration into lessons and teacher use of a variety of technologies in lesson delivery
CAREER LINKS AND SKILL DEVELOPMENT	Mathematics underpins the understandings and applications in every other subject studied by students. Introductory Maths A is a prerequisite for Mathematics A in the senior school.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENT	Introductory Maths A while containing some algebra and less complexity than Introductory Maths B.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Integers, Geometry of shape, Triangles and planes, Fractions and decimals, Ratio and proportion, Mensuration, Data collection, Display and analysis, Expressions and Equations.	<ul style="list-style-type: none"> ▪ Pen and paper exams ▪ Written assignments and investigations

Mathematics (Introductory Maths B)

UNIT	Introductory Maths B
FACULTY/S	Mathematics
SYLLABUS LINKS	Mathematical concepts and processes in the course provide students with background for further studies in maths. There is an emphasis on thinking, reasoning and working mathematically.
LINKS TO SENIOR COURSE SELECTION	Success in courses provides the basic requirements to enrol in: <ul style="list-style-type: none"> ▪ Mathematics B in Year 11
CONDITIONS	<ul style="list-style-type: none"> ▪ General stationery items appropriate to maths ▪ Scientific calculator ▪ Possible excursion or maths competition(s) - \$5 (approx)
QCS PREPARATION	Mathematics is rich in higher order thinking skills and so helps prepare students for CCEs such as analysing, hypothesising, synthesising, judging and evaluating,

TLC PRIORITIES	<p>applying a progression of steps, calculating with/without a calculator etc.</p> <p>By different ways to excellence through: Positive Relationships: activity based lessons, group work, maths tournaments Diverse Opportunities: variety of teaching/learning strategies, investigations Academic Challenges: variety of levels of complexity, maths competitions, tournaments and enrichment programs Strong Communities: parent visits, parents and ex-students help in classrooms as well as with maths tournaments and competitions Purposeful Links: career pathways and visits Productive Technologies: multi-media integration into lessons and teacher use of a variety of technologies in lesson delivery</p>
CAREER LINKS AND SKILL DEVELOPMENT	Mathematics underpins the understandings and applications in every other subject studied by students. Introductory Maths B is a prerequisite for Mathematics B in the senior school.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENT	Introductory Maths B prepares students with the necessary theory and understanding to continue further studies in Mathematics.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Indices and surds, Geometry of 2 and 3 dimensions, Functions, Coordinates Geometry, Mensuration Trigonometry, Linear, Quadratic and simultaneous equations, Probability and statistics.	<ul style="list-style-type: none"> ▪ Pen and paper exams ▪ Written assignments and investigations

Media Studies

UNIT	Media Studies – Semesters 1 & 2
FACULTY/S	Performing Arts – Media Studies
SYLLABUS LINKS	Arts Syllabus – Media Strand
LINKS TO SENIOR COURSE SELECTION	Film Television and New Media in senior school.
CONDITIONS	There may be consumable costs such as audio/video tape or USB memory stick, and/or CDR purchasable from the school.
QCS PREPARATION	<ul style="list-style-type: none"> ▪ CCEs embedded within tasks, delivered through use of classroom QCS language ▪ extended writing and shorter writing exercises ▪ informal MCQ mini-tests
TLC PRIORITIES	<p>By different ways to excellence through: Positive Relationships: developed through group work, and links with community. Diverse Opportunities: offered to students in handling, responding to and managing various forms of media and technology. Academic Challenges: are presented to students in the various formats through creating media texts, producing meanings, and responding to media texts. Strong Communities: engendered through links with community organisations. Purposeful Links: made through competitions such as 'Get Reel' and projects such as 'Kids Witness News' in association with Panasonic. Productive Technologies: integration of a variety of technology as the basis of study eg television, computer games, and various new media forms.</p>
CAREER LINKS AND SKILL DEVELOPMENT	A variety of links to tertiary courses in film and television, multi-media, journalism, advertising and media production.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	Media Studies allows students to investigate various media forms that play an important part in their everyday life. Students take part in practical activities related to the creation and interpretation of media forms.

UNIT OUTLINE

SEMESTER ONE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Talking Television Students investigate the creation and reception of a	Students create a concept for a new Australian television show

variety of television program genres including soap opera, crime drama and sitcom. Students analyse a range of issues surrounding television production including censorship, government funding and commercialisation.	and prepare a group television pitch for a program idea. Students also analyse a television program aimed at a younger audience to evaluate the representations, audience impact and institutional factors.
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SEMESTER TWO

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Media Futures 1. Students examine a range of interactive media products including computer games and reality television 2. Students also make evaluate the future direction of media, current practices in media marketing, and issues surrounding media convergence.	Students critically analyse the creation of Lara Croft as a media product. Students create a concept for a new computer game. Students work with a partner to create a marketing pitch for a new reality television program suitable for a particular target audience.

Music

UNIT	Contemporary Music – A study of music ranging from Jazz to Media and film music, Music into the 21 st Century and Music Technology
FACULTY/S	Performing Arts - Music
SYLLABUS LINKS	The Arts: Music Strand
LINKS TO SENIOR COURSE SELECTION	<ul style="list-style-type: none"> ▪ Music (Authority subject) ▪ Extension Music (Authority subject in Year 12) ▪ Co Curricular subject: Instrumental Music ▪ AMEB, MOST, State Honours Band.
CONDITIONS	<ul style="list-style-type: none"> ▪ Students should have achieved a “B” in Year 9 Music <i>or</i> should have an equivalent standard through private tuition. ▪ It is preferable that students are able to play an instrument to some degree to enable them to complete the practical component of subject. ▪ Two full semesters in Year 10 are advantageous for Senior Music (Authority subject), but students may choose to study for one semester only. ▪ Stationery requirements: exercise book; manuscript book; black fine point felt tipped pen. All other materials provided. ▪ Possible excursion/Arts Council performances (\$5.00 per visit) depending on availability. Non-compulsory.
QCS PREPARATION	QCST strategies are embedded in Year 10 Music. Tasks, activities and assessment are focused on and utilise a variety of Common Curriculum Elements . For example: <ul style="list-style-type: none"> ▪ Recognising symbols and diagrams and interpreting meaning from these ▪ Translating (from notation into sound) ▪ Setting out/arranging/presenting ▪ Explaining / expounding a viewpoint ▪ Comparing and contrasting (Styles of Music, listening) ▪ Interrelating ideas and themes (Styles/elements of Music) ▪ Criticising, Analysing, Synthesising (Listening, score analysis performing) ▪ Creating and composing (writing own music, playing music) ▪ Perceiving patterns (listening and playing) ▪ Visualising (in response to listening/performing) ▪ Manipulating equipment (playing / computers/ sound technology)
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Learning collaboratively; working in a variety of groupings/teams; performing in the school and wider community; school musical; developing confidence within self and with peer group. Diverse Opportunities: <i>Perform</i> at Chamber concerts, Expo, Performing Arts Night, assemblies, Walkathon. <i>Explore creativity and express</i> through composing/ playing music and using technology/multi-media. <i>Experience</i> music in various formats in classroom through listening and playing instruments and <i>other</i> opportunities such as Artists in Residence, Instrumental Music, School Musical, Artist in residence (guitar), Workshops eg Muso Magic . Academic Challenges: Understanding & developing sensitivity/appreciation for a variety of styles of Music; developing skills on one or more instruments; composing and creating music through performing, multi-media and technology; developing listening and analysis skills. Strong Communities: School Musical; performances within school and amongst wider community; participate in and represent school in music related workshops such as “Muso Magic” and song writing workshops as they occur. Purposeful Links: <i>Performing</i> at both in-school events eg, Walkathon, Expo, Performing

	Arts evenings, School Musical etc, as well as at functions and events outside the school within the wider community. <i>Experiencing music</i> through visiting artists and performers, attending performances outside of school, participating in workshops run by visiting professionals or staff within the school are a few examples. Productive Technologies: develop skills using multi media and technology in composing, researching, presenting and performing.
CAREER LINKS AND SKILL DEVELOPMENT	Tertiary pathways through Senior Music leading to Qld Conservatorium of Music, University of Qld, QUT and several other institutions within Qld and interstate. Tertiary pathways lead to professional careers in Music Performance, Education (Early Childhood, Primary and Secondary), Arts administration, Music Therapy, Radio and Television/Film careers, Library work, Sound Recording, Advertising and Retail careers. Other relevant links and contacts made through other opportunities such as Young Conservatorium, State Honours Band, Fanfare. Vocational links through TAFE colleges studying Sound Engineering, Contemporary Music (Performance/Composing), Work experience relevant to music related careers. Life Skills such as developing a lifelong involvement and love of music as a recreational pursuit; creativity; self expression and artistic freedom; self discipline; informed awareness of the world; develop/increase fine motor skills, concentration and listening skills; improve language and mathematical ability and develop analytical skills.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	<ul style="list-style-type: none"> ▪ Students choose Music because they have a love of Music, be it playing, writing or listening to Music. ▪ Music allows students to express themselves, to be creative, to develop themselves as an individual. ▪ Music provides the opportunity to mix with others and learn in a relaxed, enjoyable and supportive environment. ▪ Year 10 Music focuses on Styles of Music relevant to students – Contemporary. ▪ Units studied: Jazz, Film and Media Music, Music into the 21st Century, Music Technology. ▪ Students will continue to develop their practical skills as well as developing skills utilising multi-media and technology relating to Contemporary Music.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<p>Jazzin' Around</p> <ul style="list-style-type: none"> ▪ Learn how to recognise, write and play a blues scale ▪ Improvisation on 12 Bar Blues ▪ Develop rhythmic skills using syncopation ▪ Recognise visually and aurally, a variety of Jazz styles ▪ Write a 12 Bar blues song ▪ Perform in a small Jazz Ensemble ▪ Aural Musicianship <p>Media and Film Music</p> <ul style="list-style-type: none"> ▪ Learn about and demonstrate an understanding of various forms of Media which feature Music ▪ Discuss and compare format for music in various forms of Media eg Advertising on radio and television, film music ▪ Listen to, compare and analyse examples of Film music ▪ Perform solo and in class ensemble 	<p>Performing: Solo performance: own choice Jazz piece. : Ensemble performance : Blues</p> <p>Composing: 12 Bar Blues</p> <p>Listening: Written exam including Aural recognition</p> <p>Performing: Solo performance: Film theme Ensemble: TV theme</p> <p>Composing: Advertisement jingle</p>
<p>Music into the 21st Century</p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding of several styles of 20th/21st Century music styles eg Impressionism, Serialism, Avante Garde, Primitivism/Nationalism etc ▪ Listen/Recognise aurally, styles of 20th Century music and discuss/compare these ▪ Score reading ▪ Write tone rows ▪ Compose using Graphic Notation ▪ Aural Musicianship ▪ Perform/play solo and in a small ensemble (2–4 players) <p>Music Technology</p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding of notation programme “Sibelius” through a range of exercises/tasks ▪ Use a mixing desk to “mix/engineer” sound for a performance ▪ Learn about sound production ▪ Use software such as Media player/Nero/Sound Forge in Multi Media formats ▪ Design and construct a Multi Media presentation using music and visual images ▪ Perform solo/group using technology in performance 	<p>Performing: Solo performance and small ensemble performance. One piece must be 20th Century.</p> <p>Composing: Avante Garde using Graphic Notation</p> <p>Listening: Written test including Aural recognition</p> <p>Performing: Own choice piece using Technology in performance</p> <p>Composing: Record a performance or create a Multi-media presentation using music and technology</p>

Practical English

UNIT	Practical English – Semester 1 & 2 (Invitation Only)
FACULTY/S	English
SYLLABUS LINKS	English KLA Syllabus
LINKS TO SENIOR COURSE SELECTION	Students will move on to English Communication Studies in Year 11
CONDITIONS	As per stationery requirement list
QCS PREPARATION	<ul style="list-style-type: none"> ▪ Relevant CCEs are included in course ▪ Short response tasks and response to stimulus tasks
TLC PRIORITIES	<p>By different ways to excellence through:</p> <p>Positive Relationships: group work and presentations, small class numbers, establishing effective working environment</p> <p>Diverse Opportunities: program adapted to suit needs and interests of specific cohort</p> <p>Academic Challenges: complexity of course content designed to match student ability</p> <p>Strong Communities: a strong focus is placed on class discussion, fostering of acceptance of others and tolerance of difference</p> <p>Purposeful Links: the course is a very 'hands-on' and practical one in which students undertake activities to encourage life- long learning</p> <p>Productive Technologies: a wide use of computers for task preparation and research, audio and visual media</p>
CAREER LINKS AND SKILL DEVELOPMENT	The emphasis is placed on developing students' basic literacy skills, to practically prepare them for the world of work
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	This is an 'invitation' only subject. Students in the course can experience success in a more practical course.

UNIT OUTLINE

Semester 1

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Suggested Units:	
1 Language And The Individual	Folio of biographical pieces
2 A Major Purchase	Comparative report, Role play
3 Restaurant Reviewers	Review, menu, research

Semester 2

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Suggested Units:	
1 The World Of Work	Folio of prepared tasks, research oral
2 Understanding Visual Language	Film deconstruction, TV analysis, electronic presentation
3 Exploring Popular Literature	Poster, Creative writing

PREP (Pine Rivers Enrichment Program)

The Pine Rivers Enrichment Program (PREP) is a lifeskills program which focuses on informed decision making. The course also incorporates the preparation of the Student Education and Training Plans (SETP).

The program is centered on five themes:

- care and support
- interpersonal skills
- group skills
- learning to learn
- future planning

In the junior school, students are timetabled for one period per week of PREP. Students are evaluated on participation in the various modules.

Recreation Studies Course

UNIT	RSC1 and RSC2
FACULTY/S	Health and Physical Education
SYLLABUS LINKS	Health and Physical Education
LINKS TO SENIOR COURSE SELECTION	The Recreation Studies Course is designed to provide a broad range of recreation, sport and leisure experiences, which builds a basis for progression to the Recreation Certificate during Year 11 and 12.
CONDITIONS	Students will be required to participate in a day trip which will cost approximately \$20. Students choosing RSC2 will be required to attend a camp which will cost approximately \$75. Please note that the excursion/camp is a major assessment item and as such, is an essential component of this course. An inability to participate may impact on the students' final achievement level. In addition, the students may incur costs for in-class activities (eg Tae Kwon Do), transport to venues for activities and if copies of awards and certificates are sought. These costs will be held to a minimum where possible, but are unavoidable in this course. Maximum additional costs would not exceed \$50. A satisfactory level of swimming ability is required to participate successfully in this course.
QCS PREPARATION	A range of CCE's are addressed, including: <ul style="list-style-type: none"> ▪ Recalling/remembering ▪ Interpreting the meaning of words or other symbols ▪ Using vocabulary appropriate to a context ▪ Recording/noting data ▪ Explaining to others ▪ Expounding a viewpoint ▪ Applying strategies to trial and test ideas and procedures ▪ Judging and evaluating
TLC PRIORITIES	By different ways to excellence through: <p>Positive Relationships: A greater personal understanding of the skills necessary for group participation and positive social interaction. A better understanding of personal strengths and weaknesses and through this the development of self esteem, confidence and respect for other members of the community.</p> <p>Diverse Opportunities: Practical experiences throughout which knowledge, skills and safe practice are developed for recreation activities.</p> <p>Academic Challenges: Students given opportunity to gain external certificates (eg RLSS Bronze Star Award, CPR)</p> <p>Strong Communities: Links with community organisations (eg RLSS, Maroon OEC).</p> <p>Purposeful Links: A wide range of experiences which recognise the diversity of recreational activities on offer to the community and the role recreation activities on offer to the community and the role recreation plays in our personal lives.</p> <p>Productive Technologies: Use of specialist equipment used for resuscitation</p>

	training.
CAREER LINKS AND SKILL DEVELOPMENT	<p>This course provides a number of pathways for the student interested in sport and recreation, recognised as one of Queensland and Australia's biggest growth sectors. At the end of Year 10 students can:</p> <ul style="list-style-type: none"> ▪ Continue studies in this area by enrolling in the Recreation Certificate 2 course offered in Year 11 and 12. ▪ Continue Tertiary study including Recreation Certificates, Diploma Courses and on to Doctorate level. ▪ Obtain a Sport and Recreation Traineeship in areas such as Fitness Instruction, Sports Administration and Sales and Marketing ▪ Obtain entry-level employment within the Recreation Industry. ▪ Follow a healthy lifestyle
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	Students will enjoy this subject if they are engaged in "learning by doing", being active in the outdoors and participating in a wide range of physical activities.

UNIT OUTLINE

RSC1

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<ul style="list-style-type: none"> ▪ Aquatics: Development of knowledge, skill and safe practice for recreational water activities. Activities include Basic Resuscitation award, Basic Rescue and Bronze Star Awards (RLSSA) and snorkelling. ▪ Outdoor Recreation: Experience of outdoor recreational activities. Development of knowledge and skills encouraging passive recreation and environmental awareness. Activities include a one day hike expedition to Northbrook Gorge. ▪ Fitness Sport and Leisure Activities: Participation in a variety of team and individual sports activities with the emphasis on participation and teamwork. Introduction to officiating will also be a focus. 	<p>Students will be assessed by the school using the normal grading methods and will be provided with a Level of Achievement at the end of each semester.</p> <ul style="list-style-type: none"> ▪ Short answer tests ▪ Practical skills tests ▪ teacher observations ▪ peer assessment ▪ oral questioning ▪ self assessment techniques

RSC2

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<ul style="list-style-type: none"> ▪ Aquatics: Development of knowledge, skill and safe practice for recreational water activities. Activities include CPR and Bronze Medallion Awards (RLSSA) and canoe polo. ▪ Outdoor Recreation: Experience of outdoor recreational activities. Development of knowledge and skills encouraging passive recreation and environmental awareness. Activities include planning preparing for and participating on an expedition to Mt. Barney National Park. Teambuilding, group problem solving and co-operation will be a major focus. ▪ Fitness Sport and Leisure Activities: Participation in a variety of team and individual sports activities with the emphasis on participation and teamwork. Introduction to coaching will also be a focus. 	<p>Students will be assessed by the school using the normal grading methods and will be provided with a Level of Achievement at the end of each semester.</p> <ul style="list-style-type: none"> ▪ Short answer tests ▪ Practical skills tests ▪ teacher observations ▪ peer assessment ▪ oral questioning ▪ self assessment techniques

Robotic Engineering

UNIT	Robotics 2 and 3
FACULTY/S	Science / Industrial Art
KLA SYLLABUS LINKS	Technology Syllabus Science Syllabus Mathematics Syllabus
LINKS TO SENIOR COURSE SELECTION	Technology Studies Physics Mathematics B and C Could be an advantage to students considering Professional Engineering as a career path.
CONDITIONS	Although the school has resources available for students to complete tasks, it would be an advantage for students to have the following equipment:

	<ul style="list-style-type: none"> ▪ Soldering Iron ▪ Thin Solder ▪ Small Side cutters ▪ Solder Wick
QCS PREPARATION	Higher order problem solving skills are developed in many varied situations.
TLC PRIORITIES	<p>By different ways to excellence through:</p> <p>Positive Relationships: Cross curricular activities. Students work in groups to develop peer support.</p> <p>Diverse Opportunities: Integration of technical, theoretical and manual skills.</p> <p>Academic Challenges: Course work geared toward the academically able with aspirations towards tertiary study, especially professional engineering.</p> <p>Strong Communities:</p> <p>Purposeful Links: Robotics is an emerging technology of great significance now and in the future.</p> <p>Productive Technologies: Students are engaged with, computers, microcontrollers, and various hand and power tools.</p>
CAREER LINKS AND SKILL DEVELOPMENT	The course is designed to prepare students for the rigours of tertiary study in engineering disciplines.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	Students who are interested in electronics and mechatronics will find this course thoroughly engaging. Also students who enjoy academics challenges and problem solving. We have found that students who enjoy “tinkering” with different items have found success in this course.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<ul style="list-style-type: none"> ▪ Circuit board design and manufacture. ▪ Plastics design and forming. ▪ Mechanism design, construct and assembly. ▪ Microcontroller programming and interfacing. 	Assessment will consist of design folios, written tests and product professionalism.

Rugby League

UNIT	Rugby League 1 and 2
FACULTY/S	Health and Physical Education
SYLLABUS LINKS	HPE Syllabus, Mathematics Syllabus, English Syllabus
LINKS TO SENIOR COURSE SELECTION	Some students may be able to undertake an ARL traineeship. Students will gain skills that would be helpful in the Certificate in Recreation Course in senior.
CONDITIONS	<p>Students must have successfully completed Rugby League 1 to commence Rugby League 2. New students to the school will be given a chance to demonstrate the required knowledge to commence Rugby League 2 without Rugby League 1 being completed.</p> <p>The following selection criteria will be used for entry into Rugby League:</p> <ol style="list-style-type: none"> 1 The student has played rugby league for Pine Rivers SHS in Year 8 and/or 9. 2 The student will make themselves available for all school games unless injured. (You may be required to travel with the team even if you are injured). 3 The player and his parents will abide by the code of conduct. 4 The player must choose Rugby League as their Thursday sport. <p>Any student who is new to the school or has not represented Pine Rivers in rugby league must participate in trials for any vacant spaces.</p> <p>Students undertaking rugby league MUST have a set of boots and a mouth guard. Students selected for the school team will only be able to play if they have the correct shorts and socks, available from the school. Students should also have an old rugby league jumper for training purposes. There may be gym membership charges and some bus fees.</p> <p>Although playing rugby league is the ideal culmination to the study of rugby league, placement in this course does not guarantee a place in the school team. Positions will be allocated to the best player for that position, unless:</p> <ul style="list-style-type: none"> ▪ The players behaviour in school has been inappropriate. ▪ The player or their parent/s have broken the code of conduct. ▪ The student has a poor attendance record. ▪ The player has serious breaches of the school's assessment policy
QCS PREPARATION	<p>A range of CCE's are addressed, including:</p> <ul style="list-style-type: none"> ▪ Recalling/remembering ▪ Interpreting the meaning of words or other symbols ▪ Using vocabulary appropriate to a context

	<ul style="list-style-type: none"> ▪ Recording/noting data ▪ Explaining to others ▪ Expounding a viewpoint ▪ Applying strategies to trial and test ideas and procedures ▪ Judging and evaluating
TLC PRIORITIES	<p>By different ways to excellence through:</p> <p>Positive Relationships: Team work and links to local clubs and coaches, focus on fair play and sportsmanship.</p> <p>Diverse Opportunities: Opportunity to gain coaching and refereeing qualifications.</p> <p>Academic Challenges: Understanding statistics, creating player profiles</p> <p>Strong Communities: Links with local clubs</p> <p>Purposeful Links: Links to other disciplines (Maths, English, Health) through sport</p> <p>Productive Technologies: Fitness testing, IT research</p>
CAREER LINKS AND SKILL DEVELOPMENT	<p>During the course, students will work towards qualifications in refereeing and coaching Rugby League. Students will learn how important the correct diet is to the modern athlete.</p>
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	<p>Students will choose this unit because they enjoy Rugby League and want to improve their performance on the field and their periphery knowledge of the game and their health. This course is specifically designed for students who have an interest in rugby league and wish to improve their skills and knowledge of the game. The course aims to improve students physical performance and strategic awareness of the game. Students will also work towards gaining qualifications in refereeing and coaching. Health and nutrition will be a major focus of the course along with studies into the dangers of social and performance enhancing drugs.</p> <p>**Note: gaining a place in the course does not guarantee a place in the school team**</p>

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<p>Practical Components</p> <ul style="list-style-type: none"> ▪ Safety – game play and weights ▪ Strength Development ▪ Fitness ▪ Weight Control ▪ Individual Skills ▪ Attacking Strategies ▪ Defensive Strategies ▪ Game Play ▪ Refereeing ▪ Injury Treatment ▪ Use of Technology <p>Theory Components</p> <ul style="list-style-type: none"> ▪ Weight training ▪ Nutrition ▪ Fitness and training programs ▪ Injury management ▪ First aid ▪ Substances which modify performance ▪ Rules/Safety 	<p>The assessment program for this course will include assignments, examinations and performance of skills and team play in games and drills.</p> <p>Diagnostic testing will be used at appropriate times in the course to place each student in that learning situation which will be of most benefit to him/her. In this way students will learn and practise skills through activities especially designed for students at their level of proficiency. Students will be assessed according to the standard attained in the particular skills.</p>

Science

UNIT	Junior Science (Semester 1)
FACULTY/S	Science
SYLLABUS LINKS	Links into study in the senior school (Physics, Chemistry and Biology). This is an initial preparatory unit.
LINKS TO SENIOR COURSE SELECTION	Successful completion of this unit would give a firm indication of likely ability to cope with the content and skills of the senior sciences.
CONDITIONS	Pre-requisite – “C” in Year 9 Science.
QCS PREPARATION	Wide range of CCE’s directly addressed. Assessment techniques using a range of stimulus materials. Exercises in critical thinking
TLC PRIORITIES	<p>By different ways to excellence through:</p> <p>Positive Relationships: Group practical work</p> <p>Diverse Opportunities: Course work that allows for the potential to work in an independent manner</p> <p>Academic Challenges: Challenging subject material</p> <p>Strong Communities: Place of Science and Scientists in the community.</p>

	Purposeful Links: Clear links to career pathways Productive Technologies: Data logging activities, Electronic study materials, Range of standard experimental techniques.
CAREER LINKS AND SKILL DEVELOPMENT	A pass in junior science is required by some employers (eg Army). This subject is an important stepping stone for students wishing to undertake science at a higher level.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	This is an academically challenging subject that will allow students the opportunity to demonstrate their ability to work independently.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Chemistry – Introductory chemistry	Written test
Astronomy – Stars, Humans in space	
Biology – Genetics	
Physics – Force and Motion	

Science Extension

UNIT	Extension Science (Semester 2 Only)
FACULTY/S	Science
SYLLABUS LINKS	Links into study in the senior school. This is an initial preparatory unit,
LINKS TO SENIOR COURSE SELECTION	Success in this unit would be a good indicator that the student has the appropriate level of conceptual understanding and work habits that could lead to success in Chemistry, Physics and Biology.
CONDITIONS	Highly desirable – successful completion of Junior Science
QCS PREPARATION	Wide range of CCE's directly addressed. Assessment techniques using a range of stimulus materials. Exercises in critical thinking
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Group practical work Diverse Opportunities: Course work that allows for the potential to work in an independent manner Academic Challenges: Challenging subject material Strong Communities: Potential to interact with tertiary and TAFE Purposeful Links: Clear links to career pathways Productive Technologies: Electronic study materials, Range of standard experimental techniques.
CAREER LINKS AND SKILL DEVELOPMENT	This unit provides a pathway into Senior sciences with links into Certificate, Diploma and Degree level studies in Science and Engineering at tertiary institutes.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	This is an academically challenging subject that will allow students the opportunity to demonstrate their ability to work independently. Students with goals focused on Science or Engineering will be given a range of experiences that will allow them to progress towards their target.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
Biology – Preparing for Experimental investigations – Researching the topic (Investigating Animal response)	Practical Report
Chemistry – Preparing for Experimental investigations – designing the investigation (Investigating Chemical reactions)	Practical Report
Physics - Preparing for Experimental investigations – Presentation and analysis of data (Investigating Motion)	Practical Report
Overview of processes used in unit.	Final Written Test

Study of Society

UNIT	Study of Society – Investigating Youth Culture
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FACULTY/S	Social Science
SYLLABUS LINKS	Senior Study of Society (Authority Subject)
LINKS TO SENIOR COURSE SELECTION	<ul style="list-style-type: none"> ▪ Content and skill development designed to introduce students to Senior Modern History with success in the subject being a good indicator of likely success in the senior subject. ▪ General knowledge covered and research/interpretation skills developed are designed to help students moving into any senior Social Science subject.
CONDITIONS	<ul style="list-style-type: none"> ▪ Pre-requisite – success in junior SOSE ▪ An interest in aspects of youth culture such as music, fashion, technology, sport and media. ▪ Materials required as per Stationery Requirements List. ▪ An interest in investigating issues of importance to teenagers.
QCS PREPARATION	<ul style="list-style-type: none"> ▪ A wide range of CCEs both directly and indirectly addressed. ▪ A range of assessment techniques - particularly writing in response to stimulus material and extended writing and in using statistical data to make decisions. ▪ Unit aimed at increasing student knowledge and skill in interpretation/analysis and in building logical arguments.
TLC PRIORITIES	<p>By different ways to excellence through:</p> <p>Positive Relationships: Understanding adolescent issues, studying methods of communication.</p> <p>Diverse Opportunities: Year 10 SOS engages students in curriculum relevant and of interest to them.</p> <p>Academic Challenges: The course uses relevant topics to develop high level analysis, evaluation and communication skills.</p> <p>Strong Communities: Students will be involved in interviews and surveys with members of the community.</p> <p>Productive Technologies: IT research material, use of internet and software activities and materials, use of a variety of programs including PowerPoint, Excel.</p>
CAREER LINKS AND SKILL DEVELOPMENT	<ul style="list-style-type: none"> ▪ Direct link from this unit into Senior Study of Society and other Humanities subjects and on to Degree and Diploma level courses in a wide range of Arts/Humanities/Social Sciences, Journalism, Law, Justice, Psychology, International Business and other faculties. ▪ Skills developed in research, primary and secondary source analysis, survey construction, interview skills, magazine writing, written and oral communication invaluable for any further study. ▪ Skills to become reflective and informed local and global citizens through general knowledge of, and ability to understand, issues relevant to teenagers
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	<p>Study of Society is an extremely interesting and varied subject that allows students to develop their academic skills while studying the world in which they personally live. It allows students to think and ask questions and provides a unique body of knowledge that investigates youth culture, essential for all informed citizens. Study of Society is extremely interesting and popular and provides students with a most valuable program of study</p>

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT								
<p>1. Introduction to Sociology</p> <ul style="list-style-type: none"> ▪ Sociology as an academic discipline ▪ Socialisation Process ▪ Studying culture ▪ Introduction to Anthropology – Case Study ▪ Youth Sub-cultures (past and present) ▪ Youth Media ▪ Survey skills <p>2. Youth Culture</p> <ul style="list-style-type: none"> • What is Youth Culture • How is it transmitted? • Studying Pine Rivers young people • Different Youth Cultures • Data analysis • Yr 10 Newspaper 	<table> <tr> <td>1. Essay</td> <td>Unit 1</td> </tr> <tr> <td>2. Report on survey work</td> <td>Unit 2</td> </tr> <tr> <td>3. Analysis of Interview</td> <td>Unit 2</td> </tr> <tr> <td>4. Contribution to Year 10 Production</td> <td>Unit 3</td> </tr> </table>	1. Essay	Unit 1	2. Report on survey work	Unit 2	3. Analysis of Interview	Unit 2	4. Contribution to Year 10 Production	Unit 3
1. Essay	Unit 1								
2. Report on survey work	Unit 2								
3. Analysis of Interview	Unit 2								
4. Contribution to Year 10 Production	Unit 3								

<ul style="list-style-type: none"> Gender Identity - How does the media construct gender? What are the issues for local young people? 	
3. Yr 10 Production – to be negotiated <ul style="list-style-type: none"> Production of a newspaper for Yr 10 students 	

Work Education Certificate 1

UNIT	Work Education (Semester 1 and 2)
FACULTY/S	Senior Schooling/Futures
SYLLABUS LINKS	Certificate 1 in Work Education
LINKS TO SENIOR COURSE SELECTION	Work completed this semester will contribute towards Certificate 1 in Work Education. Students completing a work placement in this subject will be eligible to apply for a school based traineeship or apprenticeship. In order to qualify for a full Certificate 1 at least two semesters of this subject must be completed.
CONDITIONS	There are no pre-requisites, no camps, costs are minimal and the required equipment is restricted to the standard exercise book and writing materials. Students may choose to complete either one or two semesters of this subject.
QCS PREPARATION	Although this subject is not specifically designed to prepare students for the Queensland Core Skills test some of the competencies acquired during the course may be useful in this test.
TLC PRIORITIES	By different ways to excellence through: Positive Relationships: Strong emphasis on group and team work. Diverse Opportunities: Broad choice of assessment styles, opportunity to join work experience and contribute to local businesses Academic Challenges: Assessment and class work to Certificate I standard. Strong Communities: Work Experience Purposeful Links: Vocational Competencies Productive Technologies: Work and industry based delivery
CAREER LINKS AND SKILL DEVELOPMENT	Students completing the full Certificate I in Work Education course will have participated in work experience in at least two occupations of their choice. Competencies gained in this course must be recognised by all registered training organisations, eg TAFE.
WHY THIS UNIT WILL ENGAGE/MOTIVATE STUDENTS	Students choosing this course will see direct links to the world of work and will learn effective job seeking skills. Students will also have the opportunity to complete nationally accredited vocational competencies.

UNIT OUTLINE

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
SEMESTER ONE <ul style="list-style-type: none"> Apply knowledge and skills that nurture positive self esteem and self image Power and Decision Making – Who has it and what forms can it take? Develop a personal career and learning development plan Apply job search and interview skills Consumer and Individual Rights 	No more than three of the following assessment types will be used in any one semester. <ul style="list-style-type: none"> Researched report Orals In class test Field trip report Short response test Letters On the job demonstration

CONTENT & SKILL OUTLINE	LIKELY ASSESSMENT
<p>SEMESTER TWO</p> <ul style="list-style-type: none"> ▪ Describe and practise fundamental occupational health and safety principles and Procedures ▪ Access and retrieve computer data ▪ Receive and pass on messages to facilitate communication flow ▪ Participate in a team to achieve designated tasks ▪ Teenagers and the Law ▪ First Aid 	<p>No more than three of the following assessment types will be used in any one semester.</p> <ul style="list-style-type: none"> ▪ Researched report ▪ Orals ▪ In class test ▪ Field trip report ▪ Short response test ▪ Letters ▪ On the job demonstration

INFORMATION CONTAINED IN THIS BOOKLET WAS CORRECT AT TIME OF PRINTING. PLEASE NOTE THAT SOME CHANGES MAY BE IMPLEMENTED DUE TO COURSE AMENDMENTS IMPOSED ON THE SCHOOL. STUDENTS WILL BE NOTIFIED DIRECTLY BY THEIR TEACHER SHOULD THIS OCCUR.