Year 10 Course Guide
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## Curriculum Overview

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<td>10 English (ENG)</td>
<td>Creative Communications (CCS)</td>
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<td>Introduction to Essential English (IEE)</td>
<td>Dance (DAN)</td>
</tr>
<tr>
<td>Humanities (HUM)</td>
<td>Drama (DRA)</td>
</tr>
<tr>
<td>Introduction to Essential Maths (IEM)</td>
<td>French (FRE)</td>
</tr>
<tr>
<td>Introduction to General Mathematics (IGM)</td>
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<tr>
<td>Introduction to Mathematical Methods (MME)</td>
<td>Introduction to Digital Solutions (IDS)</td>
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<tr>
<td>Science (SCI)</td>
<td>Introduction to Engineering Skills (IES)</td>
</tr>
<tr>
<td></td>
<td>Introduction to Film, TV &amp; New Media (IFT)</td>
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<td>Introduction to Food &amp; Nutrition (IFN)</td>
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<td>Introduction to Furnishing Skills (IFS)</td>
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<td>Introduction to Hospitality (IHS)</td>
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<td></td>
<td>Money &amp; Entrepreneurial Studies (MES)</td>
</tr>
<tr>
<td></td>
<td>Music (MUS)</td>
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<td>Photographic Media (PME)</td>
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<tr>
<td></td>
<td>Place in the Sun (SUN)</td>
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<tr>
<td></td>
<td>Radio Studies (RAD)</td>
</tr>
<tr>
<td></td>
<td>Visual Arts (ART)</td>
</tr>
</tbody>
</table>
Year 10 - Core Subjects
English - Subject Flowchart

**University**
Majority of subjects recommend an ‘SA’ in Senior English

**Work**
Most employment requires communication skills

**Life Skills**
High level of written, speaking and thinking skills

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**Year 11 / 12**
- English; Literature;
- English & Literature Extension (Year 12 only)

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**Year 10**
- English (Academy)
- English (Core)

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**Year 9**
- English (Academy)
- English (Core)

---

**Year 8**
- English (Academy)
- English (Core)

---

**Year 7**
- English (Academy)
- English (Core)
## English

### Subject Pre-requisites:
A minimum of Year 9 English at a C level of achievement is recommended for successful engagement and completion of this subject.

### Subject Overview:
In Year 10 English, students will engage with a variety of texts including poetry, a Shakespearean play, an Australian novel and digital media. Students will produce imaginative, interpretive, analytical and persuasive texts in response to these texts, including a speech.

### Course Structure:
Unit 1 - Students evaluate representations of individuals or groups in news media texts. For assessment, they perform a spoken persuasive presentation.
Unit 2 - Students read and interpret a Shakespearean drama. For assessment, they produce a written review of a film version of the play.
Unit 3 - Students read a novel that explores social and cultural issues that are important to Australian society. For assessment, they produce a written analytical response under exam conditions.
Unit 4 - Students examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. For assessment, they create a short story in response to a theme.

### Assessment Summary:
Unit 1: Persuasive speech (summative)
Unit 2: Scene analysis (formative) Film review (summative)
Unit 3: Group discussion (formative), analytical exam (summative)
Unit 4: Evaluating poetry - short responses (formative), short story (summative)

### Equipment:
A laptop computer or other similar device is required for this subject to enable students to access electronic resources and other media. Also refer to the general stationery list.

### Senior Pathways:
This subject will be beneficial to students aspiring to study English and/or Literature in Year 11 and 12. Senior English is a prerequisite for most university courses. Students must pass an English subject in Year 12 to be eligible for an ATAR. Successful completion of English in Year 12 contributes to ATAR & QCE points.

### Careers:
Students with a particular interest in English could aspire to careers in marketing, public relations, publishing, editing, journalism, teaching, writing and other creative industries.

### Subject Fees:
Nil.
Introduction to Essential English

Subject Pre-requisites:
Students who found it difficult to achieve well in Junior English are recommended to select this subject. These students will go on to study Essential English in Years 11 and 12.

Subject Overview:
In year 10 Introduction to Essential English students will engage with a variety of texts including poetry and songs, digital media texts and a novel. In semester 2 students undertake the Short Course in Literacy which, if successfully completed, will earn students a point for Literacy for the Queensland Certificate of Education (QCE).

Course Structure:
Semester 1:
Unit 1 - Responding to poetry and song: Students will read, listen to and view a variety of poems and songs to analyse the way in which social, moral and ethical issues are explored in texts.
Unit 2 - Understanding and analysing satire in texts: Students will read, view and analyse the techniques used in satirical texts.
Unit 3 - Reading and interpreting a novel: Students will read a novel and examine the ethical and social issues that it explores. They will also read, listen to and view a variety of other texts to support the close study of the novel.
Unit 4 - Novel: Students will continue their study of the novel’s features and the issue or question it explores. Students will insert an additional scene to the novel to transform the narrative voice and explore the social and cultural issues of this text from an alternative perspective.

Semester 2:
Short Course in Literacy
Exploring the media’s construction of contemporary issues Communicating Instructions

Assessment Summary:
Semester 1:
Unit 1: Poetry Presentation
Unit 2: Opinionative essay
Unit 3: Digital folio —using Ed Studio to complete reading comprehension tasks. Unit 4: Transformation

Semester 2: Short Course in Literacy
Task 1: Part A Extended Response Portfolio.
Task 1: Part B Supervised Assessment – Written Short Response in response to a news article.
Task 1: Part C (Spoken) Student records a range of interviews and/or surveys with school community members.
Task 2: Brochure
Task 3: Instructional Video/PowerPoint Spoken. Multi-modal.

Equipment:
A laptop computer or other similar device is required for this subject to enable students to access electronic resources and other media. Also refer to the general stationery list.

Senior Pathways:
This subject will be beneficial to students aspiring to a vocational pathway. It prepares them for the senior subject, Essential English. Students must pass an English subject in Year 12 to be eligible for ATAR. Successful completion of Essential English in Year 12 contributes to ATAR & QCE points.

Subject Fees:
Nil.
Humanities - Subject Flowchart

**University**
- Accountant
- Archaeologist
- Economist
- Environmental Scientist
- Historian
- International Business
- Journalist
- Lawyer
- Manager
- Police Officer
- Teacher
- Town Planner

**Year 11/12**
- Aboriginal and Torres Strait Islander Studies
- Accounting
- Ancient History
- Certificate II in Business
- Certificate II in Tourism
- Geography
- Legal Studies
- Modern history
- Philosophy & Reason

**Year 11 / 12**
- Social and Community Studies

**Work**
- Cruise Attendant
- Receptionist
- Secretary
- Tour Desk/ Tour guide
- Tourism Industry
- Travel Consultant

**Life Skills**
- Becoming an active global citizen
- Development of an understanding of the world around us
- Independent research skills
- Team work
- Thinking skills
- Time management
- Financial literacy
- Legal literacy

**Year 10**
- Humanities

**Year 9**
- Humanities

**Year 7 & 8**
- Humanities
# Humanities

<table>
<thead>
<tr>
<th><strong>Subject Pre-requisites:</strong></th>
<th>Humanities is a core compulsory subject which all students must undertake in Year 10.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Overview:</strong></td>
<td>Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. The humanities have a historical and contemporary focus, from personal to global contexts, and considers challenges for the future. The Humanities subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the twenty-first century. The Humanities learning area comprises four subjects: History, Geography, Economics and Business.</td>
</tr>
<tr>
<td><strong>Course Structure:</strong></td>
<td>The first Semester of Humanities has a Modern History focus. Term 1 investigates World War II, in particular Australia’s involvement in the Kokoda Campaign. Term 2 incorporates a more global focus through the study of Human Rights and Freedoms. This includes completing a historical inquiry into a Human Rights Issue or significant individuals in History who have lead change to better our world. Term 3 and 4 students will have a choice of 4 electives: Extension History, Extension Geography, Philosophy, Perplexity, Legal Studies and Social and Community Studies. Students will rotate through 2 electives over terms 3 and 4. Student’s choice will be based on their Senior School Pathway.</td>
</tr>
<tr>
<td><strong>Assessment Summary:</strong></td>
<td>Students are assessed through one piece of assessment per Term. These include written exams, assignments and multi modal presentations.</td>
</tr>
<tr>
<td><strong>Equipment:</strong></td>
<td>BYOD Device, USB stick and notepad. Also refer to the general stationery list.</td>
</tr>
<tr>
<td><strong>Senior Pathways:</strong></td>
<td>This subject will be beneficial to students aspiring to undertake Modern and/or Ancient History, Philosophy &amp; Reason, Aboriginal and Torres Strait Island Studies, Accounting, Legal Studies, Geography and Social and Community Studies in Years 11 and 12.</td>
</tr>
<tr>
<td><strong>Careers:</strong></td>
<td>The future careers and pathways for this subject are diverse from the study of law to a range of earth sciences, engineering and sustainability subjects.</td>
</tr>
<tr>
<td><strong>Subject Fees:</strong></td>
<td>Nil.</td>
</tr>
</tbody>
</table>
## Introduction to Essential Mathematics

### Subject Pre-requisites:
Students who are achieving at a C- level or below in Year 9 Mathematics are recommended for this subject.

### Subject Overview:
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.

### Course Structure:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Fundamental topic – Calculations; Number – Rates, Ratios, Percentages; Representing data – Classifying data, Data representation and Interpretation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Fundamental topic – Calculations; Graphs – Reading and Interpreting graphs, drawing graphs, using graphs; Managing Money – Earning Money, Budgeting.</td>
</tr>
<tr>
<td>Term 3</td>
<td>Fundamental topic – Calculations; Time and Motion – Time, Distance, Speed; Data Collection – Census, Surveys, Sources of Bias; Measurement – Geometry of 2 and 3 dimensional shapes, Linear measurements and conversions, Area measure.</td>
</tr>
<tr>
<td>Term 4</td>
<td>Fundamental topic – Calculations; Measurement - Volume and Capacity, Mass; Scales, Plans and Models – interpret and create scale drawings, Pythagoras Theorem; Summarising and comparing data – Measures of central tendency, comparing datasets.</td>
</tr>
</tbody>
</table>

### Assessment Summary:
Four assessment items (at the end of every term) including at least one assignment

### Equipment:
For each lesson, students require a scientific calculator, ruler, 128 page notebook, pencil and red pen. Occasionally students require a protractor, compass and grid paper. It would be useful to purchase these at the start of the year and keep at home until required.

### Senior Pathways:
This subject will be beneficial to students aspiring to study Essential Mathematics in Years 11 and 12.

### Careers:
The future careers and pathways for this subject may include trade, business and retail careers.

### Subject Fees:
Nil.
# Introduction to General Mathematics

**Subject Pre-requisites:**
A minimum of Year 9 Mathematics at a C level of achievement is recommended for successful engagement and completion of this subject.

**Subject Overview:**
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.

**Course Structure:**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trigonometry – Solve Right-Angled Triangle Problems with Direction and Angles of Elevation and Depression; Probability/Chance – Two and Three Step Experiments, Conditional Probability</td>
<td>Patterns and Algebra – Expand and Factorise Expressions, Substitution into Formula; Index Laws; Linear and Non-Linear Relationships Patterns and Algebra – Solve Linear and Quadratic Equations; Solving Simultaneous Equations; Parallel and Perpendicular Lines</td>
<td>Data Representation and Interpretation – Quartiles, Boxplots, Bivariate Data; Money and Financial Mathematics – Simple and Compound Interest</td>
<td>Using Units of Measurement – Surface Area and Volume; Geometric Reasoning – Congruent and Similar Triangles; Linear and Non-Linear Relationships – Graphic Inequalities</td>
</tr>
</tbody>
</table>

**Assessment Summary:**
Four assessment items (at the end of every term) including at least one assignment.

**Equipment:**
For each lesson, students require a scientific calculator, ruler, 128 page notebook, pencil and red pen. Occasionally students require a protractor, compass and grid paper. It would be useful to purchase these at the start of the year and keep at home until required.

**Senior Pathways:**
This subject will be beneficial to students aspiring to study General Mathematics or Essential Mathematics in Years 11 and 12.

**Careers:**
The future careers and pathways for this subject may include trade, business and retail careers.

**Subject Fees:**
Nil.
Introduction to Mathematics Methods

Subject Pre-requisites:
A minimum of Year 9 Mathematics at a B level of achievement is recommended for successful engagement and completion of this subject.

Subject Overview:
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.

Course Structure:
Term 1:
Trigonometry – Sine, Cossine and Area Rules, Unit Circle, Solving Trig Equations and Applications of Pythagoras; Probability/Chance – Evaluating Statistical Reports and Sampling Methods
Term 2:
Linear and Non-Linear Relationships – Factorise Quadric Expressions; Describe and Interpret Parabolas, Hyperbolas, Circles and Exponential Functions; Solve Simple Exponential Equations
Term 3:
Data Representation and Interpretation - Interpretation and Comparison of Mean and Standard Deviation; Finding ‘Line of Best Fit’; Real Numbers – Define Rational and Irrational Numbers, Surds and Fractional Indices; Application of Logarithmic Laws
Term 4:
Using Units of Measurement – Surface Area and Volume of Right Pyramids and Cones and Composite Solids; Geometric Reasoning – Apply Angle and Chord Properties of Circles Patterns and Algebra – Investigate Polynomials and factor Theorem

Assessment Summary:
Four assessment Items (at the end of every term) including at least one assignment.

Equipment:
For each lesson, students require a scientific calculator, ruler, 128 page notebook, pencil and red pen. Occasionally students require a protractor, compass and grid paper. It would be useful to purchase these at the start of the year and keep at home until required.

Senior Pathways:
This subject will be beneficial to students aspiring to study Mathematical Methods or Specialist Mathematics, Physics and Chemistry in Years 11 and 12.

Careers:
The future careers and pathways for this subject may include trade, business and retail careers as well as University courses in the areas of mathematics and science, engineering, medical sciences, education, accounting, law and business.

Subject Fees:
Nil.
Science – Subject Flowchart

**University**
- Biology, Chemistry
- Physics, Engineering
- Sustainability, Dentistry
- Pharmacy
- Physiotherapy
- Marine Biology
- Veterinarian Science
- Medicine / Nursing

**Further Study (Certificate or University)**
- Veterinary Nurse
- Animal Trainer
- Animal Researcher
- Aqua Culturist
- Animal Behaviourist
- Agriculture/farm hand

**Work**
- Animal Care Attendant
- Animal Shelter Hand
- Kennel Hand
- Pet Shop Attendant
- Aquarium Attendant
- Aquaculture Assistant

**Year 11 & 12**
- Chemistry
- Physics
- Biology
- Marine Science

**Year 10 Science**
- Topics:
  - Chemistry
  - Physics
  - Biology
  - Earth Science

**Year 9 Science**
- Topics:
  - Chemistry
  - Physics
  - Biology
  - Earth Science

**Year 7 & 8 Science**
- Topics:
  - Chemistry
  - Physics
  - Biology
  - Earth Science

**Year 11 & 12**
- Certificate II in Animal Studies
# Science

**Subject Pre-requisites:**
Science is a compulsory subject in Year 10, as such there are no pre-requisites to study this subject.

**Subject Overview:**
In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

**Course Structure:**
- Biology: Genetics and Evolution (8 weeks)
- Physics: Crash Test Dummies (10 weeks)
- Chemistry: Reaction Matter (10 weeks)
- Earth Science: Global Systems (8 weeks)

**Assessment Summary:**
Each of the four subject areas are assessed with one assessment piece. Assessment pieces include exams, assignments (research investigations), and experimental reports.

**Equipment:**
Refer to the general stationery list.

**Senior Pathways:**
This subject will be beneficial to students aspiring to study Science Subjects in Years 11 and 12. Years 11 and 12 subjects offered currently are Chemistry, Physics, Biology, Marine Science and a Certificate II in Animal Studies.

**Careers:**
The future careers and pathways for this subject may include doctor, dentist, vet, chemist, pharmacist, ranger, radiologist, and many more careers that use scientific knowledge.

**Subject Fees:**
Nil.
Year 10 – Elective Subjects
Creative Communications – Subject Flowchart

Year 10
Creative Communications

Year 9
Creative Communications

Year 8
Creative Communications

Year 7
Creative Communications
## Creative Communications

### Subject Pre-requisites:
A minimum of a B in Year 9 English.

### Subject Overview:
This is a new elective which caters to students who have an interest in creative writing, public speaking and the study of literary texts. The course will have a focus on these areas and prepare students for entry into writing and speaking competitions. If students desire, there will be opportunities for them to showcase their work in various public forums. Students may have the option to nominate the types of texts they produce to allow for creative freedom.

### Year 10 Course Structure:
In Year 10, we will read, plan, write and present various texts designed for a public audience. In creative writing students will write and create short stories and other creative texts. Both semesters will build on the knowledge and skills from year 9, though this is not a prerequisite.

### Assessment Summary:
**Year 10**
- **Unit 1 Art & Life** - How are social issues explored in art? - genre of student choice
- **Unit 2 Art & Life** - How does art challenge our perceptions of the world? - literary article
- **Unit 3** - Independent study - TED Talk
- **Unit 4** - Independent study - genre of student choice

### Equipment:
Bring your own device (laptop).
Also refer to the general stationery list.

### Senior Pathways:
This subject will be beneficial to students aspiring to study English or Literature in Years 11 and 12.

### Careers:
The future careers and pathways for this subject may include creative industries, publishing, editing, politics, public relations, marketing or advertising.
Dance – Subject Flowchart

University
BA Dance, BA Education

Work
Performer, Entertainer

Life Skills
Team Work, Confidence, Ability to express ourselves, Respect and appreciate others

Year 12
Dance

Year 11
Dance

Year 10
Dance

Year 9
Dance

Year 7 & 8
Dance
# Dance

<table>
<thead>
<tr>
<th><strong>Subject Pre-requisites:</strong></th>
<th>A minimum of Year 9 dance (1 semester) at a C level of achievement or dance classes external to school is recommended for successful engagement and completion of this subject.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Overview:</strong></td>
<td>In Dance, students will build on their awareness of the body and how it is used in particular dance styles. They will extend their understanding and use of space, time, dynamics and relationships to expand their choreographic intentions. They also extend the combinations of fundamental movement skills to include dance style-specific movement. Students develop confidence, accuracy, clarity of movement and projection, and reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography. Students will understand that safe dance practices underlie all experiences in the study of dance and perform within their own body capabilities to work safely in groups.</td>
</tr>
</tbody>
</table>
| **Course Structure:**      | Students will study theory and practical aspects in units of work on:  
  - Musical Theatre  
  - Ballet/Hip-hop  
  - Community Dance  
  - Contemporary Dance |
| **Assessment Summary:**    | Students will undertake 4 items of assessment per semester:  
  2 making pieces consisting of choreography and performance; and 2 responding tasks which may be oral, written or multimedia in format. |
| **Equipment:**             | It is recommended that students have a pair of black or dark blue leggings which can be changed into for dance classes. Refer to the general stationery list. |
| **Senior Pathways:**       | This subject will be beneficial to students aspiring to study Dance in Years 11 and 12. |
| **Careers:**               | The future careers and pathways for this subject may include dancer, choreographer and dance education. |
| **Subject Fees:**          | Nil. |
Drama – Subject Flowchart

University
Bachelor of Education, NIDA, WAPA, BA Performing Arts

Work
Acting, Playwriting, Teaching, Directing Stage Manager

Life Skills
Team work, Confidence, Share ideas, Express themselves Public Speaking Empathy/ Humility Reading/memorisation skills Professionalism

Year 12
Drama

Year 11
Drama

Year 10
Drama

Year 9
Drama

Year 7 & 8
Drama
**Drama**

**Subject Pre-requisites:**
A minimum of Year 9 Drama (1 semester) at a C level of achievement or drama experience external to school is recommended for successful engagement and completion of this subject.

**Subject Overview:**
In Drama, students refine and extend their understanding and use of role, character, relationships and situation and study the use of voice and movement to sustain belief in character. They learn to maintain focus and manipulate space and time, language, ideas and dramatic action. They also experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences.

Students explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama.

**Course Structure:**
Students will study theory and practical aspects in units of work on:
- Physical Theatre
- Play making
- Elizabethan Theatre
- Theatre for Young People

Units include skills in analysis, scriptwriting and public group/individual performances.

**Assessment Summary:**
Students will undertake four items of assessment per semester:
- 2 making pieces consisting of individual and/or group performance.
- 2 responding tasks which may be oral, written or multimedia in format.

**Equipment:**
Refer to the general stationery list.

**Senior Pathways:**
This subject will be beneficial to students aspiring to study Drama in Years 11 and 12.

**Careers:**
The future careers and pathways for this subject may include: Actor, community arts worker, dancer, drama therapist, theatre director, secondary school teacher, theatre stage manager, and set designer.

**Subject Fees:**
Nil.
### French

**Subject Pre-requisites:**  
French in Year 9

**Subject overview**  
In Year 10 French, students will learn to use a variety of tenses by talking, writing and understanding how to communicate about the past, present and future. They will use a variety of texts such as films, websites and new media to support language learning. They will develop a deeper knowledge of Francophone culture by researching French films, art and culture throughout the world. They will have opportunities to express their new language skills in creative ways through role-play.

**Assessment Summary**  
Unit 1: Reading and writing  
Unit 2: Speaking and Listening

**Equipment:**  
Laptop, USB stick, notepad, headset

**Senior Pathways:**  
This subject would be beneficial for students aspiring to study French in Years 11 and 12 or French Extension in Year 12.

**Careers:**  
International relations and diplomacy, international business, international law, tourism, translator/interpreter, language teacher, armed forces.

**Subject Fees:**  
Nil.
Year 10 Course Guide

Health & Physical Education – Subject Flowchart

**University**
- Medicine
- Health and Nutrition
- Sports Science
- Psychology and Sports Psychology
- Social Services
- Health and Physical Education
- Physiotherapy
- Occupational Therapy

**Work**
- Fitness Instructor
- Personal Trainer
- Coach
- Sports Administrator
- Gym/Sports Centre Manager
- Tourism and Recreation Industry worker

**Life Skills**
- Team Member
- Critical Thinker
- Problem Solver
- Understanding of health and fitness
- Active participant in sport and fitness
- Health & Physical Education

**Year 11 / 12**
- Physical Education
- Health Education

**Year 11/12**
- Sport and Recreation (Outdoor Education)

**Vocational Education**
- Year 11 / 12
- Certificate II/III Sport and Recreation
- Certificate III Fitness

**Year 10**
- Health & Physical Education (elective)
- Netball Academy (extra-curricular)
- Soccer Academy (extra-curricular)

**Year 9**
- Health & Physical Education (compulsory)
- Health & Physical Education Extension (elective)
- Netball Academy (extra-curricular)
- Soccer Academy (extra-curricular)

**Year 7 & 8**
- Health & Physical Education (compulsory)
- Netball Academy (extra-curricular)
- Soccer Academy (extra-curricular)
# Health & Physical Education

**Subject Overview:**
We offer two different strands in Year 10 HPE. Students Year 9 results will be used as a guide to which class they will be placed in.

**Course Structure:**

**HPE (General)**
- **Unit 1 Looking after myself and others**
  - Strand: Health
  - + class choice of physical activity (2x 5 week blocks)
- **Unit 2 Motor learning and tennis (or teacher choice of physical activity)**
  - Strand: PE
- **Unit 3 I can influence others (alcohol, body image, homelessness, road safety, anxiety or respectful relationships)**
  - Strand: Health
  - + class choice of physical activity (2x 5 week blocks)
- **Unit 4 Sports Psychology and archery**
  - Strand: PE

**HPE (Applied/VET)**
- **Unit 1 PT yourself**
  - Category: Lifelong physical activity focus on weight (resistance) training, strength and conditioning training
- **Unit 2 Coaching Adolescents**
  - Category: Games and sports
  - Teacher choice of physical activity to demonstrate different coaching delivery methods
  - Student choice of physical activity for project
- **Unit 3 Recreational Pursuits**
  - Teacher choice of physical activity (2x 5 week blocks)
- **Unit 4 Cultural Connections (research community sport organisations)**
  - Teacher choice of physical activity category
  - + Teacher choice of physical activity

**Assessment Summary:**
Students will learn about, through and in movement. Students will be assessed by completing an exam, research report, multimodal or essay. Students in HPE (General) will produce a video for one physical performance activity from the year.

**Equipment:**
School hat, display folder, exercise book and USB. It is highly recommended that students have appropriate footwear for physical activity. We insist students bring a drink bottle and suggest they also bring their own sunscreen (some is always available from the HPE storeroom).

**Senior Pathways:**
The HPE (General) prepares students for PE and Health. HPE (Applied/VET) prepares students for Sport and Recreation (Outdoor Education), Certificate III Fitness or Certificate II/III Sport and Recreation.

**Careers:**
University – Medicine, health and nutrition, sports science, psychology and sports psychology.
Social Services, health and physical education, physiotherapy, occupational therapy work - fitness instructor, personal trainer, coach, sports administrator, gym/sports centre manager, tourism and recreation industry worker.

**Subject Fees:**
There will likely be an additional cost for excursions e.g. swimming and tennis.
Introduction to Digital Solutions – Subject Flowchart

University
Creative Industries, Animation, Visual Design, Games Development, Production, Computer Networking, Data Analyst, Web Developer

Work
For a comprehensive list of job opportunities go to: www.jobguide.thegoodguides.com.au

Life Skills
Computer Literacy, Time Management, Team Work, Problem Solving, Design Thinking, Communication, Self-Reliance

Year 12
Digital Solutions

Year 12
Certificate IV in Screen & Media

Year 11
Digital Solutions

Year 11
Certificate IV in Screen & Media

Year 10
Introduction to Digital Solutions

Year 9
Digital Technologies

YEAR 7 & 8
Digital Technologies and Internet of Things
# Introduction to Digital Solutions

**Subject Pre-requisites:**
A minimum of Year 9 DIG at a C level of achievement is recommended for successful engagement and completion of this subject.

**Subject Overview:**
In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computers’ personal, local and global impact, and the issue associated with the ethical integration of technology into our daily lives.

**Course Structure:**
Over the course of the subject, students are exposed to three important overarching concepts: design thinking, systems thinking and computational thinking. These concepts are developed through four units:

- Application Development
- Data and Networks
- Data Security
- Internet of Things (IoT)

**Assessment Summary:**
Each of the four topics studied has a major project as the main piece of assessment. The project consists of a practical component as well as a significant written component. Ample time will be provided in class time to complete all aspects of the assessment tasks.

**Equipment:**
8GB flash drive or external hard drive, earphones/headphones, pens/pencil, A4 workbook.
Refer to the general stationery list.

**Senior Pathways:**
This subject will be beneficial to students aspiring to study Certificate IV in Screen and Media or Digital Solutions in Years 11 and 12.

**Careers:**
Digital Solutions prepares students for a range of careers in a variety of digital contexts. Digital Solutions develops the 21st century skills of critical and creative thinking, communications, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life. The future careers and pathways for this subject may include the IoT Pathway at James Cook University, web and or app development, data analyst, computing and information services.

**Subject Fees:**
Nil.
# Introduction to Engineering Skills

<table>
<thead>
<tr>
<th>Subject Pre-requisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No pre-requisites. Year 10 is the first year this subject is offered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Skills is an introductory metalworking course. Students gain basic skills in metal machining, hand forming, joining, measurement, calculation and the ability to read and interpret working drawings. Students will experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Structure:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowing and Understanding:</strong> Students develop the ability to describe industry based manufacturing tasks, demonstrate fundamental production skills, and interpret drawings and technical information.</td>
</tr>
<tr>
<td><strong>Analysing and Applying:</strong> Students analyse manufacturing tasks to organize materials and resources, select and apply production skills and procedures in manufacturing tasks, and learn to use visual representations and language conventions to communicate for particular purposes.</td>
</tr>
<tr>
<td><strong>Producing and Evaluating:</strong> Students plan and adapt production processes, to create products from given specifications in accordance with industry practices. Students evaluate production processes and products and make recommendations for the production of their items.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Summary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each unit has a major project as the main piece of assessment. The project consists of a practical component as well as a written component. Also students may be assessed using demonstration and examinations. Ample time will be provided in class time to complete all aspects of the assessment tasks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 x pair of safety glasses (non-tinted, must meet AS/NZ1337), 1 x black pen, HB pencils &amp; eraser, BYOD. Refer to the general stationery list.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Pathways:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This subject leads directly into Engineering Skills in Years 11 and 12. This subject will be beneficial to students who may wish to study Design and/or Furnishing Skills in Years 11 and 12.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Careers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential employment opportunities may be found in engineering trades as, for example, a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Fees:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20</td>
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</tbody>
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30
Introduction to Film, TV & New Media – Subject Flowchart

University
- BA FTM Media
- BA Education
- BA Communication

Work
- Film & TV Industry
- Advertising
- Director/Producer
- Animator
- Filmography

Life Skills
- Creative thinking
- Problem Solving
- Team Building

Year 11/12
- Film TV & New Media

Year 10
- Introduction Film, TV & New Media

Year 9
- Media Arts
- Radio Studies

Year 7 & 8
- Media Arts
## Introduction to Film, TV & New Media

**Subject Pre-requisites:**
A minimum of Year 9 Media Arts (1 semester) and English at a C level of achievement is recommended for successful engagement and completion of this subject.

**Subject Overview:**
In Introduction to Film, TV and New Media, students experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text. They manipulate media representations to identify and examine social and cultural values and beliefs, as well as develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style. Students analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making.
Safety in use of technologies and in interaction with others, including the use of images and works of others to maintain ethical practices and consider regulatory issues when using technology is also part of media studies.

**Course Structure:**
Students will study theory and practical aspects in units of work in:
- Photography
- Animation
- Documentary/mockumentary film making and
- Horror film genres and special effects makeup

**Assessment Summary:**
Students will undertake 4 items of assessment per semester.
2 making pieces consisting of individual and/or group work production
2 responding tasks which may be oral, written or multimedia in format.

**Equipment:**
1x 32GB Class 10 SD card for recording film purposes, 16GB USB stick, Earphones
Access to digital recording devices [SLR camera, video, iPad etc.] is advantageous but not mandatory.
Refer to the general stationery list.

**Senior Pathways:**
This subject will be beneficial to students aspiring to study Film, Television and New Media, Media Arts in Practice -Radio or Media Arts in Practice-Photography in Years 11 and 12.

**Careers:**
The future careers and pathways for this subject may include: Film/video editor, lighting technician, broadcasting/film/video, programme researcher, broadcasting/film/radio, sound technician, broadcasting/film/radio, television/film/video producer, broadcast engineer, television camera operator, television floor manager, television production coordinator, and animator.

**Subject Fees:**
Nil.
Introduction to Food & Nutrition – Subject Flowchart

**University**
Food and Nutrition, Health Science, Nurse, Medicine, Sports Medicine, Dietitian, Dentist

**Work**
For a comprehensive list of job opportunities search: Good Careers Guide

**Life Skills**
Time Management, Team Work, Problem Solving, Design Thinking, Communication, Self-Reliance, Personal Health and Wellbeing.

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**Year 12**
Food and Nutrition

**Year 11**
Food and Nutrition

**Year 10**
Food and Nutrition

**Year 9**
Food Studies
# Introduction to Food & Nutrition

**Subject Pre-requisites:** C level of achievement or high in English is required. Completion of Year 9 Food Studies is desirable but not essential for successful engagement and completion of this subject.

**Subject Overview:**
Food and Nutrition is the study of food in the context of nutrition, food science and food technology. This knowledge is fundamental for continued development of a safe sustainable food system that can produce high quality, nutritious foods in the future.

**Course Structure:**
The course will consist of four units over the year. The units are:
- Food Science: Vitamins, minerals and protein
- Food Science: Carbohydrates and fats
- Food trends
- Food development

**Assessment Summary:**
Each term there will be one piece of summative assessment, as well as some formative assessment. Assessment will include exams, projects and practical experiments. Ample time will be provided in class to complete all aspects of the assessment tasks.

**Equipment:**
On days when cooking, students are required to supply their own ingredients and provide containers in which to take the finished product home. Students are required to supply BYOD, earphones/headphones, pens, pencils, eraser, ruler and A4 workbook. Also refer to the general stationery list.

**Senior Pathways:**
This subject will be beneficial to students aspiring to study Food and Nutrition in Years 11 and 12.

**Careers:**
The future careers and pathways for this subject may include: Dietitian/nutritionist, chef, home economics teacher, environmental health officer, food critic, food technologist, consumer scientist.

**Subject Fees:**
Nil. Please note, students are required to purchase and supply their own ingredients.
# Introduction to Furnishing Skills

**Subject Pre-requisites:**
Completion of Year 9 woodwork (ITM) is recommended for successful engagement and completion of this subject.

**Subject Overview:**
This subject builds on the skills and understanding developed throughout Year 9 in preparation for the senior subject of Furnishing Skills. Students will undertake both frame and carcase construction projects, gain basic skills in hand and power tools and the ability to read and interpret working drawings. Students will experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

**Course Structure:**
Knowing and Understanding: Students develop the ability to describe industry based manufacturing tasks, demonstrate fundamental production skills, and interpret drawings and technical information.

Analysing and Applying: Students analyse manufacturing tasks to organize materials and resources, select and apply production skills and procedures in manufacturing tasks, and learn to use visual representations and language conventions to communicate for particular purposes.

Producing and Evaluating: Students plan and adapt production processes, to create products from given specifications in accordance with industry practices. Students evaluate production processes and products and make recommendations for the production of their items.

**Assessment Summary:**
Each unit has a major project as the main piece of assessment. The project consists of a practical component as well as a written component. Also students may be assessed using demonstration and examinations. Ample time will be provided in class time to complete all aspects of the assessment tasks.

**Equipment:**
1 x pair of safety glasses (non-tinted, must meet AS/NZ1337), BYOD, camera, calculator, notebook, HB pencils.
Refer to the general stationery list.

**Senior Pathways:**
The subject leads directly into Furnishing Skills in Years 11 and 12. This subject is also beneficial to students who wish to study Design and/or Furnishing Skills in Years 11 and 12.

**Careers:**
With additional training and experience, potential employment opportunities may be found in: Furnishing trade roles including furniture-making, wood machinist, cabinet maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor furnisher and glazier.

**Subject Fees:**
$20.00
### Introduction to Hospitality

**Subject Pre-requisites:**
No pre-requisites. Year 10 is the first year this subject is offered, however. Completion of Year 9 Food Studies is desirable for successful engagement and completion of this subject.

**Subject Overview:**
This unit describes the performance outcomes, skills and knowledge required to plan the catering for an event or function. It involves developing the catering concept and planning and developing an operation plan to meet requirements.

**Course Structure:**
Throughout the year, the students will have the opportunity to participate in four catering functions. This will include the components of:
- Planning and catering a function
- Understand Recipes
- Invitation and menu design
- Foods for Different Events/Occasions
- Choose, Trial and Critique Recipes
- Workplace health and safety

**Assessment Summary:**
Assessment strategies encompass a range of techniques, which include, but are not limited to the use of: Examinations, Projects, Actual Events

**Equipment:**
On days when cooking, students are required to supply their own ingredients and provide containers in which to take the finished product home. Students are require to supply BYOD, earphones/headphones, pens, pencils, eraser, ruler and A4 Workbook. Refer to the general stationery list.

**Senior Pathways:**
This subject will be beneficial to students wishing to complete the Certificate II in Hospitality in Years 11 and 12.

**Careers:**
Many careers await students who choose to work in the Hospitality industry. This industry comprises businesses that provide food and beverage, accommodation and entertainment services for their guests or clients.

The subject gives students a foundation that, with further development of their skills and understandings, could lead to professional careers in food and beverages, catering, accommodation, entertainment, resorts, tourist attractions, casinos, festivals and events or tourism. Alternatively, students could pursue tertiary studies in hospitality, specializing in hotel, event and tourism or business management.

**Subject Fees:**
Nil.
Please note, students are required to purchase and supply their own ingredients.
# Money and Entrepreneurial Studies

<table>
<thead>
<tr>
<th><strong>Subject Pre-requisites:</strong></th>
<th>Money and Entrepreneurial Studies is an elective subject offered in Year 10.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Subject Overview:</strong></th>
<th>Money and Entrepreneurial Studies involves the study of how money and income influences different sections of society. This includes how prices for goods and services are determined and how this relates to running a successful business. Students will also learn about investment and how to make money on the Stock Market. Money and Entrepreneurial Studies also includes the study of how to become an entrepreneur. Students will have the opportunity to participate in the Emerging Entrepreneurs Online Course which teaches students how to see problems as opportunities and develop products or services and take them to market. Students will have the opportunity to build their own product or service through the support of James Cook University Engineering students and take it to market.</th>
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<table>
<thead>
<tr>
<th><strong>Course Structure:</strong></th>
<th>In this elective, students will develop skills and knowledge on how to run a business, how to market a business and how to generate money. They will also learn and develop entrepreneurial skills. Money and Entrepreneurial Studies will also develop students understanding on how best to save their income.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment Summary:</strong></th>
<th>Students are assessed through one piece of assessment per Term. These include written exams. Assignments and multi modal presentations.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Equipment:</strong></th>
<th>BYOD Device, USB stick and notepad. Also refer to the general stationery list.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Senior Pathways:</strong></th>
<th>This subject will be beneficial to students aspiring to undertake Business, high level Mathematics as well as technology based Internet of Things pathway.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Careers:</strong></th>
<th>The future careers and pathways for this subject are mostly focused around business and the Internet of Things engineering.</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Subject Fees:</strong></th>
<th>Nil.</th>
</tr>
</thead>
</table>
University
Bachelor of Creative Arts
Bachelor of Music

Work
Music Educator
Primary/Secondary
Performing Musician
Composer
Defence force musician
Music Therapy
Music Technology
Sound Engineer
Musicology
Songwriter/producer
Music Management

Life Skills
Computer Literacy, Time Management, Team Work,
Problem Solving, Design Thinking, Communication,
Self-Reliance

Year 11/12
Music
Jazz Academy (extra-curricular)

Year 11/12
Music
Music in Practice
Jazz Academy (extra-curricular)

Year 10
Music
Jazz Academy (extra-curricular)

Year 9
Music
Jazz Academy (extra-curricular)

Year 7 & 8
Music
Jazz Academy (extra-curricular)
## Music

<table>
<thead>
<tr>
<th>Subject Pre-requisites:</th>
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</thead>
<tbody>
<tr>
<td>Prior music study/experience of an instrument either within the school or outside of school is advantageous, however, it is never too late to start music.</td>
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<table>
<thead>
<tr>
<th>Subject Overview:</th>
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</thead>
<tbody>
<tr>
<td>In Music, students listen to, compose and perform music from a diverse range of contemporary styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music performance practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Course Structure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will study units of work in:</td>
</tr>
<tr>
<td>- Rock and Contemporary Music</td>
</tr>
<tr>
<td>- Jazz and Classical Styles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Summary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will undertake 4 items of assessment per semester. 2 making pieces consisting of individual and/or group composition or performance; 2 responding tasks which may be oral, written or multimedia in format.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio headphones/ear buds; USB. Refer to the general stationery list.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Senior Pathways:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This subject will be beneficial to students aspiring to study Music and Music Extension and Music in Practice (applied) in Years 11 and 12.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Careers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The future careers and pathways for this subject may include: Musician, recording artist, composer, defence force, music teacher, music therapist, music technology, and sound technology/technician.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Fees:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil.</td>
</tr>
</tbody>
</table>
# Photographic Media

## Pre-requisites
No subject pre-requisites required for this subject but a keen interest in the photographic field (as an art form) is recommended. Computer and IT skills are advantageous.

## Subject Overview
The making of a photograph involves much more than pressing the button on a camera. The aim of the Photographic Media subject is to enable students to:

- Develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic media works as an art form.
- Understand and value the different beliefs that affect interpretation, meaning and significance in photographic media.
- Learn and develop technical skills in camera operation and digital imaging software.

## Course Structure
Editing software will be incorporated across the year in all aspects of the course in addition to
Semester 1:
Students will study theory and practical aspects in using digital photography as a Visual Art medium
Semester 2:
Students will begin to focus on SLR camera skills and compositional elements specific to Photography as an art form

## Assessment Summary:
Students will complete two practical folios and one theory assessment piece each Semester.

## Equipment:
Refer to general stationery list in addition to
8 GB USB stick
Visual Art Diary
BYOD will be required (Adobe Creative Cloud to be installed by school’s technicians)
SLR camera very highly recommended for Semester 2

## Senior Pathways:
This subject will be beneficial to students aspiring to study Visual Arts, Visual Arts in Practice – Photography in Years 11 and 12.
The future careers and pathways for this subject may include:
Freelance photographer, photojournalist, commercial photographer, photo media artist, gallery curator, digital content creator.

## Subject fees
Nil.
## Place in the Sun

### Subject Pre-requisites:
Students are required to show the attributes and evidence of being a collaborative learner, who is also able to work independently and flexibly.

### Subject Overview:
'Place in the Sun' is a subject where students identify a problem of interest and develop a plan for the future. Learning experiences will involve higher-order cognitive processes to reach a deep understanding of cross disciplinary issues in a global setting. Learning experiences will also be active, authentic, challenging and student centred. Students will be encouraged to design projects that will have an impact on the world, locally or more widely.

### Course Structure:
The course will comprise of:
- Introductory unit – development of skills
- Planning Unit – identifying, planning and undertaking an inquiry on a topic of interest.
- Culminating Unit – presenting to an authentic audience

### Assessment Summary:
Assessment will be negotiated between the teacher and student.
The criteria will integrate academic and general capabilities from ACARA and the Literate Graduate Skillset.

### Equipment:
- BYOD Device, USB and notepad.
- Also refer to the general stationery list.

### Senior Pathways:
This subject will be beneficial to students aspiring to undertake an ATAR pathway in Years 11 and 12, leading to Tertiary studies.

### Careers:
This subject will help in any chosen pathway.

### Subject Fees:
Nil.
### Subject Overview:
Radio Studies allows a select group of students to enter the exciting world of broadcast radio. Students have the unique opportunity to broadcast to a local listening audience of up to 100,000 people. They develop team work, communication and live DJ performance skills to become a valued crew member of 101.9 Coast FM, a part of Smithfield Community Radio Association and community station for Cairns Northern Beaches. Radio Studies has a large practical component during which students will be involved in scripting, interviewing, sound mixing/editing and/or presenting their own shows on air, via 101.9 Coast FM.

The students who will benefit from Radio Studies are those who enjoy learning about:
- Music and the Music industry
- Radio broadcasting
- Interviewing and reporting skills
- Community relations and involvement

### Course Structure:
Students will study theory and practical aspects in units of work in:
- Radio ethics and licence regulation
- Journalism, documentary and news radio
- Music production, editing and DJ skills
- Research, writing and presenting for “on air”

### Assessment Summary:
Students will undertake 4 items of assessment per semester. Assessment for Radio Studies may consist of:
- Written research work (scripting and research for shows and interviews)
- Sound editing/mixing/music sampling
- Production designing (scripts, song selection, show preparation, music and SFX selection)
- Presentation of a weekly show
- Organisation and management of outdoor broadcasts at community/school events

### Equipment:
A notebook or folder is required.
BYO device is highly recommended
Students should have their own USB key for transferring data files.
Software is provided free of charge for music production and editing in this course.
Refer to the general stationery list.

### Senior Pathways:
This subject will be beneficial to students aspiring to undertake Media Arts in Practice - Radio in Years 11 and 12.

### Careers:
This subject develops a student’s ability to work in professional and dynamic business environments of radio broadcast, journalism, digital music production and encourages them to make decisions about the future direction of a working radio station. The practical experience gained in the subject would be beneficial in numerous careers in sound engineering, business, promotions, management, media and communication fields.

### Subject Fees:
Nil.
Visual Arts – Subject Flowchart

University
BA Arts
PHD Visual Art

Work
Teacher, Artist,
Sculptor, Potter,
Craftsman,
Photographer, Architect,
Interior designer
Museums & Galleries

Life Skills
Develop a personal
aesthetic appreciation
which will always enrich
one’s life.
Problem solving
Creative thinking
Perseverance
Nonverbal communication

Year 11 / 12
Visual Arts

Year 11 / 12
Visual Arts
Visual Arts in Practice

Year 10
Visual Arts

Year 9
Visual Arts

Year 7 & 8
Visual Arts

Develop a personal aesthetic appreciation which will always enrich one’s life. Problem solving, Creative thinking, Perseverance, Nonverbal communication.
## Visual Arts

### Subject Pre-requisites:
A minimum of Year 9 Visual Arts (1 semester) at a C level of achievement or Visual Arts experience outside of school is recommended for successful engagement and completion of this subject.

### Subject Overview:
In Visual Arts, students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience, as well as identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. Students research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students learn how to adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.

### Course Structure:
Students will study theory and practical aspects in units of work in a variety of media such as painting, drawing, ceramics, printmaking and digital media.

### Assessment Summary:
Students will undertake 3 items of assessment per semester.
- 2 making pieces consisting of a finished resolved artwork for display and associated visual diary work
- 1 responding task which may be oral, written or multimedia in format.

### Equipment:
Refer to the general stationery list. Please note that depending upon students’ personal development of ideas they may be required to supply various materials to complete their work outside of the standard classroom resources themselves.

### Senior Pathways:
This subject will be beneficial to students aspiring to study Visual Arts, Visual Arts in Practice, and Media Arts in Practice -Photography in Years 11 and 12.

### Careers:
The future careers and pathways for this subject may include: Fine artist, museum/gallery curator, printmaker, secondary school teacher, art therapist, arts administrator, commercial art gallery, manager, museum/gallery exhibitions officer, multimedia programmer, creative industries.

### Subject Fees:
Nil.