

# Table of Contents

Senior Phase Curriculum 2017 .....	2
Initial Considerations .....	3
Different Types of Learning Programs .....	4
Queensland Certificate of Education and Queensland Certificate of Individual Achievement .....	5

<b>Year 10, 2017 Subject Information</b> (includes prerequisite info).....	6 - 34
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## Year 10 Core Program

### English

English Foundation .....	7
English Communication Foundation* .....	8

### Mathematics

Math A Foundation.....	9
Math B & C Foundation.....	10
Prevocational Math Foundation* .....	11

## Year 10 Program (4 student choices)

Accounting & Business Foundation^ .....	12	Health Education Foundation .....	25
Agricultural Practices Foundation* .....	13	Home Economics Foundation^ .....	26
Agricultural Science Foundation.....	14	Hospitality Foundation* .....	27
Apollo Program .....	15	ICT Foundation .....	28
Biology & Science 21 Foundation.....	16	ITD Foundation* .....	29
Chemistry & Physics Foundation.....	17	Japanese Foundation .....	30
Dance in Practice Foundation* .....	18	Music Foundation .....	31
Drama Foundation .....	19	Physical Education Foundation .....	32
Drama in Practice Foundation*.....	20	Recreation Studies Foundation* .....	33
Economics and the Law Foundation .....	21	Visual Arts Foundation .....	34
Film, TV & New Media Foundation.....	22	Visual Arts in Practice Foundation*.....	35
Geography & History Foundation .....	23	Work Futures* (by invitation only) .....	36
Graphics Foundation^ .....	24	Subject Selection (External students) .....	37

# Senior Phase Curriculum 2017

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

**Values:**

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

You are entering the next phase of your schooling. This phase will bring about new challenges and allow considerable flexibility in meeting your academic and vocational needs. In the middle phase of schooling, the emphasis has been on a broad-based educational experience.

If you are uncertain about your future career paths, our best advice to you is to keep as many realistic options open for as long as you can. This would mean ensuring that you have sufficient General subjects for ATAR eligibility.

Many new avenues will open up for you including **Structured Workplace Learning** programs and **School-Based New Apprenticeships** which allow you to study a smaller academic component at school and team this with a range of vocational experiences in the workplace.

Those of you who are bound for tertiary education in any form will receive considerable information about the best subject-mix to meet your individual needs.

Some of you may need to explore the possibility of taking your **Senior program over three years**. This will allow students who have work or other commitments to complete their senior program successfully while managing the other aspects of their life. There are several conditions that must be met and discussions should be made with the Guidance Officer.

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

## What do I need to consider?

Choosing your Senior 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 four semesters.
- **What careers interest you?** Talk this over with as many people as possible. Remember the Guidance Officer is available to help you and has access to 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 Year 10 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 High can be confusing. If in doubt—ask!

### Combinations of subjects

Some subjects require companion study. For example, in Years 11 and 12, if you wish to study Mathematics C, you must also take Mathematics B. If you wish to take English Extension in Year 12, you must also be enrolled in English and not English Communication. Similarly, it would be unwise to take Physics, for example, with Prevocational Mathematics.

### Tertiary Entrance

If you wish to study a degree or diploma course at a University or TAFE institute after Year 12:

- Ensure you select the pre-requisite subjects required for your preferred courses - you will need to consult the Tertiary Prerequisites 2018 Handbook provided to you.
- Most students gain entry on the basis of an ATAR. To be eligible for an ATAR, you must:
  - Complete 20 semesters of General subjects (the equivalent of 5 subjects)
  - Ensure that, at least, three subjects are studied for all four semesters

## Differences between types of learning programs

Many students seek entry into Universities and other tertiary institutions after completing Year 12. This needs to be kept in mind when selecting (and in changing) your subjects.

**General/ATAR subjects** are those that are considered when calculating your eligibility for an ATAR (Australian Tertiary Admissions Rank) and entrance to tertiary institutions. These were previously known as Authority subjects. If you intend to proceed to a university, you should select a minimum of **five** General/ATAR subjects. Authority subjects are those with sufficient academic rigour to ensure adequate preparation for university study.

\***Applied subjects** have replaced what were previously known as Authority Registered subjects. These subjects are predominately vocational in nature and do not contribute to the calculation of an OP and are more practically-based.

**Vocational Certificates** provide you with a qualification relating to a specific industry area, for example, retail, and building.

**Signature Programs** are 2 year courses of study designed to provide specific theoretical and practical skills for an occupational field (ie 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. Interested students must apply to study a signature program.

**Three Year Program** If you are interested in balancing your senior program along with work or other commitments, you might consider undertaking the program over three years. If you are interested in discussing this possibility, please make an appointment with the Guidance Officer.

**School-based Apprenticeships/Traineeships** A School-based Apprenticeship is an excellent way for vocationally directed students to get a head start on a full-time apprenticeship. Students are paid a training wage while working and completing their Senior education. A partnership exists between the student, the school, the Group Training Company, the Workplace and a registered training provider to assist the student to complete the available training. Students choosing this type of training need to be available in the workplace as least one day each week. Students must also complete 48 days of work each school year. Arrangement of lessons at school will allow students to work with teachers to ensure any lessons missed are caught up. Access to the courses is by application through the Group Training Company and may only begin once all the formal processes are completed. Parents are responsible for any transport costs.

**Structured Workplace Learning Programs** Student has the opportunity to participate in work experience and work placement programs in industry areas of their interest. Structured workplace programs are an excellent way to start if students are uncertain about specific careers. Students can then convert to a School-based Apprenticeship once they are certain about their career direction.

## Queensland Certificate of Education

Students in the senior school will work towards the new qualification of the Queensland Certificate of Education (QCE). The QCE is awarded to young people who meet the requirements at the end of Year 12.

### Eligibility

To be eligible for the QCE, a student must be enrolled with a school and be registered with the Queensland Studies Authority. For most students, the QCE will be achieved over Years 11 and 12, based on their study of subjects and other learning programs while at school. All approved learning programs are "banked" towards the QCE and can start while in Year 10. A total of 20 credits must be achieved to receive the QCE.

### Credits

To achieve 20 credits a student must have completed a prescribed amount of study and must also meet minimum requirements, including "passing" subjects and meeting a minimum literacy and numeracy standard. The following information is taken from the Queensland Curriculum & Assessment Authority website and is subject to change. Up to date information can be found at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au).

### New Education Laws

The Queensland Certificate of Education complements the Government's new "learning or earning" laws which require all young people to complete Year 10 at school and then complete a further two years of education or training. This training can be completed in a variety of ways and in a variety of places.

## Queensland Certificate of Individual Achievement

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on highly individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socio-economic, cultural or linguistic factors.

The QCIA is an official record that a student has completed at least twelve years of education. It summarises the student's knowledge and skills for employers and training providers. The certificate records the student's achievements in 2 areas:

- The Statement of Achievement lists the student's demonstrated knowledge and skills across 6 curriculum organisers.
- The Statement of Participation lists the names or titles of activities that the student has undertaken.

For more information consult with the Guidance Officer, Head of Special Education Services or go to the QCAA website: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

# YEAR 10, 2017

## SUBJECT INFORMATION

### Selections in Year 10

During the junior secondary phase you have been provided with a core curriculum, consisting of English, SOSE, Mathematics and Science 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 either prepare you for General/ATAR subjects or Applied/Non-ATAR (work orientated).

In year 10 you are able to add **four (4) elective choices**. It is desirable that these choices continue for the entire year, as they form the basis for selection of subjects in Year 11 and 12. You are also able to access a number of other elective choices, including Certificate courses, TAFE offerings and the ability to begin structured workplace learning programs or school-based apprenticeships and traineeships.

### Dalby SHS Prerequisite Rules

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 Math:

- Students must achieve a C or better for English Foundation in year 10 to choose English (ATAR) in year 11
- Students must achieve a C or better in either Math A Foundation or Math B & C Foundation to progress to Math A and Math B/C respectively

General Course of Study (ATAR eligible):

- Students wishing to go on to study ATAR or university prep subjects in year 11 (formerly Authority subjects) must pass the relevant Foundation subject.  
For example you will not be able to study PE in year 11 if you achieve a D or E in PE Foundation in year 10.
- Students must pass four or more year 10 ATAR Foundation subjects to choose an ATAR course of student and pursue university entrance at the end of year 12.  
For example if a student intends on further study at university, they would need to pass English Foundation; Math A (or B & C) Foundation plus two other ATAR Foundation subjects.

## English Foundation (ATAR pathway)

Year 10 English Foundation at Dalby State High School follows the Australian Curriculum. Units focus on literacy skills, the study of literary texts and the use of language in a range of written and spoken genres.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Focused literacy skills, including grammar, spelling, punctuation and reading comprehension</li> <li>• A novel with indigenous perspectives</li> <li>• Persuasive essay writing skills</li> <li>• Satirical texts</li> <li>• Poetry and song lyrics – analyse and create</li> <li>• Spoken presentation skills</li> <li>• Analytical essay skills</li> <li>• A novel that explores a rites of passage theme</li> <li>• Narrative writing skills</li> <li>• A Shakespearean play and modern film adaptation/s</li> <li>• Multimodal presentation skills</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Persuasive essay (novel study 1)</li> <li>• Analytical essay (satire)</li> <li>• Presentation (poetry)</li> <li>• Short story (novel study 2)</li> <li>• Multimodal presentation (Shakespeare analysis)</li> </ul>
<p><i>Homework requirements</i></p> <p>Homework is usually assessment focused, including assignment preparation and the reading of set texts.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• All texts are provided to students who are members of the Resource Scheme. Students who are not members of the scheme need to provide their own texts.</li> <li>• Stationery requirements include exercise books, a USB memory stick and general stationery.</li> </ul>

- Year 10 English Foundation links to Year 11 and 12 English (an ATAR subject).
- Achieving a pass rating in Year 10 English Foundation is a prerequisite for entry into Year 11 and 12 English.
- Students who study Year 10 English Foundation may choose to study Year 11 and 12 English Communication (a non-ATAR subject) instead of Year 11 and 12 English.

# English Communication Foundation\*

Year 10 English Communication Foundation at Dalby State High School follows the Australian Curriculum. Units focus on literacy skills, the study of literary texts and the use of language in a range of written and spoken genres.

\*Indicates Applied/Work orientated (non-university) course covered in this elective.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Focused literacy skills, including grammar, spelling, punctuation and reading comprehension</li> <li>• A novel with indigenous perspectives</li> <li>• Persuasive paragraph writing skills</li> <li>• QCAA Short Course in Literacy unit: Procedural/Instructional texts</li> <li>• Spoken presentation skills</li> <li>• Poetry and song lyrics</li> <li>• Satire and parody</li> <li>• Analytical paragraph skills</li> <li>• Media study</li> <li>• QCAA Short Course in Literacy unit: Film study</li> <li>• QCAA Short Course in Literacy unit: Public speaking</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Exam: Persuasive paragraphs (novel study)</li> <li>• Multimodal presentation: procedural/instructional text</li> <li>• Multimodal presentation: poetry</li> <li>• Exam: Comprehension (media study)</li> <li>• Exam: Analytical paragraphs (film study)</li> <li>• Extended writing: script of a speech</li> <li>• Spoken presentation: presentation of a speech</li> </ul>
<p><i>Homework requirements</i></p> <p>Homework is usually assessment focused, including assignment preparation and the reading of set texts.</p>	<p><i>Resources/Stationery Requirements</i></p> <p>All texts are provided to students who are members of the Resource Scheme. Students who are not members of the scheme need to provide their own texts.</p> <p>Stationery requirements include exercise books, a USB memory stick and general stationery.</p>

- Year 10 English Communication Foundation links to Year 11 and 12 English Communication.
- Studying this subject in Year 10 leads to the study of English Communication in Years 11 and 12.
- Studying this subject in Year 10 does *not* prepare a student for the study of English in Years 11 and 12 (an ATAR subject).
- Successful study of the QCAA Short Course in Literacy units embedded in this course fulfils the QCE Literacy requirement and earns the student one QCE point (the QCE is the senior schooling accreditation that is awarded to successful students at the completion of their senior studies).

## Math A Foundation (ATAR pathway)

Math A Foundation is tailored for students wanting to study Mathematics A in year 11. The course covers a variety of content that will both build numeracy skills for life and provide the foundation needed for Mathematics A.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement</li> <li>• Statistics</li> <li>• Geometry</li> <li>• Trigonometry</li> <li>• Algebra</li> <li>• Financial decisions</li> <li>• Probability</li> <li>• Linear Functions</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• End of term exams</li> <li>• 1 assignment per semester</li> </ul>
<p><i>Homework Requirements</i></p> <p>Regular homework and practicing of mathematics skills is important. Between 1 and 2 hours of homework and revision should be completed each week.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts provided through Resource scheme</li> <li>• Scientific calculator</li> <li>• Drawing and mathematical instruments</li> <li>• Student notebooks as advised on Book Lists</li> </ul>

- Year 10 Math A Foundation links to Year 11 and 12 Math A (an ATAR subject).
- Achieving a pass rating in Year 10 Math A Foundation is a prerequisite for entry into Year 11 and 12 Math A.
- Students who study Year 10 Math A Foundation may choose to study Year 11 and 12 Prevocational Math (a non-ATAR subject) instead of Year 11 and 12 Math A.

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

## Math B & C Foundation (ATAR pathway)

Maths B & C Foundation is designed for students wanting to study Mathematics B and/or C in year 11. The course covers a variety of content in greater depth and introduces new concepts that form the foundation for further study in Maths B and C. As a general rule to be eligible for the subject students must have achieved a B or better in year 9 Maths.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Statistics</li> <li>• Geometry</li> <li>• Trigonometry</li> <li>• Algebra</li> <li>• Financial decisions</li> <li>• Probability</li> <li>• Linear Equations</li> <li>• Surds</li> <li>• Index Laws</li> <li>• Circle geometry</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• End of term exams</li> <li>• 1 assignment per semester</li> </ul>
<p><i>Homework Requirements</i></p> <p>Regular homework and practicing of mathematics skills is important. Between 2 and 3 hours of homework and revision should be completed each week.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts provided through Resource scheme</li> <li>• Scientific calculator</li> <li>• Drawing and mathematical instruments</li> <li>• Student notebooks as advised on Book Lists</li> </ul>

- Year 10 Math B & C Foundation links to Year 11 and 12 Math B & C (an ATAR subject).
- Achieving a pass rating in Year 10 Math B & C Foundation is a prerequisite for entry into Year 11 and 12 Math B & C.
- Students who study Year 10 Math A Foundation may choose to study Year 11 and 12 Prevocational Math (a non-ATAR subject) instead of Year 11 and 12 Math A.

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

## PVM Foundation\*

PVM Foundation is designed for students to transition into Prevocational Maths in year 11. The course reviews essential maths concepts that are integrated into real life contexts, to build students confidence with numbers and numeracy skills for life.

\*Indicates Applied/Work orientated (non-university) course covered in this elective.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement</li> <li>• Money</li> <li>• Statistics</li> <li>• Ratio and Proportions</li> <li>• Food Labels</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Regular numeracy quizzes</li> <li>• 1 Open book exam per semester</li> <li>• 2 assignments per semester</li> </ul>
<p><i>Homework Requirements</i></p> <p>Regular homework and practicing of mathematics skills is important. At least 1 hour of homework and revision should be completed each week.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts provided through Resource scheme</li> <li>• Scientific calculator</li> <li>• Drawing and mathematical instruments</li> <li>• Student notebooks as advised on Book Lists</li> </ul>

- Year 10 PVM Foundation links to Year 11 and 12 PVM.
- Students who study Year 10 PVM Foundation may *not* choose to study Year 11 and 12 Year 11 and 12 Math A or Math B.
- PVM Foundation prepares students for studying Prevocational Maths in Years 11 and 12 (a non-ATAR subject which on its completion contributes to the numeracy component for the QCE).
- Some students who study this subject in Semester 1 of Year 10 may be offered the opportunity to study the QCAA Numeracy short course in Semester 2.
- Achieving a pass in the QCAA Numeracy course will secure a student's QCE Numeracy credential.

## ELECTIVE SUBJECT CHOICES

Year 10 students will be able to select **four (4)** elective subjects. All subjects continue for the year, unless negotiated changes occur in consultation with the Guidance Officer and the student's Senior Education and Training Plan.

### Accounting and Business Foundation<sup>^</sup>

Business impacts on our students in their present and future roles as citizens, consumers, employees or entrepreneurs. Business education is important for students in their later years of schooling as it is at this time that they gain a degree of independence in accumulating and managing finances, make decisions about goods and services, and acquire legal rights and responsibilities as citizens.

<sup>^</sup>Indicates both ATAR/university course and Applied/Work orientated course (non-university) covered in this elective.

<p><i>Course Content</i></p> <p><i>Semester 1</i></p> <ul style="list-style-type: none"> <li>• Marketing and pricing</li> <li>• Financial documents, Cash Books and the GST</li> <li>• Controls over cash and inventories</li> <li>• Operation of a class enterprise</li> </ul> <p><i>Semester 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Accounting and simple Accounting reports</li> <li>• The Accounting process</li> <li>• Bank Reconciliation</li> <li>• Analysing Accounting reports</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• A combination of tests, written assignments and practical accounting tasks.</li> </ul>
<p><i>Homework requirements</i></p> <p>To be successful, regular practice and revision is required. Homework will also be required when students are working on assignments and preparing for tests.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts and resources provided by the Resources Scheme</li> <li>• Practical accounting paper as advised by the teacher</li> <li>• A4 notebook</li> <li>• Calculator</li> <li>• Student stationery items</li> </ul>

- Accounting and Business Foundation links with Accounting (ATAR) and Business Studies SAS in Year 11 and 12.

## Agricultural Practices Foundation\*

Agricultural Practices Foundation provides opportunities for students to explore, experience and learn practical skills and knowledge valued in agricultural workplaces. Students will build their understanding of expectations for work in agricultural and horticultural settings. They will also develop an understanding of career pathways, jobs and other opportunities available in agriculture, horticulture and related fields. The course will also prepare students for agricultural certificate courses.

\*Indicates Applied/Work orientated (non-university) course covered in this elective.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Small crops production – grow a vegetable crop and market it.</li> <li>• Meat chicken production – run a small enterprise of growing meat chickens. Learn nutritional requirements of the chickens.</li> <li>• Dairy cattle – be part of the “Cows Create Careers” program. Look after a couple of dairy cow calves and learn about milk production.</li> <li>• Vineyard – learn how plant vines, build trellises, prune vines and care for the growing vines.</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Written Tests</li> <li>• Practical skills tests</li> <li>• Projects</li> </ul>
<p><i>Homework requirements</i></p> <p>Students need to complete approximately 1 hours of homework weekly. This includes time to work on some project tasks as well as study for exams.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• 128 Page A4 Exercise book</li> </ul>

- Agricultural Practices Foundation prepares student for Senior Agricultural Practices and the Agricultural Futures course which includes Certificate I in Agrifood Operations and Certificate II in Agriculture.

## Agricultural Science Foundation

Agricultural Science Foundation 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.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Cattle production – study different breeds of cattle; investigate breeding and genetics; how we grow beef for a particular market.</li> <li>• Agribusiness – hydroponics: learn how to grow crops hydroponically and investigate the prospect of growing herbs profitably.</li> <li>• Sheep production – investigate the genetics and breeds of meat sheep. Run a sheep feedlot</li> <li>• Cotton – investigate and compare the fibre products from plants and especially cotton.</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Extended Agricultural Investigation</li> <li>• Research report</li> </ul>
<p><i>Homework requirements</i></p> <p>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.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• 128 Page A4 Exercise book</li> <li>• 64 page exercise book</li> </ul>

Agricultural Science Foundation prepares students for Senior Agricultural Science. It will also assist students who wish to pursue Biological Science in year 11 and 12 as well as Agricultural Practices.

## Apollo Program

The program allows bright, highly-motivated students to be challenged and encouraged by their peers and their teachers to work hard and continue to succeed in their studies. The program involves four major projects which cater for a wide variety of talented learners.

<p><i>Course Content</i></p> <p>Four separate projects will be available for student selection:</p> <ul style="list-style-type: none"> <li>• Archimedes Project (Design and Discover)</li> <li>• Aristotle Project (Connect and Communicate)</li> <li>• Aeschylus Project (Devise and Perform)</li> <li>• Chronos Project (Extend and Accelerate)</li> </ul>	<p><i>Assessment Summary</i></p> <p>Student assessment in these subjects is dependent upon the type of study and may include practical projects, extended written tasks or formal testing assessment.</p>
<p><i>Homework requirements</i></p> <p>Individual subject requirements will be discussed with students regarding the types and styles of homework studied.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• As discussed with students by class teachers.</li> </ul>

- There is a direct linkage with authority subjects in Years 11 and 12 which form the basis for this course. More information will be provided on the school website.
- Students interested in this course, will need to complete a separate enrolment process and outlined on the website.

## Biology and Science 21 Foundation

This subject covers topics from the field of Biology and other context based subjects. It will improve students' scientific literacy and mathematical skills as well as develop their critical and creative thinking skills. It encourages students to understand science appropriate to their lives. This subject is essential for students pursuing careers in biology, the medical fields, life sciences and environmental science. 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.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Cell biology and classification</li> <li>• Food science</li> <li>• Genetics</li> <li>• Sport science</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Extended Experimental Investigations</li> <li>• Tests</li> <li>• Research report</li> </ul>
<p><i>Homework requirements</i></p> <p>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.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Text (through resource scheme)</li> <li>• 128 Page A4 Exercise book</li> <li>• 64 page exercise book</li> </ul>

- Biology and Science 21 Foundation links with Biology and Science 21 in Year 11 and 12.

## Chemistry & Physics Foundation

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.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Chemical bonding and reactions</li> <li>• Forces and energy</li> <li>• Acids and bases</li> <li>• Electricity</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Extended Experimental Investigations</li> <li>• Tests</li> <li>• Practical test</li> </ul>
<p><i>Homework requirements</i></p> <p>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.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Text (through resource scheme)</li> <li>• 128 Page A4 Exercise book</li> <li>• 64 page exercise book</li> </ul>

- Physics and Chemistry Foundation links with Physics (ATAR) and Chemistry (ATAR) in Year 11 and 12.

## Dance in Practice Foundation\*

In Dance in Practice Foundation, students explore and engage with three core topics of study — ‘Dance performance’, ‘Dance production’ and ‘Dance literacies’. In Dance in Practice Foundation, students create, perform and produce dance works in class, school and community contexts. Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

\*Indicates Applied/Work orientated (non-university) course covered in this elective.

<p><i>Course Content</i></p> <p><b>Popular Dance</b> (Hip hop, Lyrical hip hop, Breakdance, Voguing)</p> <p><b>Contemporary Dance</b> (Cunningham technique, Graham Technique, Modern and Post-Modern)</p> <p>It is essential that students who choose Dance in Practice are willing to participate in all activities, including class workshops and assessment performances.</p>	<p><i>Assessment Summary</i></p> <p>Each semester there will be three assessment pieces, using the following techniques:</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Investigation/ Research</li> <li>• Extended Response to Stimulus</li> <li>• Creating a Product</li> <li>• Completion of a Project</li> </ul>
<p><i>Homework requirements</i></p> <p>Because of the nature of the subject, out of class rehearsals and gathering/ making of costumes will be necessary. Written assessment tasks will also need to be written, drafted and edited carefully.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Dance shoes and clothing appropriate to the dance style being studied</li> <li>• Notebooks as advised</li> <li>• Student stationery items e.g. black and red pen, ruler</li> </ul>

- Dance in Practice Foundation prepares students well for studying Dance in Practice in Years 11 and 12.

## Drama Foundation

Drama Foundation is a performance-based subject and students must participate fully to be able create their own works (Forming), analyse their own work and that of others (Responding), and perform their own work and that of others (Presenting). Drama Foundation allows individuals and groups to explore the world through its symbolic representation. Drama students explore creative problem solving in complex and challenging ways.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Ritual – the origins of Drama</li> <li>• Street Theatre and Clowning</li> <li>• Elizabethan theatre – enjoying Shakespeare</li> <li>• Documentary Drama</li> </ul> <p>It is essential that students who choose Drama are willing to participate in all activities, including class workshops and assessment performances.</p>	<p><i>Assessment Summary</i></p> <p>Each semester there will be three assessment pieces, one each of:</p> <ul style="list-style-type: none"> <li>• Forming – creating Drama e.g. improvisation; scriptwriting.</li> <li>• Presenting – performing Drama</li> <li>• Responding – extended writing, critical analysis of live theatre</li> </ul> <p>Viewing theatre performances is an essential part of this course. Attending an Arts Council performance each term (approximately \$8) is a compulsory aspect. Responding to live theatre forms part of the assessment program.</p>
<p><i>Homework requirements</i></p> <p>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.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Play texts and resources provided by the Resources Scheme</li> <li>• Notebooks as advised</li> <li>• Student stationery items e.g. black and red pen, ruler, set of highlighter pens</li> </ul>

- Drama Foundation prepares students well for studying Drama (ATAR) in Years 11 and 12.

## Drama in Practice Foundation\*

This is the first year Drama in Practice Foundation has been offered in Year 10. 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.

\*Indicates Applied/Work orientated (non-university) course covered in this elective.

<p><i>Course Content</i></p> <p><b>The Actor</b> (Voice, Movement, Elements of Drama, Character analysis etc) Split into One term of Comedy and one term of Tragedy (contemporary)</p> <p><b>Community Theatre Project</b> Theatre for the elderly (Nursing Homes) or the very young (Kindergartens)</p> <p>It is essential that students who choose Drama in Practice are willing to participate in all activities, including class workshops and assessment performances.</p>	<p><i>Assessment Summary</i></p> <p>Each semester there will be three assessment pieces, using the following techniques:</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Investigation/ Research</li> <li>• Extended Response to Stimulus</li> <li>• Creating a Product</li> <li>• Completion of a Project</li> </ul> <p>Viewing theatre performances is an essential part of this course. Attending an Arts Council performance each term (approximately \$8) is a compulsory aspect. Responding to live theatre forms part of the assessment program.</p>
<p><i>Homework requirements</i></p> <p>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.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Play texts and resources provided by the Resources Scheme</li> <li>• Notebooks as advised</li> <li>• Student stationery items e.g. black and red pen, ruler, set of highlighter pens</li> </ul>

- Drama in Practice Foundation prepares students well for studying Drama in Practice (Applied/Work orientated) in Years 11 and 12.

## Economics and the Law Foundation

This year long course is divided into two specific subject areas – Economics and Legal Studies. During this course students will gain an understanding of the roles economics and the law play in business by studying business specific units from both areas. In semester 1, Students will gain an understanding of the Circular Flow Model and the role government plays in developing business. In semester 2, students will study Labour Law and entering into business contracts. While these areas relate to business, they will also apply to all students who are wanting to enter the workforce.

<p><i>Course Content</i></p> <p><i>Semester 1 “Economics”</i></p> <ul style="list-style-type: none"> <li>• Circular Flow Model/ How money moves around an economy</li> <li>• Role of Government in an Economy</li> </ul> <p><i>Semester 2 “Law”</i></p> <ul style="list-style-type: none"> <li>• Labour Law</li> <li>• Renting and Buying.</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Written research assignment</li> <li>• Essay exam</li> <li>• Response to Stimulus exam</li> <li>• Oral presentation</li> </ul> <p>These tasks utilise the same style and criteria as Senior Economics and Legal Studies</p>
<p><i>Homework requirements</i></p> <p>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><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts (through membership of Resources Scheme)</li> <li>• A4 Exercise books</li> <li>• USB device</li> </ul>

- Economics and the Law Foundation links with Economics (ATAR) and Legal Studies (ATAR) in Year 11 and 12.

## Film, TV & New Media Foundation

Film, TV & New Media Foundation 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 (Design), analyse their own work and that of others (Critique), and develop and create their own original work (Produce).

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• <b>That's Not a Show – This is a Show: Developing Australian Television</b></li> <li>• <b>Remixing Representation: the Documentary</b></li> <li>• <b>Manufacturing a Star: Understanding the Music Industry</b></li> </ul>	<p><i>Assessment Summary</i></p> <p>Each semester there will be three assessment pieces, one each of:</p> <ul style="list-style-type: none"> <li>• Design – planning Media works e.g. folios, design briefs, journals, models.</li> <li>• Produce – presenting Media works eg. Making films</li> <li>• Critique – extended writing, critical analysis of Media works; both in written and oral format</li> </ul>
<p><i>Homework requirements</i></p> <p>Because of the nature of the subject, out of class development, preparation, research and production will be necessary at home.</p> <p>Written assessment tasks will also need to be written, drafted and edited carefully.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts and resources provided by the Resources Scheme</li> <li>• Notebooks as advised</li> <li>• Student stationery items e.g. black and red pen, ruler, set of highlighter pens</li> <li>• Several USBs for storing and transporting work</li> </ul>

- Film, TV & New Media Foundation links with Film, TV & New Media (ATAR) in Year 11 and 12.

# Geography and History Foundation

This year long course is divided into two specific subject areas – Geography and History.

<p><i>Course Content</i></p> <p><i>Semester 1 “Geography”</i></p> <p>Well-being/development (People and development)</p> <ul style="list-style-type: none"> <li>- HDI, Scatter graphs, population pyramids, MD and LD nations, disease, conflict and politics.</li> </ul> <p>Biodiversity and Coastal biodiversity (Natural systems)</p> <ul style="list-style-type: none"> <li>- Erosion and dune management</li> <li>- Coastal management</li> </ul> <p><i>Semester 2 “History”</i></p> <ul style="list-style-type: none"> <li>• Term of Ancient – Study of Power – investigate types of power.</li> <li>• Term of Modern – Soviet Russia &gt; revolution, Lenin, Stalin up to Khrushchev.</li> </ul>	<p><i>Assessment Summary</i></p> <p>These tasks utilise the same style and criteria as Senior Geography and Ancient and Modern History.</p>
<p><i>Homework requirements</i></p> <p>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><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts (through membership of Resources Scheme)</li> <li>• A4 Exercise books</li> <li>• USB device</li> </ul>

- Geography and History Foundation links with Geography (ATAR), Ancient History (ATAR) and Modern History (ATAR) in Years 11 and 12.

## Graphics Foundation<sup>^</sup>

Graphics helps students gain an understanding of graphical communication across and broad spectrum of applications. Students will learn basic principles used in Architecture, Engineering and Business Graphics.

<sup>^</sup>Indicates both ATAR/university course and Applied/Work orientated course (non-university) covered in this elective.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Built environment</li> <li>• Revit (Computer Aided Drafting)</li> <li>• Production graphics</li> <li>• Inventor (Computer Aided Drafting)</li> <li>• Business Graphics</li> <li>• AutoCAD 2008</li> <li>• Additive Manufacturing (3D Printing)</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Work folios</li> <li>• Exams</li> </ul>
<p><i>Homework requirements</i></p> <p>Consolidation of techniques before assessment items is of great advantage.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• USB device</li> <li>• A4 sketch book</li> </ul>

- Graphics Foundation prepares students for the study of Graphics (ATAR) and Industrial Graphics Skills (Applied/work orientated) in Year 11 and 12. It provides an introduction to the use of CAD programs and basic graphics packages.

## Health Education Foundation

Health Education Foundation is a theory-based subject that provides a foundation for students considering Health Education 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.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Personal Health – Positive Relationships</li> <li>• Peer Health – Mental Health and Wellbeing</li> <li>• Environmental Health – Influencing Factors</li> <li>• Community Health</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Analytical Exposition</li> <li>• Supervised Written Assessment (exam)</li> <li>• Research Report</li> <li>• Multimodal Presentation</li> </ul>
<p><i>Homework requirements</i></p> <p>Students should be prepared to spend time at home reinforcing work covered in class as well as researching data and statistics. Some class time will be provided for the development of formal assessment but students will have to dedicate additional time to ensure optimal outcomes.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• General stationery items</li> <li>• USB device</li> <li>• A4 notebook</li> <li>• Display folder/document wallet</li> </ul>

- Health Education Foundation prepares students well for the study of Health Education (ATAR) in Year 11 and 12. This subject does not involve physical activity.

## Home Economics Foundation<sup>^</sup>

This subject incorporates Home Economics fundamentals and sound decision making skills. Sewing (two terms) and cooking (two terms) are consolidated and extended.

<sup>^</sup>Indicates both ATAR/university course and Applied/Work orientated course (non-university) covered in this elective.

<p><i>Course Content</i> Each semester comprises of one term of sewing and one term of cooking.</p> <ul style="list-style-type: none"> <li>• Cookery and theoretical skills related to "Meals for the Family"</li> <li>• Fibre characteristics and suitability to be manipulated eg dye</li> <li>• Sewing skills for leisure</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Theory exams</li> <li>• Decision making journal (practical and theory component (500 – 800 words))</li> <li>• Research investigation (400 – 700 words)</li> </ul>
<p><i>Homework requirements</i> Consolidation of techniques before assessment items is of great advantage.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Text materials provided as membership of the Resources Scheme.</li> <li>• Cookery ingredients for weekly cooking.</li> <li>• A4 size exercise books and general student stationery.</li> </ul>

- Home Economics Foundation links with Home Economics (ATAR), Social and Community Studies (Applied/work orientated) and Hospitality Practices (Applied/work orientated) in Year 11 and 12.

## Hospitality Foundation\*

Hospitality Foundation provides students with a range of skills applicable to life as well as skills related to employment in the Catering industry. 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.

\*Indicates Applied/Work orientated (non-university) course covered in this elective.

<p><i>Course Content</i></p> <p>Students will learn about practices of the Hospitality industry such as safe and hygienic food handling and food presentation techniques in a variety of contexts such as:</p> <ul style="list-style-type: none"> <li>• Barbeque Delight</li> <li>• Better Breakfast including sauces</li> </ul>	<p><i>Assessment Summary</i></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><i>Homework requirements</i></p> <p>Some time at home supplementing school learning is required.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Due to the industry-based nature of the course, students must be committed to the higher weekly costs for cookery ingredients</li> <li>• General student stationery</li> <li>• Notebooks as advised by teacher</li> </ul>

- Hospitality Foundation links with Hospitality Practices (Applied/work orientated) in Year 11 and 12.

# ICT Foundation<sup>^</sup>

Information and Communication Technologies are an integral part of today's work, study and leisure, and students benefit greatly from knowing how to use them effectively, efficiently and ethically. Year 10 ICT Foundation contains both practical and theoretical elements. The practical element requires students to follow the design, develop and evaluate procedure. The theoretical elements require students to engage in research and decision making.

<sup>^</sup>Indicates both ATAR/university course and Applied/Work orientated course (non-university) covered in this elective.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Past, present and future of computers, including computer hardware and operating systems</li> <li>• Game design and development</li> <li>• Digital imaging</li> <li>• Social and ethical issues relating to ICTs</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Assessment tasks include projects and written assignments.</li> </ul>
<p><i>Homework requirements</i></p> <p>Whilst students do not need to have access to computer equipment at home, access would be beneficial to work on assignments and projects.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Document wallet</li> <li>• USB device</li> <li>• Headphones</li> </ul>

- ICT Foundation links with ITS - Information Technology Systems (ATAR) and ICT - Information and Communication Technology (Applied/work orientated) in Year 11 and 12.

## Industrial Technology & Design Foundation\*

ITD (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.

\*Indicates Applied/Work orientated (non-university) course covered in this elective.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Woodworking techniques</li> <li>• Metal skills</li> <li>• Introduction to additive manufacturing</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Ongoing subjective assessment of all class activities and tasks</li> </ul>
<p><i>Homework requirements</i></p> <p>This is a highly practical course and homework is limited to completion of research tasks and classwork.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Contribution to Textbook Hire and Resource Scheme will cover all necessary resource requirements</li> </ul>

- ITD Foundation prepares students for the study of various vocational certificates and Trade/Ag Futures (Applied/Work orientated (non-university)) in Year 11 and 12.

## Japanese Foundation

Learning an additional language broadens your understanding of self and others and helps you to live and learn as part of our global community. It gives you insights into other cultures, as well as the language and communication skills to interact with members of local and international communities. Knowledge of another language and culture increases career and employment opportunities in a world that is becoming more diverse and globally aware.

The ability to speak an additional language can be essential in areas such as international trade, banking and finance, mining, agribusiness, manufacturing, recruitment and human resources, law, medicine, translating and interpreting services, tourism and hospitality, retail / wholesale business, international relations and diplomacy, media, education and communications. This ability also opens up opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local knowledge of culture and language.

<p><i>Course Content</i></p> <p>Learning a language involves learning about people and culture. You will study a wide variety of topics drawn from a range of themes.</p> <p>Learning a language requires communicating in meaningful and realistic situations.</p>	<p><i>Assessment Summary</i></p> <p>Students will be assessed in the four macroskills of :</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Speaking</li> <li>• Writing</li> </ul>
<p><i>Homework requirements</i></p> <p>To be successful, regular practice and revision is required. Specific homework tasks may also be set when students are working on assignments and preparing for tests.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Obentou text book and resources provided by the Resources Scheme</li> <li>• Mini whiteboards / markers / cloths</li> <li>• A4 Notebook</li> <li>• Student stationery items</li> </ul>

- Japanese Foundation links with Japanese (ATAR) in Year 11 and 12.

## Music Foundation

Students undertake the study of music in a variety of forms, having the opportunity to play and sing music of all types, to create their own compositions and to develop an appreciation and understanding of a variety of musical styles. Throughout the course, emphasis is on developing each student's musical potential.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Music's Classic Hits (2018)</li> <li>• The Development of Jazz (2018)</li> <li>• Pop song writing and production (2017)</li> <li>• Music from the Movies (2017)</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Analysing repertoire – formal exam</li> <li>• Composing – computer aided compositions including a Blues song</li> <li>• Performing – solo or group performance – instrumental or vocal</li> </ul>
<p><i>Homework requirements</i></p> <p>It is recommended that students should have completed some previous Music study. It is essential that students are music literate.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Display book</li> <li>• Manuscript paper</li> <li>• General student stationery</li> <li>• USB device</li> </ul>

- Music Foundation links to Music (ATAR) in Year 11 and 12.

## Physical Education Foundation

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.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Anatomy</li> <li>• Physiology</li> <li>• Sports psychology</li> <li>• Team and individual sports</li> <li>• Biomechanics</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Multimodal presentations</li> <li>• Examinations</li> <li>• Research reports</li> <li>• Journals</li> </ul>
<p><i>Homework requirements</i></p> <p>Students should spend time at time 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.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• 128 page A4 exercise book (not a 5 subject book)</li> <li>• Hat, sunscreen, water bottle</li> <li>• Document wallet</li> <li>• Relevant sporting equipment</li> <li>• USB device</li> </ul>

- Physical Education Foundation links to Physical Education (ATAR), Health Education (ATAR) and Recreation Studies (Applied/work orientated) in Years 11 and 12.

## Recreation Studies Foundation\*

Recreation Studies Foundation 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 certification in Coaching (Coaching General Principles) and experience in CPR. Participation in challenging outdoor pursuits including a camp is an essential part of the course. There will be some activities that require payment for transport and entry.

\*Indicates Applied/Work orientated (non-university) course covered in this elective.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Minor Games</li> <li>• Coaching – Indigenous Games</li> <li>• Camp craft</li> <li>• Orienteering</li> <li>• Tournaments</li> <li>• International Games</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Investigation: Report</li> <li>• Project: Planning, Performance and Spoken</li> <li>• Performance and Evaluation</li> <li>• Project: Design and Implementation</li> </ul> <p><b>A compulsory outdoor expedition in Term 3 will be an additional cost for students (about \$100).</b></p>
<p><i>Homework requirements</i></p> <p>This course does have a large practical emphasis and homework is limited to completion of assessment items and classwork.</p> <p>Students may be required to assist in the organization of school sports events including cross country, swimming and athletics as well as local primary school sporting events.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• 64 page A4 exercise book (not a 5 subject)</li> <li>• USB devise</li> <li>• General student stationery items</li> <li>• School hat</li> </ul>

- Recreation Studies Foundation prepares students well for the study of Recreation Studies (Applied/work orientated) in Year 11 and 12.

## Visual Art Foundation

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. 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.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• 2-dimensional and 3-dimensional art history and social impact including responding individually to set tasks</li> <li>• Documenting course content in Visual Diary</li> <li>• Developing skills in <b><u>Researching, Describing, Analysing and Interpreting</u></b> of other professional artist's work.</li> <li>• Develop technical skills in drawing, painting, mixed media and sculpture</li> </ul>	<p><i>Assessment Summary</i></p> <p><i>Each term students will be assessed on the following:</i></p> <ul style="list-style-type: none"> <li>• Visual Diary – Documentation of class work, personal exploration and concept development</li> <li>• Appraising Tasks – written essays.</li> <li>• Making Tasks both 2D and 3D</li> </ul>
<p><i>Homework requirements</i></p> <p>Students will be researching and designing their artworks in their Visual Diary outside of class time. Students are expected to be preparing for assignments and exams in their own time when relevant.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• A4 visual diary</li> <li>• Student materials for art works</li> <li>• Artline pen (fine black 0.4 mm)</li> <li>• HB, 4B, 2B pencils</li> <li>• Eraser, 30cm ruler (maximum size), ballpoint pen</li> </ul>

- This subject links with Visual Art (ATAR) in Year 11 and 12.

## Visual Arts in Practice Foundation\*

This will be the first year which Visual Arts in Practice will be offered to students of Dalby State High School. Visual Arts in Practice develops the skills which enables students to become art practitioners. The course explores the notion of the practising artist from economical, functional and artistic contexts. Students do this through direct experience, observation and research. 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 Art Studies.

\*Indicates Applied/Work orientated (non-university) course covered in this elective.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Documenting course content in Visual Diary</li> <li>• Developing practical skills in both 2D and 3D skills</li> <li>• Tattoo Design</li> <li>• Surrealism, Cubism and Pop Art</li> <li>• The Study of Masks</li> <li>• Pop Art Sculpture</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Visual Diary</li> <li>• Appraising tasks: Written Assignment or exam</li> <li>• Making Tasks both 2D and 3D</li> </ul>
<p><i>Homework requirements</i></p> <p>Students will be researching and designing their artworks in their Visual Diary outside of class time. Students are expected to be preparing for assignments and exams in their own time when relevant.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• A4 visual diary</li> <li>• Student materials for art works</li> <li>• Artline pen (fine black 0.4 mm)</li> <li>• HB, 4B, 2B pencils</li> <li>• Eraser, 30cm ruler (maximum size), ballpoint pen</li> </ul>

- This subject links with Visual Arts in Practice (Applied/work orientated) in Year 11 and 12.

## Work Futures\*

Work Futures is a whole week program preparing students for direct entry to the workforce. Students study Math & English as compulsory aspects of the program. Additionally students can access some VET courses delivered through school or external providers. Work Futures entry is via invitation only.

\*Indicates Applied/Work orientated (non-university) course covered in this elective.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• ENQ – QCAA Short Course in Literacy</li> <li>• MAQ – QCAA Short Course in Literacy</li> <li>• Mighty Minds Work Skills Program – Steps to the Future</li> <li>• Behaviour support program</li> <li>• Work program one day per week</li> <li>• Possible study in VET courses such as Automotive/Hospitality/ITD</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• See English Comm and PVM Foundation</li> <li>• Competency based assessment</li> </ul>
<p><i>Homework requirements</i></p> <p>Homework is usually assessment focused, including assignment preparation, reading of texts or completing competency based theory work.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• to be advised</li> </ul>

- Work Futures prepares students for direct entry to the workforce or to continue with an Applied/work orientated course of study in years 11 & 12.



# Dalby State High School

Year 10, 2017

Subject Selection Form - External

Surname: .....

Given Names: .....

Current School: .....

Parent Name: .....

Contact Phone: .....

Contact eMail: .....

## Subject Selection for 2017

Key Learning Area		Subjects Available
COMPULSORY (Choose 2)	ENGLISH	<input type="checkbox"/> English Foundation <input type="checkbox"/> English Communication Foundation*
	MATHEMATICS	<input type="checkbox"/> Math A Foundation <input type="checkbox"/> Math B & C Foundation <input type="checkbox"/> Prevocational Math Foundation*
ELECTIVES (Choose 4)	Science	<input type="checkbox"/> Agricultural Practices Foundation* <input type="checkbox"/> Agricultural Science Foundation <input type="checkbox"/> Biology & Science 21 Foundation <input type="checkbox"/> Chemistry & Physics Foundation
	Humanities & Social Sciences	<input type="checkbox"/> Economics & The Law Foundation <input type="checkbox"/> Geography & History Foundation
	Health & PE	<input type="checkbox"/> Health Education Foundation <input type="checkbox"/> Physical Education Foundation <input type="checkbox"/> Recreation Studies Foundation*
	LOTE	<input type="checkbox"/> Japanese Foundation
	The Arts	<input type="checkbox"/> Dance in Practice Foundation* <input type="checkbox"/> Drama Foundation <input type="checkbox"/> Drama in Practice Foundation* <input type="checkbox"/> Film, TV & New Media Foundation <input type="checkbox"/> Music Foundation <input type="checkbox"/> Visual Arts Foundation <input type="checkbox"/> Visual Arts in Practice Foundation*
Technology	<input type="checkbox"/> Accounting & Business Foundation^ <input type="checkbox"/> Graphics Foundation^ <input type="checkbox"/> Home Economics Foundation^ <input type="checkbox"/> Hospitality Foundation* <input type="checkbox"/> ICT Foundation^ <input type="checkbox"/> ITD Foundation*	

<sup>^</sup> Foundation subjects for both General/ATAR and Applied/work orientated subjects.

\*Foundation subjects for Applied/work orientated subjects.

I wish to express an interest in Work Futures (interview to be arranged with HOD Snr Secondary Student Support)

Student Signature: ...../...../16      Parent Signature: ...../...../16

All offerings are subject to availability. The Principal reserves the right to restrict access to or withdraw offerings as needed.