



Year 10 Subject Selection Guide 2020

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INTRODUCTION

Year 10 is considered a foundation year where students focus on establishing their pathway through Senior School. The year 10 course is the bridge between the Junior Secondary Phase of School and the Senior Secondary Phase of School. It is a time for students to consolidate their studies where appropriate; a time for students to extend themselves in appropriate areas and a time for students to make important decisions about future career aspirations. In Year 10, students will study **English, Science and Mathematics** plus **one semester** each of **History** and **HPE**. Students will also have the choice of **four Electives of Study**, two in each semester.

ACARA Core

Subject	MATHS	ENGLISH	SCIENCE		Elective Semester 1	
Semester 1	Compulsory and studied for whole year	Compulsory and studied for whole year	Compulsory and studied for whole year	History	One semester unit chosen	One semester unit chosen
Semester 2				HPE	Elective Semester 2	
					One semester unit chosen	One semester unit chosen

A MESSAGE TO PARENTS

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

You should:

- not assume responsibility yourself but rather, support your student to develop the personal responsibility for their own education
- ask your student questions about school. Find out how students interpret what is going on at school
- develop a relationship with your students teachers through phone or email
- ensure that there is a suitable place to study in the home
- ask to see your student's books, tasks and homework.

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

GUIDELINES - KEEP YOUR OPTIONS OPEN

Many Year 9 students have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, to try to keep all options open.

As an overall plan, it is suggested that students choose subjects:

- they enjoy
- in which they have already had some success
- which the student feels are related to careers which are of interest to them
- which will develop skills, knowledge and attitudes useful throughout life.

When investigating a subject to see if it is suitable, find out about the content (i.e. what topics are covered) and how it is taught and assessed. For example: does it mainly involve learning from a textbook? Are there any field trips, practical work, or experiments? How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

THINK ABOUT CAREERS

It is helpful for students to have some ideas about possible career choices at this stage, even though they may change plans or review decisions in the future. For help with career exploration students should talk to the guidance officer and check the following sources of information on subjects, courses and careers.

- *Jobguide* – available in the Library
- other career information such as literature from industry groups which show the various pathways to jobs in these industries – See Guidance Officer
- the booklet *Queensland tertiary courses* – for careers requiring university study or study in full-time TAFE diploma and advanced diploma courses – See Guidance Officer.

After checking through this information, it is likely that a list of subject areas needed for courses and careers that interest the student can be made. If details are still unclear, check with the guidance officer. Students have been working through career education in their Welfare lessons.

MAKING DECISIONS

It is important to remember that all students are individuals, each with particular needs and requirements that are quite different from those of other students. This means that it is unwise to either take or avoid a semester unit because:

- someone said that you will like or dislike it
- your friends are, or are not taking it
- you like or dislike the teacher
- “all the boys, or, all the girls take it” (all have equal value for males and females).

Students need to be honest about their abilities and realistic with their career aims. There is little to be gained by continuing with or taking advanced levels of subject areas that have proven to be unsuccessful; even after great effort. Similarly, if career aims require the study of certain subject areas; does the student have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

ATAR & VET

Assessment in Years 11 and 12

Subject results in General subjects will be based on student achievement in four summative assessments — three internal assessments and one external assessment that QCAA sets and marks. Subject results in Applied subjects will be based on student achievement in four internal assessments.

For most General subjects, the internal assessment will contribute 75% to the final subject result, except in mathematics and science subjects, where it will contribute 50%.

External assessment will be in all General subjects, but it will not be used to scale a student's internal assessment result. Instead, the external assessment result will be added to the internal assessment result to arrive at a final subject result.

QCAA will endorse internal assessment instruments before they can be used for summative purposes in schools.

QCAA will confirm the grades schools award by reviewing a selected sample of student work for every subject in every school.

A network of trained assessors will ensure the quality and rigour of assessment and students' results.

Queensland Core Skills (QCS) Test

The QCS test will no longer exist. The final QCS Test will be held in 2019.

Queensland Certificate of Education (QCE)

All students who complete Year 12 will receive a Senior Statement, which is a transcript of their results. Eligible students will also receive a QCE.

Students will be awarded an overall numerical score and a level of achievement (A–E) for each General subject. Applied subjects will be reported using a level of achievement only.

Tertiary Entrance Requirements (ATAR)

The QCAA will no longer issue Tertiary Entrance Statements.

The Australian Tertiary Admission Rank (ATAR) will replace the OP. An ATAR is a number between 0.00 and 99.95. ATARs increase in increments of 0.05.

The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs from students' results using a process of inter-subject scaling.

An ATAR will be calculated from an eligible student's best five subject results, one of which may be an Applied subject or a competency based VET certificate at a level III or above.

Students must satisfactorily complete a QCAA English subject (C or better) to be eligible for an ATAR. However, a student's result in English will only contribute to their ATAR if it is one of their five best subject results.

Tertiary Entrance Process

QTAC will be responsible for tertiary entrance in Queensland.

The ATAR, calculated by QTAC, will be the primary mechanism used for school leavers seeking entrance to tertiary study in Queensland.

QTAC will no longer operate schedules for ranking students who are ineligible for an ATAR.

QCAA 2020 Senior Subjects

A full list of QCAA subjects can be located:

<https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>.

The following list represents subjects offered in Year 11 2020.

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead to tertiary studies and to pathways for vocational education and training and work.

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

English	General
Essential English	Applied
Physical Education	General
Recreation	Applied
Accounting	General
Business	General
Business Studies	Applied
Geography	General
Modern History	General
Legal Studies	General
Essential Mathematics	Applied
General Mathematics	General
Mathematical Methods	General
Specialist Mathematics	General
Biology	General
Chemistry	General
Physics	General
Aerospace Systems	General
Design	General
Food & Nutrition	General
Industrial Technology Skills	Applied
Drama	General
Visual Art	General
Visual Art in Practice	Applied

AVIATION HIGH SCHOOL

SUBJECT SELECTIONS FOR YEAR 10 IN 2020

All Study Full year	All Study Full year	All Study Full year	All Study Full Year	ELECTIVES: Semester 1 Choose one "area of study" per column		ELECTIVES: Semester 2 Choose one "area of study" per column	
				Elective 1	Elective 2	Elective 3	Elective 4
<i>ACARA CORE Study Area</i> MATHS	<i>ACARA CORE Study Area</i> ENGLISH	<i>ACARA CORE Study Area</i> SCIENCE	<i>ACARA CORE</i> HISTORY	Data	Food Technology	Business	Art
			<i>ACARA CORE</i> HEALTH AND PHYSICAL EDUCATION	Legal Studies	Aerospace	Certificate III in UAV	Chinese
				Music	Drama	Data	Food Technology
				Graphics	Chinese	Health and Physical Education Extension	Industrial Design Technology
					Business	Legal Studies	Philosophy

NB: Classes offered may alter due to school resourcing and student numbers.

Year 10 Subjects

ENGLISH

COURSE OVERVIEW

English is central to the learning and development of all students. It helps create confident communicators, imaginative thinkers and informed citizen. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and the world around them.

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

Units of work in Year 10 include:

- Satire
- Novel Study
- Shakespearean Drama
- Media Study

HOME STUDY REQUIREMENTS

Wide reading, viewing, writing, discussing issues with family and researching constitute the regular home study in English. Year 10 students are expected to undertake 30 minutes home study following each lesson of the week.

ASSESSMENT SUMMARY

There will be a range of written and spoken assignments and in class tests in English.

HISTORY

COURSE OVERVIEW

History is a story, told by many story tellers, that links the past to the present. Through an understanding of their own and others' stories, students develop an appreciation of the richness of the human past and its implications for the future.

The content of the history curriculum is based on the interrelationship between historical knowledge, understanding and skills.

Strong connections exist between history and English, and literacy is deeply embedded in historical understanding. Through the study of history students learn how to find information, how to read texts with critical discernment and how to create their own texts that present the results of historical understanding clearly and logically.

Topics for study in Year 10 include:

- World War II
- The Vietnam War
- Rights and Freedoms
- Australia in the World
- Migration Experiences.

HOME STUDY REQUIREMENTS

Reading, researching, writing, discussing issues with family, problem-solving and practical tasks constitute the regular home study in history. Year 10 students are expected to undertake 30 minutes home study following each lesson.

ASSESSMENT SUMMARY

There will be a range of written and spoken assignments and in class tests in history.

MATHEMATICS

COURSE OVERVIEW

In Year 10 Mathematics, knowledge and understanding, together with the ways of working, provide mathematical understandings and skills to help students identify and undertake pathways for their senior education.

The ways of working provide a unique and coherent framework of processes of mathematical analysis and justification. Thinking, reasoning and working mathematically are essential elements of learning about and through mathematics.

Mathematical knowledge is dynamic because it is socially, culturally and historically constructed, responding to changing needs and expectations while also creating conditions for change. Mathematical understanding involves making connections among ideas, facts, concepts and procedures. Knowledge and understanding in Mathematics is organised by, and developed through, five interrelated organisers:

- Number and algebra
- Measurement and geometry
- Statistics and probability.

Year 10 Mathematics leads directly into the study of Essential Mathematics, General Mathematics, Mathematics Methods and Specialist Mathematics. Our students are sorted into classes at the beginning of Year 10 on the basis of their previous successes in mathematics so that they are able to proceed through the Year 10 learnings at a pace that will allow them to be fully prepared for Senior Mathematics. Students' achievement at the end of year 9 will determine placement in ACARA math 10 or math 10A programs and this will be determined by the Head of Department. Math 10A is an accelerated course that prepares students for advanced senior maths courses. Successful completion of Math 10A is a requirement for entry to Year 11 Mathematical Methods and Specialist Mathematics courses. There may be some flexibility between classes as the year progresses.

HOME STUDY REQUIREMENTS

Student achievement results are generally at a higher standard when some review and study is completed each day at home. Teachers will sometimes set homework but students should be applying study skills to consolidate their own learning each day at home whether homework is set or not. In addition there will be assignment tasks to be completed which also contribute towards term grades. Grading of student work is in keeping with the processes that are applied to Senior Mathematics.

ASSESSMENT SUMMARY

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Understanding
- Fluency
- Problem solving
- Reasoning.

Grades for each assessment period are derived from the accumulation of demonstrated achievement in assignment work and structured written tests in class. All students are given the opportunity to demonstrate their skills in extension topics throughout the program.

ADDITIONAL INFORMATION

There are a number of on-line tutorial materials available that cover each topic in the learning program. These are especially useful in building student confidence in mathematical operations. Subject selections for the senior school will be guided by student success and career aspirations in this course.

HEALTH & PHYSICAL EDUCATION

COURSE OVERVIEW

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practice and refine personal, behavioural, social and cognitive skills.

The course is divided into theory and practical units.

THEORY UNITS

- Mental Health and Health Promotion
- Safety and the Party Scene, First Aid and Risk Taking.

PRACTICAL UNITS

- Touch
- Volleyball
- Athletics
- Basketball/ Netball

*These may change based on weather, student numbers, available teaching spaces and theory units studied.

HOME STUDY REQUIREMENTS

This subject requires students to complete home study task. This includes revising lesson content, completing class tasks and preparing for assessment with exam preparation or assignment writing. Students will have home study every week.

ASSESSMENT SUMMARY

Assessment is continuous throughout the course with 50% of the mark consisting of research assignments and essays. The remaining 50% of the subject mark is made up by results from the students' physical performance across the practical units studied.

ADDITIONAL INFORMATION

For practical components of the course, students must wear the correct Aviation High sports uniform and broad-brimmed sports hat. Students are to wear enclosed black leather shoes suitable for physical activity. A student unable to participate in the lesson must provide the teacher with a note explaining the circumstances why they are not participating at the beginning of the lesson. Students will be given relevant theory work to do or assist with the lesson delivery.

SCIENCE

COURSE OVERVIEW

Science is a dynamic, collaborative and future-thinking field of human endeavour that has emerged through a need to understand natural phenomena. Scientific understandings are constructed using theories, laws, models and concepts — they are open to questioning and are developed and modified over time. The discipline of science employs methods for observing the world, making predictions and testing hypotheses. It values ethical inquiry and a respect for evidence. Science contributes to the development of a sense of wonder and engagement with the natural world.

Science as a school subject is practical, with experiments and hands-on investigations at its heart. Practical activities engage students, producing excitement and curiosity. Investigations develop a deeper understanding of the nature of science and of a particular topic or context. They foster problem-solving skills that are transferable to new situations.

Science learning in Year 10 continues the development of scientifically literate individuals who:

- are able to connect scientific knowledge to everyday life and the world around them
- are interested in and can talk meaningfully about science
- can identify scientific questions, and investigate and draw evidence-based conclusions
- are skeptical and questioning of claims made by others
- can make informed decisions about the environment and their own health and wellbeing.

The Year 10 Science learning area leads directly into the study of Biology, Chemistry and Physics in Year 11. Our students are sorted into classes at the beginning of Year 10 on the basis of their previous successes in science so that they are able to proceed through the Year 10 learnings at an appropriate pace.

Students' achievement at the end of year 9 will determine placement in ACARA Science 10 or Science 10A programs. Science 10A is an accelerated course that prepares students for advanced senior science courses. Successful completion of Science 10A is a requirement for entry to Year 11 Biology, Chemistry and Physics courses. There may be some flexibility between classes as the year progresses.

HOME STUDY REQUIREMENTS

Much of the report writing will be completed during home study time but students will also be expected to complete research tasks and learning review activities on a regular basis. Research has shown that home study can have a significant impact on achievement in science.

ASSESSMENT SUMMARY

Students will be engaging with a wide variety of practical learning tasks. These will be complemented by regular written reports which will feature in the overall assessment of the course supplemented by formal tests and extended writing assignment tasks.

ADDITIONAL INFORMATION

There are a range of free digital textbooks to assist with Science 10A so having a digital device in class would be beneficial.

ELECTIVES

Industrial Design Technology

COURSE OVERVIEW

IDT is a broad field of study that draws from a range of disciplines and community activities including engineering, manufacturing, hospitality, and information and communication. Students will explore the design of products, processes and services to meet human needs and wants, capitalise on opportunities and extend human capabilities. Technological products, processes and services have impacts and consequences on individuals, local and global communities, and environments.

The purpose of technology education in schools is to enable students to use technology successfully, responsibly and creatively. By working technologically, students develop knowledge and understanding and ways of working to expand their capabilities as confident, critical and creative designers and users of technology.

Students are challenged to extend their technological literacy when they:

- design technology solutions (products, processes and services)
- use resources (information, materials and systems)
- manage technological processes (efficiently, appropriately and safely)
- evaluate the appropriateness of solutions (aesthetic, cultural, economic, environmental, ethical, functional and social).
- Students build knowledge and understanding that enables them to develop solutions to design challenges by applying their knowledge of resources, and of relevant techniques and tools, with appropriate consideration of the impacts and consequences of their solutions. The knowledge and understanding component of Year 10 Technology is structured around three organisers:
 - products, processes and services
 - techniques and tools
 - impacts and consequences.

HOME STUDY REQUIREMENTS

Students will be given design and evaluation assignments throughout the program which directly contribute towards assessment. They will also keep a logbook of their activities in the workshop.

ASSESSMENT SUMMARY

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating and designing
- producing
- evaluating
- reflecting

This evidence is collected through in-class tests and design and project work evaluations.

P-TECH (DATA)

COURSE OVERVIEW

In order to have young entering the labour market with the capability to meet the growing demand for workers with STEM skills, we need to increase the number of students undertaking STEM studies in senior secondary school, and then in post-secondary education and training. The P-TECH program is designed to facilitate courses in STEM and at Aviation High School towards a career in Data Analysis/Science.

DATA is designed to build fundamental skills necessary for young people to analyse data to see emerging trends and patterns to aid problem-solving.

Topics for study in Year 10 include:

- Spread sheeting
- Regression
- Probability
- Data analysis
- Problem-solving
- Presentation skills
- Communication skills
- Coding.

HOME STUDY REQUIREMENTS

Students are expected to review class work regularly and build fluency in practical skills, such as spread sheeting and coding. Year 10 students are expected to undertake 30 minutes home study following each lesson.

ASSESSMENT SUMMARY

There will be a range of written and practical assignments.

AEROSPACE

COURSE OVERVIEW

The aerospace industry is characterised as a highly structured and ordered environment, and Aerospace Studies provides students with an opportunity to gain an understanding of the underlying principles of aviation and aerospace, including the structure, management and regulation of aviation and aerospace businesses and enterprises.

Students will use our Flight Simulation facility to aid in learning the different aspects of the course content.

The two primary areas of study are:

- Aeronautics and Astronautics
- The Business of Aviation and Aerospace

The four themes used to gain understanding of the two areas of study at Aviation High School are:

- Basic Aeronautical Knowledge
- History of Aviation and Aerospace
- Construction and Design
- Business and profitability of the Aerospace Industry

Students may focus on different aircraft during the course to consolidate the concepts being taught.

HOME STUDY REQUIREMENTS

Students are expected to review class work regularly and Year 10 students are expected to undertake 30 minutes home study following each lesson.

EXCURSIONS

There may be some opportunity for field trip experiences to local and other sites which may involve travel costs. In some excursions the expenses may be covered by the industry partners and are aimed at giving students exposure to various aviation industries.

ASSESSMENT SUMMARY

The assessment program may include a range of:

- written tests
- extended written responses
- research reports
- responses to stimulus materials
- non-written presentations and projects.

FOOD TECHNOLOGY

COURSE OVERVIEW

Students will be able to explain how people working in food design, food technology, nutrition or science occupations consider factors that impact on design decisions and the technologies used to produce food products, services and environments. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for a food product. Students will create designed food product solutions based on a critical evaluation of needs or opportunities. Students communicate and document projects through a portfolio, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing food designed solutions. They select and use appropriate technologies skillfully and safely to produce high-quality designed solutions suitable for the intended purpose.

The units covered in this subject include:

- Food for Thought
- Food Science.

Throughout these units students will:

- Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved
- Investigate and make judgments on the ethical and sustainable production and marketing of food
- Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

HOME STUDY REQUIREMENTS

Students will be expected to conduct research for design ideas, complete design planning and refinement work when required.

ASSESSMENT SUMMARY

Through a portfolio of work and practical application students will demonstrate evidence and design ideas over the course of the unit in relation to the following assessable elements:

- Technologies and society
- Technologies contexts
- Investigating
- Generating
- Producing.

ADDITIONAL INFORMATION

This course allows for the development of food and nutrition knowledge and practical application of the science of food. *Students who intend to undertake the Senior Food and Nutrition course in Years 11 and 12 should preferably have completed Year 10 Food Technology.*

GRAPHICS

COURSE OVERVIEW

Students will learn to communicate visually through the use of sketching, computer aided design and technical drawing. Students will be able to work in both 2D and 3D areas and will learn many foundation skills needed for more advanced Graphics.

Throughout the year the following areas will be explored

- Design and its application
- Sketching fundamentals will be reinforced and students will learn a variety of techniques and skills
- Rendering techniques will be demonstrated
- Plan reading and interpretation
- Company logo branding and design
- Computer aided design package.

Students will be engaged through many exciting and interesting activities throughout the year. They will cover the 4 themed areas which may include

- Mission Patch Logo Design
- Digital Camera
- Airport Check In Desk
- Baggage Tractor.

HOME STUDY REQUIREMENTS

Students will be expected to research some design exercised at home, and complete design planning and ideation development work when required.

ASSESSMENT SUMMARY

Students will prepare folios of work covering the three contextual units of study which will be assessed through the year using the organisers:

- Knowledge/Understanding
- Analysis and Application
- Synthesis and Evaluation
- All assessment will be in the form of classwork and home guided activity.

ADDITIONAL INFORMATION

This course will be:

- Of great assistance in interpreting and reading plans in the Aeroskills area
- Important for traineeship and apprenticeships in the trade areas
- Valuable for architectural and engineering and Graphic Design professions
- Helpful for developing skills for Senior Graphics.

Cert 3 UAV

COURSE OVERVIEW

This qualification is relevant to individuals operating remotely piloted aircraft systems (RPAS) within visual line of sight (VLOS), below 400 feet above ground level (AGL), in day visual meteorological conditions (VMC), outside of controlled airspace, greater than 3 nautical miles from an aerodrome, outside of populous areas.

Remote pilot duties include applying technical and non-technical aviation skills and knowledge within RPAS operational environments.

This qualification forms some of the requirements for certification by the Civil Aviation Safety Authority (CASA) as described in Civil Aviation Safety Regulation (CASR) Part 101 Division 101.F.3—Certification of UAV controllers.

Operational flight crew are to satisfy General and Aviation English Language Proficiency (ELP) requirements as directed by aviation regulatory authorities.

A total of 14 units of competency are completed:

- AVIE0001 - Operate aeronautical radio
- AVIF0013 - Manage human factors in remote pilot aircraft systems operations
- AVIF3023 - Apply regulations and policies during remote pilot aircraft systems operations
- AVIH3019 - Navigate remote pilot aircraft systems
- AVIK3002 - Use infotechnology devices in an aviation workplace
- AVIW3037 - Manage remote pilot aircraft systems pre- and post-flight actions
- AVIW3038 - Operate and manage remote pilot aircraft systems
- AVIY3073 - Control remote pilot aircraft systems on the ground
- AVIY3074 - Launch remote pilot aircraft systems
- AVIY3075 - Control remote pilot aircraft systems in normal flight
- AVIY3076 - Recover remote pilot aircraft systems
- AVIY3077 - Manage remote pilot aircraft systems in abnormal flight situations
- AVIY3078 - Manage remote pilot aircraft systems energy source requirements
- AVIZ3052 - Apply situational awareness in remote pilot aircraft systems operations

ART

COURSE OVERVIEW

Art offers a unique way for students to communicate and connect with their world using critical and creative thinking. In Year 10 students will further develop their ability to make and display 2D and / or 3D images and objects. Students will use visual language and expression to analyse, interpret, evaluate and reflect.

Students will respond to a range of concepts and focuses by working through a unit-based course of study.

Sample Units:

- Human Figure / Facial drawing techniques
- Social Comment - digital imaging (photography, photoshop) & graphic design theory
- Appraising Task - analyse Art Works (Elements & Principles)
- Colour Study - Painting Style eg Cubism.

HOME STUDY REQUIREMENTS

The general purpose of homework in this subject is to promote good study habits and attitudes, and to further develop students' skills. Specifically, home study will be used to have students complete work begun in class, to extend some advanced students, or to prepare students for their next lesson. In Art the Visual Diary has to be worked on in class and at home.

ASSESSMENT SUMMARY

Students are assessed on the making, appraising and display of their artwork. Assessment tasks will take the form of:

- creating 2D and/or 3D images and objects
- appraising tasks (short and/or extended written responses).

ADDITIONAL INFORMATION

This course allows for the development of individual art skills and interests. *Students who intend to undertake the Senior Visual Art Course in Years 11 and 12 should preferably have completed Year 10 Visual Art.*

DRAMA

COURSE OVERVIEW

Drama offers students the opportunity to be exposed to realistic and non-realistic performances styles and engage with, as well as create drama that aims to challenge and empower young people. Students will explore the challenges that face adolescents, from decision making and risk taking, to identity, family relationships and social responsibility by exploring the concepts of 'rites of passage' and theatre for young people. Students will study 'Theatre for Young People' through a focus text and will have an opportunity to engage with a live theatre performance to develop awareness of how Theatre and Drama can be used to empower, challenge and educate audiences.

HOME STUDY REQUIREMENTS

The general purpose of homework in this subject is to promote good study habits and attitudes, and to further develop students' skills. Specifically, home study will be used to for students to rehearse performance tasks and complete written tasks.

ASSESSMENT SUMMARY

Students are assessed on the making, appraising and display of their artwork. Assessment tasks will take the form of:

- short and / or extended written responses
- performance tasks

ADDITIONAL INFORMATION

This unit prepares students for Senior Years 11 and 12 Drama through the development of scripted performance for an audience of peers.

MUSIC

COURSE OVERVIEW

Music offers a unique way for students to communicate and connect with their world using sound. Students will build on their understanding and use of the elements of music and extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. Students will draw on music from a range of cultures, times and locations and reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music.

Sample Units:

- Popular music
- Music Technology
- Jazz Music

HOME STUDY REQUIREMENTS

The general purpose of homework in this subject is to promote good study habits and attitudes, and to further develop students' skills. Specifically, home study will be used to for students to rehearse performance tasks, compose music and complete written tasks.

ASSESSMENT SUMMARY

Students are assessed on the composing and making, appraising and display of their artwork. Assessment tasks will take the form of:

- short and / or extended written responses
- performance tasks
- composition tasks

ADDITIONAL INFORMATION

This unit prepares students for Senior Years 11 and 12 Music and Music in Practice through the development of performance, composition and analysis skills.

EXTENSION PHYSICAL EDUCATION

COURSE OVERVIEW

This subject is highly recommended for students considering studying Senior Physical Education or Recreation Sport Studies in year 11 and year 12. This subject covers foundation topics for students who have an interest in health, exercise and training and have a desire for further study, work or participation in exercise science, human movement, sport psychology, coaching, training and recreational pursuits.

THEORY UNITS STUDIED

- Tactical Awareness and Coaching
- Exercise Science and Training

PRACTICAL UNITS

Futsal / Soccer / Touch and Fitness testing and training. These may change based on weather, student numbers, available teaching spaces and theory units studied.

HOME STUDY REQUIREMENTS

This subject requires students to complete home study task. This includes revising lesson content, completing class tasks and preparing for assessment with exam preparation or assignment writing. Students will have home study every week.

ASSESSMENT SUMMARY

Theoretical components will be assessed by examination, research reports and assignment work. Practical components will contribute towards the completion of theoretical tasks.

ADDITIONAL INFORMATION

For practical components of the course, students must wear the correct Aviation High sports uniform and broad-brimmed sports hat. Students are to wear enclosed black leather shoes suitable for physical activity. A student unable to participate in the lesson must provide the teacher with a note explaining the circumstances why they are not participating at the beginning of the lesson. Students will be given relevant theory work to do or assist with the lesson delivery.

Please be aware that Extension Physical Education may be combined with Sport and Recreation. If this does occur, students will experience a term of each subject during the semester study.

EXTENSION SPORT AND RECREATION

COURSE OVERVIEW

Students will benefit from this course by developing attitudes, skills and knowledge appropriate to themselves and others to maintain health and fitness and develop and implement skills and coaching principles. Students will be expected to lead sport sessions and have be involved in practical lessons and activities.

PRACTICAL AND THEORY UNITS ARE COMBINED in SPORT and RECREATION

- Coaching and Touch Football
- Exercise and Training

HOME STUDY REQUIREMENTS

This subject requires students to complete home study tasks. This includes revising lesson content, preparing coaching sessions, completing class tasks and preparing for assessment. Students will have home study every week.

ASSESSMENT SUMMARY

Practical components will contribute greatly towards the completion of theoretical tasks. Students are required to complete assignments.

ADDITIONAL INFORMATION

For practical components of the course, students must wear the correct Aviation High sports uniform and broad-brimmed sports hat. Students are to wear enclosed black leather shoes suitable for physical activity. A student unable to participate in the lesson must provide the teacher with a note explaining the circumstances why they are not participating at the beginning of the lesson. Students will be given relevant theory work to do or assist with the lesson delivery.

Please be aware that Sport and Recreation may be combined with Extension Physical Education. If this does occur, students will experience a term of each subject during the semester study.

BUSINESS STUDIES

COURSE OVERVIEW

The study of Business is relevant to all individuals in a rapidly changing, technology focused and innovation driven world. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future. As they start to become independent learners Business will teach them to manage finance, make good decisions about goods and services and to be aware of their legal rights and responsibilities as Business owners or consumers. This subject will introduce students to the practical application of business financial records. The subject focuses on preparation and interpretation of financial reports, business documents and book keeping principles.

COURSE OUTLINE

- Accounting Fundamentals and Transaction Analysis
- The Accounting Process and Double Entry System
- Preparation of Financial Reports.
- Spread sheets and Accounting
- Communication
- International Business
- Events Management
- Stock market.

HOME STUDY REQUIREMENTS

Approximately 15 minutes home study is set per night. This is used to reinforce the objectives studied in class.

ASSESSMENT SUMMARY

Assessment is continuous and is class based. Teachers determine what is necessary to be tested in accordance with student needs.

ADDITIONAL INFORMATION

Year 10 Business Studies provides an opportunity for students to gain an understanding of the fundamentals skills required for success in Senior Accounting, Business or Certificate II in Business.

LEGAL STUDIES

COURSE OVERVIEW

This course is part of Humanities and will incorporate elements of the Australian Curriculum **Civics and Citizenship** course. The Civics and Citizenship curriculum is all about ensuring students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

Completion of this course of study will allow students to progress seamlessly to Legal studies as an Authority subject in Years 11 and 12.

In Legal Studies particularly, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. Through inquiry, analysis, examination and problem solving, students can make decisions which may benefit themselves and the community now and in the future. The immediate relevance of Legal Studies to students' lives should promote and motivate students to make constructive judgments and informed commentaries on the law, its system and processes. Students examine and justify their own opinions and attitudes to legal and social issues needing resolution, preparing them to participate in society as active and informed citizens.

COURSE ORGANISATION

The topics studied across the course may include:

- The legal system
- Introduction to civil obligations
- Australia's democracy in the global context
- Australia's government policies and international legal obligations
- Features of a resilient democracy.

ASSESSMENT

Assessment items each year selected from:

- Short response test
- Extended response (exam or research)
- Multimodal presentation
- Research project.

There will be opportunities to visit the courts across Brisbane, as well as have invited guests at the school speaking on topics relevant to the course.

ADDITIONAL INFORMATION

Studying Legal studies provides students with a number of useful life skills, such as critical thinking, research and writing skills, and a meaningful historical context within which to understand their lives and the world around them. Students will develop skills and processes which assist significantly in the transition to a variety of tertiary courses; including Arts, History, Politics, Journalism, Law, Psychology, Social Work, Education, Commerce, Government, Philosophy, English, and Academic and Creative Writing.

PHILOSOPHY AND REASON

COURSE OVERVIEW

Philosophy and Reason combines the discipline of philosophy with the associated skills of critical reasoning. The study of philosophy allows you to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows you to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables you to make rational arguments, espouse viewpoints and engage in informed discourse.

Through the study of Philosophy and Reason, you will collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. You will analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. You will formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for you to understand and develop norms of effective thinking and to value and seek a range of ideas beyond your own.

Units covered in this subject include:

- Fundamentals of Reason
- Reason in Philosophy
- Moral Philosophy and Schools of Thought
- Social and Political Philosophy.

Skills

- A method of learning, initiated by questions or problems
- Personal construction of a student's own knowledge, i.e. knowledge that is new to the student
- An active approach to learning, where students have the central role
- The teacher acting as a facilitator
- Developing self-directed learning over time, as students assume increasing responsibility for their learning.

HOME STUDY REQUIREMENTS

Students will be expected to conduct research for design ideas, complete design planning and refinement work when required.

ASSESSMENT SUMMARY

The assessment instruments completed across this course will consist of the following modes:

- Examination — extended response
- Extended response — analytical essay

CHINESE

COURSE OVERVIEW

Students will show they can use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. Year 10 Chinese will focus on the exchange of information, ideas and opinions in the Chinese dialect and make enquiries into the experiences and opinions of others, using question words to elicit more information. The student responds to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences.

Student writing will organise ideas according to themes or sequences events using specific time words.

HOME STUDY REQUIREMENTS

Students will be expected to practice their spoken and written use of the Chinese language through set tasks.

ASSESSMENT SUMMARY

The assessment instruments completed across this course will consist of the following modes:

- Examination — written response
- Examination — spoken
- Portfolio tasks

ADDITIONAL INFORMATION

To study Year 10 Chinese students must have completed Year 9 Chinese.