HIGHFIELDS STATE SECONDARY COLLEGE

Highfields State
Secondary College

Senior Secondary

Year 10, 2020

Subject Selection Handbook

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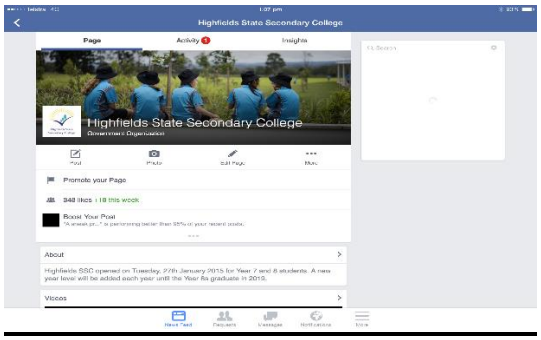

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PRINCIPAL'S WELCOME

Welcome to Highfields State Secondary College! We are proud to be Toowoomba's newest state education facility catering for students from Years 7 to 12. 2020 will see the first cohort of students graduate under the New Queensland Certificate of Education system in which students wishing to engage in tertiary study after school will need to be eligible to receive an Australian Tertiary Admission Rank.

This Handbook is designed to provide assistance to families as they make the critical decision with regards to which school will be the best for their student as they enter secondary schooling. If you are considering choosing HSSC as the secondary school for your student, you should know that we have a dedicated staff, all of whom work exceptionally hard to ensure that our students have the opportunity to achieve to their potential. This commitment is not limited to the classroom; our Leadership Team, teachers, teacher aides, administration staff, schools officers and cleaners are all working together to provide the best possible learning environment for students. I am very proud to be the Principal of this school, one where everyone involved is committed to achieving their very best.

You should also know that students are working in state of the art facilities including Performing and Visual Arts Centres, Sport Stadium and Gymnasium, specialised Industrial Technology and Hospitality spaces, Science laboratories, a fantastic Resource Centre and modern classrooms.

Students have embraced our College Values of kindness, persistence, resilience, respect and responsibility. They also follow our three College Expectations – Take care of yourself, Take care of each other and Take care of this place. We acknowledge students' success in these areas on assembly each week with the presentation of Values Certificates.

We also look forward to welcoming new parents and carers to our community. One of the hallmarks of a great school is that the whole school community is focussed on the same goal – successful learning outcomes for all students. Research tells us that the most meaningful partnerships are those where schools, parents, students and the community work together to focus on student learning. Parent and community engagement that is effectively focused on student learning can deliver powerful outcomes.

Enrolment at HSSC:

Our prime obligation with regards to enrolment is to ensure that students, whose principal place of residence is within the school's catchment area, have access to an appropriate educational service.

Based on current enrolment capacity and growth, Highfields State Secondary College would be unable to meet this obligation in the future, unless action was taken to manage enrolments. Therefore, as of 11th November 2016, it was determined that HSSC would implement an Enrolment Management Plan. This now means that the enrolment of out-of-catchment students is restricted to ensure in-catchment students can enrol at their local state school, without the school requiring additional facilities.

Parents and carers are able to make application for student enrolment at Highfields State Secondary College at any time throughout the year. Acceptance of enrolment applications will be subject to eligibility as described within the school's Enrolment Management Plan. Whilst all applications for enrolment will be considered, at this stage, it is may not be possible for students 'out of catchment' to enrol in 2020 so you are advised to apply to your nearest high school for enrolment as well.

For more information about enrolment, please contact the HSSC office on 4614 7222.

On behalf of the students and staff of Highfields State Secondary College, I look forward to welcoming all new students to our community in 2020.

Scott Rowan

Principal

Term Dates 2020

Term 1 Tuesday	28 January, 2020	to	3 April, 2020
Term 2 Monday	20 April, 2020	to	26 June, 2020
Term 3 Monday	13 July, 2020	to	18 September, 2020
Term 4 Monday	5 October, 2020	to	11 December, 2020

Year 12 finishing date for 2020: 20th November 2020

Year 10 & Year 11 finishing date for 2020: 27th November 2020

College Motto

Learners Today; Leaders Tomorrow

College Values

Kindness; Persistence; Resilience; Respect; Responsibility

College Behaviour Expectations

Take Care of Yourself; Take Care of Each Other; Take Care of This Place

Bell Times

	Monday - Friday
First Bell	8:45am
Form Class	8:50am – 9:00am
Period 1	9:00am – 10:10am
First Break	10:10am – 10:50am
Period 2	10:50am – 12:00pm
Period 3	12:00 noon – 1:10pm
Second Break	1:10pm – 1:50pm
Period 4	1:50pm – 3:00pm

Student Absence Line (07) 4614 7266

Senior Secondary at Highfields State Secondary College

Year 10 is the beginning of Senior Secondary. At Highfields State Secondary College the aim of Year 10 is to prepare students for the demands of Years 11 and 12. Students will study the core subjects of English and Mathematics plus four elective subjects. In addition to the core and elective subjects, students will spend two lessons per week in career education and wellbeing subjects in Year 10.

The first cohort of Highfields State Secondary students entered Senior Secondary in 2017. Comprised of Year 10 to Year 12, this is a dynamic phase of a student's education journey during which multiple pathways open up for students.

During Senior Secondary the majority of students will enter the Post Compulsory Participation Phase of Learning. Students enter the Post Compulsory Participation Phase when they complete Year 10 or they turn 16, whichever comes first. Upon entering this phase of learning students have the option of 'earning or learning' or a combination of both.

During this time students may undertake full time study (e.g. school, TAFE or another Registered Training Organisation (RTO) or University; full time work (25 hours or more per week); enter into an apprenticeship or traineeship; or combine these options. Students in Years 10 to 12 may choose to complete their school based study while working towards or completing a certificate course from a RTO. Whilst still enrolled at school, students may choose to start a School Based Apprenticeship or Traineeship (SAT).

Decisions around these options and managing these options throughout Years 10 to 12 will be done so in partnership with the school and parents as well as RTOs and employers. This phase of learning ends once a student completes Year 12 or they turn 18, once again, whichever comes first.

SET Planning

Planning this phase of learning is essential. All students when in year 10 completed a Senior Education and Training (SET) Plan. A SET Plan helps students structure their learning around their abilities, interests and ambitions.

Each student's SET Plan will be reviewed throughout year 11 and 12 following reporting periods to make sure students are still on track to reach their study and career pathway goals. It is not uncommon for a student's choice of pathway to change a number of times throughout Senior Secondary. Careful planning is required to ensure students complete year 12 with either their Queensland Certificate of Education (QCE) or their Queensland Certificate of Individual Achievement (QCIA) as well an appropriate ATAR for those students who wish to engage in study at a University following school.

School Based Apprenticeships and Traineeships (SATS)

School-based apprenticeships and traineeships (SATs) allow high school students to work for an employer and train towards a nationally recognised qualification, while completing their secondary schooling and studying for their Queensland Certificate of Education and/or ATAR. School-based apprenticeships and traineeships help young people to go places ... whether that's a full-time job, a trade career, university, TAFE or other training. The workplace skills and confidence they gain during their school-based apprenticeship or traineeship provide a solid foundation for any career. SATs provide more flexibility and variety and have great benefits for young people who prefer hands-on learning to traditional schooling pathways and can lead directly to full time employment for school leavers.

There are two main differences between a school-based apprentice and a school-based trainee. A school-

based apprentice is trained in a skilled trade and upon successful completion will become a qualified tradesperson. Trades include electrical, plumbing, cabinet making and automotive just to name a few. School-based trainees are trained in a vocational area, such as office administration, information technology and hospitality, and upon completion will receive a minimum of a Certificate II in the chosen vocational area.

For a school-based arrangement to be created, students must have the support of their employer, their school, a supervising registered training organisation, and their parent or guardian. All parties, along with an Australian Apprenticeship Centre representative, will attend a meeting to complete and sign a training contract.

Work Experience

All year 10 students are given the opportunity to experience the world of work for five full working days. During this time, they are placed with employers using the Education Queensland Work Agreement which provides Work Cover insurance and indicates the scope of work to be undertaken by the students.

It is important for students to first attempt finding their own Work Experience placement. The skills they develop in seeking work placement are invaluable and helps them develop confidence in the world outside of school. It also assures that students get the Work Experience placement they want. Students receive comprehensive guidance and support from a team of dedicated staff throughout Semester 1 to help them find and secure placements and prepare them for work week – last week of school in Term 1 or Term 2. To assist students with managing the process more autonomously, resources, information and updates will be available online via the school website as well as The Learning Place (EQ webspace accessible by students with MIS log on details at any time).

Vocational Education and Training (VET)

Vocational education and training (VET) provides pathways for all young people, particularly those seeking further education and training, and those seeking employment-specific skills. VET offers clear benefits to young people, including:

- The development of work-related skills, making young people more employable
- Access to learning opportunities beyond the traditional curriculum, including work-based learning
- Competency-based assessment that meets industry standards.

VET courses offered by Highfields State Secondary College lead to nationally recognised qualifications – a **certificate** or a **statement of attainment**. Certificate courses offered are nationally registered and recognised courses within the Australian Qualifications Framework and competencies credited to the students are banked in their learning account to support their Queensland Certificate of Education (QCE) and to enhance future study or employment opportunities.

College students successfully completing a Certificate course in Year 10 will be awarded credits towards their Queensland Certificate of Education (QCE).

Students will require a Unique Student Identifier (USI) number prior to enrolling into a VET course either through Highfields State Secondary College or another RTO. The process for applying for a USI number will be detailed for students during year 10.

VET courses employ competency based assessment. In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

In most subjects assessment tasks are completed a number of times throughout the year. Results for each assessment item will be marked on a student profile sheet (or similar document) using terms such as

Satisfactory or Unsatisfactory, or working towards competence. This assists students to become competent as their skills improve.

Final records of assessment of competencies will be awarded as either:

- **C** for Competent
- **NYC** for Not Yet Competent

Students may wish to participate in outside training programs whilst at school and the college welcomes parents and carers to discuss their student's vocational options with Mrs Oberholzer – Head of Department (VET). Please make an appointment through the college office or by emailing aober3@eq.edu.au. Note: some courses do not fall under the VETis funding arrangements offered by the government and therefore payment is required on commencement of the course. TAFE/RTOs do not refund if a student decides they no longer want to participate in the course and the college is not involved in the payments associated with these courses.

Duke of Edinburgh Award

Students who wish to participate in the Duke of Edinburgh Award program may wish to participate as an extra curricula activity. This program falls under the enrichment category of the QCE. Students who are awarded the bronze or silver award will receive 1 credit towards their QCE. Students who are awarded the gold award will receive 2 credits towards their QCE.

Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior school qualification. It is awarded to eligible students (usually at the end of Year 12) by the Queensland Curriculum and Assessment Authority. The QCE offers flexibility in what is learnt, as well as where and when learning occurs. A QCE can help graduates improve their job prospects. The Queensland Curriculum and Assessment Authority (QCAA) issue the Queensland Certificate of Education to students in both public and private education systems. The QCAA also write the syllabus documents that schools use to teach the various subjects available to students. When Highfields State Secondary College students start Year 11, students have the opportunity to achieve their QCE or QCIA as well as achieve an Australian Tertiary Admissions Rank (ATAR) that will enable students to apply to the Queensland Tertiary Admissions Centre (QTAC) for entrance into a university course.

To achieve their QCE students need to complete a set amount of learning, over a set time period to a set standard as well as meet specific literacy and numeracy requirements. All learning towards a student's QCE is banked into a student's Learning Account. When students enter Year 10 a learning account is created for them. Students can monitor their learning account via the Student Connect section on the QCAA website. It is important to note that all learning undertaken by a student that qualifies towards a QCE will be stored in a student's learning account. This includes learning from a RTO, University or school.

QCE Requirements

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

QCIA

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs.

The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

Year 11 and 12 – 'Applied', 'General' and 'General - Extension' Subjects

In year 11 and 12 different levels of subject are offered. When choosing subjects in year 10 it is wise to consider that academic demands of the subjects you may choose for year 11 and 12.

'General Subjects'

General Subjects are subjects that are academically more challenging, generally have a significant written element included in assessment and count towards the calculations of an ATAR. A deep understanding of the knowledge and skills embedded in General Subjects is required for successful completion.

Four units are studied across Year 11 and 12 with units 3 and 4, studied in Year 12, contributing towards the final awarding of a subject result A-E plus a number out of 100. Four pieces of assessment per subject only are offered in year 12. Three of these pieces are internal assessment, developed from very specific requirements found in syllabus documents. These assessment items are approved by the Queensland Curriculum and Assessment Authority prior to being given to students through a process called endorsement. Only endorsed assessment can be provided to students. At different points in year 12 the school must send the QCAA specific students responses to the internal assessment items. This process is called confirmation. Should the QCAA agree with the standard applied to the responses provided then the results will be awarded. Should the QCAA disagree with the result awarded than all students in the cohort will have their result adjusted up or down. The fourth assessment item is an external assessment. All students studying a subject will sit the external assessment item at the same time in term 4 of year 12. The external assessment item is developed by the QCAA and is unseen by staff and students prior to the exam. In Science and Maths subjects 50% of a student's result is determined by their external assessment that draws on knowledge and skills from both unit 3 and 4. In all other subjects the external assessment contributes 25% of the student's final mark and covers the knowledge and skills developed in unit 4 of year 12. The internal assessment is not scaled against the external assessment. It is anticipated that students will know what their confirmed results are for their subjects prior to sitting the external assessment. Even though a student may know they have enough marks to pass a subject prior to the external assessment they still must sit the external assessment. The external assessment result is used by the QCAA for scaling purposes between all students sitting the subject in the state.

'Applied Subjects'

Applied Subjects are more practical in nature and even though they have a communication component their demands are not as rigorous as for General Subjects. Four units are studied across Year 11 and 12 with units 3 and 4, studied in year 12, contributing towards the final awarding of a subject result A-E (no numerical number is awarded for Applied Subjects). All Applied Subjects use internal assessment to arrive at a level of achievement. The same processes of endorsement and confirmation are used in applied subjects as for General subjects. In 'Essential English' and 'Essential Mathematics' all students in the state will sit the same assessment item in unit 4. Whilst this is an internal assessment item it has been designed and written by the QCAA.

'General - Extension subjects'

A small number of Extension Subjects are on offer from the QCAA. Extension Subjects are studied in year 12 only and are comprised of units 3 and 4. Extension Subjects must be studied alongside their corresponding parent General Subject. Extension Subjects also have only four pieces of assessment, three of which are internal assessment and one piece of external assessment comprising 25% of the student's final result. The same processes outlined for General subjects above apply to General- Extension subjects.

Australian Tertiary Admissions Rank (ATAR)

Students wishing to undertake tertiary study upon completing year 12 will need to be eligible to achieve an ATAR. An ATAR is a number ranging from 99.95 (highest ATAR possible) through to 0.05 (lowest possible ATAR). An ATAR places students in a rank order for the purposes of tertiary entrance. Tertiary Institutions will publish ATAR cut offs for their courses. An ATAR is calculated in the following ways:

- on a student's best five General subject results
- or on a student's best four General subject results plus a student's best results in one Applied Subject or VET Certificate (level III, IV, Diploma or Advanced Diploma only).

If a student is eligible for an ATAR in both categories then QTAC will use the highest possible ATAR.

To be eligible for an ATAR a student must have achieved satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension, or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

Queensland Tertiary Admissions Centre (QTAC)

Students in Year 12 apply for tertiary entrance through QTAC. QTAC manages applications on behalf of the tertiary sector. QTAC is also responsible for the calculation of a student's ATAR.

Highfields State Secondary College Support Team

The Support Team's role is to offer support to all students and their families to manage issues that may impact on a student's school participation, engagement achievement.

The Support Team is able to organise one to one support as well as small group programs. The Support Team may also refer students and their families to external agencies. The service is confidential. Mandatory reporting is required if a student discloses information about an illegal activity, actual harm or abuse or potential harm or abuse. Support Team staff must report these cases to the School Principal or his/her delegate. Appointments for members of the Support Team can be made at the Student Counter.

Guidance Officer

- Subject selection, learning styles and study skills.
- Career assistance including jobs, careers and scholarships.
- Psychometric assessment.
- Counselling.
- Mental Health issues, referrals and plans.

School Based Youth Health Nurse

Provide health information and support on an individual, group or whole of school basis

Support Teachers

- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs;
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers;
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer;
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs;
- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities;
- provide professional specialist advice, support and mentoring to classroom teachers on: how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home;
- provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team, and
- assist with professional learning for class teachers and school learning support officers (teacher aides) within their school where appropriate.

Defence School Mentor (DSM)

- Assist ADF families transition into and out of the school.
- Integrate Defence families into school community.
- Source information within the school framework to pass onto Defence families.
- Help organise support and tutoring for students of Defence families if required.
- Provide lunch time activities and a quiet space for Defence students.

The Defence School Mentor is a Teacher Aide employed by the school who has been at the College since it opened in 2015. Funding for the DSM is provided from the Department of Defence to facilitate the best possible education outcome for children of Defence members. This funding program is administered by the Defence Community Organisation (DCO) and recognises the partnership between schools and Defence to support Defence families through classroom support and social activities to support and encourage student friendships/relationships.

The DSM at HSSC is Brenda Heskett who is based in the Resource Centre on Mondays and Fridays of each week and can be contacted by emailing bhesk3@eq.edu.au or telephoning 4614 7222.

Supportive Staff

At Highfields State Secondary College we have dedicated staff who are on hand to support students.

Deputy Principals

Each year level will be overseen by one of the three College Deputy Principals.

Form Teachers

All students first lesson of the day is Form during which their roll is marked and student notices are read. A student's Form Teacher is their first point of contact for any question or concern. Parents can also contact the form teacher with concerns or questions regarding how well their student is settling in, attendance and uniform.

Year Coordinator

Each year level in senior school will have a year coordinator. The year coordinators support students to wear their uniform correctly, be prepared for learning each day and assist students with any attendance issues.

Wellbeing Activities

Stymie

Highfields State Secondary Colleges uses an anonymous reporting website called Stymie. Students can use Stymie to report any concerns regarding themselves or others. Concerns may relate to but are not exclusive to bullying, harm or self-harm. All Stymie reports are seen by the College leadership team. www.stymie.com.au

VIVO Miles

Students are encouraged to action our College Values of Kindness, Persistence, Resilience, Respect and Responsibility and our College Rules of Take of Yourself, Take of Each Other and Take Care of This Place. Students may be rewarded by a member of staff through the awarding of VIVO Miles. VIVO Miles is an online reward systems by which students can collect reward points to be spent at the VIVO Shop.

https://www.vivoclass.com.au/#!home

College Camps

The College will facilitate camps that target specific year levels. These camps form part of the Wellbeing Program.

Parent and Community Involvement

There are multiple ways parents and the community can be actively involved in College Life.

College Assemblies

Each week students attend assembly. Parents are welcome to and are encouraged to attend if possible. During Assemblies we recognise those students who are 'actioning' our college values through the awarding of our College 'Values Certificates'. We also acknowledge students' success in the areas of academic achievement and extracurricular activities.

Recognition Ceremonies

Student success is something we are very proud of at Highfields State Secondary College. In addition to the 'Values Certificates' awarded to students during regular assemblies a number of specific recognition ceremonies are held for our students:

Gold and Silver Award Ceremony

At the beginning of term two, students who achieved appropriate results for their in class behaviour and in class effort during the previous term are recognised through the presentation of either a Gold or Silver Award.

Awards Night

At the end of semester two, students who perform strongly throughout the year in academic, service to the college and extra-curricular activities are recognised at Awards Night.

Parent and Community Volunteers

Apart from attending assemblies or recognition ceremonies, parents are able to be involved in the P&C association as well as volunteer at the school canteen. Parents or community members with particular skills who are interested in volunteering as a coach or in some other capacity should feel encouraged to contact the College office.

Signature Programs

Bring Your Own Device Laptop Program

Highfields State Secondary College is a state-of-the-art facility built with the purpose of supporting 21st Century learning tools and pedagogy. With this in mind, Highfields State Secondary College invites parents to have their students take part in the Bring Your Own Device (BYOD) Program.

Instrumental Music

Highfields State Secondary College is beginning a proud tradition of excellence in our Instrumental Music Program with courses of study in a variety of instrumental subjects and ensembles. Many of the Instrumental Music Program activities take place outside normal school hours, for example before school or breaks, performances at outside venues or school events at night or during the weekend.

Membership of the Instrumental Music Program demands extra time, effort and commitment to ensure that schoolwork does not suffer. Teamwork is essential.

Enrolment

Students enrolled in the Instrumental Music program are considered to be enrolled for a minimum of one school year. Students who have not previously learned an instrument and who wish to learn will be given a musical aptitude test by the instrumental music teacher to ascertain their ability in four areas – pitch, rhythm, chord recognition and memory retention. Once students have been matched to an appropriate instrument, parents/caregivers will be notified of the possibility of their child being involved in the Instrumental Program at this school. Basic expectations and costs will be outlined at this stage. Entry to the Instrumental Music Program is conditional upon:

- Satisfactory level of interest and enthusiasm;
- Satisfactory record of scholastic progress and personal conduct;
- Completed application form, signed by parent and student, returned to the school office;
- Possession or availability of an appropriate instrument;
- Attendance and participation in school ensembles.

Attendance & Tuition

Each student will be given one thirty-five minute lesson per week on a rotational basis during school time. A copy of the instrumental music timetable is located on the pin board in the Arts Staffroom and on the wall outside the instrumental teaching rooms. It is the students' responsibility to check their lesson time. Should students be unable to attend their scheduled lesson due to assessment clashes, the student must see the instrumental teacher BEFORE their scheduled lesson to arrange an alternative time. It is the student's responsibility to catch up on any classwork missed during attendance at their instrumental lesson.

A roll is recorded by the Instrumental Teacher at the beginning of each lesson. If a student fails to attend a lesson or rehearsal, or to remember their instrument twice in a term, they will be referred to the Head of Department – The Arts. Parents/Caregivers will also be contacted at this stage. Should this pattern continue, students will be asked to leave the program and return any items or instruments loaned.

Practice

Students are expected to undertake regular daily practice.

Instruments

It is preferred that students supply their own instruments. A limited number of instruments are available for hire from the school and may be loaned at the discretion of the instrumental teacher. Tuition is available in the following instruments:

Woodwind	Brass	Percussion
Flute	Trumpet	Drum kit
Clarinet	Trombone	Xylophone
Bass Clarinet	Euphonium	Glockenspiel
Alto Saxophone	Tuba	Auxiliary Percussion
Tenor Saxophone	French Horn	**Note: Percussion students will receive tuition in all of the above*
Baritone Saxophone		
Oboe		
Bassoon		Bass Guitar

Repairs & Maintenance

Where instruments are owned by students, repairs and maintenance are the responsibility of the parent/caregiver. In the case of College instruments, any damage caused as a result of student misuse or negligence must be paid for by the student or parent/caregiver. Repairs required as a result of general wear and tear will be paid for by the College.

Student Requirements

Students are expected to provide the following items, as applicable to their specific instrument (consult with the Instrumental Music teacher before purchasing equipment):

Brass	Valve oil or rotary valve oil, slide grease/cream, bore and mouthpiece brushes, sundry cleaning and maintenance equipment and accessories.
Woodwind	Reeds and cork grease, bore swab, sundry cleaning and maintenance accessories.
Percussion	Drumsticks, mallets/brushes (advanced students), 'Practice Pad' electronic chromatic keyboard or chromatic glockenspiel (inexpensive types).
Stringed Instruments	Strings, resin, bridges, maintenance equipment and accessories as required.
All students	Method books, sundry other items (as specified by instructor), strong folder for music, music stand (for home practice)
Uniform	Students will require full formal uniform for performances.

Concerts & Performances

During the course of the school year, band members and ensemble members will be required to play at a variety of functions. It is expected that members make themselves available to perform on all occasions. Notice in writing of these functions will be distributed to students prior to the event, so appropriate arrangements can be made. If a student is unavailable to attend any of these functions, a parental note outlining the reason is required. If parents/caregivers are required to provide transport to and from these functions, it is requested that they do so and that punctuality is observed.

Withdrawal & Exclusion from Program

Premature withdrawal of students from the program is strongly discouraged. Any request for withdrawal should be made by parents, in writing, to the Instrumental teacher and Head of Department – The Arts, stating reasons for such withdrawal. Students are not permitted to simply 'opt out' of the program.

In some instances, students may be asked to leave the program due to poor attendance, commitment or behaviour or lack of satisfactory progress. Should they be at risk of exclusion, students will be warned and parents contacted. Should performance not improve, students will be asked to leave the program and return any equipment or instruments loaned.

Assessment & Reporting

Assessment of progress, involvement and conduct of students will be undertaken at the end of each semester and a report made to parents.

Cost

Instrumental music falls under the College's Student Resource Scheme. All students involved in the Instrumental Music program will be required to pay an instrumental levy. This levy is due at the end of Term 1 and is non-refundable. Students who wish to hire an instrument from the College will also be charged a hire fee. (non-refundable). Students involved in the ensembles may also be required to pay for bus travel to events such as TYME.

Forms

Application forms for participation in the Instrumental Music Program will be distributed at the Arts Signup Day, held at the start of each year. SRS forms will be distributed once initial interest and aptitude has been assessed and students have been allocated a position in the program.

Clubs

Staff at Highfields State Secondary College run a number of clubs during lunch breaks or after school for students. Clubs that may run include Choir, Vocal Ensemble, Jazz Ensemble, Musical, Drama Club, Art Club, HXDance, Japanese, Robotics, Gaming, Running, Soccer, Chess and Photography Clubs to name just a few. Homework club operates on a Thursday afternoon between 3.00pm and 4.00pm in the HSSC Resource Centre for Maths Core and Extension and English. Up to date information on clubs including running times will be distributed at the start of the school year.

State of the Art Facilities

Science, Technology, Engineering and Mathematics (STEM) subjects are a dynamic part of the curriculum at Highfields state secondary College thanks to our state-of-the-art facilities and resourcing. In 2017 our Performing Arts Centre and Visual Arts Centre were opened providing modern facilities to support the teaching of Music, Drama, Dance, Film and TV and Visual Art. Also in 2017 the HSSC Food Studies Centre expanded to include an industrial kitchen. In 2018 we opened our Sports Stadium with a full working gym.

Communication

Highfields State Secondary College has a number of methods of communication. Parents wishing to contact the College are always welcome to phone and speak with the relevant person or email teachers directly.

Report Cards

Reports are emailed home at the end of every unit.

Parent Teacher Interviews

Parent teacher interviews are scheduled for term two and four. Occurring after students receive their interim report it provides an opportunity for teachers, parents and students to sit down together to discuss how the student is travelling as they head towards the end of semester assessment.

Unit Overviews

Unit overviews are provided on the College website by the end of week three each Semester. These overviews allow parents to see what is being taught in each subject and an overview of what assessment will be required.

Assessment Schedules

Assessment schedules are available to parents online via their students OneSchool account. Students and parents can access their OneSchool account at oslp.eq.edu.au.

Newsletters

Every fortnight each term the College will email out a newsletter. The newsletter is also available on the College website. A hardcopy can be obtained from the College Office.

In The Loop

'In the Loop' is a brief weekly email sent each Monday. This email is in addition to the newsletter and contains the following information:

- Upcoming events this week
- Next week
- Correspondence sent home
- Payments due
- Reminders

As a way of ensuring that parents can access copies of correspondence sent home each week, there is a link on the front page of the HSSC website which will take you directly to copies of current correspondence.

College Website

www.highfieldsssc.eq.edu.au

Facebook

General school happenings and reminders are sent out via our Facebook page. A link to our Facebook page is on our website.

Letters Home

Generally speaking permission notes or major events will be publicised via a letter home. Less formal reminders will appear in the newsletter.

Student Timetable Sample

Highfields State Secondary College (EXAMPLE ONLY)
Student Timetable - Semester 1, 2016, V1

Citizen, John (, 0000000000F), Year 7, Freeman, 7A (Mr Teacher)

	Monday	Tuesday	Wednesday	Thursday	Friday
FRM	8:50-9:00 7A TEACHER E14	8:50-9:00 7A TEACHER E14	8:50-9:00 7A TEACHER E14	8:50-9:00 7A TEACHER E14	8:50-9:00 7A TEACHER E14
P1	9:00-10:10 ENG071A TEACHER E14	9:00-10:10 MAT071A TEACHER E14	9:00-10:10 HPE071A TEACHER E14	9:00-10:10 NUM071A TEACHER E14	9:00-10:10 JAP071A TEACHER E14
FB	10:10-10:50	10:10-10:50	10:10-10:50	10:10-10:50	10:10-10:50
P2	10:50-12:00 HIS071A TEACHER E14	10:50-12:00 ENG071A TEACHER E14	10:50-12:00 ENG071A TEACHER E14	10:50-12:00 LIT071A TEACHER E14	10:50-12:00 ART071A TEACHER J05
P3	12:00-1:10 MAT071A TEACHER E14	12:00-1:10 SCI071A TEACHER K35	12:00-1:10 MAT071A TEACHER E14	12:00-1:10 ART071A TEACHER J06	12:00-1:10 ACC071A TEACHER E14
SB	1:10-1:50	1:10-1:50	1:10-1:50	1:10-1:50	1:10-1:50
P4	1:50-3:00 HPE071A TEACHER E14		1:50-3:00 SCI071A TEACHER K35	1:50-3:00 JAP071A TEACHER E14	1:50-3:00 SPO071A TEACHER E14
P4A		1:50-2:25 WEL072A TEACHER E14			
P4B		2:25-3:00 ASM072A TEACHER E14			

Legend:

Class Code	Class Name
7A	Roll Class
ART072A	Visual Arts
ASM072A	Assembly
NUM072A	Numeracy
ENG072A	English
LIT072A	Literacy
HIS072A	History
HPE072A	Health and Physical Education
ACC072A	Accelerate
MAT072A	Mathematics
SCI072A	Science
SPO072A	Sport
WEL072A	Wellbeing

Teacher Code	Teacher
TEACHER	TEACHER
TEACHER	TEACHER
TEACHER	TEACHER
TEACHER	TEACHER
TEACHER	TEACHER
TEACHER	TEACHER

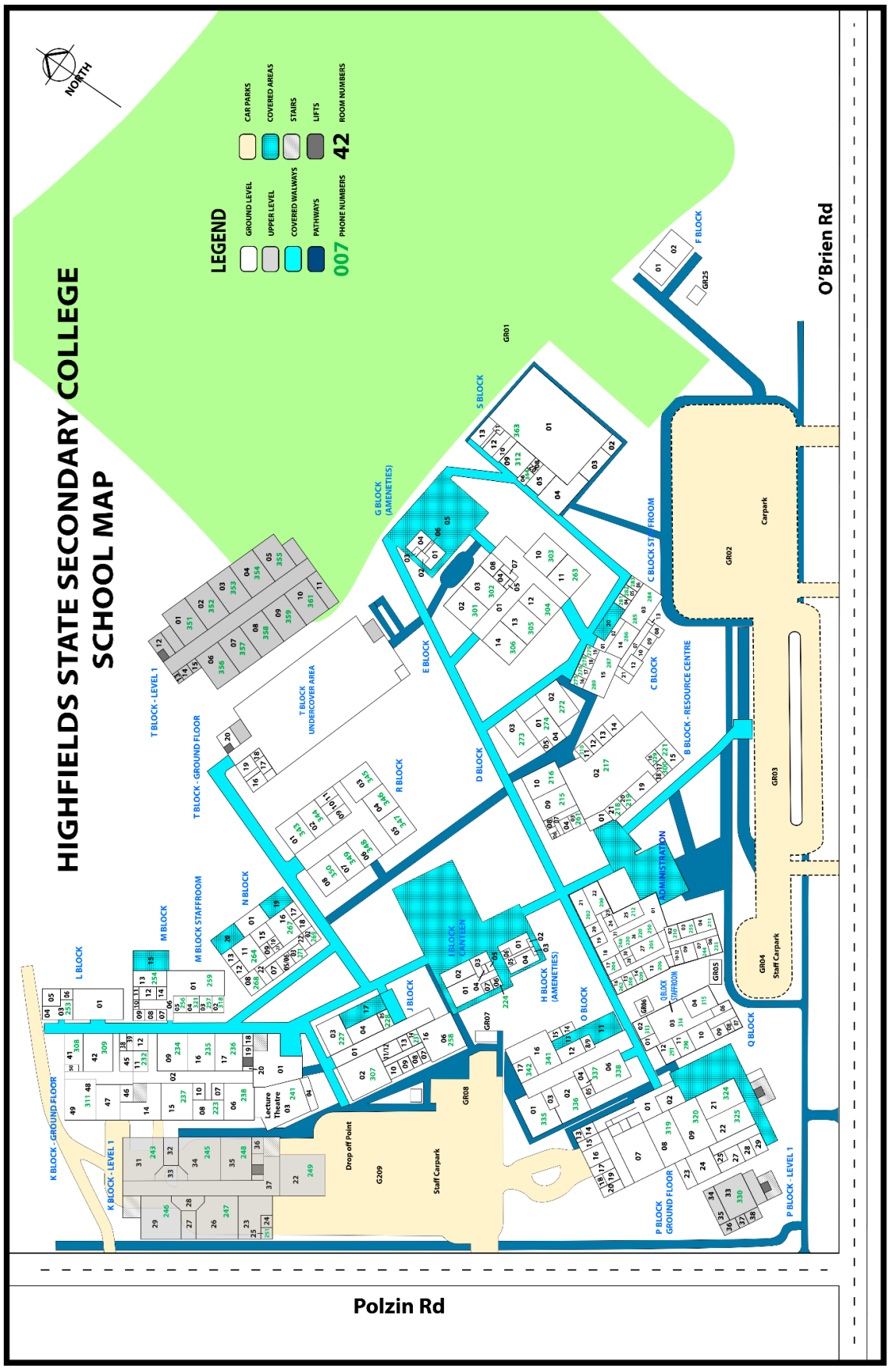
Religious Instruction

Faith groups who provide approved instructors to deliver religious instruction are approved and updated annually based on student enrolment and community willingness to deliver a program.

Parents/carers of children participating in these programs will be advised if a faith group requires funds to cover the expenses of materials used by their children. Students are allocated to these classes in accordance with Religious Instruction Permission completed. This information remains operational unless the parent informs the college otherwise in writing.

Students who are not participating in religious instruction will undertake alternative learning including revision of classwork, wider reading, research, human relationships education and study.

Highfields State Secondary College Map



Choosing Subjects in Year 10

Message to Parents…

Parents can help their children to be successful in gaining satisfaction – both personal and academic – from each experience at school.

You should:

- *Not assume responsibility yourself but, rather, support your student in developing the personal responsibility for their own education.*
- *Ask your student questions about school. Find out how students interpret what is going on at school.*
- *Come to the school to: look, seek answers to questions, talk to school staff, make suggestions, help out.*
- *Ensure that there is a suitable place to study.*
- *Ask to see your student's books, work and homework.*

In short, show an interest in what is happening and help your student develop habits of industry and responsibility with regard to his/her education.

Guidelines

Choose subjects:

- that you enjoy
- in which you already have had some success
- which will help you achieve your chosen career goals, or at least keep your career options open
- which will develop skills, knowledge and attitudes useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

Think about career options

Be aware that your choice of subjects now may affect your choice later in Years 11 and 12.

Make a decision about a combination of subjects that suits you

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

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher
- "all the boys or girls take that subject" (all subjects have equal value for males and females)

Be honest about your abilities and realistic with your occupational aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

Be Prepared to Ask for Help

If you need more help then ask for it. Make use of the school subject selection program. Look at the resources suggested in this booklet. Even after following these suggestions you and your parents may be a little confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available - Teachers, HODs, Guidance Officer, Deputy Principal and Principal. Don't be afraid to seek their assistance - they are all prepared to help you. You'll be doing yourself a favour.

2020 Subject Selection Process for Students

- Tuesday 22nd October – Subject Selection Evening
- Read subject information and discuss any questions with your teachers
- Discuss your subject choices with your parents/carer
- Choose your subjects on OneSchool (oslp.eq.edu.au – or use the link from our Website)
- Subject selections close **Monday, 28th October at 9.00am**

What happens next?

Elective classes will be reviewed in terms of student numbers.

- If a class is too full a number of options are considered including the following:
    - Potentially creating another class
    - Having some students choose another subject
- If a class has too few students the class may not run, requiring those students who have selected the subject to choose again.

How will we decide who gets to stay in a full subject and who gets asked to choose again?

- Our first approach will be to use student's current results for effort and behaviour in similar subjects they currently study.

How will we communicate any changes with students/parents?

- Any student who is required to change a subject they initially chose for year 9 will take home information detailing any changes.

Finalising classes

- Toward the very end of the year students in Year 9 will be given a print out of the subjects they will study in Year 10

Changing elective subjects in Year 10

- It is expected that students will study their elective subject for the semester.
- A change of elective subject will only be considered on a case by case situation at the end of a term.

Subject Selection Structure – Year 10

Highfields State Secondary College

Subject Selection Structure - Year 10 2020

Number of Lines: **7** Additional Preferences: **1**

Mandatory KLAs:

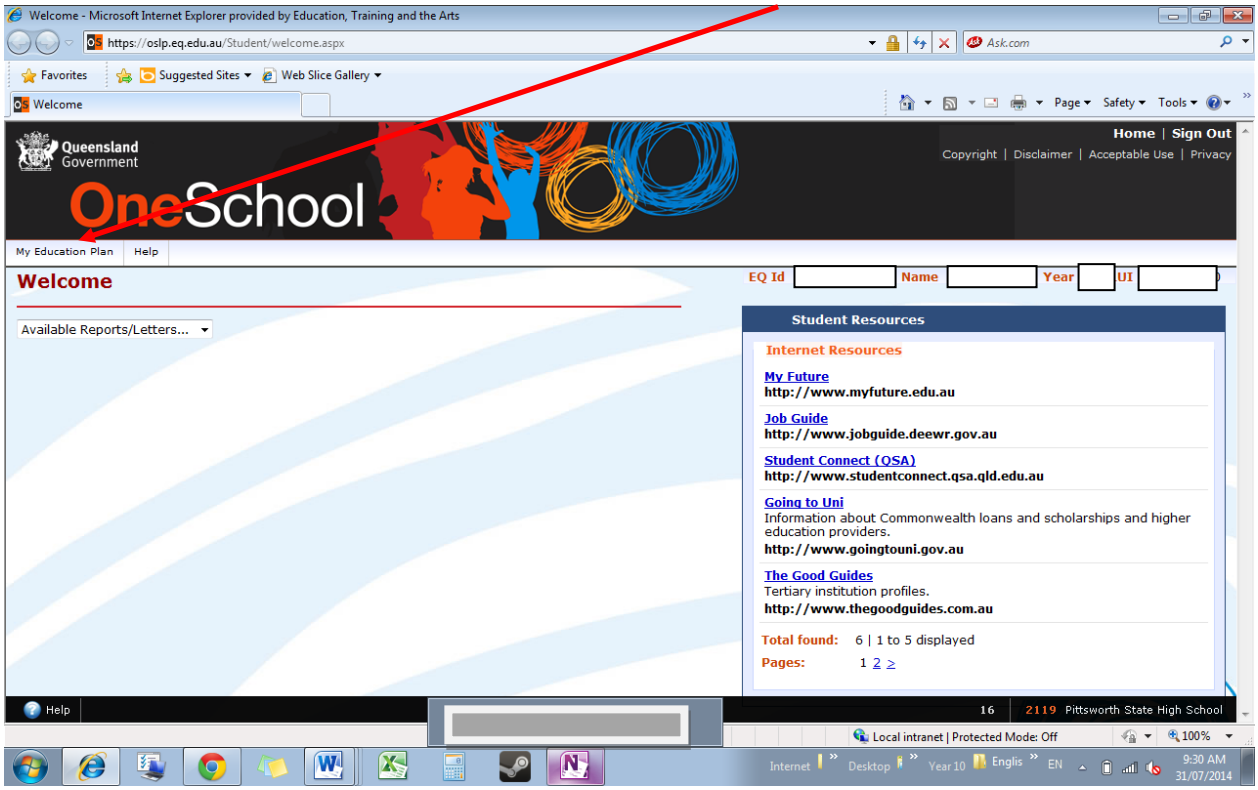
Student Instructions:
When selecting your subjects remember:
- Refer to your subject selection booklet for information on each subject.
- You can only choose a subject once, even if it appears on multiple lines.
- Choose subjects that you enjoy, have already had some success with or which will develop skills, knowledge and attitudes useful throughout your life.

You are also required to choose one additional preference should you be unable to study one of your chosen elective subjects.

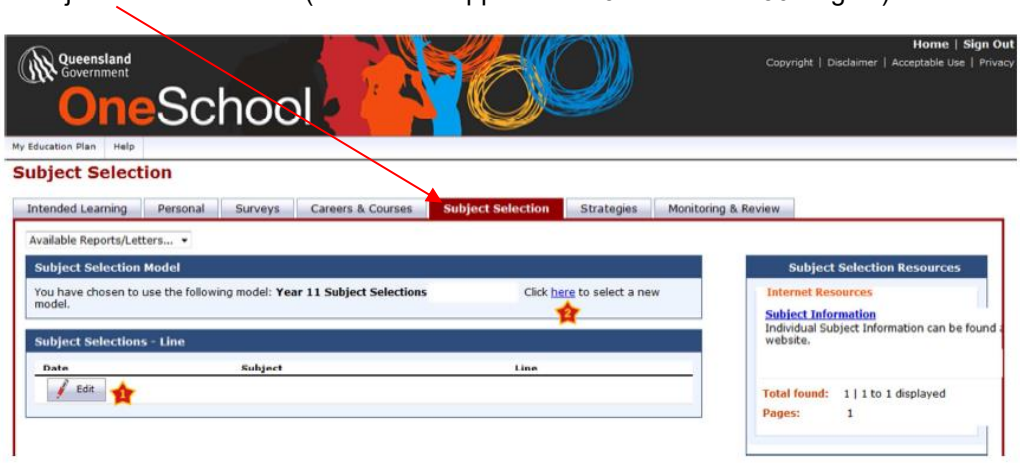
Line 1	☐ Agricultural Practices	☐ Business Studies	☐ Graphics
	☐ History	☐ Industrial Technology - Metal Work	☐ Japanese
	☐ Music	☐ Physical Education	☐ Textiles and Food Studies
	☐ Visual Arts	☐	☐
Line 2	☐ Mathematics	☐ Mathematics Extension	
Line 3	☐ Agricultural Science	☐ Certificate I in Business	☐ Drama
	☐ History	☐ Industrial Technology - Woodwork	☐ Media Arts
	☐ Physical Education	☐ Science	☐ Society and the Environment
	☐ Visual Arts	☐	☐
Line 4	☐ English		
Line 5	☐ Agricultural Practices	☐ Certificate I in Information, Digital Media and Technology	☐ Dance
	☐ Health	☐ History	☐ Industrial Technology - Woodwork
	☐ Media Arts	☐ Science	☐ Textiles and Food Studies
Line 6	☐ Engineering Technology	☐ History	☐ Industrial Technology - Woodwork
	☐ Information and Communication Technologies	☐ Physical Education	☐ Science
	☐ Society and the Environment	☐ Textiles and Food Studies	☐
Line 7	☐ Wellbeing		

How to Choose Your Subjects - OneSchool

Log into OneSchool via oslp.eq.edu.au and click on 'My Education Plan'.

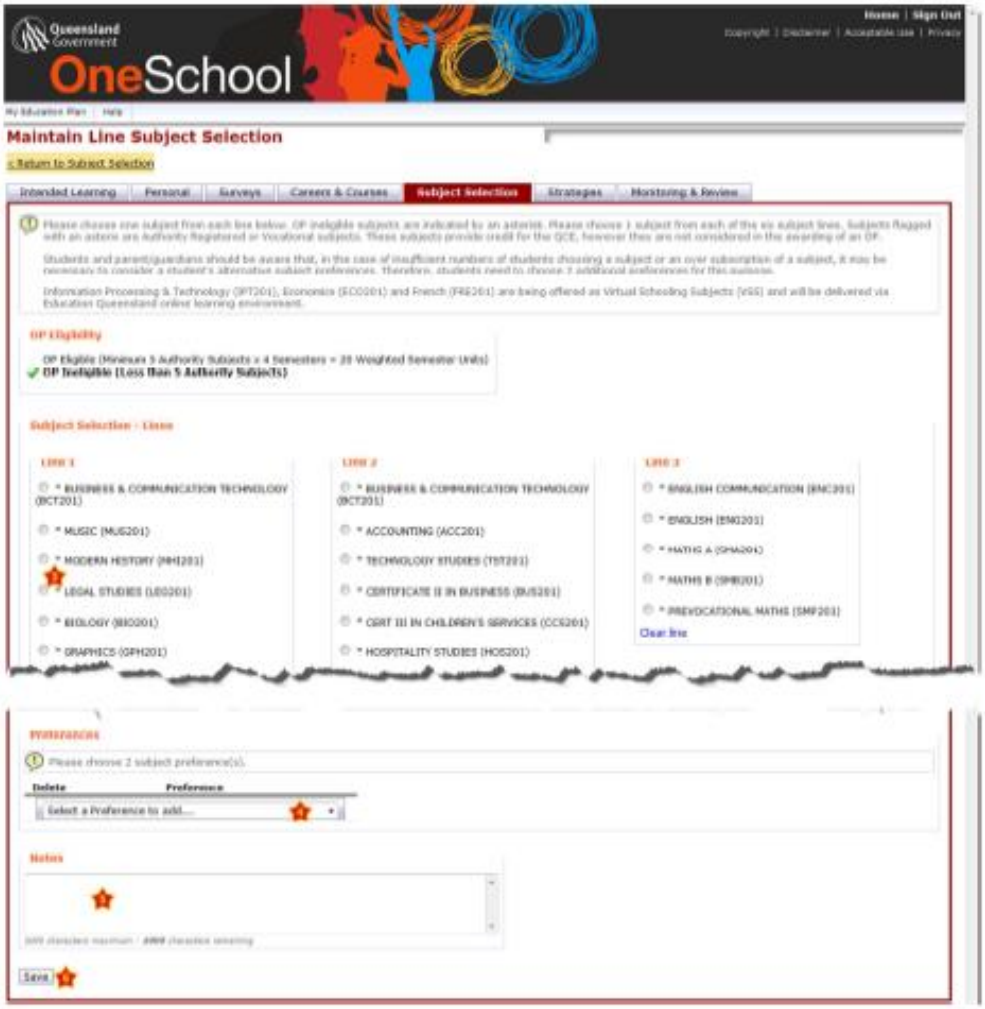


Click on the 'Subject Selections' Tab (this tab will appear after 9am on Wed 30 August).



1 **Edit** – click to add you subject selections

2 If Edit does not appear, **Click here** to select the selection model

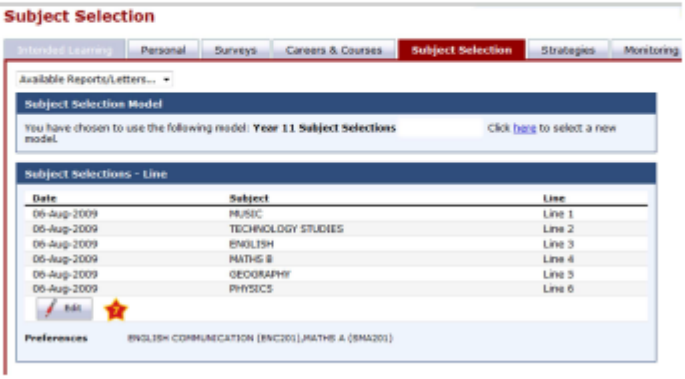


3 **Lines** – use the radio buttons or checkboxes to make your choices

4 **Preferences** – use the dropdown to select preferences

5 **Notes** – type in any notes required

6 **Save** – click to save your selections



7 **Edit** – Click to edit selection choices

Stationery List - Year 10 2020

General – All Subjects

1 x scissors

1 x 40g glue stick

1 x plastic rulers (no metal rulers)

2 x red, blue and black pens

2 x HB, 2H, 4H and 2B pencils

1 x pencil eraser

1 x packet of 12 coloured pencils

1 x packet of 12 coloured felt pens

1 x highlighter pen pack

1 x pencil sharpener

1 x school dictionary

1 x Thesaurus

1 x USB drive (32GB recommended)

1 x headphones (adjustable volume)

4 x whiteboard Markers (Red, Blue, Black Green)

8 x A4 lecture pads

8 x display folders

1 x mouse

1 x large pencil case

Leather Shoes (as per uniform)

Mathematics

1 x Sharp EL-531WH Calculator

1 x protractor

1 x compass

4 x 92 page lined book for 10 Core

4 x 126 page lined books for 10A

2 x Graph Paper

Industrial Technology and Design

1 x A4 48 page line book

Graphics

1 x A4 visual diary

Textiles and Food Studies

1 x large sewing box (plastic utility/tool box – named)

1 x packet of sewing pins

1 x packet assorted hand sewing needles

1 x quick-unpick

1 x fabric marking pen or tailors chalk

1 x tape measure

Material and thread (advised at the beginning of each term)

Weekly food ingredients (advised at beginning of each term)

Media Arts

1 x Gold SD card verbatim 32GB

1 x USB 3.0 minimum 16GB

Music

1 x music book (including manuscript)

Visual Art

1 x A4 visual diary

2 x 4B, 6B pencils

Drama

1 x rehearsal blacks

Dance

1 x Black leotard

Agricultural Practices/Science

Steel capped boots

Long sleeve shirt (work)

Long pants (jeans)

Broad brimmed hat

Senior Secondary – Year 10 in 2020

Core Learning Subject Overviews

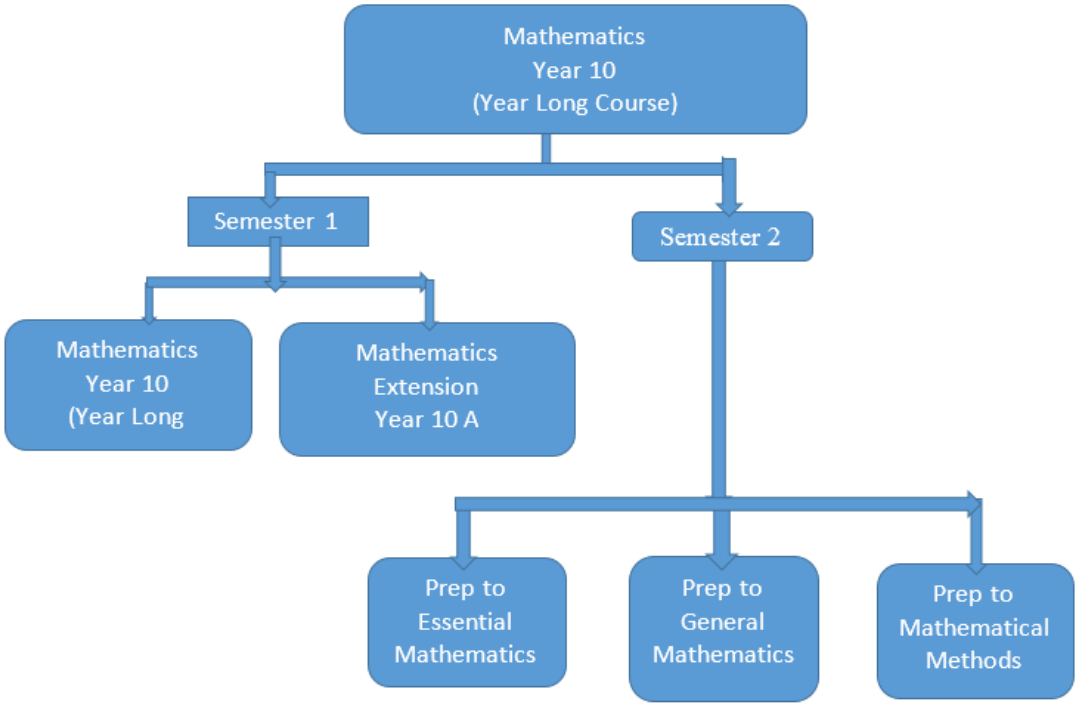
English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Semester 1	**Reading and comprehending a novel** In this unit, students will read and respond to a novel that explores issues relevant to Australian society. They will examine a narrative viewpoint, characterisation and plot structures in literature. They will consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. Students will create an imaginative transformation - a short story that contributes an additional scene to the narrative of a novel. Using the narrative viewpoint of a secondary character, the imaginative transformation will provide a unique perspective on characters, settings, and events taken from the original novel as well as advancing a social, moral and/or ethical message that responds to an issue from the text. **Understanding and analysing satire in texts** In this unit students will read, view and analyse the techniques used in satirical texts. Students will write an analytical response to analyse and interpret techniques of satire which influence audience interpretation and response. Throughout the unit, students will have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.
Semester 2 **Senior English Taster Subjects**	**ENGLISH: Responding to poetry** In this unit students will examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. They will examine stylistic features, text structures and language features in poetry and consider how these elements combine to privilege perspectives. Students will also consider technical aspects of poetic forms such as odes, elegies, ballads and sonnets, producing their own poetic texts.
	LITERATURE: Responding to a Shakespearean drama In this unit students will read and interpret a Shakespearean tragedy. Students begin the unit by developing knowledge that will help them interpret Shakespearean drama; this is followed by a series of lessons where students read and analyse the play. They will view an interpretation of a Shakespeare tragedy and evaluate effectiveness of the interpretation.

	ESSENTIAL ENGLISH: Evaluating representations in news media texts In this unit students will listen to, read, view and discuss a variety of news texts. They examine how text structures, language features and the arrangement of information within news texts position audiences to respond to people, cultures, places, events, objects and concepts. Students will develop a multimodal presentation to analyse, evaluate and compare how two news texts from different sources of news media represent a person, group, culture, place, event, object and/or concept.
Assessment	• Informative response - written - Analysing satire • Literary analysis of novel • Written imaginative transformation • Presenting and analysing a poetry • Written analytical response • Film review – multimodal • Response to stimulus (exam)

Core Mathematics and Mathematics 10A



Mathematics Core

Yr. 10 Core

Year 10 Mathematics is designed for students who want to extend their mathematical skills beyond Year 9 but whose future studies or employment, pathways do not require advanced mathematics of Specialist Mathematics or Mathematical Methods.
The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

Assessment

Students will receive an overall subject result (A–E).

Objectives

By the end of Year 10, students will do the following;

- Recognise the connection between simple and compound interest.
- Solve problems involving linear equations and inequalities.
- Make the connections between algebraic and graphical representations of relations.
- Solve surface area and volume problems relating to composite solids.
- Recognise the relationships between parallel and perpendicular lines.
- Apply deductive reasoning to proofs and numerical exercises involving plane shapes.
- Compare data sets by referring to the shapes of the various data displays.
- Describe bivariate data where the independent variable is time and statistical relationships between two continuous variables to evaluate statistical reports.
- Expand binomial expressions and factorise monic quadratic expressions.
- Find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions.
- Solve simple quadratic equations and pairs of simultaneous equations.
- Use triangle and angle properties to prove congruence and similarity.
- Use trigonometry to calculate unknown angles in right-angled triangles.
- List outcomes for multi-step chance experiments and assign probabilities, and calculate quartiles and inter-quartile ranges.

Structure:

Topic 1	Topic 2	Topic 3	Topic 4
• Number & algebra • Money & finance **Exam** **PSMT**	• Trigonometry & Pythagoras **Exam**	• Mensuration • Probability **Exam and PSMT**	• Statistics **Exam**

Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter to general mathematical studies of General Mathematics and Essential Mathematics. This course will also prepare students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. Students will become numerate individuals with necessary skills to operate successfully in everyday life

Mathematics Extension
Year 10

Year 10 Extension Mathematics is designed for students who want to extend their mathematical skills beyond Year 9 and whose future studies or employment pathways require advanced mathematics of Specialist Mathematics or Mathematical Methods.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

Objectives

By the end of Year 10, students can use indicial and logarithmic problems solving techniques in relation to questions involving simple and compound interest. They solve problems involving complex linear equations. They make the connections between algebraic and graphical representations of quadratic and exponential relations. Students solve surface area and volume problems relating to composite solids.

Students expand binomial expressions and factorise monic and non-monic quadratic expressions using a range of methods. They perform the four operations with complex algebraic fractions. Students solve complex quadratic equations and pairs of simultaneous equations. Students use Pythagoras' Theorem and trigonometry to solve real life problems that involve 3 dimensions and non-right angled triangles. Students find the probability of situations involving multiple events and with conditions applied

Assessment

Students will receive an overall subject result (A–E).

Structure:

Term 1	Term 2	Topic 3	Topic 4
• Measurement • Linear relationships	• Trigonometry & Pythagoras • Patterns & algebra	• Non Linear relationships. • Introduction to polynomials and their factorisation	• Indices, Logs and Surds • Probability
Problem Solving and modelling task	**End of Semester exam**	**Problem Solving and Modelling Task**	**End of Semester Exam**

Pathways in Senior

At the completion of this course, students should have the prior knowledge and skills to enter to advanced mathematical studies of Specialist Mathematics and Mathematical Methods. This course will also prepare students to study science subjects namely Physics and Chemistry. These subjects provide valuable skills in the workplace and prepare students for tertiary studies in Medicine and associated Health Sciences, Mathematics, Science, Engineering, and some courses such as Economics, Technology, Management and Agriculture.

Elective Subjects

Agricultural Practices

Year 10 Agricultural Practices is an elective course that enables students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

	Semester 1	Semester 2
Units	**Animal Studies -** In this unit students will begin to understand production of sheep and cattle. Students will begin to develop their ability to conduct husbandry techniques required for animal production. They will begin to understand managing nutrition produces healthy animals. As well as various selection and reproduction techniques that are used in animal production. Students will also develop knowledge, understanding and skills in maintaining infrastructure such as requirements for water and containment and handling of livestock.	**Plant studies** – Students will begin to understand sustainable property management practices. Students will begin to understand productive plants have nutrition and environmental requirements. Student will begin to develop skills for propagation of plants. **Agricultural Management practices** – Students will explore the day to day operations of agricultural industries. Students will begin to understand that agriculture has a foundation of sound business management and sustainable and efficient practices.
Areas Assessed	Knowing and understanding Analysing and applying Planning and evaluating	Knowing and understanding Analysing and applying Planning and evaluating
Focus Event	Feedlot Trial	
Special Subject Requirements	Leather boots School hat Travel by bus to and from the WAFSC – cost involved	Leather boots School hat Travel by bus to and from the WAFSC – Cost involved

Agricultural Science

Agricultural Science is an elective course that enables students to develop an understanding of environmental, social and economic factors affecting the Australian agricultural industry. It focuses on the interactions, development and management of sustainable and marketable plant and animal enterprises. Year 10 Agricultural Science enables students to make a decision to study senior General Agricultural Science.

	Semester 1	Semester 2
Units	**Animal Science -** In this unit students will conduct an experiment to analyse and consider the effectiveness of different types of nutrition on lambs, as well as begin to develop practical skills in sheep and cattle handling. Students will begin to develop an understanding of ruminant digestion, basic animal handling, animal health and welfare, management practices, as well as new innovations within the sheep and cattle industries. Students will be required to identify a range of breeds and recognise the adaptive physical features of sheep and cattle for their natural environments. Identify and describe the main structures within the ruminant digestive systems. Describe and explain breeding systems and basic animal reproduction. Define and describe factors that influence animal production such as diseases and management practices.	**Introduction to general Agricultural Science-** In this unit students will begin to explore the variety of resources and technologies that are required for sustainable agricultural production. Students will be required to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim. A research investigation uses research practices to assess a range of cognitions in a particular context. Research practices include locating and using information beyond students' own knowledge and the data they have been given. Students explore the ways agricultural science is used to describe, explain and analyse the sustainability of agricultural enterprises. An understanding of environmental, financial and social impacts on agricultural enterprises is essential to appreciate the changing future of agricultural production. Students conduct investigations and examine them from an environmental, financial and social perspective to make judgments about improved sustainability as a result of innovation.
Areas Assessed	1. describe and explain scientific concepts, theories, models and systems and their limitations 2. apply understanding of scientific concepts, theories, models and systems within their limitations 3. analyse evidence 4. interpret evidence 5. investigate phenomena 6. evaluate processes, claims and conclusions 7. communicate understandings, findings, arguments and conclusions	1. describe and explain scientific concepts, theories, models and systems and their limitations 2. apply understanding of scientific concepts, theories, models and systems within their limitations 3. analyse evidence 4. interpret evidence 5. investigate phenomena 6. evaluate processes, claims and conclusions 7. communicate understandings, findings, arguments and conclusions

Focus Event	Feedlot Trial	Tractor Operations Agribusiness excursion
Special Subject Requirements	Leather boots School hat Travel by bus to and from the WAFSC – Cost involved	Leather boots School hat Travel by bus to and from the WAFSC– Cost involved

Business Studies

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

	Semester 1	Semester 2
Units	**Managing economic performance and standard of living** *Key questions:* • How is the performance of an economy measured? • Why do variations in economic performance in different economies exist? • What strategies do governments use to manage the economy? In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills or inquiry, to investigate familiar, new and complex hypothetical national, regional or global economics or business problems. The economics and business issue will enable students to: explain economic performance indicators and relate their understanding to Australia's performance, explain the ways that governments manage the economy to improve economic performance and living standards, explain reasons for links that exist between economic performance and living standard, and the variations that exist within and between economies, and the possible causes. **Personal Finances – Major Financial Decisions** In the learning activities for this task, students are presented with scenarios where they must make recommendations with an understanding of the factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions. The scenarios are designed to be authentic and age-appropriate and assist students to consider how individuals respond to changing economic conditions. The assessment requires students to apply economics and business reasoning and concepts to propose a course of action for a consumer making a major financial decision about moving to Brisbane for a new career and preparing personal budgets based on personal income and expenditure.	**Plan Your Own Enterprise** *Key questions:* • What is the strategic long term direction of the community? • What economic performance indicators are underperforming in the region? • What opportunities exist in the community that are not already addressed? • Which strategies can you use to improve economic indicators in the area? In this unit, students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue. The economics or business issue investigated will enable students to: explain why and how people manage financial risks and rewards in the current Australian and global financial landscape; and examine the roles and responsibilities of participants in the changing Australian or global workplace. **Beyond Reasonable Doubt** In this unit, students are introduced to the Australian legal system the sources of law and the roles of parliament and the courts. This unit focuses on legal principles and criteria such as just and equitable outcomes. Students will consider how criminal law attempts to safeguard individuals' right to freedom from interferences, with society's need for order. They examine the consequences of alleged criminal behaviour in terms of trial processes, punishment and sentences.

Areas Assessed	Research: Analytical Response Collection of Work: Major Financial Decisions	Research: Extended Written Response – Business Plan Short Response Test and Extended Written Response to Stimulus Test
Focus Event		CPA Plan Your Own Enterprise Competition
Special Subject Requirements	USB required for every lesson Access to computer required every lesson	USB required for every lesson Access to computer required every lesson

Dance

The Australian Curriculum: The Arts is comprised of two interrelated strands: *Making* and *Responding*

<table>
<tr><td>Units</td><td>Unit: Dance On Broadway

In this unit, students will make and respond to dance by exploring their personal dance style through the study of Musical Theatre through the decades 1920s-1980s, learning and comparing the genres of Tap, Jazz and Cabaret on stage and in film to communicate a choreographic intent. Students will choreograph, perform and analyse musical theatre dance in a film context. They will understand how the Dance Components including elements, choreographic principles and production elements together create a choreographic intent. Students will develop and practice their technical skills in the style of Tap, Jazz and Cabaret.

Key Learning:

• Elements of Dance & Choreographic Principles
• Safe Dance Practice- warm up
• Jazz, Tap and Cabaret technique
• Musical Theatre through the ages
• Dance analysis- description, interpretation, evaluation
• How to communicate a choreographic intent</td></tr>
<tr><td></td><td>Unit: Dance in Australia

In this unit, students will make and respond to dance by exploring their personal dance style through the study of Contemporary Dance in Australia with a focus on fusing styles together to communicate a choreographic intent. Students will improvise to find new movement possibilities and explore personal style by combining elements of dance and structure dances using movement motifs, choreographic devices and form to communicate intent. They will practice, refine and perform dances with technical skills to develop proficiency in genre and style specific techniques. Students will evaluate their own choreography and analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts.

Key Learning:

• Contemporary dance technique and terminology
• Safe Dance Practice
• Analysis of Contemporary dance
• Historical overview of Contemporary dance and its evolution from ballet
• In depth study of Contemporary dance communicating a meaning
• Australian Dance Companies- Bangarra, ADT, SDC, Dance North</td></tr>
<tr><td>Assessment</td><td>Assessment may include:

• Performance Task
• Choreography Task
• Project Task
• Responding Task</td></tr>
</table>

Digital Technologies

Modern technology is rapidly evolving, giving individual's greater access to knowledge and information on many varieties of digital platforms. In the study of Information Communication Technology, students develop and demonstrate the knowledge and practices necessary to operate effectively with information-rich environments. Students are taught to engage with technology to understand how to work analytically, creatively, and ethically with information in collaborative environments. The Digital Technologies strand of the Australian Curriculum focuses heavily on analytical problem solving, using practical skills to design, think and innovate in the development of digital solutions. The subject helps students to become creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

<table>
<tr><td>Units</td><td>Managing Data

In this unit students will develop capabilities to read structure data from databases using SELECT SQL statements. Students will learn about the development of database tables, queries and relationships. This unit will cover the processes of database design which is the primary interface for large scale website and application development in industry.

Website Development and Design

Students will learn to develop websites using HTML5 standards, CSS and jQuery plugins to create a static website. Students will learn about the design principles of website development and create website assets using Adobe Photoshop.</td><td>Dynamic Websites

Students explore the features of ASP.NET using Microsoft Visual Studio. Following from website development and design, where students studied HTML and CSS, ASP.NET allows the students to develop data-driven applications. The focus of the unit is on integrating a shopping cart into an existing web application. Students will explore, develop, generate and evaluate solutions to various other problems throughout the term.

Unity Game Development

Using an industry-standard game development engine, students will implement assets and algorithms to develop cross-platform solutions to programming problems. Game development offers an enjoyable and engaging medium for solving advanced programming problems, so students will be exposed to unfamiliar and abstract ways of thinking throughout the course of the unit.</td></tr>
<tr><td>Pre-requisites</td><td colspan="2">Minimum 'B' academic result in Year 9 Mathematics is highly recommended

Undertaken HSSC ICT in Year 9 is highly recommended</td></tr>
<tr><td>Areas Assessed</td><td colspan="2">• Knowledge and Understanding
• Processes and Production Skills</td></tr>
<tr><td>Special Subject Requirements</td><td colspan="2">Windows 10 Laptop (Minimum i3, 4GB RAM, SSD)</td></tr>
</table>

Drama

The Australian Curriculum: The Arts is comprised of two interrelated strands: *Making* and *Responding*

Units	**Unit: All the World's a Stage Combat** An important aspect in understanding any drama is understanding the place and space in which the drama exists. Deconstructing dramatic texts from the view point of the actor alone does not always allow for a full understanding of a playwright's intent, subtext or meaning. By viewing a text from the perspective of a designer, students will have the opportunity to explore the elements of drama and incorporate aspects of the dramatic languages such as levels, juxtaposition, colour, texture, space and line. Understanding the difference between realism and deliberate exaggeration is important in drama. One way in which this can be taught is through slapstick and stage combat techniques. While Slapstick is intended to be exaggerated and usually humorous, Stage Combat is designed to create realistic scenes while maintaining safe working practices. Key Learning: • Reading and Deconstruction of at least 1 text • Understand and explore elements of set design • Experiment with the use of colour (through lighting) to understand its impact • Explore different set design styles and techniques • Explore set elements in chosen text (manipulate where possible to different styles) • Prepare for presentation to a director basic set ideas • Learn and use basic drawing skills for set design • Construct to scale final set design • Justify artistic decisions • Practicing and performing to strict safety guidelines • Presenting learned skills within a dramatic context to an audience of peers • Experiment with Music, lighting and props to add comic effect within slapstick • Reflect on own practice with audience input and decide upon improvements
	Unit: You're a Clown, Romeo As Shakespeare is an integral part of drama and theatre (his ideas, techniques and practices extend beyond his own work and can be found in many different styles) it is important that students begin to learn and accept Shakespeare's works and his language as early as possible. A core element of Shakespeare's works is the inclusion of clowns within his comedies. This unit will allow students to access both Shakespeare and to learn the basics of clowning, eventually combining the two. Key Learning: • Shakespeare – The man & his times • Shakespeare's Techniques & Themes (Critiquing – were they successful?) • Shakespearean Play (student choice between a comedy & a tragedy) – read and deconstructed from original text

	• History of Clowns – learning where they began and how they have evolved • The techniques and elements of clowning in theory and in practice • Creation of clowns to specific criteria (in pairs so as to rehearse to the Whiteface and the Auguste styles) • Deconstructing base elements of main characters (emotions, wants, needs, goals, aspirations) and simplifying for clowns • Creating Shakespeare characters for clowns, preparing a new naïve approach to a scene, rehearsal and performance of that scene to an audience of peers
Assessment	Assessment may include: • Devising • Performing • Written Analysis

Engineering Technology

The major emphasis of Engineering Technologies is to prepare students for senior pathways into any of the new Australian Curriculum Design and Technology subject, Engineering.

Units	**Unit 1 – F1 in School Challenge** The aim of the project is to provide students the opportunity to design, construct and test a model F1 car to determine which team has the best car. Students will be required to independently research and design a sample F1 car that meets the technical regulations of the official competition. Once modelled, students will test their car against other classmates to determine which has the best aerodynamic shape by placing the vehicles in a virtual wind tunnel. The best cars will be machined using a CNC router and each car will be finished by hand. Cars will be assembled and finally tested on an official track with timing devices. Teams will be given multiple races to establish their best time. Once racing has finished, teams will be ranked in order and an evaluation of the cars will commence to identify any trends or features of the cars can be found. Students will complete a report detailing each stage of the project to indicate how well their car has performed in a class competition. **Unit 2 – Mechatronics (Part A)** This unit will provide students the opportunity to produce a range of projects including models and simulations of solutions to real world problems. Students will have the ability to produce customised design solutions using various equipment like Aruduino. Throughout this unit students will be introduced to: • team collaboration and team management • research and analysis of information • data analysis • coding • construction techniques • electronic problem solving skills	**Unit 3 – RC Drone Challenge** This project requires students to design and construct a working drone for a client using various materials. Students will have the ability to produce customised design options using Laser Cutting, CNC machining and 3D printing equipment. Students will be required to research different materials that could be utilised for the construction of the main Drone frame. A thorough investigation of how each technology can be utilised for the manufacture of components will also be completed to allow students to identify which technologies they will use during the construction of their drone. Once drones have been constructed, an analysis of the performance of each drone including flight stability, flight times and durability will be performed to identify which materials and methods of construction is best. Throughout this unit students will be introduced to: • project management skills • rapid prototyping techniques • CAD modelling software • radio control technologies **Unit 4 – Mechatronics (Part B)** This unit will provide students the opportunity to produce a range of projects including models and simulations of solutions to real world problems. Students will have the ability to produce customised design solutions using various equipment like Aruduino. Throughout this unit students will be introduced to: • team collaboration and team management • research and analysis of information • data analysis • coding • construction techniques • electronic problem solving skills

	• folio design • technical language • CAD	• folio design • technical language • CAD
Areas Assessed	Projects and Folio's of work	
Special Subject Requirements	A4 Sketch Pad Pencil (HB)	

Graphics

The major emphasis of Graphics is to prepare students for senior pathways into Industrial Graphics (Applied).

<table>
<tr><td>Units</td><td>Unit 1 – Foundation Studies

Throughout this unit students will be introduced to:

• folio design, organisation and set up
• technical language and standards
• freehand sketching
• geometric constructions and tangency
• recognise draw and develop basic geometric shapes
• orthogonal drawing
• CAD layout basics and CAD tools
• presentation of portfolio layout and contents
• Pictorial drawing and rendering.

Unit 2 – Industrial Graphics (Product Design / Engineering)

Throughout this unit students will be introduced to:

• visualise, measure and draw simple objects
• produce freehand and mechanical pictorial representations
• orthogonal drawings
• apply AS1100 standards to represent features, dimensioning
• use CAD to produce engineering drawings</td><td>Unit 3 – Built Environment Design (architecture – home, commercial and government)

Throughout this unit students will be introduced to:

• house design using bubble diagrams
• Façade sketching
• using scale to produce site plans, floor plans and elevations
• representations of architectural features
• Revit skills and techniques
• architectural rendering and shadow techniques (Revit)
• Kitchen design
• Timber structures

Unit 4 – Graphic Design (logos, advertising, publications)

• Throughout this unit students will be introduced to:
• graphic design principles to areas of communication
• research development and use of icons, logos and fonts
• promotional product design
• use of colour and reproduction techniques
• Presentation of artwork and multimedia.</td></tr>
<tr><td>Areas Assessed</td><td colspan="2">Projects and Folio’s of work</td></tr>
<tr><td>Special Subject Requirements</td><td colspan="2">A4 Sketch Pad

Pencil (HB)</td></tr>
</table>

Health and Psychology

In this course students will be introduced to the Senior Curriculum subjects of *Health* and *Psychology*. The Year 10 curriculum is designed to be a bridge from the P-9 Australian Curriculum focus to the study pathways available to students in Years 11 and 12. Through the Year 10 course students will have an opportunity to experience the types of content, study patterns and assessment techniques that will be expected if they choose the subjects of *Health* and/or *Psychology* in later studies.

Units	***There is no practical component to this subject.*** Health Education teaches students how to enhance their own and others' health, safety and wellbeing. Students develop knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It also helps them to be resilient, make decisions and take actions to promote their health. Using inquiry processes, students will develop an understanding of health in the context of contemporary society and of the public policy approaches needed to promote personal and community health. Students will study topics relevant to young people and will develop effective research and investigative skills. Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain and cognitive development. In Unit 2, students investigate the process of diagnosis and how to classify psychological disorder and determine effective solutions. Students consider how psychology is applied in a range of real world contexts such as sports psychology and forensic psychology. Semester 1 (Health focus): Personal Health, Body Image, Mental Health Semester 2 (Psychology focus):Psychology as a Science, brain development, psychology theory, applications of psychology
Assessment	Research is the focus of assessment in Health Education. Research techniques common and applicable to this subject include: • action research projects • research reports • analytical expositions, and • exam essays Most assessment will be assignment based where students will be required to complete independent research.
Prerequisites	**Minimum of a C in Year 9 English**

History

The Modern World and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia- Pacific region and its global standing.

The Australian Curriculum: History is organised into two content descriptors: *Historical Knowledge and Understanding* and *Historical Skills*

Units	**Unit: World War II** Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. Content Includes: • An examination of significant events of World War II, including the Holocaust and use of the atomic bomb • An overview of the causes and course of World War II • The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) • The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) • The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia **Unit: Rights & Freedoms** Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. Content Includes: • Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations • Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle • The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) • The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration • The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum;

	Reconciliation; • Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology • The US civil rights movement and its influence on Australia **Unit: Popular Culture** Students will investigate the nature of popular culture since the end of World War II. They will trace developments and changes in popular culture and the impacts on Australian society. Students will examine the influence of overseas developments in popular culture, particularly in the areas of music, film, sport and television, and Australia's contributions to international popular culture. The content provides opportunities to develop historical understandings through the key concepts of evidence, continuity and change, cause and effect, perspectives and significance. Content includes: • The changing world • Understanding popular culture • Changing technologies and the impact on popular culture • Overseas influences on Australian popular culture • Australian popular culture on the world stage **Unit: Environment Movement** Students will examine late 19th-century environmental notions of conservation and preservation, and scientific investigation of nature in places such as national parks. They will specifically analyse the rights of nature, of environmental sustainability and of sustainable development to ensure a future for people on earth. Content includes: • The changing world • The emergence of environmental awareness • Environmental impacts in the 20th century • Environmental developments in Australia • Sustainability
Assessment	Assessment may include: • Examination • Research Task/Historical Inquiry

Industrial Technology and Design (ITD)

The major emphasis of ITD is to prepare students for senior pathways into any of the following subject offerings: Vocational Education (Furnishings, Engineering, Manufacturing or Construction) or Technology Studies. Students will have the opportunity to design, produce and evaluate a range of design solutions utilising various materials and technologies. Students will be exposed to a range of technologies including: traditional (hand and power tools and static machinery) and emerging technologies. They develop criteria for success and use these to judge the suitability of their design ideas and processes. Students apply project management skills to manage production processes. Students develop the ability to work independently and safely.

The subject is split into two year- long programs , WOODWORK and METALWORK

Woodwork

Units	**Unit – Beside Table and Drawer** This unit will enable students to engage with tools and processes used in the production of a Bedside table and drawer whilst actively following workplace health and safety procedures in a workshop environment to solve a closed design brief. Students will learn critical construction techniques including marking out and assembly. **Unit – Cantilever Storage Box** This unit that will focus on a student's ability to use fine motor skills to construct precise timber joints. Students will learn the use of linkages to make a timber product self-closing/opening. The focus of this unit will be to examine critical construction processes. **Unit – Coffee Table** This unit will focus on the design process where students learn how to brainstorm ideas, research woodworking joints, material, adhesives and surfacefinishes, sketch ideas , compare and come up with a final solution that is then realised as a finished project.	
Areas Assessed	Projects – Bedside Table and Drawer , Cantilever Storage Box, Coffee Table • Processes and Production Skills • Knowledge and Understanding	
Special Subject Requirements	Black Leather Shoes required for every lesson Pencil (HB)	

Metal Work

Units	**Unit – Aluminium Can Crusher** This project requires students to construct a sheet metal project to solve a closed design brief. Students will learn construction techniques including marking out, folding and assembly methods. Students will actively engage in safe working practices whilst learning the design process. Students will have the ability to produce customised design options. **Unit - Engineers Square** This project requires students to develop critical construction techniques used in the construction of solid steel projects. Students will follow safe working practices and use metal technologies to create an engineers square. The focus of this unit will be to examine critical construction processes. **Unit – Tool Box** This project requires students to construct a sheet metal project to solve a closed design brief. Students will learn construction techniques including marking out, folding and assembly methods. Students will actively engage in safe working practices whilst learning the design process. Students will have the ability to produce customised design options for interior trays.	
Areas Assessed	Projects – Aluminium Can Crusher ,Engineers Square and Tool Box • Knowledge and Understanding • Processes and Production Skills	

Japanese

A key aspect of the curriculum involves understanding the cultural dimension that shapes and is shaped by Japanese language. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world, and to understand more about themselves in the process. Students will be assessed in an integrated manner across the four language skills of reading, writing, listening and speaking.

Semester 1	**Travel and Weather** In this unit, students will learn the vocabulary and language functions relating to travel and describing the weather. Students will be able to describe the weather using simple sentences and discuss travel arrangements using simple and some more complex sentence patterns and relevant vocabulary. Students will also build on their knowledge of kanji, specifically relating to weather and transport. Cultural aspects relating to the seasons in Japan will also be covered in this unit. **Places and directions** In this unit, student will review their knowledge of places and expand their language acquisition to include the ability to explain and comprehend basic directions; asking and giving directions, identifying and asking about situations and activities. Students will also further develop their ability to manipulate verb forms. Again, students will continue to expand their knowledge of kanji, specifically relating to places and directions. Students will also begin to learn to manipulate verb forms, including an introduction to plain form. Culturally, students will examine places of significance in Japan.
Semester 2	**Clothing and Fashion** In this unit, students will learn vocabulary and language functions relating to clothing items, fashion and family. Students will develop their language skills allowing them to describe items and individuals and an ability to give opinions with justification. Students will examine the traditional clothing worn by the Japanese and a range of festivals held in Japan. **Health and Wellbeing** In this unit, students will learn the vocabulary and language functions relevant to one's health. Students will be able to describe the appearance of themselves and generally be able to discuss their health. This may include expressing and asking about their needs, expressing intentions and complaining. Students will cover the kanji relating to the body and adjectives to describe their health.
Assessment	Students will be examined across the four (4) macro skills of listening, speaking, reading and writing. Tasks may include: • Presenting speeches and multimodal presentations and participating in conversations and interviews • Reading letters, articles and blogs • Listening to conversations and radio broadcasts • Writing letters, articles and blogs

Media Arts

The Australian Curriculum: The Arts is comprised of two interrelated strands: *Making* and *Responding*

Units	**Unit 1: Life Through a Lens** In this unit, students develop and refine their own media production skills through the use of digital photography and lighting technologies. Students will create artworks that reflect a refined understanding of how lenses, aperture, ISO and shutter speed work in photography and apply this knowledge in different lighting conditions. Students will explore the conventions of Rembrandt, flat, split, butterfly, loop and three-point lighting styles and consider how they can each evoke a response from an intended audience. Students will develop and refine their understanding of post-production technologies through the manipulation of original images in Lightroom and Photoshop to achieve desired aesthetics. Students demonstrate their knowledge and understanding of the language of photography through the production of a themed photography portfolio.
	Unit 2: The Empathy Machine In this unit, students study the codes and conventions of the documentary genre. Students analyse how production elements have been used in a professional documentary to manipulate audience perception. Students evaluate the ethics of the documentary form, and whether a truthful representation can be achieved in the medium. Students develop and refine their understanding of production technologies, focusing particularly on visual and audio sound editing practices. Students explore how technical and symbolic elements can be experimented with in producing an original documentary. Students design, film and edit a documentary which either meets or manipulates the expectations of a community audience, which will be displayed during a Media Arts exhibition organised and curated by students.
	Unit 3: Masters of Suspense In this unit, students examine the languages, representations and technologies used in the creation of suspense films. Students analyse how technical and symbolic elements have been manipulated to create meaning within films from the suspense genre, focusing particularly on the work of Alfred Hitchcock. Students enrich their own Media Arts making by viewing a range of suspense films and analysing the role of the auteur. Students will analyse how production elements have been manipulated to communicate the feeling of suspense to an audience. Students will explore how narrative elements such as character, plot, motif and foreshadowing can create suspense in both feature-length and short film forms. Students will refine and develop their understanding of production processes by individually producing a digital storyboard for an original black and white short film, before collaboratively producing a black and white short film which follows the conventions of the suspense genre.
Assessment	Assessment may include: • Photography portfolio • Analytical exam • Digital storyboard • Short film production • Documentary production

Music

The Australian Curriculum: The Arts is comprised of two interrelated strands: *Making* and *Responding*

Units	**Unit: Singer Songwriters** This unit focuses on the music of singer-songwriters, particularly Australian artists. Students will analysis music in terms of its musical elements and use their findings to influence their own compositions and performances. Students will understand the structure of chords and explore the use of chords in harmonisation. Students will develop their performance skills across a range of instruments while being given the opportunity to focus their performances around their instrument of choice. **Key Learning:** • Chord structure and common chord usage • Composition & improvisation skills based upon chord progressions • Written and aural analysis of contemporary music with a focus on stylistic elements and harmonic progressions • Simple & compound time signatures • Written notation including drum and guitar notation • Text-setting techniques • Accompaniment techniques and styles
	Unit: Cover Versions This unit focuses on songs that have been covered by other artists. Students will analyse both the original and cover versions and investigate how the musical elements have been manipulated in the creation of each. They will apply their knowledge to create their own arrangement of a chosen song. Students will explore a range of different styles of music and analyse how different stylistic elements can be used in the creation of covers. They will also perform their own cover of a chosen song. **Key Learning:** • Arranging techniques including alteration of chords, use of harmonies, and changes in instrumentation. • Expansion of compositional techniques through alteration of accompaniment patterns and use of riffs • Written and aural analysis of covers/arrangements • Refinement of performance, compositional and aural skills
Assessment	Assessment may include: • Composition Tasks • Performance Tasks • Written Analysis • Integrated Projects

Physical Education

In this course students will be introduced to the Senior Curriculum subjects of *Physical Education* and *Sport and Recreation*. Through the Year 10 course students will have an opportunity to experience the types of content, study patterns and assessment techniques that will be expected if they choose the subjects of Physical Education or Sport and Recreation in later studies.

Units	Studies in Preparation of Senior Physical Education incorporate both theory and practical learning. The subject offers a futures-focus on contemporary trends in movement and physical activity. It offers a relevant, engaging and challenging approach to the current trends of 21st century learners to provide ways of thinking, ways of working and tools for working in movement and physical activity. Through experimental participation, students will learn about, through and in Physical Education to develop intelligent performance. As an intelligent performer, the physically educated student utilises their knowledge of theories and concepts underpinning physical activity to enhance participation and performance and engage in healthy, active lifestyles. **Course Outline** Semester 1: Access and Equity to Physical Activity with a performance focus of Volleyball; Biomechanics in Sport with a performance focus of Gridiron and Netball. Semester 2: Energy Production and Training Methods with a performance focus of Soccer/Futsal; Motor Learning with a performance focus of Badminton.
Assessment	• In class examinations • Multi-modal presentations • Written assignments • Performance assessments in each of the physical activities

Science

The Australian Curriculum: Science has three interrelated strands: *Science Understanding, Science as a Human Endeavour* and *Science Inquiry Skills*.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes. Semester One Year 10 Science is a general Science course which covers a breadth of units. In Semester Two, students will select from Introductory subjects Biology, Chemistry or Physics.

Choosing Science is strongly recommended for students who have consistently earnt high marks in Science and for those students who are considering studying Yr 11 & 12 Agricultural Science, Biology, Chemistry or Physics as the skills necessary for success in the Senior years are developed in Year 10. These Yr 11 & 12 subjects may be possible pre-requisite subjects for University study.

Semester One	**General Science.** In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems. Students will study the following concepts in Semester One; **Science Understanding** • Transmission of heritable characteristics from one generation to the next involves DNA and genes. • The atomic structure and properties of elements are used to organise them in the Periodic Table. • The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe. • Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. • The motion of objects can be described and predicted using the laws of physics. **Science as a Human Endeavour** • Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community. • Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries. • People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities. • Values and needs of contemporary society can influence the focus of scientific research. **Science Inquiry Skills** • Formulate questions or hypotheses that can be investigated scientifically.

<table>
<tr><td></td><td colspan="3">Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods.
Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately.
Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies.
Use knowledge of scientific concepts to draw conclusions that are consistent with evidence.
Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data.
Critically analyse the validity of information in primary and secondary sources, and evaluate the approaches used to solve problems.
Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations.</td></tr>
<tr><td>Semester Two

Students select from;</td><td>Introduction to Biology
The theory of evolution by natural selection.
Cells and multicellular organisms
- Cells as the basis of life
- Multicellular organisms</td><td>Introduction to Chemistry
Different types of chemical reactions are used to produce a range of products and can occur at different rates.
Chemical fundamentals
- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions</td><td>Introduction to Physics
Energy conservation in a system can be explained by describing energy transfers and transformations.
Thermal, nuclear and electrical physics
- Heating processes
- Ionising radiation and nuclear reactions
- Electrical Circuits</td></tr>
<tr><td>Assessment</td><td colspan="3">Assessment may include:
Data tests
Student experiments
Research investigations
Semester Examinations</td></tr>
<tr><td>Special Subject Requirements</td><td colspan="3">Enclosed leather shoes.
Recommended minimum ‘C’ academic result in Yr 9 Science, Maths and English.</td></tr>
</table>

Studies of Society and the Environment (SOSE)

Society & The Environment incorporates elements from both the Geography and Civics & Citizenship curricula. This course is ideal preparation for those students wishing to study Geography or Legal Studies at a senior level.

The Australian Curriculum: Geography is organised into two content descriptors: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills.* The Australian Curriculum: Civics & Citizenship is organised into two content descriptors: *Civics & Citizenship Knowledge and Understanding* and *Geographical Inquiry and Skills.*

Units	**Unit: Environmental Change & Management** 'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.
	Unit: Environmental Case Study – Coastal Processes Extending the concepts begun in *Environmental Change & Management*, students will complete a first-hand field study of Bulcock Beach – Caloundra & Cotton Tree Caravan Park (Sunshine Coast) to identify the impacts of these processes and make informed decisions about the best coastal management strategies to preserve the area. They will collect first-hand data and research current uses of the area which may affect the natural environment. Students will develop a future management plan, focussing on the sustainable use and long-term preservation of the area and present their findings in the form of a research report.
	Unit: Geographies of Human Wellbeing **'**Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.
	Unit: Australian Democracy in a Global Context The Civics & Citizenship Curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

Assessment	Assessment may include: • Short response examination • Respond to stimulus examination • Research journal • Multimodal presentation

Additional Information:

- Students selecting Year 10 SOSE will conduct an excursion examining costal management strategies as part of the unit, “Costal Processes.” Students will examine water management systems at Bulcock Beach - Caloundra & Cotton Tree Caravan Park (Sunshine Coast). Students will participate in observations and sketching activities that will be applied to a research report as part of their assessment.

Textile and Food Technology

Textile and Food Technology promotes the development of skills which will be effective in personal, family and community life. The skills taught in Food Technology units include healthy food choices, practical cookery, food science, food service, organisation and management. Textile technology allows students the opportunity to gain satisfaction from the successful production of practical items.

Units	Students will complete three terms exploring **food technology** and will study a variety of practical cookery experiences and prepare and cook food for a variety of audiences. A study will be made of the main food groups and their contribution to good health. Demonstrations and individual take home cookery are key components of this unit. Topics covered over the course of study include: • Review of Kitchen safety & Hygiene and procedures • Applying nutritional knowledge • Investigating the secrets of the kitchen and the science associated with various ingredients • Understanding cooking process associated with cooking methods • Good Foods for Health and associated impact on health • Tastes of The world part 2 • Write and follow work plans • Evaluate own practice Students will complete one term exploring **textile technology** and be involved in practical work each week which will require students to supply materials, fabric and some basic equipment from home. In this unit students will sew a range of items including clothing, quilts and cushions. Interpreting and using a commercial pattern will be part of the course. Students will develop an understanding of textiles and the wearing of clothes in society. Students will identify influences on consumer decision making and identify how to make responsible decisions.
Areas Assessed	Types of assessment include: skill check, self and peer evaluation, project/assignment, tests Knowledge and Understanding Processes and Production Skills
Special Subject Requirements	Each week students will bring home class cooking and hence will require to bring ingredients for class. Materials will be required to be purchased for sewing including special subject book list requirements.

Visual Art

The Australian Curriculum: The Arts is comprised of two interrelated strands: *Making* and *Responding*

Units	**Unit: Artefacts of Life** This unit explores how artists observe, use and express ideas with the objects that surround them, for example; exploring the ordinary object as extraordinary; examining objects of ritual such as masks, headdresses, and manipulating found objects. Throughout the unit students will produce a series of two-dimensional and three-dimensional works that are conceptually linked to the concept of 'objects' and extend the development of their personal style. **Key Learning:** • Introduction to marking criteria; making and responding • Focus elements; shape, form, texture, colour, space, value • Develop and explore a number of media techniques: ceramics (WHS, building techniques, three dimensional composition, functional objects and sculptural objects), acrylic painting (value and grey scale, abstraction techniques) and sculpture (formal construction, form, positive and negative space, found objects, manipulation, adjustment, arrangement and installation) • Identify and apply formal conventions of composition (principles; balance, movement, variety, contrast, harmony) to communicate ideas to an audience • Research, evaluate and communicate through a multi-modal presentation a historical understanding of still-life as a genre throughout diverse historical, social and political contexts; including contemporary and Indigenous Australian artworks, to identify the changes and continuity in the genre of still-life • Select, analyse and evaluate representations of 'objects' in the work of others to identify how artists make connections between ideas, visual conventions, practice, points of view and to act as inspiration for their own work • Reflect to identify their own connections between intention, process, technique, media, composition, conceptual development in order to develop a personal style • Independently design, plan and display individual responses to the concept of 'objects' through independent artworks and artist statements
	• Unit: Space Encompasses So Much • This unit explores how artists observe, interact with and manipulate their experience of the 'environment' around them. Students will partake an excursion to Highfields Pioneer Village and use this experience as stimulus for an idea to be developed conceptually through a focus, e.g. macro / micro; old/new, real/imagined, surfaces tactile/visual, etc. Throughout the unit students will produce an investigation and a resolved art work as the culminating piece. Students may explore a range of media including painting, mixed media, time-based media, photography and installation. Students also explore the contextual frames of reference of making art and a range of key artists, from Australia and overseas. • Key Learning: • Focus elements and principles of design • Contextual frames of reference, inquiry learning model, concept, focus, investigation, project. • Develop and explore a number of media techniques and processes: ceramics (impressions, stamps, moulds, textural studies, encaustic layers and missed media layering), printmaking (solar prints, dry point etching), mixed media painting (colour schemes, value, composition, movement) and time-based media (photography, film, digital editing, manipulation, arrangement, installation)

	• Identify and apply formal conventions of composition (principles; contrast, movement, rhythm, balance, harmony) to communicate ideas to an audience • Research and evaluate an understanding of the landscape genre throughout diverse historical, social and political contexts, including contemporary and Indigenous Australian artworks • Select, compare, analyse, evaluate and write an extended essay that compares differing viewpoints and approaches to scale within landscape artworks in order to identify the connection between ideas, visual conventions, practice and points of view • Independently design, plan and display a number of artworks and artist statements in response to 'the natural world and landscape' • Reflect to identify their own connections between intention, process, technique, media, composition, conceptual development in order to develop a personal style
Assessment	Assessment may include: • Investigation folio • Project folio • Written essay exam • Written response to stimulus exam

Vocational Education and Training

Certificate I in Information, Digital Media and Technology

NATIONALLY RECOGNISED TRAINING

Highfields State Secondary College

CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (RELEASE 1)

QUALIFICATION: ICT10115 Certificate I in Information, Digital Media and Technology

RTO No: 41574

COURSE OVERVIEW

This qualification provides an introduction to the information technology industry. This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.

DURATION

6 months

COURSE UNITS

To attain a Certificate I in Information, Digital Media and Technology, the following units must be completed:

UNIT CODE UNIT NAME
ICTICT101 Operate a Personal Computer
ICTICT102 Operate Word-Processing Applications
ICTICT103 Use, communicate and search securely on the internet
ICTICT104 Use digital devices
ICTICT106 Operate presentation packages
BSBITU202 Create and Use Spreadsheets

ASSESSMENT TECHNIQUES

The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:

- Observations
- Simulations
- Quizzes
- Activity Sheets
- Assignments

Students must achieve competency at every task in order to be issued with a full certificate at the completion of this course.

CAREER OPPORTUNITIES & PATHWAYS

Employment opportunities include entry level data operators in a wide range of settings whose work role consists of inputting and retrieving data, using computerised systems. They may also collect data from clients and colleagues.

Disclaimer: *"The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements."*

***** Please note that this course is generally completed in 6 months. Students will need to choose another subject in Semester 2 once successfully completed.**

NATIONALLY RECOGNISED TRAINING

Highfields State Secondary College

CERTIFICATE I IN BUSINESS (RELEASE 1)

QUALIFICATION: BSB10115 CERTIFICATE I IN BUSINESS

RTO No: 41574

COURSE OVERVIEW

This entry-level qualification allows individuals across a variety of industry sectors to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

DURATION

6 months

COURSE UNITS

To attain a Certificate I in Business, the following units must be completed:

UNIT CODE	UNIT NAME
BSBWHS201	Contribute to health and safety of self and others
BSBADM101	Use business equipment and resources
BSBITU102	Develop Keyboard Skills
BSBITU202	Create and Use Spreadsheets
BSBITU201	Produce simple word processed document
ICTICT101	Operate a personal computer

ASSESSMENT TECHNIQUES

The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:

- Observations
- Quizzes
- Short Answer
- Case Studies
- Projects

Students must achieve competency at every task in order to be issued with a full certificate at the completion of this course.

CAREER OPPORTUNITIES & PATHWAYS

Employment opportunities include entry level roles in business administration, business services, government service delivery and information technology and telecommunications.

Disclaimer: *"The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements."*

***** Please note that this course is generally completed in 6 months. Students will need to choose another subject in Semester 2 once successfully completed.**

Highfields State
Secondary College