

# HIGHFIELDS STATE SECONDARY COLLEGE



Highfields State  
Secondary College

**Senior Secondary**  
**Year 10, 2023**



**Subject Selection Handbook**



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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.

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 may not be possible for students 'out of catchment' to enrol in 2023 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 2023.



**Scott Rowan**

**Principal**

## Term Dates 2023

Term 1	Monday, 23 <sup>rd</sup> January 2023	to	Friday 31 <sup>st</sup> March 2023
Term 2	Tuesday, 17 <sup>th</sup> April 2023	to	Friday, 23 <sup>rd</sup> June 2023
Term 3	Monday, 10 <sup>th</sup> July 2023	to	Friday, 15 <sup>th</sup> September 2023
Term 4	Tuesday, 3 <sup>rd</sup> October 2023	to	Friday, 8 <sup>th</sup> December 2023

Year 12 finishing date for 2023: Friday, 17<sup>th</sup> November 2023

Year 10 & Year 11 finishing date for 2023: Friday, 24<sup>th</sup> November 2023

## 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

	Mon/Tues/Thur/Fri	Wednesday
First Bell	8:45am	8:35am
Form Class	8:50am – 9:00am	Whole School Assembly
Period 1	9:00am – 10:10am	9:00am – 10:10am
First Break	10:10am – 10:50am	10:10am – 10:50am
Period 2	10:50am – 12:00pm	10:50am – 12:00pm
Period 3	12:00 noon – 1:10pm	12:00 noon – 1:10pm
Second Break	1:10pm – 1:50pm	1:10pm – 1:50pm
Period 4	1:50pm – 3:00pm	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 as 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 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 Beil – Head of Department (VET). Please make an appointment through the college office or by emailing [jbeil3@eq.edu.au](mailto:jbeil3@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.





## 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 standard**

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

**Set pattern**

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

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

**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	1
• QCAA Short Course in Literacy	
• QCAA Short Course in Numeracy	
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	1
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	
• QCAA Short Course in Career Education	
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 then 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 and 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)***

- Assists ADF families transition into and out of the school.
- Integrates Defence families into school community.
- Sources 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](mailto: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 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.

### ***Heads of Department***

Heads of Department are responsible for particular curriculum areas throughout the College and may check in with parents to provide an overview on how a student is progressing academically as well as in regard to their behaviour and effort in the subject areas they are responsible for.

## Wellbeing

### **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](http://www.stymie.com.au)



### **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. Please contact the College to find out how you may be able to help or keep informed of opportunities via the College Newsletter.

### **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 three, 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. You are encouraged to keep up-to-date with College news through our newsletter, the webpage, In the Loop weekly email and liking our Facebook page.

# 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 21<sup>st</sup> 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.

[Our school](#) [Enrolments](#) [Curriculum](#) [Co-curricular](#) [Facilities](#) [Calendar and news](#) [Our community](#) [Support and resources](#)

Home / Curriculum / Bring Your Own Device

Curriculum

Bring Your Own Device

Junior secondary

Senior secondary

Vocational education

### Bring Your Own Device

Please visit the BYOD Portal by clicking the image below:



Highfields State Secondary College offers a flexible BYOD environment for students and parents.

Students are encouraged to participate in the program through a relaxation of the SRS in Year 7 (or their first year at the college), allowing parents to prioritise the purchase of BYO devices in the first year of schooling at HSSC.

Our current uptake of student BYO ownership is greater than 90%, with the majority of students utilising their own personal devices at school for educational purposes.

Highfields State Secondary College utilises BYO devices on a daily basis, allowing students to interact with online learning environments, completing online research tasks, accessing emails and developing assessments electronically.

For further information in participating in the BYOD program, please review our [BYOD documents](#), additionally parents can access our official [BYOD Portal](#).

[Print](#) [Email](#)



## 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	Strings
Flute	Trumpet	Drum kit	Violin
Clarinet	Trombone	Xylophone	Viola
Bass Clarinet	Euphonium	Glockenspiel	Cello
Alto Saxophone	Tuba	Auxiliary Percussion	Double Bass
Tenor Saxophone	French Horn	<i>*Note: Percussion students will receive tuition in all of the above</i>	
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***

There is no cost to students for participation in the Instrumental Music Program. Students involved in the ensembles may 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.



## Clubs

Staff at Highfields State Secondary College run a number of clubs during lunch breaks or after school for students. Clubs run include Choir, Vocal Ensemble, Musical, Drama, Dance, Ukulele, Japanese, 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.

## 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. Also in 2017 the HSSC Food Studies Centre expanded to include an industrial kitchen. In 2018 the construction of stage three saw another exciting chapter of the College begin with the construction of further General Learning Areas and our Sport Stadium and Gymnasium.

## 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 sent home at the end of every Term. Term one and Term three are interim reports with Term two and Term four being full semester reports.

### ***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 emailed to parents and students each semester.

### ***Newsletters***

Each fortnight 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 fortnightly email that is sent out in the opposite week 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](http://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 2, Term 3, V3

Citizen, John (, 0000000000F), Year 11, Chisholm, 11B (Mr Teacher)

	Monday	Tuesday	Wednesday	Thursday	Friday
FRM	8:50-9:00 11B TEACHER D03	8:50-9:00 11B TEACHER D03	8:50-9:00 ASSEMBLY	8:50-9:00 11B TEACHER D03	8:50-9:00 11B TEACHER D03
P1	9:00-10:10 ART112A TEACHER O01	9:00-10:10 MAG112B TEACHER T05	9:00-10:10 ATA112C TEACHER E10	9:00-10:10 HPJ112A TEACHER J03	9:00-10:10 FTM112B TEACHER P33
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 LIT112A TEACHER N11	10:50-12:00 FTM112B TEACHER P33	10:50-12:00 ART112A TEACHER O01	10:50-12:00 ENG112C TEACHER E10	10:50-12:00 MAG112B TEACHER T05
P3	12:00-1:10 SPP112B TEACHER E10	12:00-1:10 LIT112A TEACHER N11	12:00-1:10 HPJ112A TEACHER J03	12:00-1:10 MAG112B TEACHER T05	12:00-1:10 ENG112C TEACHER E10
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 HPJ112A TEACHER J03	1:50-3:00 ENG112C TEACHER E10	1:50-3:00 LIT112A TEACHER N11	1:50-3:00 FTM112B TEACHER P33	1:50-3:00 ART112A TEACHER O01
AS		3:00-4:10	3:00-4:10	3:00-4:10	

#### Legend:

Class Code	Class Name	Teacher Code	Teacher
11B	Roll Class	TEACHER	TEACHER
ART112A	Visual Art	TEACHER	TEACHER
ATA112C	ATAR Preparation	TEACHER	TEACHER
ENG112C	English	TEACHER	TEACHER
FTM112B	Film, Television and New Media	TEACHER	TEACHER
HPJ112A	Hospitality Practices	TEACHER	TEACHER
LIT112A	Literature	TEACHER	TEACHER
MAG112B	General Mathematics	TEACHER	TEACHER
SPP112B	Senior Pathways Preparation	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 forms being 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.

## Flexischools

Parents can order and pay for student's lunches from the canteen using Flexischools Online. Ordering is more convenient, providing a 24/7 payment and ordering system that can be accessed from home, work or a mobile device.

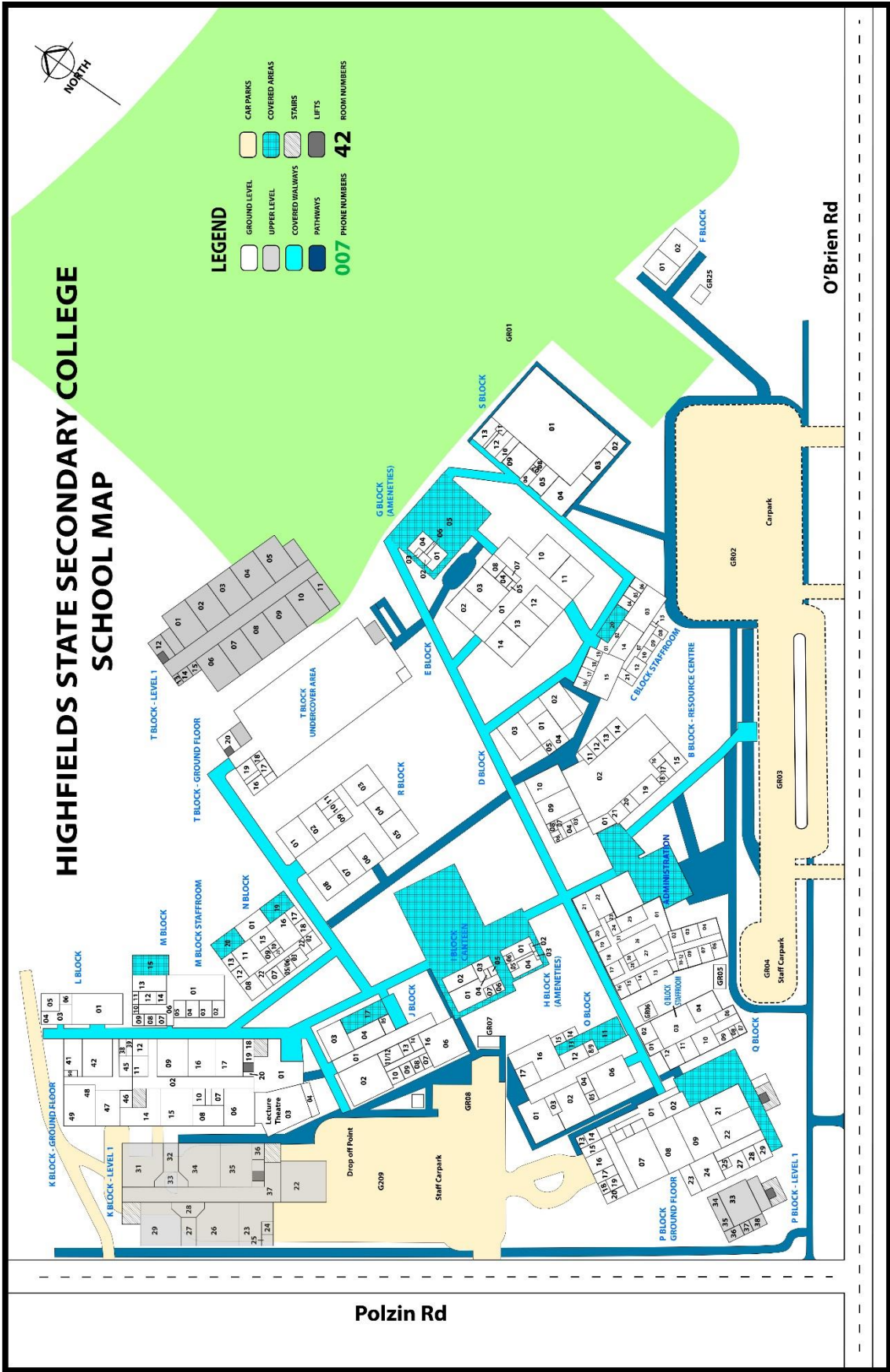
Easy online registration. Go to [www.flexischools.com.au](http://www.flexischools.com.au) or for help call 1300 361769

- Click Register
- Enter your email
- You will be emailed a link to an online form – follow the link
- Choose a username and password and complete the form
- Add student and their class
- Top-up the account – VISA or Mastercard preferred





# 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 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.

## **2023 Subject Selection Process for Students**

- Subject selection information will be available online from Week 6
- 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](https://oslp.eq.edu.au) – or use the link from our Website)
- Subject selections close, Week 9 of Term 3.

## ***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 - Subject Selection Year 10 2023

Number of Lines: **7**

Additional Preferences: **1**

Mandatory KLAs:

Student Instructions:

Student Instructions

When selecting your subjects, remember:

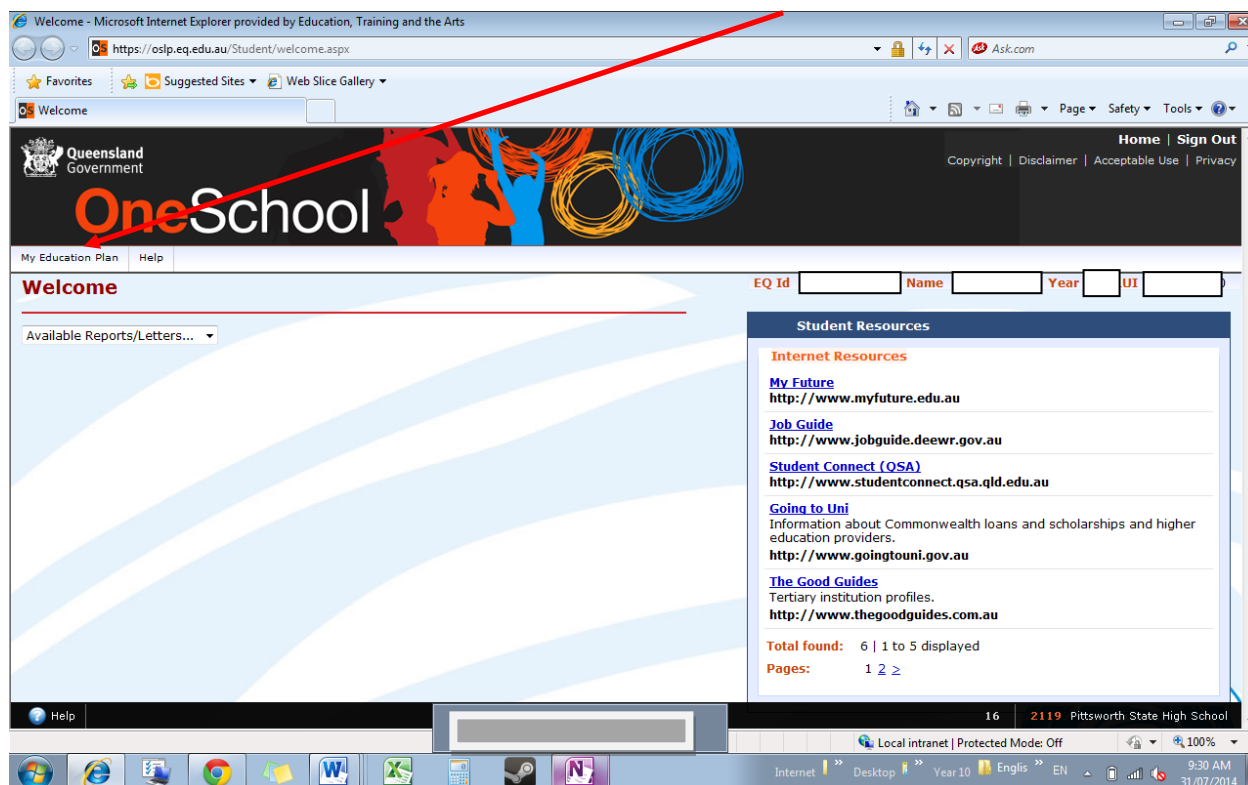
- refer to the Subject Selection Handbook for information on each subject.
- you can only choose a subject once, even if it appears on multiple lines.
- choose subjects that you enjoy, have already had some success with or which will develop skills and knowledge useful throughout your life.

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

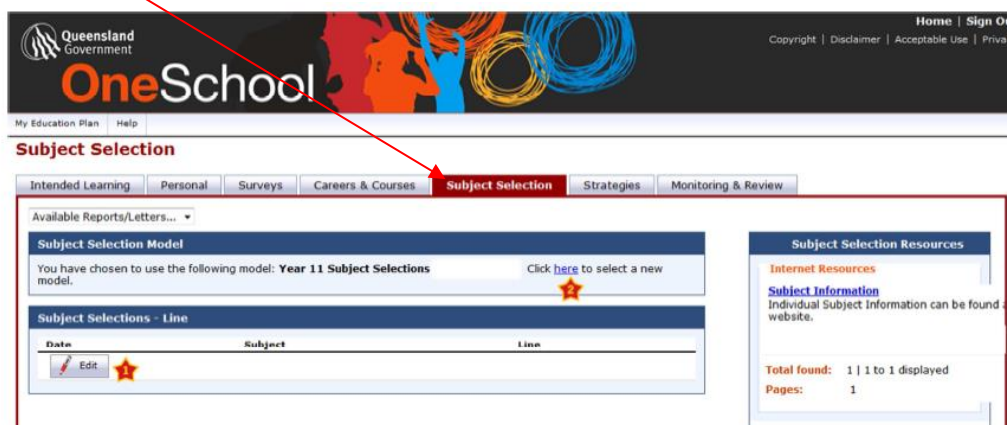
Line 1	<input type="checkbox"/> Industrial Technology - Metal Work <input type="checkbox"/> Society and the Environment	<input type="checkbox"/> Science <input type="checkbox"/> Textiles and Food Studies	<input type="checkbox"/> Science in Practice <input type="checkbox"/>
Line 2	<input type="checkbox"/> English		
Line 3	<input type="checkbox"/> Agricultural Science <input type="checkbox"/> Music <input type="checkbox"/> Visual Arts	<input type="checkbox"/> Industrial Technology - Woodwork <input type="checkbox"/> Physical Education <input type="checkbox"/>	<input type="checkbox"/> Japanese <input type="checkbox"/> Textiles and Food Studies <input type="checkbox"/>
Line 4	<input type="checkbox"/> Mathematics <input type="checkbox"/> Mathematics Extension		
Line 5	<input type="checkbox"/> Dance <input type="checkbox"/> History <input type="checkbox"/> Media Arts	<input type="checkbox"/> Digital Technologies <input type="checkbox"/> Industrial Technology - Metal Work <input type="checkbox"/>	<input type="checkbox"/> Health <input type="checkbox"/> Industrial Technology - Woodwork <input type="checkbox"/>
Line 6	<input type="checkbox"/> Agricultural Practices <input type="checkbox"/> Engineering Technology <input type="checkbox"/> Psychology	<input type="checkbox"/> Business Studies <input type="checkbox"/> Graphics <input type="checkbox"/> Textiles and Food Studies	<input type="checkbox"/> Drama <input type="checkbox"/> Media Arts <input type="checkbox"/>
Line 7	<input type="checkbox"/> Student Pathways Preparation		

## How to Choose Your Subjects - OneSchool

Log into OneSchool via [oslp.eq.edu.au](https://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).



**Edit** – click to add your subject selections



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

Queensland Government  
**OneSchool**

My Education Plan - Help

**Maintain Line Subject Selection**

[Return to Subject Selection](#)

Intended Learning | Personal | Surveys | Careers & Courses | **Subject Selection** | Strategies | Monitoring & Review

Please choose one subject from each line below. OP eligible subjects are indicated by an asterisk. Please choose 1 subject from each of the six subject lines. Subjects flagged with an asterisk are Authority Registered or Vocational subjects. These subjects provide credit for the QCE, however they are not considered in the awarding of an OP. Students and parent/guardians should be aware that, in the case of insufficient numbers of students choosing a subject or an over subscription of a subject, it may be necessary to consider a student's alternative subject preferences. Therefore, students need to choose 2 additional preferences for this subject. Information Processing & Technology (IPT201), Economics (ECO201) and French (FRE201) are being offered as Virtual Scheduling Subjects (VSS) and will be delivered via Education Queensland online learning environment.

**OP Eligibility**  
OP Eligible (Minimum 5 Authority Subjects > 4 Semesters = 20 Weighted Semester Units)  
✓ OP Ineligible (Less Than 5 Authority Subjects)

**Subject Selection - Lines**

**LINE 1**

- \* BUSINESS & COMMUNICATION TECHNOLOGY (BCT201)
- \* MUSIC (MUS201)
- \* MODERN HISTORY (PHI201)
- ★ LEGAL STUDIES (LEG201)
- \* BIOLOGY (BIO201)
- \* GRAPHICS (GRH201)

**LINE 2**

- \* BUSINESS & COMMUNICATION TECHNOLOGY (BCT201)
- \* ACCOUNTING (ACC201)
- \* TECHNOLOGY STUDIES (TST201)
- \* CERTIFICATE II IN BUSINESS (BUS201)
- \* CERT III IN CHILDREN'S SERVICES (CCS201)
- \* HOSPITALITY STUDIES (HOS201)

**LINE 3**

- \* ENGLISH COMMUNICATION (ENC201)
- \* ENGLISH (ENG201)
- \* MATHS A (SMA201)
- \* MATHS B (SMB201)
- \* PREVOCATIONAL MATHS (SMP201)

[Clear line](#)

**PREFERENCES**

Please choose 2 subject preference(s).

Delete Preference

Select a Preference to add...

**Notes**

200 characters maximum / 2000 characters remaining

Save



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



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



**Notes** – type in any notes required



**Save** – click to save your selections

**Subject Selection**

Intended Learning | Personal | Surveys | Careers & Courses | **Subject Selection** | Strategies | Monitoring

Available Reports/Letters...

**Subject Selection Model**

You have chosen to use the following model: **Year 11 Subject Selections** [Click here to select a new model.](#)

**Subject Selections - Line**

Date	Subject	Line
06-Aug-2009	MUSIC	Line 1
06-Aug-2009	TECHNOLOGY STUDIES	Line 2
06-Aug-2009	ENGLISH	Line 3
06-Aug-2009	MATHS B	Line 4
06-Aug-2009	GEOGRAPHY	Line 5
06-Aug-2009	PHYSICS	Line 6

[Edit](#) ★

**Preferences** ENGLISH COMMUNICATION (ENC201), MATHS A (SMA201)



**Edit** – Click to edit selection choices

# Stationery List - Year 10 2023

Please note: A list of additional items may be distributed if required at the start of the school year.

## **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 TI-30XB Multiview Scientific Calculator  
1 x protractor  
1 x compass  
4 x 92 page lined book for 10 Core  
4 x 126 page lined books for 10A  
1 x 2mm Grip Graph Pad- 40 leaf

## **Industrial Technology and Design**

1 x A4 48 page lined 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  
Adobe Creative Cloud Subscription (approx \$10 organised by the school)

## **Music**

1 x music book (including manuscript)

## **Visual Art**

1 x A4 visual diary  
2 x 4B, 6B pencils

## **Drama**

1 x rehearsal blacks (black trackpants/leggings & plain black t-shirt)  
1 x 420mm x590mm 1000GSM white cardboard  
1 x Clown nose (non-squeaky)

## **Dance**

1 x Black leotard  
1 x Black Jazz shoes  
1 x A3 sketch pad/visual diary

## **Science/Science in Practice**

1 x TI-30XB Multiview Scientific Calculator  
Graph paper

## **Agricultural Practices/Science**

1 x TI-30XB Multiview Scientific Calculator  
Steel cap boots  
HSSC school hat

# Senior Secondary – Year 10 in 2023

## Core Learning Subject Overviews

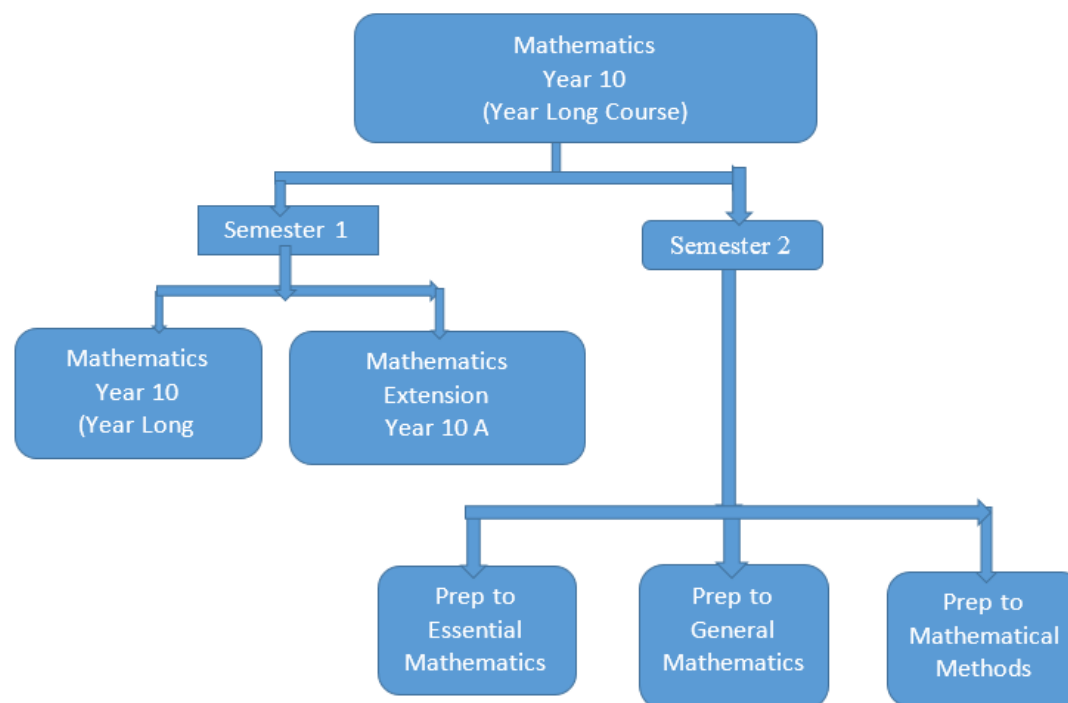
### **English**

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. The second semester of Year 10 gives students the opportunity to 'taste' either General or Essential English – the two courses they will be able to choose from in Years 11 and 12.

<b>Semester 1</b>	<p><b>Reading and comprehending a novel</b></p> <p>Students will read and analyse a novel that explores issues relevant to Australian society. They will examine narrative viewpoint, characterisation and plot structures in literature and consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. Students will examine elements of creative writing and the stylistic features of authors. They 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.</p> <p><b>Evaluating representations in news media texts</b></p> <p>Students will listen to, read, view and discuss a variety of news texts. They will examine how text structures, language features and the arrangement of information within news texts position audiences to respond to people, cultures, places, events and concepts. Students develop a multimodal presentation to analyse and evaluate whether a chosen news article is either fair or biased.</p> <p><b>Understanding and analysing satire in texts</b></p> <p>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 about ethical issues raised in the text.</p>
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<b>Semester 2</b>  <b>Senior English Taster Subjects</b>	<p><b>General English Taster:</b></p> <p><b>Responding to Poetry</b></p> <p>Students will examine how poetry and songs 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 songs 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.</p> <p><b>Responding to Shakespearean Drama</b></p> <p>Students will read and interpret a Shakespearean tragedy, Romeo and Juliet. Students will begin the unit by developing knowledge that will help them interpret Shakespearean drama. They will then produce interpretations of the plot, characterisations and themes using language features and text structures commonly used in literary analysis.</p> <hr/> <p><b>Essential English Taster:</b></p> <p><b>Aussies Leading by Example</b></p> <p>In this unit, students will view a range of texts to develop their own understanding of what it takes to be a ‘true hero’. They will select a personality and present a dedication, outlining the acts and qualities of their chosen person and why they deserve to be recognised as an inspirational Australian and a future nominee for the Australian of the Year Award.</p> <p><b>Our War With Waste</b></p> <p>In this unit, students will explore the issue of waste in Australia. Students will access a range of texts, including the Craig Reucassel series ‘War on Waste’ to develop their understanding about the major factors contributing to our waste problem, and some of the strategies being introduced to promote more sustainable habits in our country. Students will need to identify how these strategies are being implemented and the impact they are having in our local communities.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Analytical essay</li> <li>• Short story</li> <li>• Comprehension &amp; short answer exam</li> <li>• Response to stimulus</li> <li>• Spoken multi-modal</li> <li>• Persuasive spoken</li> <li>• CIA (Common Internal Assessment) style response (mirroring an assessment task in Senior Essential English)</li> </ul>

## ***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
<ul style="list-style-type: none"><li>• Number &amp; algebra</li><li>• Money &amp; finance</li></ul> <b>Exam</b> <b>PSMT</b>	<ul style="list-style-type: none"><li>• Trigonometry &amp; Pythagoras</li></ul> <b>Exam</b>	<ul style="list-style-type: none"><li>• Mensuration</li><li>• Probability</li></ul> <b>Exam and PSMT</b>	<ul style="list-style-type: none"><li>• Statistics</li></ul> <b>Exam</b>

### 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.

### Assessment

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

#### Structure:

Term 1	Term 2	Topic 3	Topic 4
<ul style="list-style-type: none"><li>• Measurement</li><li>• Linear relationships</li></ul>	<ul style="list-style-type: none"><li>• Trigonometry &amp; Pythagoras</li><li>• Patterns &amp; algebra</li></ul>	<ul style="list-style-type: none"><li>• Non Linear relationships.</li><li>• Introduction to polynomials and their factorisation</li></ul>	<ul style="list-style-type: none"><li>• Indices, Logs and Surds</li><li>• Probability</li></ul>
Problem Solving and modelling task	End of Semester exam	Problem Solving and Modelling Task	End of Semester Exam

#### 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

#### 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
<b>Units</b>	<b>Animal Studies:</b> 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.	<b>Plant studies:</b> 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.  <b>Agricultural Management practices</b> – 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.
<b>Areas Assessed</b>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Analysing and applying</li> <li>• Planning and evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Analysing and applying</li> <li>• Planning and evaluating</li> </ul>
<b>Focus Event</b>		Tractor Operations
<b>Special Subject Requirements</b>	<ul style="list-style-type: none"> <li>• Leather boots</li> <li>• School hat</li> <li>• Travel by bus to and from the WAFSC – cost involved</li> </ul>	<ul style="list-style-type: none"> <li>• Leather boots</li> <li>• School hat</li> <li>• Travel by bus to and from the WAFSC – Cost involved</li> </ul>

## 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
<b>Units</b>	<p><b>Animal Science:</b> 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.</p> <p>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.</p>	<p><b>Introduction to general Agricultural Science:</b> 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.</p> <p>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.</p>
<b>Areas Assessed</b>	<ul style="list-style-type: none"> <li>describe and explain scientific concepts, theories, models and systems and their limitations</li> <li>apply understanding of scientific concepts, theories, models and systems within their limitations</li> <li>analyse evidence</li> <li>interpret evidence</li> <li>investigate phenomena</li> <li>evaluate processes, claims and conclusions</li> <li>communicate understandings, findings, arguments and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>describe and explain scientific concepts, theories, models and systems and their limitations</li> <li>apply understanding of scientific concepts, theories, models and systems within their limitations</li> <li>analyse evidence</li> <li>interpret evidence</li> <li>investigate phenomena</li> <li>evaluate processes, claims and conclusions</li> <li>communicate understandings, findings, arguments and conclusions</li> </ul>
<b>Focus Event</b>	Sheep Trial	Agribusiness excursion
<b>Special Subject Requirements</b>	<ul style="list-style-type: none"> <li>Leather boots</li> <li>School hat</li> <li>Travel by bus to and from the WAFSC – Cost involved</li> </ul>	<ul style="list-style-type: none"> <li>Leather boots</li> <li>School hat</li> <li>Travel by bus to and from the WAFSC– Cost involved</li> </ul>

## 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.

**Two of the four Depth Units studied in Year 10 will follow the Australian Curriculum:**

- Managing economic performance and standard of living
- Plan Your Own Enterprise

**The other two of the four Depth Units studied in Year 10 will draw their inspiration from the Senior Accounting and Legal Studies Syllabi:**

- Introduction to Accounting
- The Legal System: Beyond Reasonable Doubt

	Semester 1	Semester 2
<b>Units</b>	<p><b>Managing economic performance and standard of living</b></p> <p><i>Key questions:</i></p> <ul style="list-style-type: none"> <li>• How is the performance of an economy measured?</li> <li>• Why do variations in economic performance in different economies exist?</li> <li>• What strategies do governments use to manage the economy?</li> </ul> <p>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.</p> <p><b>Introduction to Accounting</b></p> <p>In this Unit, students are introduced to the fundamental elements of Senior Accounting and gives students exposure to the content of this subject area.</p>	<p><b>Plan Your Own Enterprise</b></p> <p><i>Key questions:</i></p> <ul style="list-style-type: none"> <li>• What is the strategic long term direction of the community?</li> <li>• What economic performance indicators are underperforming in the region?</li> <li>• What opportunities exist in the community that are not already addressed?</li> <li>• Which strategies can you use to improve economic indicators in the area?</li> </ul> <p>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.</p> <p><b>Beyond Reasonable Doubt</b></p>

	Students will learn to comprehend accounting concepts, principals and processes, apply accounting principals and processes, and create responses that communicate meaning to suit purpose and context	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.
<b>Areas Assessed</b>	<ul style="list-style-type: none"> <li>• Research: Analytical Response</li> <li>• Collection of Work: Major Financial Decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Research: Extended Written Response – Business Plan</li> <li>• Short Response Test and Extended Written Response to Stimulus Test</li> </ul>
<b>Focus Event</b>		<ul style="list-style-type: none"> <li>• CPA Plan Your Own Enterprise Competition</li> </ul>
<b>Special Subject Requirements</b>	<ul style="list-style-type: none"> <li>• USB required for every lesson</li> <li>• Access to computer required every lesson</li> </ul>	<ul style="list-style-type: none"> <li>• USB required for every lesson</li> <li>• Access to computer required every lesson</li> </ul>

## Dance

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

<b>Units</b>	<p><b>Unit 1: Dance On Screen</b></p> <p>In this Unit, students will make and respond to dance by exploring their personal dance style through the study of Musical Theatre. They will compare the genres of Broadway Jazz and Cabaret on stage and in film and how they aim to communicate a choreographic intent. Students will choreograph, perform and analyse Musical Theatre dance in a film context. They will understand how the Dance Elements including choreographic devices, choreographic form and production elements together create a choreographic intent. Students will practice and refine technical skills to develop proficiency in Broadway Jazz and Cabaret techniques combined with associated expressive skills.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> <li>• Elements of Dance- Action, Space, Time, Dynamics, Relationships</li> <li>• Safe Dance Practice- warm up</li> <li>• Jazz, Tap &amp; Cabaret dance technique</li> <li>• Practical exploration of choreographic devices &amp; form</li> <li>• Manipulating sequences using elements of dance</li> <li>• Practical exploration of technical and expressive skills</li> <li>• Using props within dance</li> <li>• Analysis of Musical Theatre on film – dance sequences</li> <li>• Musical Theatre history and origins</li> <li>• Dance analysis- description, interpretation, evaluation</li> <li>• Practical exploration of dance concepts and skills - contexts, viewpoints and choreographic devices and form - abstraction, contrast, motif, repetition, transition, unison, variation, binary, chance, literal, narrative, rondo, ternary</li> </ul> <p><b>Unit 2: Dance in Australia</b></p> <p>In this Unit, students will make and respond to dance by exploring their personal dance style through the study of Contemporary Dance in Australia 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 works from contemporary and past times to explore differing viewpoints and enrich their future practice.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> <li>• Elements of Dance- Action, Space, Time, Dynamics, Relationships</li> <li>• Safe Dance Practice- warm up and anatomy</li> <li>• Contemporary Dance technique (Australian choreographers and companies)</li> <li>• Dance analysis- description, interpretation, evaluation</li> <li>• Development of choreographic intent to communicate a social, political or personal meaning</li> </ul>
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	<ul style="list-style-type: none"> <li>Practical exploration of dance concepts and skills - contexts, viewpoints and choreographic devices and form - abstraction, accumulation, additive, canon, contrast, embellishment, fragmentation, instrumentation, inversion, motif, repetition, transition, unison, variation, binary, call &amp; response, chance, climax, literal, narrative, organic, rondo, ternary, theme &amp; variation</li> </ul>					
<b>Assessment</b>	Assessment may include:					
	<b>Task No.</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
	<b>Technique</b>	Performance	Choreography	Responding	Responding	Performance and Choreography
	<b>Mode</b>	Small group performance	Performance in pairs	Written	Written	Solo performance
	<b>Conditions</b>	1-2 mins (total performance)	1 min choreography per student, 2 mins (total performance), 200-300 word choreographic intent statement	In class and at home, 600-800 words (total response length)	In class, exam conditions, 500-700 words (total response length), 1.5 hours + 20mins planning time	1 min choreography (minimum), 1-3 mins (total performance), 200-300 word choreographic intent statement or 1-2 minutes audio visual.
	<b>Criteria Assessed</b>	P1	C1, R1	R1, R2	R1, R2	C1, P1, R1

## 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.

<b>Units</b>	<p><b>Managing Data with SQL</b></p> <p>In this Unit students will develop capabilities to read structure data from SQLite 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 through normalisation and entity relationship diagramming.</p> <p><b>Web Development in HTML/CSS</b></p> <p>Students will learn to develop websites using HTML5 standards, CSS to create a static website. Students will learn about the design and usability principles of software development in context to websites.</p>	<p><b>Data-Driven Web Applications</b></p> <p>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 using Senior Digital Solutions assessment instruments.</p> <p><b>Game Development in Unity C#</b></p> <p>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. Students will explore, develop, generate and evaluate solutions using Senior Digital Solutions assessment instruments.</p>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Minimum 'C' academic result in Year 9 Mathematics is highly recommended</li> <li>• Undertaken HSSC ICT in Year 9 is highly recommended</li> </ul>	
<b>Areas Assessed</b>	<ul style="list-style-type: none"> <li>• Knowledge and Understanding</li> <li>• Processes and Production Skills</li> </ul>	
<b>Special Subject Requirements</b>	<ul style="list-style-type: none"> <li>• BYOD laptop (Windows PC)</li> <li>• Personal Microsoft Account for Visual Studio</li> <li>• Recommend purchasing Adobe Creative Cloud (school subsidised when advertised)</li> </ul>	



## **Drama**

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

<b>Units</b>	<p><b>Unit 1: Hybridity</b></p> <p>This Unit focusses on different theatre styles and practices that complement each other in order to create an overall Dramatic Meaning. With this focus, the program is able to offer students variety of performance and devising.</p> <p>Through Hybridity of Form, students are able to understand and implement the practice of narrative theatre that incorporates multi-style productions and in doing so allows them to work within script-writing/devising, analytical and evaluative critiquing of peers and professionals and to engage with a variety of practical performance styles.</p> <p>These skills will be the backbone on which senior drama skills within the elements of drama can be built.</p> <p>Key Learning:</p> <ul style="list-style-type: none"><li>• Skills: identifying, analysing and manipulating the elements of design, working as an ensemble, working as director.</li><li>• Critical analysis of the work of others</li><li>• Discipline in safety and technique of stage combat (working with a partner).</li><li>• Working as Director, analysing stage directions, incorporating stage craft and blocking skills through multi-modal presentation.</li><li>• Evaluating success of transference of styles from historical periods into contemporary performance.</li><li>• Working with hybridity of form to create and manipulate the elements of drama.</li></ul> <p><b>Unit 3: Shakespeare's Clowns</b></p> <p>This Unit is designed to specifically address the change from junior schooling into the senior ATAR system. The assessment that exists within this Unit is created from senior assessment tasks so as to allow students to sample drama in senior school. Students will study a heritage text and present their understanding of the dramatic meaning by transposing the themes and meanings into an entirely new style, clowning.</p> <p>Key Learning:</p> <ul style="list-style-type: none"><li>• Skills: Shakespearean techniques and styles.</li><li>• Clowning routines, techniques and character creation.</li><li>• Performance: in character as clown, self-guided creation and ensemble devising of narrative.</li></ul>
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Assessment	Assessment may include:					
	Task No.	Task 1	Task 2	Task 3	Task 4	Task 5
	Technique	Responding	Making: Forming	Making: Presenting	Responding	Making: Devising, Performing
	Mode	Written	Direction of a scripted Drama - Storyboard	Performing Scripted Drama	Written	Multi-Modal presentation Performance of self-devised drama
	Conditions	Extended response, 300-400 words, analysis and evaluation of scripted live performance	Individual, Direction of scripted scene through script and storyboard, Feedback continuous throughout directorial process, 300-400 words & a minimum of 4 photographs	Group, Self-devised, 1-2 mins, rehearsal in class and own time, feedback over two rehearsal periods	Examination, 70 Minutes + perusal time, 300-400 words, Exam conditions, one page of notes 50 words	Oral presentation combined with multi-modal elements, 6-8 images and 2-3 minutes presenting time, feedback on included multi-media and feedback on presentation Performing: Group, self devised performance, 2-3 minutes active stage time
	Criteria Assessed	R1, R2, R3	F1, F2, F3	P1, P2, P3	R1, R2, R3	F1, F2, F3, P1, P2, P3

## 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.

<p><b>Units</b></p>	<p><b>Unit 1: F1 in School Challenge</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students will complete a report detailing each stage of the project to indicate how well their car has performed in a class competition.</p> <p><b>Unit 2: Mechatronics (Part A)</b></p> <p>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 Arduino.</p> <p>Throughout this Unit students will be introduced to:</p> <ul style="list-style-type: none"> <li>• team collaboration and team management</li> <li>• research and analysis of information</li> <li>• data analysis</li> <li>• coding</li> </ul>	<p><b>Unit 3: RC Drone Challenge</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Throughout this Unit students will be introduced to:</p> <ul style="list-style-type: none"> <li>• project management skills</li> <li>• rapid prototyping techniques</li> <li>• CAD modelling software</li> <li>• radio control technologies</li> </ul> <p><b>Unit 4: Mechatronics (Part B)</b></p> <p>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 Arduino.</p> <p>Throughout this Unit students will be introduced to:</p> <ul style="list-style-type: none"> <li>• team collaboration and team management</li> <li>• research and analysis of information</li> <li>• data analysis</li> <li>• coding</li> <li>• construction techniques</li> <li>• electronic problem solving skills</li> </ul>
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	<ul style="list-style-type: none"> <li>• construction techniques</li> <li>• electronic problemsolving skills</li> <li>• folio design</li> <li>• technical language</li> <li>• CAD</li> </ul>	<ul style="list-style-type: none"> <li>• folio design</li> <li>• technical language</li> <li>• CAD</li> </ul>
<b>Areas Assessed</b>	Projects and Folio's of work	
<b>Special Subject Requirements</b>	<ul style="list-style-type: none"> <li>• A4 Sketch Pad</li> <li>• Pencil (HB)</li> </ul>	

## Graphics

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

<b>Units</b>	<p><b>Unit 1: Foundation Studies</b></p> <p>Throughout this Unit students will be introduced to:</p> <ul style="list-style-type: none"> <li>• folio design, organisation and set up</li> <li>• technical language and standards</li> <li>• freehand sketching</li> <li>• geometric constructions and tangency</li> <li>• recognise draw and develop basic geometric shapes</li> <li>• orthogonal drawing</li> <li>• CAD layout basics and CAD tools</li> <li>• presentation of portfolio layout and contents</li> <li>• Pictorial drawing and rendering.</li> </ul> <p><b>Unit 2: Industrial Graphics (Product Design / Engineering)</b></p> <p>Throughout this Unit students will be introduced to:</p> <ul style="list-style-type: none"> <li>• visualise, measure and draw simple objects</li> <li>• produce freehand and mechanical pictorial representations</li> <li>• orthogonal drawings</li> <li>• apply AS1100 standards to represent features, dimensioning</li> <li>• use CAD to produce engineering drawings</li> </ul>	<p><b>Unit 3: Built Environment Design (architecture – home, commercial and government)</b></p> <p>Throughout this Unit students will be introduced to:</p> <ul style="list-style-type: none"> <li>• house design using bubble diagrams</li> <li>• Façade sketching</li> <li>• using scale to produce site plans, floor plans and elevations</li> <li>• representations of architectural features</li> <li>• Revit skills and techniques</li> <li>• architectural rendering and shadow techniques (Revit)</li> <li>• Kitchen design</li> <li>• Timber structures</li> </ul> <p><b>Unit 4: Graphic Design (logos, advertising, publications)</b></p> <ul style="list-style-type: none"> <li>• Throughout this Unit students will be introduced to:</li> <li>• graphic design principles to areas of communication</li> <li>• research development and use of icons, logos and fonts</li> <li>• promotional product design</li> <li>• use of colour and reproduction techniques</li> <li>• Presentation of artwork and multimedia.</li> </ul>
<b>Areas Assessed</b>	<ul style="list-style-type: none"> <li>• Projects and Folio's of work</li> </ul>	
<b>Special Subject Requirements</b>	<ul style="list-style-type: none"> <li>• A4 Sketch Pad</li> <li>• Pencil (HB)</li> </ul>	

## Health

In this course students will be introduced to the Senior Curriculum subject of *Health*. 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 subject of *Health* in later studies.

<b>Units</b>	<p><b><i>There is no practical component to this subject.</i></b></p> <p>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.</p> <p>Semester 1: Personal Health, Body Image</p> <p>Semester 2: Obesity, Organ Donation</p>
<b>Assessment</b>	<p>Research is the focus of assessment in Health Education. Research techniques common and applicable to this subject include:</p> <ul style="list-style-type: none"><li>• action research projects</li><li>• research reports</li><li>• analytical expositions, and</li><li>• exam essays</li></ul> <p>Most assessment will be assignment based where students will be required to complete independent research.</p>
<b>Prerequisites</b>	<p><b>Minimum of a C in Year 9 English</b></p>

## ***Psychology***

In this course students will be introduced to the Senior Curriculum subject of *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 subject of *Psychology* in later studies.

<b>Units</b>	<p><b><i>There is no practical component to this subject.</i></b></p> <p>Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students investigate the process of diagnosis and how to classify psychological disorder and determine effective solutions. They investigate sociological phenomena that impacts on individual and group behaviour. Students consider how psychology is applied in a range of real world contexts such as sports psychology and forensic psychology.</p> <p>Semester 1: Psychology as a Science, debates in psychology, psychological illness and treatment</p> <p>Semester 2: Investigating social phenomena, individual and group behaviours, career applications of psychology</p>
<b>Assessment</b>	<p>Research techniques common and applicable to this subject include:</p> <ul style="list-style-type: none"><li>• data tests</li><li>• student experiments</li><li>• research reports</li><li>• exams</li></ul> <p>Most assessment will be assignment based where students will be required to complete independent research in addition to allocated class time.</p>
<b>Prerequisites</b>	<b>Minimum of a C in Year 9 English</b>

## 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 content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

***Two of the four Depth Units studied in Year 10 will follow the Australian Curriculum:***

- World War II (1939-45): Emphasis on the Pacific Theatre of War and Australia's Involvement
- Rights and Freedoms (1945 – the present): Indigenous Civil Rights (Australia and Abroad)

***The other two of the four Depth Units studied in Year 10 will draw their inspiration from the Senior History Syllabi:***

- Sparta – Life in an Ancient Totalitarian Greek City-State
- Slavery in the Ancient and Modern Worlds: a mix of societies will be explored, e.g. Mesopotamian societies, Egypt, Greece, Rome and slavery in the Americas (the Antebellum South in the USA + all of colonial Latin America)

One of the key purposes of Year 10 History is to prepare students for the Senior History Curriculum. It will do this by drawing different assessment types, along with their more demanding conditions, which require longer responses, from the Senior Syllabi. Accordingly, you will meet the following two Senior Assessment Types:

- Investigation: Independent Source Investigation
- Examination – Short Responses to Historical Sources

The Sparta Unit in Term 2 will have the Independent Source Investigation as its assessment, whilst the Slavery Unit in Term 4 will have the Short Responses to Historical Sources Examination in Term 4.



Units	<p><b>Introduction: Overview of the Modern World and Australia (until Outbreak of WWII):</b>  The following content is taught as part of an overview for the historical period; it is not intended to be taught in depth. Overview content identifies important features of the period (1918 to 1939) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period. This content will focus on the <i>inter-war years</i> between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression.</p> <p><b>Unit: World War II (Australia and the Pacific Theatre of War):</b>  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. The Pacific Theatre of War will be the primary focus as the European Theatre of War is covered in the Year 12 Modern History Curriculum when Nazi Germany is explored.</p> <p><b>Unit: Life in Ancient Sparta:</b>  Students will investigate how people lived in the totalitarian city-state (polis) of Ancient Sparta through an examination of the evidence of the social, political and economic institutions, and other significant features of society. The key conceptual understandings of this Unit are as follows:  reliability and usefulness of sources; interpretations, representations and perspectives; the nature of evidence; continuity and change; cause and effect; significance; empathy; and contestability.</p> <p>This Unit has been designed to allow students to sample what Ancient History is like in Senior. It has been scheduled as the Second Unit in the Year 10 History Curriculum in order to ensure students have had exposure to both Modern and Ancient History before Subject Selection this year in Term 3.</p> <p><b>Unit: Rights and Freedoms (1945 – Present):</b>  In this depth study students will investigate the following key question:</p> <ul style="list-style-type: none"> <li>• How was Australian society affected by other significant global events and changes in this period?</li> </ul> <p>The depth study investigates the background to and the struggle of Aboriginal peoples and Torres Strait Islander peoples for rights and freedoms from the 1930s to the 21<sup>st</sup> century, with a particular focus on the Stolen Generations and the Mabo decision. The influence on and parallels between the American Civil Rights Movement and the struggle for Indigenous Rights in Australia will also be explored. The continuing effort to secure civil rights and freedoms nationally and internationally will conclude the Unit. The content provides opportunities to develop historical understandings through the key concepts of evidence, continuity and change, cause and effect, perspectives, significance and contestability</p> <p><b>Unit: Slavery in the Ancient and Modern Worlds:</b>  A mix of Ancient and Modern Societies will be explored in terms of how slavery was practised within them. A selection of societies as diverse as the following will be studied:</p> <ul style="list-style-type: none"> <li>• Societies from Mesopotamia (e.g. Babylonia)</li> <li>• Ancient Egypt</li> <li>• Classical Greece</li> </ul>
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	<ul style="list-style-type: none"> <li>• Classical Rome</li> <li>• Islamic societies (e.g. Ottomans and their use of Christian slaves)</li> <li>• Modern Slavery in the Americas (in all of colonial Latin America (e.g. the <i>encomienda</i> system of the early Spanish Empire, the use of slavery in the plantations of the Caribbean and Brazil), along with the Antebellum South of the United States of America)</li> <li>• Other societies may be explored, if time permits</li> </ul> <p>• The purpose of this Unit is to compare and contrast how slavery has manifested itself over time in human societies. Heavy use of sources will be made via the use of Sourcebooks that are commonly used in Senior History. Students will be given most of the sources prior to the exam; however, the questions will be unseen</p>
<b>Assessment</b>	<p><b>Assessment Types:</b></p> <ul style="list-style-type: none"> <li>• Stimulus Short Response Exam</li> <li>• Investigation – Independent Source Investigation</li> <li>• Multimodal Presentation</li> <li>• Examination – Short response to Historical Sources</li> </ul>

## ***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***

<b>Units</b>	<p><b>Unit: Beside Table and Drawer</b></p> <p>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.</p> <p><b>Unit: Cantilever Storage Box</b></p> <p>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.</p> <p><b>Unit: Coffee Table</b></p> <p>This Unit will focus on the design process where students learn how to brainstorm ideas, research woodworking joints, material, adhesives and surface finishes, sketch ideas, compare and come up with a final solution that is then realised as a finished project.</p>	
<b>Areas Assessed</b>	Projects – Bedside Table and Drawer, Cantilever Storage Box, Coffee Table <ul style="list-style-type: none"><li>Processes and Production Skills</li><li>Knowledge and Understanding</li></ul>	
<b>Special Subject Requirements</b>	<ul style="list-style-type: none"><li>Black Leather Shoes required for every lesson</li><li>Pencil (HB)</li></ul>	

## ***Metal Work***

<b>Units</b>	<p><b>Unit: Aluminium Can Crusher</b></p> <p>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.</p> <p><b>Unit: Engineers Square</b></p> <p>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 engineer's square. The focus of this Unit will be to examine critical construction processes.</p> <p><b>Unit: Tool Box</b></p> <p>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.</p>	
<b>Areas Assessed</b>	Projects – Aluminium Can Crusher, Engineers Square and Tool Box <ul style="list-style-type: none"><li>• Knowledge and Understanding</li><li>• Processes and Production Skills</li></ul>	

## 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.

<b>Semester 1</b>	<p><b>Travel and Weather</b></p> <p>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. This will include:</p> <ul style="list-style-type: none"> <li>• Weather and seasons</li> <li>• Destinations – place and vocabulary</li> <li>• Transport and time taken</li> <li>• Itinerary</li> <li>• Day Counters</li> <li>• Costs</li> <li>• Trying something</li> <li>• Predicting things</li> </ul> <p>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.</p> <p><b>My New House</b></p> <p>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 learn about Japanese homes, allowing them to be able to describe rooms and positions of items within a room. 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 and Japanese homes. Specific language functions include:</p> <ul style="list-style-type: none"> <li>• Plain form of verbs</li> <li>• Giving directions</li> <li>• Rooms within a home</li> <li>• Traditional and western style rooms</li> <li>• Positioning of items</li> <li>• Giving instructions</li> <li>• Questioning words -where, when, how, why etc</li> </ul>
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<b>Semester 2</b>	<p><b>Social Life and leisure</b></p> <p>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. Specific language functions include:</p> <ul style="list-style-type: none"> <li>• Clothing and fashion items</li> <li>• Colours</li> <li>• Money</li> <li>• Counters</li> <li>• Descriptions of items and people – adjectives</li> <li>• Revise daily routines/ actions</li> <li>• Family members</li> <li>• Giving and opinion and reason</li> <li>• Plain form, past tense and negative forms of adjectives</li> </ul> <p><b>Health and Wellbeing</b></p> <p>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. Specific Language includes:</p> <ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• Describing a person’s appearance</li> <li>• Health and illnesses</li> <li>• Times (from... to)</li> <li>• Giving reasons</li> <li>• Leisure verbs</li> <li>• Stating when ( toki) and conditional ( tara)</li> <li>• Revise routines</li> </ul>
<b>Assessment</b>	<p>Students will be examined across the four (4) macro skills of listening, speaking, reading and writing. Tasks may include:</p> <ul style="list-style-type: none"> <li>• Presenting speeches and multimodal presentations and participating in conversations and interviews</li> <li>• Reading letters, articles and blogs</li> <li>• Listening to conversations and radio broadcasts</li> <li>• Writing letters, articles and blogs</li> </ul>

## Media Arts

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

<b>Units</b>	<p><b>Unit 1: Masters of Suspense</b></p> <p>This Unit focuses on how technical and symbolic elements of moving-image media can be manipulated to establish a mood and evoke an emotional response from an audience. Students enrich their understanding of the suspense genre by viewing and subsequently analysing how themes, moods and stylistic aesthetics are communicated in the work of professional filmmakers from different historical and social contexts. Students analyse and evaluate how institutional regulations and audience expectations have developed over time in relation to the suspense genre. Students refine and extend their understanding and use of structure, intent, character, settings, points of view, suspense genre conventions and moving-image media conventions through the design and production of a short film which evokes the mood of suspense in an audience of same-aged peers. Students extend the use of time, space, sound, movement and lighting as they use technologies to realise the potential of their design. Students maintain ethical practices and consider regulatory issues when using technology in individual and collaborative contexts. Students curate and promote a short suspense-film festival within the college. Students build on their understanding from previous bands of the roles of moving-imaged media artists and audiences as they respond to, and make, more diverse and complex media artworks.</p> <p>Key Learning:</p> <p><b>THEORETICAL:</b></p> <ul style="list-style-type: none"> <li>• Understanding how technical and symbolic elements can be manipulated to evoke a particular mood or emotion</li> <li>• Understanding how technical elements, specifically cinematography, can be manipulated to implicate an audience</li> <li>• Understanding how symbolic elements to create representations of time, character and space</li> <li>• Identifying and deconstructing the difference between genres and their conventions</li> <li>• Analysing and evaluating how suspense is developed in moving-image media content from past and contemporary, as well as national and international, contexts.</li> </ul> <p><b>PRACTICAL:</b></p> <ul style="list-style-type: none"> <li>• Manipulating filmmaking technology to evoke an emotional response in a specific audience</li> <li>• Working collaboratively to ensure a production meets the potential of its design</li> <li>• Understanding how technical and symbolic elements, such as camera techniques, editing, sound, and mise-en-scene can be manipulated for specific purposes</li> <li>• Understanding the 180-degree rule, 30-degree rule, eyeline matching and headroom in a practical context</li> <li>• Colour-grading neutral footage to achieve a desired mood or aesthetic</li> <li>• Sequencing montages to manipulate time and convey explicit and implicit information</li> <li>• Transitions and their practical application (J-cut, L-cut, jump cut, rhythmic montage, intellectual montage, smash cut, cut away, match cut, fade, wipe).</li> <li>• Understanding lighting set-ups and their practical application (butterfly, loop, split, chiaroscuro, smart-side)</li> </ul>
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<b>Assessment</b>	<p><b>Unit 2: The Empathy Machine</b></p> <p>In this Unit, students will explore the codes and conventions of the documentary genre. Students will analyse how these codes and conventions can be manipulated to influence audience perception in a range of documentary texts from different social, cultural and historical contexts, beginning with Australian documentaries. Students will explore documentary forms, styles and structures, focussing on exposition and the importance of a central premise or 'dramatic question' in their own documentary designs. Students will experiment with documentary ideas through the manipulation of technical production elements in producing an original work. Students will develop and refine their post-production skills through the sequencing, editing and distribution of an original documentary.</p> <p>Key Learning:</p> <p><b>THEORETICAL:</b></p> <ul style="list-style-type: none"> <li>• Understand and deconstruct documentary conventions</li> <li>• Analyse and evaluate how documentaries manipulate and position the audience through technical and symbolic codes</li> <li>• Identify representations created in documentaries</li> <li>• Explore Australian documentaries and representations of Australians (including Aboriginal and Torres Strait Islander people)</li> </ul> <p><b>PRACTICAL:</b></p> <ul style="list-style-type: none"> <li>• Manipulate technical and symbolic elements to achieve their intentions in creating a collaborative micro-documentary</li> <li>• Experiment with technologies to film documentary interviews</li> <li>• Record and mix sound effectively</li> <li>• Compose and deliver leading questions to a variety of interview subjects, and record these responses using shotgun, podcasting and lapel microphones</li> <li>• Create soundbites to represent a subject for a specific purpose</li> <li>• Sequence music in post-production to position an audience to feel a specific emotion</li> <li>• Experiment with L and J-cuts in post-production to create smooth transitions between shots</li> <li>• Utilise the ABC's 'MY:24' app to produce a microdocumentary as per a digital scaffold</li> </ul>				
	Assessment may include:				
	<b>Task No.</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>Technique</b>	Making Responding	Responding	Responding	Making
	<b>Mode</b>	Suspense Film Project	Written exam	Case Study	Documentary Project
	<b>Conditions</b>	Storyboard – Opening 8-12 Shots Film – 1-3 mins Filmmaker Statement – 200-400 words	Unseen source 700-800 words 90 minutes	700-800 words In-text referencing and bibliography required Submitted as a PDF file	Treatment: 700-800 words. Production: 1-3 mins Treatment submitted as PDF files
	<b>Criteria Assessed</b>	M1, M2, M3, R2, R3	R1, R2	R1, R2, R3	M1, M2, M3



## Music

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

Units	<p><b>Unit 1: Cover Versions</b></p> <p>Students investigate songs which have been covered by other artists. Students explore the way in which artists and arrangers manipulate the musical elements to create distinct versions of the same song. They experiment with changing the style of songs through performance. Students develop skills in writing for a range of instruments while considering the capabilities of each instrument. They also explore the use of added note chords and inversions to manipulate harmonies, textures and styles.</p> <p>Key Learning:</p> <p>Perform, read, write and create using the following elements:</p> <ul style="list-style-type: none"> <li>• Pitch: chord inversions, chord substitution, major &amp; minor 7th chords, other added note chords</li> <li>• Duration: unusual time signatures and changes in time signature</li> <li>• Structure: -</li> <li>• Texture: orchestral, choral, rock band, big band etc.</li> <li>• Timbre: -</li> <li>• EDs: staccato, tenuto, pauses</li> <li>• Other: -</li> </ul>
	<p><b>Unit 2: Bring on the Classics</b></p> <p>Students explore a brief overview of the development of music from the medieval through the baroque and to the classical and romantic eras. Students analyse the characteristics and developments of each era and style of music. They explore the use of ornamentation in music and analyse music to determine harmonic structures and, through this, modulations. Students explore theme and variations form and compose and analyse works in theme and variations form.</p> <p>Key Learning:</p> <p>Perform, read, write and create using the following elements:</p> <ul style="list-style-type: none"> <li>• Pitch: voice leading, figured bass, modulation</li> <li>• Duration: accel, rit, rall, rubato, latin tempo directions</li> <li>• Structure: Binary, ternary, rondo, sonata, DC, DS, theme and variation</li> <li>• Texture: -</li> <li>• Timbre: -</li> <li>• EDs: accents, latin instructions as encountered</li> <li>• Other: -</li> </ul>

Assessment	Assessment may include:					
	Task No.	Task 1	Task 2	Task 3	Task 4	Task 5
	Technique	Performance	Composition (Arrangement)	Musicology	Performance	Integrated project: Musicology & Composition
	Mode	Solo or ensemble performance, live	Written, live or recorded live or sound recording	Extended response to stimulus exam	Solo performance, live	Multimodal, composition component written
	Conditions	2-3 minutes (performance) 150-200 words or 1-1.5 minutes (performance statement)	24 bars or 40 sec (composition) 150-200 words or 1-1.5 minutes (statement of compositional intent)	90 minutes, 400-600 words, exam conditions	2-3 minutes (performance) 150-200 words or 1-1.5 minutes (performance statement)	4-5 minutes (multimodal presentation) Approx. 16 bars (2 variations on a theme) 200-250 words or 1-1.5 minutes (statement of compositional intent)
	Criteria Assessed	P1, R2	C1, R2	R1, R2	P1, R2	R1, R2, C1

## ***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	<p>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 21<sup>st</sup> 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.</p> <p><b>Course Outline</b></p> <p>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.</p> <p>Semester 2: Energy Production and Training Methods with a performance focus of Soccer/Futsal; Motor Learning with a performance focus of Badminton.</p>
Assessment	<ul style="list-style-type: none"><li>• In class examinations</li><li>• Multi-modal presentations</li><li>• Written assignments</li><li>• Performance assessments in each of the physical activities</li></ul>

## 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. Students will rotate subjects and complete Introductory subjects Biology, Chemistry and Physics by the end of the year. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Choosing Science is strongly recommended for students who have consistently earned high marks in Science and for those students who are considering studying Yr 11 & 12 Agricultural Science, Biology, Chemistry, Physics or Psychology 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.

Discipline	Content and skills overview
<b>Introduction to Biology</b>	Biology provides opportunities for students to engage with living systems. Topics in year ten may include; <ul style="list-style-type: none"><li>• Cells and multicellular organisms</li><li>• Cells as the basis of life</li><li>• Multicellular organisms</li><li>• Organisation of life</li><li>• Biodiversity</li><li>• Exploring diverse ecosystems and the interactions of abiotic and biotic factors within them.</li></ul>
<b>Introduction to Chemistry</b>	Chemistry is the study of materials and their properties and structure. Topics in year ten may include; <ul style="list-style-type: none"><li>• Chemical reactions and controlling their rate</li><li>• Chemical fundamentals</li><li>• Properties and structure of atoms</li><li>• Properties and structure of materials</li></ul>
<b>Introduction to Physics</b>	Physics provides opportunities for students to engage with classical and modern understandings of the universe. Topics may include; <ul style="list-style-type: none"><li>• Physics conventions</li><li>• International system on units</li><li>• Unit conversions</li><li>• Significant figures</li><li>• Vector vs Scalar quantities</li><li>• Electrical Physics</li><li>• Waves and the electromagnetic spectrum</li></ul>

<b>Assessment</b>	<p>Assessment will include:</p> <ul style="list-style-type: none"> <li>• Data tests</li> <li>• Student experiments</li> <li>• Research investigations</li> <li>• Semester Examinations</li> </ul>
<b>Special Subject Requirements</b>	<ul style="list-style-type: none"> <li>• Enclosed leather shoes.</li> <li>• Recommended minimum 'C' academic result in Year 9 Science, Maths and English.</li> </ul>

## Science In Practice

Science in Practice supports and focuses the development of questions by encouraging inquiry and a respect for evidence and reasoning. It develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world. Science in Practice is practical, with experiments and hands-on investigations at its heart. Practical activities engage students, producing excitement and curiosity. Investigations develop a deeper understanding of the nature of science and of a particular topic or context. They foster problem-solving skills that are transferable to new situations.

	Semester 1	Semester 2
<b>Units</b>	<p><b>Science for the work place</b></p> <ul style="list-style-type: none"> <li>Investigate and explain how an appliance, such as a microwave oven or LCD television, works. (B/C/P)</li> </ul> <p>Students examine basic circuits and how electricity powers small appliances. They examine the historical development of the appliance and link to technological advancements. Students investigate the working mechanisms to identify the changes to the technology.</p> <p><b>Health and Lifestyles</b></p> <ul style="list-style-type: none"> <li>Explain the science behind Australian government recommendations for diet and exercise. (B/C)</li> </ul> <p>Students examine the exercise and diet guidelines outlined by the government and why the recommendations have been made. They examine adaptations based of different populations and the energy requirements that they have. Students compare different diets marketed to a specific target audience and evaluate their impact.</p>	<p><b>Resources, Energy and sustainability</b></p> <ul style="list-style-type: none"> <li>Investigate: The role of alternative energy sources in the Highfields context. (C/E)</li> </ul> <p>Students investigate current and emerging alternate energy sources. Students make recommendations for different clients in the Highfields area. Students investigate the efficiency of solar panels.</p> <p><b>Discovery and change</b></p> <ul style="list-style-type: none"> <li>Describe and explain the likely impacts of science over the next 100 years. Consider climate change, space travel, communication, water management, food technologies, transport, air quality, or housing. (B/C/E/P)</li> </ul> <p>Students examine the link between the development of science and technology over the last 100 year and make predictions for the future. Students select their own topic to investigate and create a project to inform their peers of the potential impact in the future.</p>
<b>Assessment may include;</b>	<ul style="list-style-type: none"> <li>Project</li> <li>Investigation</li> <li>Collection of work</li> <li>Extended response</li> <li>Exam</li> </ul>	
<b>Criteria Assessed</b>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Analysing and applying</li> <li>Planning and evaluating</li> </ul>	

## ***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*.

<b>Units</b>	<b>Unit: Environmental Change &amp; Management</b>  ‘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.
	<b>Unit: Environmental Case Study – Coastal Processes</b>  Extending the concepts begun in <i>Environmental Change &amp; Management</i> , 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.
	<b>Unit: Geographies of Human Wellbeing</b>  ‘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.

	<p><b>Unit: Australian Democracy in a Global Context</b></p> <p>The Civics &amp; 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.</p>
<b>Assessment</b>	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>• Short response examination</li> <li>• Respond to stimulus examination</li> <li>• Research journal</li> <li>• Multimodal presentation</li> </ul>



## ***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.

<b>Units</b>	<p>Students will complete three Terms exploring <b>food technology</b> 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:</p> <ul style="list-style-type: none"><li>• Review of Kitchen safety &amp; Hygiene and procedures</li><li>• Applying nutritional knowledge</li><li>• Investigating the secrets of the kitchen and the science associated with various ingredients</li><li>• Understanding cooking process associated with cooking methods</li><li>• Good Foods for Health and associated impact on health</li><li>• Tastes of The world part 2</li><li>• Write and follow work plans</li><li>• Evaluate own practice</li></ul> <p>Students will complete one Term exploring <b>textile technology</b> 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.</p>
<b>Areas Assessed</b>	<ul style="list-style-type: none"><li>• Types of assessment include: skill check, self and peer evaluation, project/assignment, tests</li><li>• Knowledge and Understanding</li><li>• Processes and Production Skills</li></ul>
<b>Special Subject Requirements</b>	<ul style="list-style-type: none"><li>• Each week students will bring home class cooking and hence will require to bring ingredients for class.</li><li>• Materials will be required to be purchased for sewing including special subject book list requirements.</li></ul>

## Visual Art

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

Units	<p><b>Unit 1: Objects</b></p> <p>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 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 'Artefacts of Life' and extend the development of their personal style.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> <li>• Formal and personal contexts</li> <li>• Develop and explore a number of media techniques: drawing and painting (value and grey scale, abstraction techniques); sculpture (formal clay construction, form, positive and negative space, found objects, arrangement and installation)</li> <li>• Research, evaluate and communicate findings in a multi-modal presentation</li> <li>• Respond to key artists and their use and manipulation of imagery identify how artists make connections between ideas, visual conventions, practice, points of view and to act as inspiration for their own work</li> <li>• Reflect to identify their own connections between intention, process, technique, media, composition, conceptual development in order to develop a personal style</li> <li>• Independently design, plan and display individual responses to the concept of 'Artefacts of life' through independent artworks and artist statements</li> </ul>
	<p><b>Unit 2: Atmosphere</b></p> <p>This Unit explores how artists observe, interact with and manipulate ideas, media and techniques in response to a stimulus experience – excursion to Toowoomba or Pioneer Village. Students will respond to the stimulus experience by conducting an investigation in order to develop an inquiry question. Following this they will explore their inquiry question through a project where they will create at least one resolved 2D or time-based artwork. At the end of Term 4 they will complete an exam to unseen stimulus taken from key artists examined in the Term.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> <li>• Inquiry learning process (Research, development, reflection &amp; resolve)</li> <li>• Through teacher directed and independent tasks students will develop and explore a number of media techniques and processes to resolve an investigation and project</li> <li>• Examine and explore contemporary, cultural and personal contexts and key artists through the process of reverse chronology</li> <li>• Create and submit a multi-modal investigation supported by annotated experimental work</li> <li>• Independently design, plan and display an artwork and artist statements in response to the 'Atmosphere' of their stimulus experience</li> <li>• Reflect to identify their own connections between intention, process, technique, media, composition, conceptual development in order to develop a personal style</li> <li>• Select, compare, analyse, evaluate and write an essay that examines how artists respond to contemporary and contextual contexts in their arts practice</li> </ul>

Assessment	Assessment may include:						
	Task No.	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
	Task Title	Collaboration	Story Pots	Analysis	SA1 - Investigations	SA2 - Project	SA3 - Exam
	Technique	Making	Making	Responding	Making & Responding	Making	Responding
	Mode	Resolved Artwork	Resolved Artwork	Analytical Essay	Experimental Folio	Resolved Artwork & Display	Exam - Response to Unseen Stimulus
	Conditions	Display & Artist Statement (150 words)	Display & Artist Statement (150 words)	400 - 500 words	400 - 500 words & Experimental Folio	Display & Artist Statement (150 words)	1 hr & 10mins, 400 - 500 words
	Criteria Assessed	R1, R2, R3, M1	R1, R2, M1	R1, R2	R1, R2, R3, M1	R1, R2, M1	R1, R2

## Enrichment Program

The intent of the *Enrichment Program* subject is to provide an opportunity for students to extend their natural passions and interests in a subject area through in-depth self-directed study in a supportive environment. This may include practical or technical investigations, literary or artistic endeavours, formal research into a contemporary or historical issue, solution focused exploratory enquiries, or to create a researched proposal for a commercial product to address a market gap. Participation in this course will require use of creativity and initiative, while developing the research methodologies and presentation skills needed in future study or work.

While individual student studies may be related to ideas from an existing subject or course, it will be a unique learning experience that will not replicate assessment items completed in other courses.

<b>Aims</b>	By the conclusion of the course of study, students will: <ul style="list-style-type: none"> <li>• develop and demonstrate skills essential for learning and living in a dynamic world;</li> <li>• develop vital skills for planning, research, synthesis, evaluation, and project management;</li> <li>• develop abilities to question sources of information, make effective decisions, evaluate progress, be innovative, and solve problems;</li> <li>• extend and enrich their knowledge in a chosen pursuit.</li> </ul>	
<b>Semester 1</b>	<b>Term 1 Students:</b> <ul style="list-style-type: none"> <li>• consider and define a proposal outlining their initial ideas for their project,</li> <li>• consider and select research processes that are likely to be appropriate to their project (i.e. valid, ethical, and manageable research processes),</li> <li>• develop a portfolio of their ideas and planning processes.</li> </ul>	<b>Term 2 Students:</b> <ul style="list-style-type: none"> <li>• conduct the research specific to the planned research questions / problem from Term 1</li> <li>• organise and analyse information gathered to explore and further develop ideas</li> <li>• understand and address self-identified areas of ability gaps.</li> </ul>
<b>Assessment</b>	<b>Item 1: Planning and Proposal</b> Students develop an enrichment project <b>proposal</b> . This will consist of a discerning selection of their evidence of research, ideas and planning. This will be presented as a portfolio.	<b>Item 2: Research and Project Management</b> Students will <b>synthesise their key findings</b> (knowledge, skills, and ideas) from their research. This will be presented as a written report. Project management methodologies will be planned, documented and submitted for review.
<b>Semester 2</b>	<b>Students</b> will negotiate suitable forms for producing their research outcome, for example: <ul style="list-style-type: none"> <li>• written results, conclusions, recommendations,</li> <li>• solutions to a problem or question</li> <li>• a product and a producer's statement</li> <li>• a display or exhibition with annotations</li> <li>• a multimedia presentation and/or podcast</li> <li>• a performance (live or recorded) with a supporting statement</li> <li>• a combination of any of the above</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• organise and present their project to an appropriate audience &amp; evaluate and self-reflect on overall project to review:</li> <li>• knowledge and skills specific to the research question</li> <li>• the choice of research processes used</li> <li>• the usefulness of the research processes specific to the research question</li> <li>• decisions made in response to challenges/ opportunities</li> <li>• quality of end product/research</li> </ul>
<b>Assessment</b>	<b>Item 3: Project Development and Production</b> Students will implement plans, ideas and research findings to <b>develop a solution or product</b> relevant to their individual proposals. Students will identify their intended audience and consider the value of their research to this audience.	<b>Item 4: Project Presentation and Evaluation</b> Students consult and choose the best form in which to <b>present their review of their research project</b> ; it may be in written, oral, or multimodal format.



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