



Year 10 Subject Selection  
Guide  
2016

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## INTRODUCTION

Year 10 is considered a transition 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 in appropriate areas and a time for students to make important decisions about future career aspirations. 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.

The subjects chosen in Year 10 may affect the senior subjects that can be studied in Years 11 and 12 and the type of occupation or career a student can follow when they leave school. The course selections made by students can also directly affect their success at school and how they feel about school.

### 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.

As a parent 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
- Come to the school to look, seek answers to questions, to talk to school staff, to make suggestions, to help out
- 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. This means choosing a selection of Core and Elective Areas of Study which make it possible to continue thinking about your career choice as you approach the end of Year 10.

**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.**

This may sound difficult, but with the guidelines provided and the help, and guidance of staff, a comprehensive course which meets the individual needs of students can be developed.

Even though students have studied a wide range of compulsory subjects during year 8 and 9, it is important to find out as much as possible about Core and Elective Areas of Study offered in Year 10. To find out about this school's subjects students can:

- Read the descriptions in this booklet
- Ask Heads of Department and teachers
- Listen carefully at class talks
- Talk to students who are already studying the subjects.

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?

Remember too, that the choices made now may affect the choices available later in Years 11 and 12.

For example:

- Studying Music in Year 10 will be an advantage for students who choose to study Music in Year 11 & 12.
- Studying Humanities subjects such as History and Geography in Year 10 will be an advantage for students who choose to study them in Year 11 & 12.

## **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.

- Job guide – 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 or Senior School HoD
- 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.

## **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 from 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?

## **BE PREPARED TO ASK FOR HELP**

Ask for help if it is needed – make decisions based on sound information. Talk to parents, teachers and the Guidance Officer. Look at the resources suggested in this booklet and plan for your future and success.

# Faculty: English/Humanities

Year 10 English



Years 11 and 12

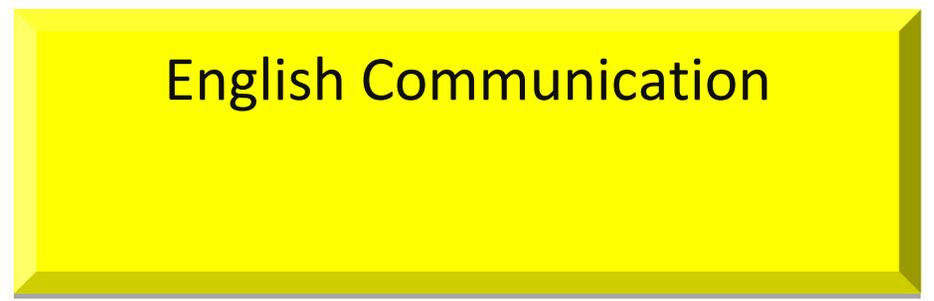
Authority

Authority  
Registered

OP Eligible Subject

English

English Communication



**Year 10**  
**CORE: History**  
**EXTENSION: Ancient History, Geography**



**Years 11 and 12**



OP Eligible Subjects

**Geography, Ancient History &  
Modern History**

# Faculty: Mathematics & Science

Year 10 Maths, Science

Years 11 and 12

Authority

Authority  
Registered

OP Eligible Subjects

Maths A, B, C, Science, Physics,  
Chemistry & Biology

Pre-Vocational Maths

# Faculty: Aerospace

**Year 10 Aerospace, Graphics**



**Years 11 and 12**

OP Eligible Subjects

**Authority**

**Authority  
Registered**

**Aerospace Studies &  
Graphics**

**Manufacturing – Engineering  
Skills & Cert II in Aircraft Line  
Maintenance**

# Faculty: The Arts

Year 10 Art, Music, Drama,  
Physical Education

Years 11 and 12

OP Eligible Subjects

Authority

Authority  
Registered

Art, Music, Drama & Physical  
Education

Certificate II in Hospitality

# Faculty: Business

Year 10  
Business, ICT

Years 11 and 12

OP Eligible Subjects

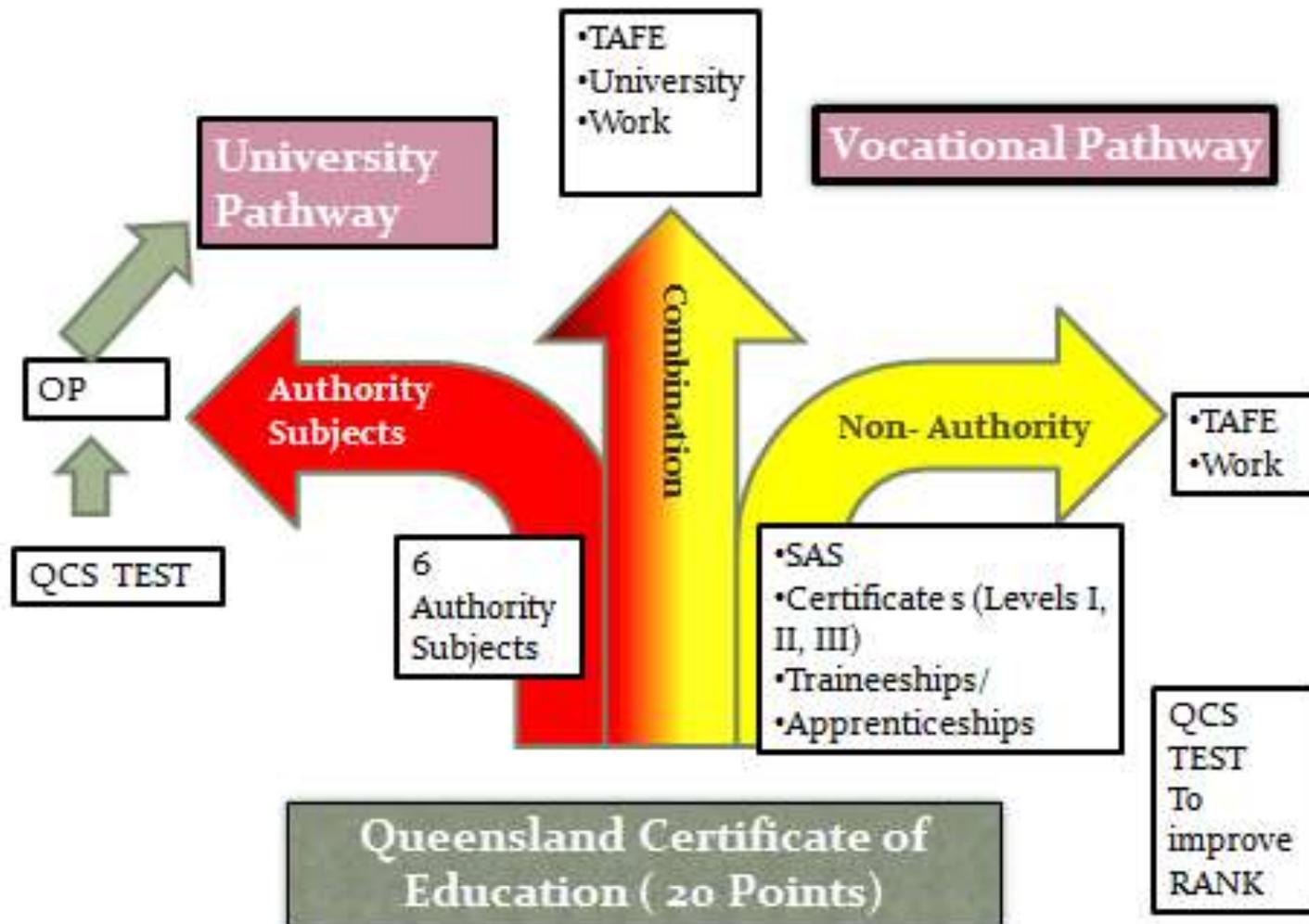
Authority

Authority  
Registered

Accounting, Business  
Communication Technology &  
Business Management

Certificate II in Business,  
Information &  
Communications Technology

# Year 11 and 12 Pathways



**AVIATION HIGH SCHOOL**  
**SUBJECT SELECTIONS FOR YEAR 10 IN 2016**

All Study Full year	<b>ELECTIVES: Semester 1</b> Choose three "areas of study" per column in order of preference.		<b>ELECTIVES: Semester 2</b> Choose three "areas of study" per column in order of preference.				
				Elective 1	Elective 2	Elective 3	Elective 4
MATHS	ENGLISH	SCIENCE	HISTORY	ART 1	AEROSKILLS 1	ART 2	AEROSKILLS 2
			HEALTH AND PHYSICAL EDUCATION	EXTENSION HUMANITIES 1	BUSINESS 1	EXTENSION HUMANITIES 2	BUSINESS 2
				GRAPHICS 1	HOSPITALITY 1	GRAPHICS 2	HISTORY 2
				HEALTH AND PHYSICAL EDUCATION 1	MUSIC 1	ICT 2	HOSPITALITY 2
				ICT 1			MUSIC 2

# Core Areas of Study

# ENGLISH

## COURSE OVERVIEW

English is central to the learning and development of all students. It helps create confident communicators, imaginative thinkers and informed citizens. 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. This literature is included in the course of study.

In year 10 students work towards the study of either Authority English or Authority Registered English Communication in years 11 & 12. Units of work align with those of the senior English program.

Units of work in Year 10 include:

- Novel Study
- Satire
- Shakespearean Drama/Poetry
- Response to Stimulus

## HOMEWORK REQUIREMENTS

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

## ASSESSMENT SUMMARY

There will be a range of written and spoken assignments and in class tests in English. An assessment planner is issued by the school each semester. This details the planned assessment regime for the students over each semester. There will be a range of written and spoken assignments and in class tests.

## EXCURSIONS

Excursions may be organised to suit the curriculum. These may incur an additional cost.

# **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

## **HOMEWORK REQUIREMENTS**

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

## **ASSESSMENT SUMMARY**

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

These include but are not limited to

- Stimulus short response exam
- Extended written response – Essay
- Discussion

An assessment planner is issued by the school each semester. This details the planned assessment regime for the students over each semester. There will be a range of written and spoken assignments and in class tests.

## **EXCURSIONS**

Excursions may be organised to suit the curriculum and current events. These may incur an additional cost.

# MATHEMATICS

## COURSE OVERVIEW

In the Year 10 Mathematics learning area, the 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. They also engage with mathematical ideas in their everyday life, which is essential for active and critical citizenship.

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, the interrelated organisers:

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

The Year 10 Mathematics learning area leads directly into the study of Prevocational Mathematics, Mathematics A, Mathematics B and Mathematics C. Our students are allocated 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 one of three ACARA mathematics courses.

### Year 10 Foundation Mathematics

Students focus on the core aspects of Year 10 maths.

### Year 10 Mathematics

Students complete the full Year 10 program.

### Year 10A Mathematics

This is an advanced mathematics course. Students that achieved a B+ or higher in Year 9 mathematics are eligible. Should there be more eligible students than places, results for effort and behaviour will also be considered.

There may be some flexibility between classes as the year progresses.

## HOMEWORK REQUIREMENTS

Student achievement results are generally at a higher standard when some review and study is completed each day at home. Teachers will usually set home work each lesson. 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 in this course and career aspirations.

# PHYSICAL EDUCATION

(Semester 2 is elective)

## COURSE OVERVIEW

The main aim is to develop within students an appreciation of the benefits of physical activity. As a result it is hoped that students will be well equipped to maintain a healthy lifestyle and develop a number of skills to be used in the analysis and evaluation of human movement.

Practical

- Touch Football
- Ultimate Disc
- Volleyball
- Athletics
- Basketball / Floorball
- Futsal / Soccer

## HOMEWORK REQUIREMENTS

Physical Education is viewed as an academic subject requiring each student to complete homework on a weekly basis. This is to supplement all theoretical assessment pieces.

## ASSESSMENT SUMMARY

Theoretical components will be assessed by examination, research reports and assignment work. Practical components will be assessed during the year.

## ADDITIONAL INFORMATION

For the practical components of the course, students **MUST** wear the correct sports uniform including suitable footwear and the school broadbrim hat. A student unable to participate in the lesson must provide the teacher with a note explaining the circumstances, at the beginning of the lesson.

In line with one of the school's aims to improve the general fitness and health of its students, students will be involved in regular fitness activities in the school's Fitness Centre throughout the year.

Semester 1 – Core (20 Weeks, 4 topics, 4 sports, 5 week units)	Semester 2 – Electives (18 Weeks, 3 topic, 3 Sports, 6 week units)
<p><b>Unit 1:</b> Anatomy &amp; Exercise</p> <p><b>Theory:</b> Muscular System Skeletal System Cardiovascular System Respiratory System Energy System Cardiovascular / Respiratory System during Exercise</p> <p><b>Prac:</b> Touch Football / Ultimate Disc</p> <p><b>Assessment:</b> Exam / Unseen Essay</p>	<p><b>Unit 3:</b> Biomechanics</p> <p><b>Theory:</b> Force and Motion Projectile Motion Biomechanical Analysis of Physical Activity</p> <p><b>Prac:</b> Volleyball</p> <p><b>Assessment:</b> Exam</p>
<p><b>Unit 2:</b> Winning Edge</p> <p><b>Theory:</b> Characteristics of the Learner Characteristics of the Task Arousal and Performance Mental Training Feedback and Motivation Types of Practice</p> <p><b>Prac:</b> Athletics</p> <p><b>Assessment:</b> Multi-modal</p>	<p><b>Unit 4:</b> Sociology in Sport</p> <p><b>Theory:</b> Drugs in Sport Violence in Sport Ethics and Values Figueroa's Framework</p> <p><b>Prac:</b> Basketball / Floorball <b>OR</b> Futsal / Soccer</p> <p><b>Assessment:</b> Research Report / Analytical Essay</p>

# SCIENCE

## COURSE OVERVIEW

Science as a school subject combines theory with hands-on activities to engage students and generate excitement and curiosity. Practical investigations develop a deeper understanding of the nature of science and of a particular topic or context. They also 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 sceptical and questioning of claims made by others
- Can make informed decisions about the environment and their own health and wellbeing.

The Australian curriculum structure for science learning in year ten requires the teaching and learning of science that will promote the students' engagement with scientific thinking into and throughout their lives. Students cover a range of scientific disciplines including Biology, Chemistry, Physics and Earth Sciences.

## HOMEWORK REQUIREMENTS

### 1 – 1½ HOURS PER WEEK

Students are expected to complete independent study at home beyond set homework in order to succeed.

## ASSESSMENT SUMMARY

Students perform three types of assessment:

**Supervised Assessment (SA)** – Exam conditions, combination of multiple choice, short response, interpretation of data/tables/graphs/diagrams, calculations, problems solving.

**Extended Experimental Investigation (EEI)** – Data collection and analyses to find scientific relationships. Discussion of results and justification of conclusions. Students explore a variety of conditions so this assessment may take several weeks to complete.

**Extended Response Task (ERT)** – Students analyse research to explain scientific concepts and make recommendations based on reliable secondary data and other evidence.

# Electives

# AEROSKILLS TECHNOLOGY

## COURSE OVERVIEW

Technology is a broad field of study that draws from a range of disciplines and community activities including engineering, manufacturing, hospitality, and information and communication. Aeroskills is the study of technology in the context of the Aviation Industry. 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.

Our Aeroskills Technology program has access to the EdVentures Learning Framework for mechanics and electronics. Students may also develop expertise in control systems using microcontroller design and programming tools.

## HOMEWORK 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 & project work evaluations.

<b>Semester 1 - Core</b> (20 Weeks, 4 projects)	<b>Semester 2 - Extension</b> (18 Weeks, 3 projects)
<b>Focus:</b> Woodwork <b>Projects:</b> Wing board/flight control system model Thermal scout Denny Dart F1-11 Fitting project	<b>Focus:</b> Electrical and metalwork <b>Projects:</b> Electrical and mechanical projects Heat Shield/Bottle rockets Sheetmetal Toolbox

# 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 3D images and objects. Students will use visual language and expression to analyse, interpret, evaluate and reflect.

## AREAS OF STUDY

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

Sample Units:

- Space and Perception – drawing techniques
- Identity – 2D or 3D folios (painting, printmaking or sculpture)
- Photography and Digital Imaging – photo series

## HOMEWORK REQUIREMENTS

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

## ASSESSMENT SUMMARY

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

- Major portfolio (Body of work)
- Creating 2D and 3D images and objects

- Minor art pieces (lead-up or process work)
- Appraising (short & 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 Art studies.*

<b>Art Extension</b> (18 Weeks - 6week units)
<b><u>Unit 1: Drawing/Design</u></b> <b>FOCUS: Space &amp; Perception</b> <b>Theory:</b> Drawing & Spatial Techniques & Australian Artists <b>Prac:</b> Drawings, Design Studies <b>Assessment:</b> Practical Items
<b><u>Unit 2: Photography</u></b> <b>FOCUS:</b> Photography/Digital Imaging <b>Theory:</b> Composition and Design <b>Prac:</b> Photo Series <b>Assessment:</b> Portfolio Photography Assignment
<b><u>Unit 3:</u></b> <b>Painting/Multimedia</b> <b>FOCUS:</b> Identity <b>Theory:</b> Contemporary Artists <b>Prac:</b> Painting/Multimedia <b>Assessment:</b> Portfolio & Short Report

# BUSINESS STUDIES

## COURSE OVERVIEW

This subject offers students an opportunity to develop the necessary computer, business and accounting skills required to make Senior subject choices.

Topics include:

- Business Theory
- Marketing
- Business documents
- Word-processing
- File management techniques
- Teamwork skills
- Communication skills
- Bookkeeping Principles
- Accounting package
- Social Media
- Event Management
- International Business.

## HOMEWORK REQUIREMENTS

Approximately 15 minutes homework 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 and Year 10 Guidelines.

<b>Semester 1 – Communicate for Business (Aligned to Year 11/12 BCT)</b>	<b>Semester 2 – International Financial Success (Aligned to Year 11/12 BMN and ACC)</b>
<ul style="list-style-type: none"><li>• Accounting Package MYOB</li><li>• International Business and Marketing</li></ul>	<ul style="list-style-type: none"><li>• Communication</li><li>• One Note</li><li>• Event Management</li><li>• Financial Records for Event Management</li><li>• Social Media</li></ul>

# DRAMA

## COURSE OVERVIEW

This program seeks to provide students with the information, skills and motivation to act in and on their world with confidence and purpose.

Drama offers students a balance of practical, individual and group activities to develop skills and an appreciation of Drama as an enjoyable and challenging Art Form. It is a unique way to blend intellectual and emotional experience, creating the environment for students to grow and flourish.

Students will aim to achieve mastery of the Elements of Drama by developing skills in forming (creating) dramatic processes, in presenting drama to peers and the public and in responding to drama texts and productions.

The students' primary motivation for initially electing to study Drama are varied: the felt-need to build confidence and self-esteem; an aim to be professionally involved in theatre; a desire to learn about drama and theatre. These diverse needs are reflected in the learning experiences of the program.

Trust, tolerance and self-discipline are encouraged in all aspects of our work.

This course is run over two semesters with two 70 min sessions per week. Aspects that were studied in 2009 are important and are revisited throughout the year. New students will have no difficulty as the work is new for everyone.

## EXCURSIONS

One assessment item per year is usually based on a live performance. Cost is \$4-5 for visiting companies and \$15 approximately for excursions.

## ASSESSMENT

There are four formal assessment tasks during the year but there are some elements of assessment that are ongoing.

Each task will focus on one of the dimensions of drama: forming, presenting or responding.

Assessment items may take a variety of forms:

- Group and individual performances
- Scriptwriting
- Written essays and reviews

## HOMEWORK REQUIREMENTS

30 minutes per week. This may include preparation for practical tasks.

Semester 1 – Core	Semester 2 - Extension
<p><b>Unit 1: Theatre for Young People</b> Students will study a text written specifically for people their age and will rehearse for public performances.</p> <p><b>Unit 2: Physical Theatre</b> Students will look to creating their own physical theatre performance focusing on youth and identity.</p>	<p><b>Unit 3: Improv and Commedia Dell'Arte</b> Students have the opportunity to explore the history of this style of Comedy and then create their own improvised performance on a theme.</p> <p><b>Unit 4: Tragedy</b> Students will have the chance to engage with Shakespearean and Greek tragedy, exploring the connection to some current film and television</p>

# EXTENSION HUMANITIES

## COURSE OVERVIEW

A study of humanities provides a broad understanding of the world in which we live and how people can participate as active and informed citizens with high level skills needed for the twenty-first century.

The Humanities Extension program encourages students to develop their critical thinking and analytical skills through the process of inquiry. The overall focus of the course of study is the concept of Global Connectedness.

### Term 1: History

**Studies of power and legacies** will introduce students to the techniques employed in investigating the past using archaeological evidence. It will also demonstrate the way evidence can be dated and interpreted to construct the story of the lives of our ancestors. This unit will develop student's high order thinking skills and encourage them to use evidence to formulate their own interpretations of the past using evidence.

Topics covered will include:

- Religion
- Warfare
- Medicine
- Science
- Systems of Government

### Term 2: Geography

**Geographies of human wellbeing** focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives.

## HOMEWORK REQUIREMENTS

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

## ASSESSMENT SUMMARY

An assessment planner is issued by the school each semester. This details the planned assessment regime for the students over each semester. There will be a range of written and spoken assignments and in class tests.

## EXCURSIONS

Excursions may be organised to suit the curriculum and current events. These may incur an additional cost.

# 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

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

## HOMEWORK REQUIREMENTS

Students will be expected to research some design exercised at home, and complete design planning and refinement 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
- Presentation

- All assessment will be in the form of classwork and home guided activity.

## FUTURE PROSPECTS

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

<b>Semester 1</b> (20 Weeks, 2 projects)	<b>Semester 2</b> (18 Weeks, 2 projects)
<p><b><u>Term 1:</u></b> Project: Logo and start Digital Camera</p> <p><b><i>Knowledge and Understanding</i></b> Hand drawing: Sketching, rendering, inking,</p> <p><b><i>Analysis and Application</i></b> Elements and principles of design, research</p>	<p><b><u>Term 1:</u></b> Project: Check-in Desk</p> <p><b><i>Knowledge and Understanding</i></b> Hand Drawing: 3D isometric views</p> <p><b><i>Analysis and Application</i></b> Sketching multiple solutions for design refinement.</p>
<p><b><u>Term 2:</u></b> Project: Digital camera</p> <p><b><i>Knowledge and Understanding</i></b> Technology: Pro/DESKTOP, SketchUp</p> <p><b><i>Analysis and Application</i></b> Design mode, annotations</p>	<p><b><u>Term 2:</u></b> Project: Baggage Tractor</p> <p><b><i>Knowledge and Understanding</i></b> Technology: Pro/DESKTOP, SketchUP</p> <p><b><i>Analysis and Application</i></b> Elements and principles of design, research</p>

# HOSPITALITY

## COURSE OVERVIEW

The units covered in this subject include:

- Food and the Consumer
- Eat Out, Eat Healthy/cultural Focus.

These units of work provide learning experiences through which the student can acquire knowledge, understanding, skills and attitudes related and applied to:

- Personal health, nutrition and food management in terms of needs, selection, preparation and service;
- Planning, organising, coordinating and implementing management principles; examples of practical work include cooking dishes such as sushi, beef with cashews, biriyani, gnocchi, nachos etc.
- Development, interaction and socialisation of the individual.

## HOMEWORK REQUIREMENTS

Revision questions.

Production plan questions.

## ASSESSMENT SUMMARY

### SEMESTER 1

- Oral and essay question relating to additives/food labelling (600-800 words/3 lessons class time)
- Knowledge test

### SEMESTER 2

- Essay question/extended writing relating to influence of other cultures on Australian food habits (600-800 words/3 lessons class time)
- Knowledge test

## ADDITIONAL INFORMATION

- Students will be required to wear clothing and footwear suitable for practical cooking lessons
- Students work in the practical sessions as part of a team and share resources
- Students with long hair will be required to tie it back for safety and hygiene reasons.
- There is theoretical work to accompany practical work.

Semester 1 – Core	Semester 2 - Extension
<b>Term 1</b> Food Processing & preservation Food Labelling	<b>Term 3</b> What is culture Factors affecting food choices Multicultural influences on Australian food habits <ul style="list-style-type: none"> <li>- Influence of Chinese, Italian, Greek, Indian migrants on our eating habits</li> </ul>
<b>Term 2</b> Additives Food facts and fallacies Nutrition claims Star labelling for health Country of Origin Labelling	<b>Term 4</b> Multicultural influences on Australian food habits <ul style="list-style-type: none"> <li>- Influence of Japanese, Thai, French, Spanish, Mexican food on our eating habits</li> </ul>

# INFORMATION & COMMUNICATION TECHNOLOGIES

## COURSE OVERVIEW

This subject offers students an opportunity to develop the necessary computer skills required to produce documents, complete assignments, effectively manipulate ICTS for use within Senior Studies and develop multimedia skills.

Topics include:

- Word processing – assignment lay out
- File management techniques
- Spreadsheets
- Multimedia presentation skill
- Animations
- Web page design
- Game making
- Research skills.

## HOMEWORK REQUIREMENTS

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

## ASSESSMENT SUMMARY

Assessment is continuous and in class based. Teachers determine what is necessary to be tested in accordance with student needs and Year 10 Guidelines.

<b>Semester 1 – Gaming and Web Development (Aligned to Year 11/12 ICT)</b>	<b>Semester 2 – Essential ICTs for Senior</b>
<ul style="list-style-type: none"><li>• Game Design</li><li>• Photo Editing (PhotoShop)</li><li>• Web Design (Dream Weaver)</li><li>• Animation</li></ul>	<ul style="list-style-type: none"><li>• Word Processing – report layout, bibliography, referencing</li><li>• PowerPoint – design and delivery</li><li>• Research skills</li><li>• Spreadsheets – maths and graphing</li><li>• Blackboard – on-line learning</li></ul>

# MUSIC

## COURSE OVERVIEW

Year 10 Music is a year long course that will prepare students for Senior Music by focusing on the development of the three syllabus dimensions : Musicology, Performance and Composition. Coursework will build upon the instrumental techniques learnt in Year 8-9 music for drum kit, keyboard and guitar.

There will be four units of study during the year. Study areas will be chosen from :

- Rock Music - 1950-1980
- Rock Music - 1980- Present day
- Making music - Writing your own songs
- Jazz it up - A history of jazz and blues
- Future Music - Music technologies
- There's No "I" in Team - Music Ensembles

## ASSESSMENT SUMMARY

There will be three pieces of assessment per unit:

- A written task requiring students to demonstrate analysis and evaluation skills in extended and/or short response format
- A composition requiring students to demonstrate techniques learnt in class
- A solo or ensemble performance (from prescribed coursework OR the instrumental music program).

## STATIONARY REQUIREMENTS

1 x HB pencil  
1 eraser  
2 x D size batteries  
1 guitar pick

## HOMEWORK REQUIREMENTS

Year 10 Music students are required to complete theory homework once a week. It is also an expectation of this subject that students practice their performances outside of the contact class time at least once a week.

## EXCURSIONS

Optional excursions may be organised to support course content. These will be determined based on performing arts events held in Brisbane during the year and may incur additional cost.

## ADDITIONAL INFORMATION

In order to best complete composition work at home it is advised that students enrolling in this subject download the free music notation software FINALE Notepad from the Finale Music website on their home computers. URL : <http://www.finalemusic.com/products/finale-notepad/>

**Students enrolled in instrumental music may use any Stage Band, Concert Band or Small Ensemble performances they participate in as a substitute for the performance assessment in Year 10 music.**