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The Principal reserves the right to not offer, or to restrict the selection or offering of any subject listed in this booklet if there is insufficient student interest or a lack of expertise or facilities.

## Year 10 Curriculum 2025

**Vision:** Creating the future; every student, every day.

**Values:**

- Positive Relationships,
- Student Diversity,
- Multiple Pathways,
- Teacher Excellence.

The Year 10 Curriculum at Dalby State High School is designed to provide a strong foundation for students to transition to Years 11 & 12 with the content and skills required to experience success. For this reason, all of the subjects offered in Year 10 are regarded as **Pathway** subjects. These pathway subjects are designed to prepare students for the specific subject requirements of Years 11 & 12.

### Queensland Senior Assessment and Tertiary Entrance System

In order to prepare students for the terminology and subjects of the Senior QCE system, the pathway subjects offered for Year 10 in 2024 have been designed to link with the relevant senior subject, whilst utilizing the content and achievement standards of the Australian Curriculum.

Two main features of the Senior QCE system include:

- The banking of credits contributing towards the QCE qualification and the attainment of an **Australian Tertiary Admission Rank (ATAR)** for eligible students.
- A senior assessment model that combines school-based assessment and **external assessment** for some subjects.

Because one of the major components of Senior QCE system focusses on Tertiary Entrance, the language of the subject offerings in this handbook identifies subjects in the following way:

- **General pathway subjects** – These subjects provide the foundation for General Subjects in Years 11 & 12. The primary pathway for General Subjects is to be eligible for attaining an ATAR to enable entry to university after completing Year 12.
- **Applied pathway subjects** – These subjects provide the foundation for Applied Subjects or other vocational options in Years 11 & 12. The primary pathway for Applied Subjects is work and vocational education after completing Year 12.

## Initial Considerations

Choosing your Year 10 Subjects is an experience not to be rushed. Give yourself plenty of time and consider the following points:

- **What subjects interest you?** It is best to consider those you like and feel you would enjoy for the year with a view to continuing study into Years 11 & 12.
- **What careers interest you?** Talk this over with as many people as possible. Remember, teachers, HODs and Guidance Staff are available to help you access a wide variety of information.
- **What further education will be required to meet your ambitions?** What kinds of courses and at which institutions—universities or TAFE Colleges.
- **Which subjects do you succeed in?** A proven track record in various subjects is an important guide for future decisions.
- **Are your ambitions realistic?** Both you and your parents should ensure that your ambitions match your ability and performance. Your achievements during Junior Secondary will give you a fair indication of whether your ambitions can be achieved.
- **Have you kept your options open?** If you are unsure of what you want to do, it is best to select subjects that keep your future options open. Even if you have definite career ideas, it is unwise to select a course that restricts you to a very limited area.

Be aware of the differences with the "types" of learning programs on offer. The rich array of subjects on offer at Dalby State High School can be confusing. If in doubt—ask!

### Tertiary Entrance

If you wish to continue studying at a University, TAFE institute or other tertiary education provider after Year 12:

- Ensure you select the Year 10 Pathway Subjects that link to the pre-requisite subjects required for ATAR eligibility or pre-requisite subjects required for entry into TAFE or other tertiary courses. If you are not sure, please ask.
- An ATAR is the primary method for students to gain entry to university directly from school. Other options are possible, but being eligible for an ATAR is often a prerequisite to access these options. To be eligible for an ATAR, you must:
  - Be studying five General Subjects
  - OR**
  - Be studying four General Subjects and one Applied Subject or a Certificate III (or above).

Successful completion of a QCAA English subject (C or better) is also required to be eligible for an ATAR.

The ATAR is calculated from results achieved in Units 3 & 4 only.

## Different Types of Learning Programs

Many students seek entry into universities and other tertiary institutions after completing Year 12. Other students prefer a pathway that is focused more on vocational skills and work readiness. This needs to be kept in mind when selecting subjects, even in Year 10, because these subjects provide a pathway to the Year 11 & 12 subject types below.

**General Subjects** are those that are considered when calculating your eligibility for an ATAR (Australian Tertiary Admissions Rank) and entrance to tertiary institutions. If you intend to proceed to a university after Year 12, it is recommended that you select a minimum of **five** General pathway subjects in Year 10.

**Applied Subjects** are predominately vocational in nature. One of these subjects can contribute to ATAR calculation (in Years 11 & 12) if studied in combination with at least four General subjects. A program of study consisting mainly of Applied pathway subjects in Year 10 provides a pathway to an Applied/work-orientated program of study in Years 11 & 12.

**Signature Programs (Trade Futures / Innovate Ag)** are two-year courses of study in Years 11 & 12 designed to provide specific theoretical and practical skills for an occupational field (i.e. Engineering and Trades or Agricultural). These courses will usually include a combination of General subjects, Applied subjects and Vocational Certificates and may have different delivery modes and/or locations. Students interested in these signature programs should choose Year 10 subjects that link with either Trade or Agriculture Futures. The application process for these programs occurs during SET Planning and Year 11 subject selection in Term 3 of Year 10.

**School-based Apprenticeships/Traineeships** become an option for students once they reach the age of 15 years. The school supports School-based Apprenticeships and Traineeships through timetabling and monitoring of engagement and compliance processes, however students must have secured an employer before negotiating arrangements with the school. The HOD (Senior Secondary) is the primary contact person if you are interested in establishing a SBA or SBT.

## Year 10 Subject Offerings 2025

- Students choose one Mathematics subject and one English subject
- Students study four (4) elective subjects. Where subjects have the same Timetable Code, only one option can be selected to study

FACULTY	CODE	Year 10 Subject	Year 11/12 Pathway
<b>*MATHEMATICS</b>	MAF - A	Mathematics Foundation	Applied – Essential Mathematics
	MAT - G	Mathematics	General – General Mathematics
	MAX - G	Mathematics Extension	General – Mathematical Methods General – Specialist Mathematics
<b>*ENGLISH</b>	ENF - A	English Foundation	Applied – Essential English
	ENG - G	English	General – English
	ENX - G	English Extension	General – English/Literature
<b>THE ARTS</b>	ART - G	Visual Arts	General – Visual Art
	ART - A	Visual Arts in Practice	Applied – Visual Arts in Practice
	DRA - G	Drama	General – Drama
	DRA - A	Drama in Practice	Applied – Drama in Practice
	MUS - B	Music	General – Music Applied – Music in Practice
	MED - G	Media Arts	General – Film, TV & New Media
<b>HPE</b>	YPE - G	Physical Education	General – Physical Education
	YHE - G	Health	General – Health
	XRP - A	Sport & Recreation	Applied – Sport & Recreation
<b>BUSINESS &amp; TECHNOLOGIES</b>	ECB - B	Economics & Business	General – Accounting General - Economics Applied – Business Studies
	TFD - A	Food Specialisations	Applied – Hospitality Practices
	TMT - A	Material & Technologies Specialisations	Applied – Fashion
	DIG - G	Digital Technologies	General – Digital Solutions Applied – Information & Communication Technology
<b>SCIENCE</b>	SCX - G	Chemistry and Physics	General – Physics General – Chemistry
	TFF - G	Food & Fibre Production	General – Agricultural Science
	TFF - A	Food & Fibre Production	Applied – Agricultural Practices
	SCF - B	Science in Practice	Applied – Science in Practice
	SCI - G	Biology and Psychology	General – Biology General – Psychology
<b>HASS</b>	CIV - G	Civics & Citizenship	General – Legal Studies
	HIS - G	History	General – Ancient History General – Modern History
	GEG - G	Geography	General - Geography
<b>LOTE</b>	JPS - G	Japanese	General – Japanese
<b>INDUSTRIAL TECHNOLOGIES &amp; DESIGN</b>	TES - A	Engineering Principals & Systems	Applied – Industrial Graphics
	DAT - G	Design & Technology	General – Design
	TTZ - A	Materials & Technologies Specialisations 2 - Wood & Metal work	Vocational – Manufacturing Vocational – Engineering

## Year 10, 2025 - Subject Information

### Subject Selections in Year 10

During Junior Secondary you have been provided with a core curriculum, consisting of English, Mathematics, Science, History and HPE and were able to add elective choices each semester. Many of you were able to trial a number of elective choices which you might have done for one or more semesters.

In Year 10, your choices need to become more focused and aligned with your subject choices for year 11 and 12. **You are required to study English and Mathematics** but these are available as different programs to prepare you for either General or Applied subjects. **You are also required to study the core subjects of Science and HPE. (One Semester of each subject)**

In Year 10 you study **four (4) elective subjects**. It is desirable that these choices continue for the entire year, as they form the basis for selection of subjects in Years 11 and 12. You may also be able to access other program choices, including Certificate courses, TAFE offerings or school-based apprenticeships and traineeships.

### Prerequisite Rules for Year 11 Subject Selection

Dalby State High School values student QCE achievement and supports maximization of QCE attainment through some prerequisite rules for students entering year 11. These are:

#### English and Mathematics:

- Students must achieve a C or better for English in year 10 to choose General English in year 11
- Students must achieve a C or better in Mathematics in year 10 to progress to General Mathematics in year 11
- Students must achieve a C or better in Extension Mathematics in year 10 to progress to Mathematical Methods in year 11.
- Enrolment in Year 11 Specialist Mathematics, or progression to Year 11 Mathematical Methods from a non-Extension Mathematics pathway must be approved during SET Planning.

#### ATAR eligible course of study:

- Students must pass four or more Year 10 General pathway subjects to choose an ATAR- eligible course of study in Years 11 and 12. For example, if a student intends to be ATAR- eligible and continue study at university, they would need to pass English; Mathematics or Extension Mathematics plus two other General pathway subjects in Year 10.
- If a student studies a General pathway subject in Year 10 and exits or completes the subject with a failing grade (D or E), they will not be eligible to choose the corresponding General subject in Years 11 & 12.

## ENG English General Pathway

### **Subject Overview**

Year 10 English is an academically rigorous strand of the Australian English Curriculum. Students' understanding and use of standard Australian English is developed through the study of language, literature and literacy. The subject aims to create skilful, confident communicators with skills in the informative, persuasive, creative and analytical use of language. Writing, speaking, reading, listening and viewing are integral aspects of the subject. English prepares students for an academic pathway in Years 11 and 12.

*\*Students need to achieve a minimum of a B- in Year 9 English to automatically study English in Year 10.*

### **Course Content**

- Novel study – Coming of age theme
- Poetry and short stories
- Shakespeare – *Romeo and Juliet*
- Satirical texts
- Literacy skills (embedded in all units)

### **Assessment Summary**

- Persuasive presentation
- Short story assignment
- Analytical essay exam
- Media article assignment

### **Homework/Study Requirements**

Homework is assessment-focussed, including the independent reading of set texts, the writing and editing of assignments, presentation practice and exam preparation.

### **Resources/Stationery Requirements**

- Texts and resources provided by the Resource Scheme
- A4 exercise books
- Student stationery items
- USB

### **Year 11 & 12 Pathway**

A pass in English in Year 10 is a prerequisite for a student to study English in Years 11 and 12. A pass in Year 12 English is a prerequisite for nearly all university courses.

Students who study English in Year 10 also have the option of choosing to study Essential English in Years 11 and 12 if they are not pursuing an academic pathway.



## ENF English Foundation Applied Pathway

### **Subject Overview**

Year 10 English Foundation is a vocationally-oriented strand of the Year 10 Australian English Curriculum. Students' understanding and use of standard Australian English is developed through the study of language, literature and literacy. The subject aims to create skilful, confident communicators with skills in the informative, persuasive, creative and analytical use of language. Writing, speaking, reading, listening and viewing are integral aspects of the subject. English Foundations prepares students for a vocational pathway in Years 11 and 12.

### **Course Content**

- Novel study – Coming of Age theme
- Poetry and song lyrics
- Novel study - Authority and rebellion theme
- Film study - Social issues and media texts
- Literacy skills (embedded in all units)

### **Assessment Summary**

- Persuasive presentation
- Creative written response - assignment
- Analytical paragraphs - exam
- Article - assignment

### **Homework/Study Requirements**

Homework is assessment-focussed including the reading of set texts, writing and editing of assignments, presentation practice and exam preparation.

### **Resources/Stationery Requirements**

- Texts and resources provided by the Resource Scheme
- A4 exercise books
- Student stationery items,
- USB

### **Year 11 & 12 Pathway**

The study of English Foundation in Year 10 prepares a student to study Essential English (an Applied subject) in Years 11 and 12. All students who study English Foundation in Year 10 will study Essential English in Years 11 and 12. Studying English Foundation in Year 10 does **not** prepare a student to study English (a General subject) in Years 11 and 12.

## MAT MATHEMATICS General Pathway

### **Subject Overview**

Mathematics is tailored for students wanting to study General Mathematics in Year 11. The course covers a variety of content that will both build numeracy skills for life and provide the foundation needed for General Mathematics and meets the Australian National Curriculum requirements for year 10.

Students need to pass (gain a C standard) in Year 9 Mathematics to be able to engage in the curriculum at a Year 10 Mathematics level.

### **Course Content**

- Number
- Measurement
- Statistics
- Geometry
- Trigonometry
- Algebra
- Financial decisions
- Probability
- Linear Functions

### **Assessment Summary**

- Homework tasks throughout each term (up to 5 are marked, feedback given and returned).
- End of term exams
- 1 assignment per semester

### **Homework/Study Requirements**

Regular homework (up to 5 tasks per term) and practicing of mathematics skills is important. Between 1 and 2 hours of homework and revision should be completed each week.

### **Resources/Stationery Requirements**

- Texts provided through Resource Scheme
- Online resources provided through Resource Scheme
- Scientific calculator (TI30-XB)
- Ruler and protractor
- Stationery as advised on book list.
- Student notebooks as advised on book list

### **Year 11 & 12 Pathway**

- Mathematics links to Years 11 and 12 General Mathematics (a General subject).
- Achieving a pass (C standard) rating in Year 10 Mathematics is a prerequisite for entry into Years 11 and 12 General Mathematics.
- Students who study Year 10 Mathematics may choose to study Years 11 and 12 Essential Mathematics.

Mathematics suits students with a variety of education and employment aspirations, including university and TAFE studies that do not require high levels of mathematics.

## MAF MATHEMATICS FOUNDATION Applied Pathway

### **Subject Overview**

Mathematics Foundation is designed for students who have struggled to pass at the year level standard in previous years. The course covers only the essential mathematical concepts to attain a passing grade at year 10 level.

### **Course Content**

- Number
- Measurement
- Statistics
- Geometry
- Trigonometry
- Algebra
- Financial decisions
- Probability
- Linear Functions

### **Assessment Summary**

- Homework tasks throughout each term (up to 5 are marked, feedback given and returned).
- End of term exams
- 1 assignment per semester

### **Homework/Study Requirements**

Regular homework (up to 5 tasks per term) and practicing of mathematics skills is important. Between 1 and 2 hours of homework and revision should be completed each week.

### **Resources/Stationery Requirements**

- Texts provided through Resource Scheme
- Online resources provided through Resource Scheme
- Scientific calculator (TI30-XB)
- Ruler and protractor
- Stationery as advised on book list.
- Student notebooks as advised on book list

### **Year 11 & 12 Pathway**

- Mathematics foundation links to Years 11 and 12 Essential Mathematics (an Applied subject).
- Students who study Year 10 Mathematics foundation will not be adequately prepared to complete Year 11 and 12 General Mathematics, Mathematical Methods or Specialist Mathematics.

Mathematics foundation suits students with a variety of education and employment aspirations, including direct employment or vocational studies that do not require high levels of mathematics.

## MAX MATHEMATICS EXTENSION General Pathway

### **Subject Overview**

Mathematics Extension is designed for students wanting to study Mathematical Methods in Year 11. The course covers a variety of content in greater depth and introduces new concepts that form the foundation for further study. This subject meets the Australian National Curriculum requirement for year 10 Mathematics. Students must have achieved a B or higher in Year 9 Mathematics to be able to engage in the content at a Mathematics Extension level.

### **Course Content**

- Measurement
- Statistics
- Geometry
- Trigonometry
- Algebra
- Financial decisions
- Probability
- Linear Equations
- Surds
- Index Laws
- Circle geometry

### **Assessment Summary**

- Homework tasks throughout each term (up to 5 are marked, feedback given and returned).
- End of term exams
- 1 assignment per semester

### **Homework/Study Requirements**

Regular homework (up to 5 tasks per term) and practicing of mathematics skills is important. Between 2 and 3 hours of homework and revision should be completed each week.

### **Resources/Stationery Requirements**

- Texts provided through Resource Scheme
- Online resources provided through Resource Scheme
- Scientific calculator (TI30-XB)
- Ruler and protractor
- Stationery as advised on book list.
- Student notebooks as advised on book list

### **Year 11 & 12 Pathway**

- Year 10 Mathematics Extension links to Year 11 and 12 Mathematical Methods and Specialist Mathematics (both General subjects).
- Achieving a pass (C standard) rating in Year 10 Mathematics Extension is a prerequisite for entry into Year 11 and 12 Mathematical Methods.
- Achieving at least a B standard in Year 10 Mathematics Extension is a prerequisite for entry into Year 11 and 12 Specialist Mathematics as well as approval during the SET Planning process.
- Students who study Year 10 Mathematics Extension may choose to study Year 11 and 12 General Mathematics instead of Year 11 and 12 Mathematical Methods.

Mathematics Extension is a vital precursor for tertiary studies in fields with high demand in mathematics such as science, medicine, mathematics and engineering.

## ELECTIVE SUBJECT CHOICES

Year 10 students will study three (3) elective subjects. All subjects continue for the whole year, unless negotiated changes occur in consultation with the HOD Senior Secondary or the Year 10 Deputy Principal.

<b>CIV CIVICS AND CITIZENSHIP</b> <b>General Pathway</b>	
<p><b>Subject Overview</b> The Year 10 curriculum develops student understanding of Australia's system of government. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study sentencing and punishment in the Queensland Legal System, as well as investigate how law reform is instigated by a dynamic and rapidly changing society. In addition, they explore the topic of Family Law and the rights and responsibilities of Australian children and adults.</p> <p>The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.</p>	
<p><b>Course Content</b></p> <ul style="list-style-type: none"> <li>• Term 1: Human Rights in Legal Contexts</li> <li>• Term 2: Sentencing and Punishment in the Queensland Legal System</li> <li>• Term 3: Law Reform in a Dynamic Society</li> <li>Term 4: Family Law</li> </ul>	<p><b>Assessment Summary</b></p> <ul style="list-style-type: none"> <li>• Written research assignment</li> <li>• Combination Exam: Short response and extended response questions</li> <li>• Podcast script</li> </ul>
<p><b>Homework/Study Requirements</b> Students need to work consistently in class and complete about 2 hours of homework each week which will include time to complete reports and to consolidate the understanding of class topics.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• A4 Exercise books</li> <li>• USB device</li> </ul>
<p><b>Year 11 &amp; 12 Pathway</b> This subject links with the General subject of Legal Studies in Years 11 and 12.</p>	

## DRA (G) – DRAMA General Pathway

### **Subject Overview**

Drama is a performance-based subject and students must participate fully to be able create their own works, analyse their own work and that of others, and perform their own work and that of others.

Drama students will analyse the elements of drama and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints. Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

### **Course Content**

Possible unit topics:

- Storytelling and Ritual – the origins of Drama
- Commedia del Arte (Comedy)
- Elizabethan theatre– investigating Shakespeare
- Devising / Documentary Drama

It is essential that students who choose Drama are willing to participate in all activities, including class workshops and assessment performances.

### **Assessment Summary**

Each semester there will be three assessment pieces, consisting of:

Making – Forming/Devising e.g. devising a group ritual; directing a dramatic concept

Making – Performing i.e. performing scripted works e.g. Commedia del Arte and Shakespearean text for an audience

Responding – writing about/ analysing live theatre

Viewing live theatre performances is an essential part of this course. Attending an Arts Council performance (approx. cost \$10) or excursion once a semester is a compulsory aspect. Responding to live theatre forms part of the assessment program.

### **Homework/Study Requirements**

Because of the nature of the subject, out of class rehearsals, learning of lines and gathering of costumes and props will be necessary at home.

Written assessment tasks will also need to be written, drafted and edited carefully.

### **Resources/Stationery Requirements**

- Play texts and resources provided by the Resources Scheme
- Notebooks as advised
- Student stationery items e.g. black and red pen, ruler, set of highlighter pens, USB

### **Year 11 & 12 Pathway**

Drama prepares students well for studying Drama (General subject) in Years 11 and 12.

## DRA (A) – DRAMA IN PRACTICE Applied Pathway

### **Subject Overview**

In Drama in Practice, students explore and engage with two core topics of study — ‘Dramatic principles’ and ‘Dramatic practices’ as they participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Through the core of dramatic practices students also learn essential workplace health and safety procedures relevant to the drama and theatre industry as well as effective work practices and industry skills needed by a drama practitioner.

Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in. Drama in Practice gives students opportunities to collaborate, plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

### **Course Content**

**The Actor** (Voice, Movement, Elements of Drama, Character analysis etc)  
Students will devise and perform theatre works and engage in Process Drama

### **Community Theatre Project**

Theatre for the elderly (Nursing Homes) or the very young (Kindergartens)

Drama in Practice has a very practical/ ‘hands on’ focus. It is essential that students who choose Drama in Practice are willing to participate in all activities, including class workshops and assessment performances.

### **Assessment Summary**

Each semester there will be three assessment pieces, using the following techniques:

Making – Forming/ Devising e.g. scriptwriting; improvising; designing sets or lighting plots for a show

Making – Performing i.e. performing scripted works for an audience

Responding – writing about/ reviewing live theatre

Viewing live theatre performances is an essential part of this course. Attending an Arts Council performance each semester (approximately \$10) is a compulsory aspect. Responding to live theatre forms part of the assessment program.

### **Homework/Study Requirements**

Because of the nature of the subject, out of class rehearsals, learning of lines and gathering/ making of costumes and props will be necessary at home. Written assessment tasks will also need to be written, drafted and edited carefully.

### **Resources/Stationery Requirements**

- Play texts and resources provided by the Resources Scheme
- Notebooks as advised
- Student stationery items e.g. black and red pen, ruler, set of highlighter pens, USB

### **Year 11 & 12 Pathway**

Drama in Practice prepares students well for studying Drama in Practice (Applied subject) in Years 11 and 12.

<b>ECB Economics and Business General and Applied Pathway</b>	
<p><b>Subject Overview</b> Economics and Business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions; now and in the future. Students are provided with opportunities to develop enterprising behaviours and capabilities.</p>	
<p><b>Course Content</b> <b>Semester 1:</b></p> <ul style="list-style-type: none"> <li>• Factors that influence consumer decisions</li> <li>• Marketing</li> <li>• Operation of a class enterprise</li> <li>• Ways businesses and the government respond to changing economic conditions</li> </ul> <p><b>Semester 2:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Accounting – recording and processing financial information</li> <li>• Preparing and analysing accounting reports</li> </ul>	<p><b>Assessment Summary</b></p> <ul style="list-style-type: none"> <li>• Two assignments</li> <li>• Two tests</li> </ul>
<p><b>Homework/Study Requirements</b> To be successful, regular practice and revision is required.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• Texts and resources provided by the Resources Scheme</li> <li>• A4 exercise book</li> <li>• Calculator</li> <li>• Student stationery items</li> </ul>
<p><b>Year 11 &amp; 12 Pathway</b> Economics and Business links with Accounting (General subject), Economics (General subject) and Business Studies (Applied subject) in Years 11 and 12.</p>	



## **DAT (G) DESIGN AND TECHNOLOGY – (DESIGN)** **General Pathway**

### **Subject Overview**

Design and Technology (Design) focuses on the application of design thinking to envisage creative products, services and environments in response to human needs. It is a complex and sophisticated form of problem solving that uses divergent and convergent thinking strategies that can be practiced and improved.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and simple prototyping skills, e.g. 3D printing to communicate design ideas.

Design and Technology (Design) will form a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture, and general problem-solving skills.

### **Course Content**

- Design in Practice
  - Experiencing design styles and process
- Human Centred Design
  - Designing with empathy
- Sketching Processes & Practices

### **Assessment Summary**

- Work folios
- Exams

### **Homework requirements**

Consolidation of techniques before assessment items is of great advantage.

### **Resources/Stationery Requirements**

- USB Storage Device / Memory Stick
- Black ink pens (different thicknesses),
- Range of lead pencils 4B, 2B, HB
- Quality coloured pencils
- Sharpener, eraser etc.
- A3 sketch book

### **Year 11 & 12 Pathway**

Design and Technology prepares students for the study of the General subject Design in Years 11 and 12. It introduces the principles of the Design Process.

## **TES (A) ENGINEERING PRINCIPLES AND SYSTEMS – (GRAPHICS)** **Applied Pathway**

### **Subject Overview**

Engineering Principles and Systems (Graphics) previously known as Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical / workshop drawings used in a variety of industries, including building and construction, and engineering.

Students learn about interpreting, producing, and communicating technical information through drawings and specifications to Australian Standards. Engineering Principles and Systems (Graphics) will form the basis for further education and employment in a range of roles and trades in the manufacturing, engineering, and construction industries.

Students intending to apply for the Trade Futures Program in Year 11 or a Trade pathway post school will find this course of study highly desirable.

### **Course Content**

- Built environment
- Revit (Computer Aided Drafting)
- Production graphics
- Inventor (Computer Aided Drafting)
- Additive Manufacturing (3D Printing)

### **Assessment Summary**

- Work folios
- Exams

### **Homework/Study Requirements**

Consolidation of techniques before assessment items is of great advantage.

### **Resources/Stationery Requirements**

- USB Storage Device / Memory Stick
- A4 Botany style (alternating blank/lined pages)
- 2H Pencils / 0.5 Pacer Pencil

### **Year 11 & 12 Pathway**

Industrial Graphics prepares students for the study of Industrial Graphics Skills (Applied subject) in Years 11 and 12. It introduces the use of CAD programs and basic graphical software packages.

## **TFF FOOD AND FIBRE PRODUCTION**

### **General (TFF-G) and Applied Pathway (TFF-A)**

#### **Subject Overview**

Food and Fibre Production develops students' knowledge and understanding of scientific principles within the specialised area of agriculture. It is designed for students interested in managing their own farm, pursuing a professional career in one of the many agricultural fields or has a strong interest in agriculture. This subject also complements the other science subjects. Students will be involved with animal husbandry, crop trials, animal breeding programs, field observations and agriculture-based experiments. **Students will be able to choose either a General Pathway or Applied Pathway version of the TFF subject.**

#### **Course Content**

- Broadacre cropping – Forage & Hay
- Sheep and wool science
- Beef production
- Hydroponics and Horticulture

#### **Assessment Summary**

- Exam
- Data Test
- Experiment Report
- Research Task

#### **Homework/Study Requirements**

Students need to complete approximately 2 hours of homework weekly. This includes time to consolidate principles learnt at school, time to complete specific homework set in class and time to complete assignment work.

#### **Resources/Stationery Requirements**

- 128 Page A4 exercise book
- 64 page A4 exercise book
- Students must have steel capped boots to be able to work with large animals

#### **Year 11 & 12 Pathway**

Food and Fibre Production prepares students for either Senior Agricultural Science (General subject) or Agricultural Practices and Innovate Ag (Applied/Vocational subject/s) in Years 11 and 12. This will depend upon the version of the TFF subject selected.

<b>TFD FOOD SPECIALISATIONS</b> <b>Applied Pathway</b>	
<p><b>Subject Overview</b> Food Specialisations (Hospitality) provides students with a range of skills applicable to life and employment in the catering industry. Hospitality is designed to provide an understanding of the industry and its operation. This course centres on the development of practical and problem-solving skills relevant to different aspects of the catering industry. Students learn about safe and hygienic food handling and food presentation techniques, and analyse and make judgements on how the sensory and functional properties of food influence the preparation of sustainable food solutions for healthy eating.</p>	
<p><b>Course Content</b> Semester 1</p> <ul style="list-style-type: none"> <li>• Egg cookery including sauces</li> </ul> <p>Semester 2</p> <ul style="list-style-type: none"> <li>• International Cookery</li> </ul>	<p><b>Assessment Summary</b></p> <ul style="list-style-type: none"> <li>• Investigation (written review 400 – 600 words)</li> <li>• Project (practical cookery and decision-making journal (400 – 700 words))</li> </ul>
<p><b>Homework/Study Requirements</b> Some time at home supplementing school learning is required.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• Due to the industry-based nature of the course, students must be committed to the additional costs for cookery ingredients</li> <li>• 2 x A4 notebook</li> <li>• Student stationery items</li> </ul>
<p><b>Year 11 &amp; 12 Pathway</b> Hospitality links with Hospitality Practices (Applied subject) in Years 11 and 12.</p>	

## GEG GEOGRAPHY General Pathway

### **Subject Overview**

There are four units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. Students will also undertake a field trip in this subject.

### **Course Content**

Unit 1:  
Geographies of Human Wellbeing  
Unit 2:  
Biomes and Food Security  
Unit 3:  
Environmental Change and Management  
Unit 4:  
Disease

### **Assessment Summary**

- Combination Exams
- Research Investigations
- Field Reports

### **Homework/Study Requirements**

Students need to work consistently in class and complete about 2 hours of homework each week which will include time to complete reports and to consolidate the understanding of class topics.

### **Resources/Stationery Requirements**

- Texts (through membership of Resources Scheme)
- A4 Exercise books
- USB device

### **Year 11 & 12 Pathway**

This subject links with Geography the General subject Geography in Years 11 & 12.

## YHE HEALTH EDUCATION General Pathway

### **Subject Overview**

Health is a theory-based subject that provides a foundation for students considering the general subject of Health in year 11 and 12. It is an action-oriented subject that encourages students to view health issues through a social lens, and develop and evaluate their own and others' strategies to achieve optimal health outcomes across specific populations.

### **Course Content**

- Personal Health – Positive Relationships
- Peer Health – Mental Health and Wellbeing
- Environmental Health – Influencing Factors
- Community Health

### **Assessment Summary**

- Analytical Exposition
- Supervised Written Assessment (exam)
- Research Report
- Multimodal Presentation

### **Homework/Study Requirements**

Students should be prepared to spend time at home reinforcing work covered in class as well as researching data and statistics to help form their own opinions on relevant issues. Some class time will be provided for the development of formal assessment but students will have to dedicate additional time to ensure optimal outcomes.

### **Resources/Stationery Requirements**

- General stationery items
- USB device
- A4 notebook
- Display folder/document wallet
- Own laptop (if possible)

### **Year 11 & 12 Pathway**

- Health prepares students well for the study of Health (General subject) in Years 11 and 12. This subject does not involve physical activity.

## HIS HISTORY

### General Pathway

#### **Subject Overview**

There are two areas of study in the History subject area. Students will study elements of Modern History (with particular reference to the Russian Revolution and the Cold War) and Ancient History (with particular reference to Ancient Egypt and Ancient Greece).

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

#### **Course Content**

##### **Semester 1 - Ancient Worlds**

Ancient Egypt

- Importance of the Nile
- Religious aspects of Egypt
- Economy of Egypt

Ancient Greece

- Democracy in Ancient Greece
- Alexander The Great

##### **Semester 2 - Modern Revolutions**

The Russian Revolution

- Empire of the Tsars
- Nicholas II
- The Revolution
- The rise of Communism

The Cold War

- Beginnings of the Cold War
- Human Impacts
- Global Re-alignment
- Bringing about the end of hostilities

#### **Assessment Summary**

- Written research assignment
- Essay exam
- Response to Stimulus exam

#### **Homework/Study Requirements**

Students need to work consistently in class and complete about 2 hours of homework each week which will include time to complete reports and to consolidate the understanding of class topics.

#### **Resources/Stationery Requirements**

- Texts (through membership Resources Scheme)
- A4 Exercise books
- USB device

#### **Year 11 & 12 Pathway**

This subject links with Modern History (General subject) and Ancient History (General subject) in Years 11 & 12.

## JPS JAPANESE General Pathway

### **Subject Overview**

Students bring to their learning their existing knowledge of Japanese language and culture and a range of learning strategies. Year 10 Japanese allows students who are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues to connect with the cultural understandings and perspectives of others. As their knowledge and skills develop, students are challenged to work with a greater degree of independence to analyse, reflect on and monitor their language learning and intercultural experiences. They are presented with opportunities to consider future pathways and options, including the possible role of Japanese in these.

### **Course Content**

#### Semester 1

Unit 1 - Holidays in Japan  
Unit 2 - Sport and Health

#### Semester 2

Unit 3 - Entertainment  
Unit 4 - Occupations

### **Assessment Summary**

- Assignment
- Class tests
- Exam

### **Homework/Study Requirements**

To be successful, regular practice and revision is required.

### **Resources/Stationery Requirements**

- 2 x 96 page A4 exercise books
- 1 x document wallets
- Headphones

### **Year 11 & 12 Pathway**

Japanese links with the General subject Japanese in Years 11 and 12.



## **TMT MATERIALS AND TECHNOLOGIES SPECIALISATION** **(Fashion)** **Applied Pathway**

### **Subject Overview**

Fashion is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Identity often shapes and is shaped by fashion choices. The subject Fashion explores what underpins fashion culture, technology and design, and investigates sustainability in our 'throw away' society.

### **Course Content**

- Fashion history and trends
- Design process and garment production

### **Assessment Summary**

- Investigation (showing design process)
- Project (practical and portfolio)

### **Homework/Study Requirements**

Some time at home supplementing school learning is required.

### **Resources/Stationery Requirements**

- Due to the use of different fibres and fabrics, students must be committed to additional costs for the practical techniques
- 1 x A4 Visual diary
- General student stationery

### **Year 11 & 12 Pathway**

Fashion is linked to Fashion (Applied Subject) in Years 11 and 12.

## **TTZ MATERIALS AND TECHNOLOGIES SPECIALISATION 2 (Wood & Metal) Applied / Vocational Pathway**

### **Subject Overview**

Material & Technologies Specialisations previously known as Industrial Technology & Design (Manual Arts) refers to the procedures and techniques used to combine and process materials into useful products.

Students will use a range of materials including wood, metal and plastics to produce take-home products. Students undertake the development of products from design through manufacturing to process evaluation. In addition, students will develop practical hand skills and tool manipulation useful across a range of future personal and professional settings.

### **Course Content**

- Woodworking techniques
- Metal skills
- Introduction to additive manufacturing

### **Assessment Summary**

- Ongoing subjective assessment of all class activities and tasks

### **Homework/Study Requirements**

This is a highly practical course and homework is limited to completion of research tasks and classwork.

### **Resources/Stationery Requirements**

Contribution to Textbook Hire and Resource Scheme will cover all necessary resource requirements.

### **Year 11 & 12 Pathway**

Industrial Technology & Design prepares students for the study of various vocational certificates and Trade/Ag Futures (Applied/Vocational subjects) in Years 11 and 12.

## MED MEDIA ARTS General Pathway

### **Subject Overview**

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media on those worlds, both individually and collaboratively. Students use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

The subject aims to promote a critical awareness of visual and media literacy and an appreciation of the impact moving images and technology have in our everyday lives. Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students must participate fully to be able to plan and propose their own works, analyse their own work and that of others, and develop and create their own original work.

### **Course Content**

- Welcome to Television
  - Australian Television programming and Journalism
- Lights, Camera, Action
  - Narrative Film and Music Video Production

### **Assessment Summary**

Each semester there will be two assessment pieces, including:

- Making – planning Media works e.g. folios, design briefs, journals, models; making films.
- Responding – extended writing, critical analysis of Media works; both in written and oral format

### **Homework/Study Requirements**

Because of the nature of the subject, out of class development, preparation, research and production will be necessary at home.

Written assessment tasks will also need to be written, drafted and edited carefully.

### **Resources/Stationery Requirements**

- Texts and resources provided by the Resources Scheme
- Notebooks as per booklist
- Student stationery items e.g. black and red pen, ruler, set of highlighter pens
- Several USBs for storing and transporting work

### **Year 11 & 12 Pathway**

Media Arts links with Film, TV & New Media (General subject) in Years 11 and 12.

## MUS MUSIC General Pathway

### **Subject Overview**

Students will use the elements of music to explore, analyse and perform their own compositions and the music of others.

Students will develop an appreciation and understanding of a variety of music genres by exploring how the music elements are used by composers and performers to create and communicate meaning. They will analyse how the music elements can be manipulated to create mood and affect an audience. Students will use the elements of music to create original compositions.

In performance, students will experience individual and group performance opportunities. In groups, students will be required to collaborate with others to make appropriate performance choices to engage with audiences. The opportunity to learn new instruments will be provided. Performance is an important component of music, and students must be willing to play an instrument or sing in front of the class.

### **Course Content**

**And All That Jazz** involves exploring the history and development of jazz, with a focus on famous songs and artists. In music theory, students will learn about extended chord compositions, chord progressions, improvisation and the 12 bar blues. Students will use this knowledge to compose and perform jazz.

**The Eras Tour** involves exploring the development of music and harmony from the year 500 through to 1900. Students will analyse innovations in music throughout the Medieval, Renaissance, Baroque, Classical and Romantic eras to understand the underpinnings of music today. Students will compose and arrange a four-part harmony, and perform a set piece.

### **Assessment Summary**

#### **Responding:**

- Integrated Project – analysis (Jazz); Exam (Eras)

#### **Making - Composing:**

- Improvisation (Jazz); String Quartet arrangement (Eras)

#### **Making – Performing:**

- Integrated Project – performance (Jazz); Set Piece (Eras)

### **Homework/Study Requirements**

It is recommended that students can play an instrument or have completed some previous Music study. Written assessment tasks will need to be written, drafted and edited carefully.

### **Resources/Stationery Requirements**

- A4 plastic display book
- Notebook as per booklist
- General student stationery

### **Year 11 & 12 Pathway**

Music links to the General subject Music in Year 11 and 12, and Music Extension (either composition, performance or musicology strands) in Year 12 only.

To consider Music Extension in Year 12, students should be attaining at least a B rating in 11 Music and continue with General 12 Music as well.

## YPE PHYSICAL EDUCATION General Pathway

### **Subject Overview**

This subject provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. It creates strategic thinkers by building their analysis and evaluation skills through a sporting context.

### **Course Content**

- Energy systems and training principles
- Sports psychology
- Team and individual sports (tactical awareness)
- Motor Learning

### **Assessment Summary**

- Multimodal presentations
- Examinations
- Investigation report

### **Homework/Study Requirements**

Students should spend time at home reinforcing learning from class. Class time will be available for the development of formal assessment, but additional time will be required to complete formal assessment at home for optimal outcomes.

### **Resources/Stationery Requirements**

- 128 page A4 exercise book (not a 5 subject book)
- Own laptop (if possible)
- Hat, sunscreen, water bottle
- Document wallet
- Relevant sporting equipment
- USB device

### **Year 11 & 12 Pathway**

Physical Education Foundation links to Physical Education (General subject) and Health Education (General subject). Students who study Physical Education may also be interested in Sport & Recreation (Applied subject) in Years 11 & 12.

## SCX CHEMISTRY AND PHYSICS General Pathway

### **Subject Overview**

This subject covers topics from the fields of Physics and Chemistry. It will improve students' scientific literacy and mathematical skills as well as develop their critical and creative thinking skills. This subject is essential for students who wish to pursue careers as engineers or any other science related field, including the medical fields. Students will also be given extra preparation in analysing science data to help with the Data Test and Student Experiment types of assessment.

### **Course Content**

- Chemical bonding and reaction rates
- Motion, forces and energy
- Acids and bases
- Electricity

### **Assessment Summary**

- Exams
- Data Test
- Experiment Report
- Research Task

### **Homework/Study Requirements**

Students need to complete approximately 2 hours of homework weekly. This includes time to consolidate principles learnt at school, time to complete specific homework set in class and time to complete assignment work.

### **Resources/Stationery Requirements**

- 128 Page A4 exercise book
- 64 page A4 exercise book

### **Year 11 & 12 Pathway**

Extension Science prepares students for the General/ATAR subjects of Biology, Chemistry, Physics and Agricultural Science in Years 11 and 12. It is particularly suited to students who wish to continue study to a tertiary level after school.

## SCI BIOLOGY AND PSYCHOLOGY General Pathway

### **Subject Overview**

This subject covers topics from the field of Biology and Psychology. This course encourages students to understand science appropriate to their lives. This subject is essential for students pursuing careers in biology, life sciences, environmental science and the medical fields, especially psychology. This is also an ideal companion subject for students studying Agricultural Science and wish to pursue a career in one of the many fields of agriculture science.

Psychology provides opportunities for students to engage in concepts that explain human behaviours and the underlying cognitions. Students will gain an appreciation for complex interactions of contemporary personal and social issues.

### **Course Content**

T1 – Biology – Cell Biology  
T2 – Psychology – Stress & Emotion  
T3 – Biology - Genetics and Evolution  
T4 – Psychology – Forensic Psychology and criminal behaviour

### **Assessment Summary**

- Exams
- Data Test
- Experiment Report
- Research Task

### **Homework/Study Requirements**

Students need to complete approximately 2 hours of homework weekly. This includes time to consolidate principles learnt at school, time to complete specific homework set in class and time to complete assignment work.

### **Resources/Stationery Requirements**

- 128 Page A4 exercise book

### **Year 11 & 12 Pathway**

Extension Science prepares students for the General/ATAR subjects of Biology and Psychology in Years 11 and 12. It is also suited to students who wish to continue study to a tertiary level after school.

## **SCF SCIENCE IN PRACTICE** **General and Applied Pathway**

### **Subject Overview**

This is core science and is not compulsory. Like other junior years students will study the Australian Curriculum in a more hands on way. It encourages students to understand science appropriate to their lives. The assessment program will prepare students for the assessment types of Science in Practice and Agricultural Practices.

### **Course Content**

- Food science
- Fun chemical reactions
- Rat trap race cars
- Forensic science

### **Assessment Summary**

- Exam
- Experiment Report
- Research Task

### **Homework/Study Requirements**

Students need to complete approximately 1 hour of homework weekly. This time to complete specific homework set in class and time to complete assignment work.

### **Resources/Stationery Requirements**

- 128 Page A4 exercise book

### **Year 11 & 12 Pathway**

This subject will prepare students for both the applied the senior science subjects, Agricultural Practices and Science in Practice.



## **XRP SPORT & RECREATION** **Applied Pathway**

### **Subject Overview**

Sport and Recreation provides an opportunity for students to experience the challenge and fun of active participation in physical activity, while developing essential skills. Students undertake both practical and theory lessons in this subject and have the opportunity to gain experience in coaching and tournament organisation. There may be some activities that require payment for transport and entry.

### **Course Content**

- Minor Games
- Coaching
- Ball sports
- Sports Nutrition
- Tournament organisation

### **Assessment Summary**

- Investigation: Report
- Project: Planning, Performance and Spoken
- Performance and Evaluation
- Project: Design and Implementation

### **Homework/Study Requirements**

This course does have a large practical emphasis and homework is limited to completion of assessment items and classwork.

Students may be required to assist in the organisation of school sports events including cross country, swimming and athletics as well as local primary school sporting events.

### **Resources/Stationery Requirements**

- 128 page A4 exercise book (not a 5 subject)
- USB devise
- General student stationery items
- School hat
- Water bottle

### **Year 11 & 12 Pathway**

Sport and Recreation prepares students well for the study of Sport and Recreation (Applied subject) in Years 11 and 12.

## ART (G) – VISUAL ARTS General Pathway

### **Subject Overview**

Visual Art is of great relevance to students' lives and enables them to develop creative thinking skills, which will prepare them for senior schooling and beyond. It develops skills in both making and appraising art works in a diverse range of art making areas and contexts.

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

A genuine interest in visual art and a willingness to apply oneself both practically and theoretically are good indicators of suitability for choosing this subject.

### **Course Content**

- 2-dimensional and 3-dimensional art history and social impact including responding individually to set tasks
- Documenting course content
- Developing skills in Developing, Researching, Reflecting and Resolving of other professional artist's work
- Further develop technical skills in drawing, painting, mixed media and sculpture

### **Assessment Summary**

Each term students will be assessed on both making and responding to artworks, including the following:

- Documentation of class work, investigations, personal exploration and concept development
- Appraising Tasks – Written documentation of classwork
- Making folios - including two-dimensional, three-dimensional and time based focuses

### **Homework/Study Requirements**

Students will be researching and designing their artworks outside of class time. Students are expected to be preparing for assignments and exams in their own time when relevant.

### **Resources/Stationery Requirements**

- A4 visual diary
- Individual resources for specific artworks
- Artline pen (fine black 0.4 mm)
- HB, 4B, 2B pencils
- Eraser, 30cm ruler (maximum size), ballpoint pen

### **Year 11 & 12 Pathway**

This subject links with Visual Art (General subject) in Years 11 and 12.

## ART (A) – VISUAL ARTS IN PRACTICE Applied Pathway

### **Subject Overview**

Visual Arts in Practice develops the skills which enables students to become art practitioners. The course explores the visual art industry from economical, functional and artistic contexts. Students do this through direct experience, observation, research, the application of knowledge and the creation and evaluation of artworks. They will gain an understanding of the marketing and production potential of art works for commercial and personal purposes. A genuine interest in the arts and a willingness to apply oneself both practically and theoretically are good indicators of suitability for selecting Visual Arts in Practice.

### **Course Content**

- Community and industry connections
- Practical application and contexts of art works. E.g. Mural design and portrait painting.
- Visual Literacies
- Documenting course content in Visual Diary
- Developing practical skills in both 2D and 3D skills

### **Assessment Summary**

Assessment is in two units of work using the following techniques:

Making

- Creating a Product from a specific brief
- Completion of a Project (a written and practical component)
- Visual Diary (as a record of work)

Responding

- Extended Response (multi-modal presentations)

### **Homework/Study Requirements**

Students are expected to be preparing for module requirements in their own time which will include researching, analysing and applying, creating and evaluation of artworks and other assessment items.

### **Resources/Stationery Requirements**

- A4 visual diary
- Individual resources for specific artworks
- Artline pen (fine black 0.4 mm)
- HB, 4B, 2B pencils
- Eraser, 30cm ruler (maximum size), ballpoint pen

### **Year 11 & 12 Pathway**

This subject links with Visual Arts in Practice (Applied subject) in Years 11 and 12.

## Apollo Program Academies

The Apollo Program Academies cater for high achieving students. Access to the academy subjects is by **application only**. The Apollo Program Guide and information about the application process can be found on the Dalby State High School website.

### ENG English (Apollo – Aristotle) General Pathway

#### **Subject Overview**

The Aristotle Project is timetabled as Australian Curriculum English in Year 10. Academic rigour is a high priority and Aristotle students engage with curriculum materials at a more sophisticated level than students in mainstream classes. The skills of focussed and extended writing and speaking, multimodal communication, analytical thinking and creative processes are specifically taught.

#### **Course Content**

- Novel study – Coming of age theme
- Poetry and short stories
- Shakespeare – *Romeo and Juliet*
- Satirical texts
- Literacy skills (embedded in all units)

#### **Assessment Summary**

- Persuasive presentation
- Short story assignment
- Analytical essay exam
- Media article assignment

#### **Homework/Study Requirements**

Homework is assessment-focussed, including the independent reading of set texts, the writing and editing of assignments, presentation practice and exam preparation.

#### **Resources/Stationery Requirements**

- Texts and resources provided by the Resource Scheme
- A4 exercise books
- Student stationery items
- USB

#### **Year 11 & 12 Pathway**

The Aristotle Academy provides an excellent pathway for the General Subject English in Years 11 & 12. It also exposes students to concepts and skills that are transferable across many of the other General Subjects in senior.

## **ZCP Creative Arts Program (Apollo – Aeschylus)** **General Pathway**

### **Subject Overview**

Aeschylus is a performance excellence subject which covers both the Drama and Music syllabuses. It is a performance-based subject where students demonstrate excellence in their ability to create their own works, analyse their own work and that of others, and perform their own work and that of others. **Please note:** there is compulsory afterschool rehearsal time for students in the Aeschylus program.

### **Course Content**

- Students will complete a project in each semester. Each project will involve developing devising and performance skills in both music and drama.
- Course content is adapted to suit the skills of the class, but semester one lessons will be thematic and culminate in an intimate performance for parents/carers.
- Throughout semester two, students will work towards a more complex public performance e.g. a musical which includes original student compositions.

### **Assessment Summary**

Making – Devising

- Scriptwriting project in Drama
- Composing in Music

Responding

- Analysing & evaluating a live theatre performance
- Analysing & evaluating a live music performance

Making – Performing

- Performing a student-devised text
- Performing a published text

Performing in Music – either singing or on a chosen instrument

### **Homework/Study Requirements**

Because of the nature of the subject, out of class rehearsals, learning of lines and gathering of costumes and props will be necessary at home.

It is recommended that students should have completed some previous Music study and that they have some degree of music literacy. Written assessment tasks will need to be written, drafted and edited carefully.

### **Resources/Stationery Requirements**

- A4 Notebook
- Manuscript paper for composing
- General student stationery, including highlighters
- USB device and earphones
- Play texts and resources provided by the Resources Scheme

### **Year 11 & 12 Pathway**

Drama prepares students well for studying Drama (General subject) in Years 11 and 12. Music links to the General subject Music in Year 11 and 12, and Music Extension (either composition, performance or musicology strands) in Year 12 only.

## MAX MATHEMATICS EXTENSION (Apollo – STEM) General Pathway

### **Subject Overview**

Mathematics Extension is designed for students wanting to study Mathematical Methods in Year 11. The course covers a variety of content in greater depth and introduces new concepts that form the foundation for further study. This subject meets the Australian National Curriculum requirement for year 10 Mathematics. Students must have achieved a B or higher in Year 9 Mathematics to be able to engage in the content at a Mathematics Extension level.

### **Course Content**

- Measurement
- Statistics
- Geometry
- Trigonometry
- Algebra
- Financial decisions
- Probability
- Linear Equations
- Surds
- Index Laws
- Circle geometry

### **Assessment Summary**

- Homework tasks throughout each term (up to 5 are marked, feedback given and returned).
- End of term exams
- 1 assignment per semester

### **Homework/Study Requirements**

Regular homework (up to 5 tasks per term) and practicing of mathematics skills is important. Between 2 and 3 hours of homework and revision should be completed each week.

### **Resources/Stationery Requirements**

- Texts provided through Resource Scheme
- Online resources provided through Resource Scheme
- Scientific calculator (TI30-XB)
- Ruler and protractor
- Stationery as advised on book list.
- Student notebooks as advised on book list

### **Year 11 & 12 Pathway**

- Year 10 Mathematics Extension links to Year 11 and 12 Mathematical Methods and Specialist Mathematics (both General subjects).
- Achieving a pass (C standard) rating in Year 10 Mathematics Extension is a prerequisite for entry into Year 11 and 12 Mathematical Methods.
- Achieving at least a B standard in Year 10 Mathematics Extension is a prerequisite for entry into Year 11 and 12 Specialist Mathematics as well as approval during the SET Planning process.
- Students who study Year 10 Mathematics Extension may choose to study Year 11 and 12 General Mathematics instead of Year 11 and 12 Mathematical Methods.

Mathematics Extension is a vital precursor for tertiary studies in fields with high demand in mathematics such as science, medicine, mathematics and engineering.