



ISIS DISTRICT

State High School

PREPARING PATHWAYS, HONOURING TRADITIONS

Year 10 Subject Booklet



Year 10 Subject Descriptions

Year 10 Overview

Year 10 at Isis District SHS is the first year of Senior School and as such, continues to broaden the students' choice of electives in order to prepare students for their senior and future pathways.

We are following the Australian Curriculum requirements in terms of the subjects offered and the amount of time students participate in them. As a result, the range of subjects on offer to Year 10 students broadens as the number of compulsory subjects reduces from those studied in the junior years.

The subjects on offer to Year 10 students are illustrated in the table below:

Core Subjects:	Electives:
English (3 lessons per week)	- Three (3) subjects for the year - 3 lessons per week per subject
Mathematics (3 lessons per week)	• Art
Science (3 lessons per week if aiming to study Senior Sciences) (2 lessons per week if not aiming to study Senior Sciences)	• Dance
Sport and Health (1 or 2 lessons per week depending on Science selection)	• Drama
	• Agricultural Science
	• Introduction to Accounting and Business
	• Information Communication and Technologies
	• Introduction to Legal Studies
	• Food, Nutrition and Hospitality
	• Introduction to Design
	• Introduction to Engineering Trades
	• Introduction to Construction Trades
	• Introduction to Modern History
	• Geography
	• Exercise Science

In Term 3 of Year 9, students will undertake extensive personal reflection and career development activities in order to begin the journey towards identifying their future pathways including their senior course of study. The activities will include the completion their subject selections for year 10, that is, nomination of their three (3) electives using One School. As Year 10 is seen as the preparation year for senior, their subject choices should be starting to narrow towards future career options. They should submit these preferences in their preferred order eg first pick is what they really want to do. At this time, they will also be asked to nominate a fourth subject as their next preferred option. Every effort will be made to accommodate students into their first three preferences however, it cannot be guaranteed as usual timetable constraints apply eg class numbers, room allocations, staffing etc.

Students will receive their draft Year 10 timetable in their final report pack for Year 9 indicating their subjects for the following year.

Looking Forward:

In Term 3 of Year 10, students will be asked to select four electives from an even broader range of subjects for their senior course of study. The career education and future pathways focus which commences in Term 3 of Year 9 will continue in Year 10 and beyond. Year 10 students will complete their Senior Education and Training (SET) Plans together with their subject selections using One School. More information regarding this will be given to students in Term 3 of Year 10.



Year 10 Subject Descriptions

CORE SUBJECTS –

Subject: English

Subject: Mathematics

Subject: Science

Subject: Science Towards Senior

Subject: Sport and Health

ELECTIVE SUBJECTS –

HEALTH AND PHYSICAL EDUCATION

Subject: Exercise Science

HUMANITIES

Subject: Introduction to Modern History

THE ARTS

Subject: Art

Subject: Dance

Subject: Drama

TECHNOLOGY

Subject: Agricultural Science

Subject: Introduction to Accounting and Business

Subject: Information Communication and Technologies

Subject: Introduction to Legal Studies

Subject: Food and Nutrition and Hospitality

Subject: Introduction to Design

Subject: Introduction to Engineering Trades

Subject: Introduction to Construction Trades



Course Description:

The study of English is central to the learning and development of all young individuals. It enables students to immerse themselves in units that teach them to analyse, understand, communicate, and be imaginative thinkers and informed citizens of the 21st century.

The Year 10 English Program mirrors the expectations and requirements of the Australian Curriculum. Therefore, it aims to ensure students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts.
- Appreciate, enjoy and use the English languages in all its variations.
- Understand how Standard Australian English works in its spoken and written forms.
- Develop interest and skills in inquiring into the aesthetic aspects of texts and developed and informed appreciation of literature. (*Adapted from the Australian Curriculum: English*)

The Year 10 program builds on skills acquired by students during their first three years at high school. The work is designed to challenge the students while acting as a transition into the senior phase of learning.

Units of Study:

- Exploring Extreme Human Behaviour in Media
- Shakespeare- Romeo and Juliet
- Film Study-Film of Social Significance
- Novel Study-Novel of Social Significance

Possible Assessment:

- Oral presentations
- Exams
- Creative and academic writing

Resources Required:

- English Skills Builder (supplied through SRS)
- Novels, plays and films (supplied through SRS)
- 1 x 240 page blue lined Book
- 1 x 96 page blue lined Books for Drafting

Links to the future:

Year 11/12 subjects	Career pathways
Essential English English	English sets out to provide the skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century. Digital copywriter, Editorial assistant, English as a foreign language teacher, Lexicographer, Magazine journalist, Newspaper journalist, Publishing copy-editor/proofreader, Writer, Academic librarian, Advertising account executive, Advertising copywriter, Arts administrator, Information officer, Marketing executive, PPC specialist, Primary school teacher, Public relations officer, Records manager, Secondary school teacher, Social media manager



Mathematics

Course Description:

The study of mathematics provides students with knowledge and reasoning skills that are useful in all areas of life. Students will be carefully guided to communicate their mathematical understanding in words and symbols through a range of activities. Students will also be challenged to apply their mathematical understandings in familiar and unfamiliar situations so that they develop strong problem solving skills that will support them in making informed decisions.

Units of Study:

The Australian Curriculum: Mathematics is organised around the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. These strands will be explored each year from years 7 to year 10 and increasingly sophisticated ideas developed. The Junior Mathematics course aims to provide skills and knowledge for everyday life as well as prepare students for the further study of mathematics. In the cohort, an extension class and several mainstream classes will be formed.

Possible Assessment:

Students will be expected to complete a minimum of one assignment per semester and 'in-class' tests at the completion of each term or semester. The progress of students will also be monitored through weekly homework, diagnostic formative assessment, in class quizzes and other formative tasks. Student assessment is stored in a folio and progress regularly monitored.

Resources Required:

- 1 x 240 page A4 Exercise book
- Protractor/Compass Set
- Scientific calculator (may be purchased from school for \$22)
- Pencils (2B)/Pens (blue, black and red)
- Ruler (30cm)
- Pencil Sharpener
- Graph paper or grid book
- Eraser

Links to the future:

Year 11/12 subjects	Career pathways
Mathematics C	Engineering, Science, Aircraft Pilot
Mathematics B	Surveying, Business Management, Architecture
Mathematics A	Nursing, Electrician, Building, Business Analysis, Banking, Economics,
Prevocational Mathematics	Accountancy Work and life application



Course Description:

This subject is designed to cover the basic requirements of the National Science Curriculum. The course will allow students to consolidate their understanding of chemical substances and their properties, develop valuable analytical and practical skills, and continue the development of literacy and numeracy skills. Successful completion of this course will enable students to commence careers that require a “pass” in Junior Science, and will also assist students who intend to study Health or Agriculture in Year 11. This course is **not** designed to prepare students for Year 11 Biology, Chemistry or Physics.

Units of Study:

- Term 1: Chemistry – Types of reactions, reaction rates, periodicity and making materials
- Term 2: Physics – Newton's laws of motion
- Term 3: Biology – DNA structure, mitosis, meiosis and genetics
- Term 4: Biology – Ecosystems, food chains, species adaptations

Possible Assessment:

Students will have either one or two assessment tasks per term. Assessments use a range of techniques including exams, assignments, research tasks, projects and laboratory reports.

Resources Required:

- A4 notebook -240 page or 2 x 120 page
- 2B pencil

Links to the future:

This subject will provide a sound background for students selecting Agricultural subjects at Year 11/12 level, or those entering construction, manufacturing or farming industries.

Many careers require a sound level of achievement in Junior Science including the military.

Year 11/12 subjects	Career pathways
Agricultural Practices Rural Operations	Veterinary Science assistant, Research, Mining, Engineering, Ecology, Metallurgy, Agriculture, Horticulture, Lab Assistant, Beauty Care, Military, Trades, Farming, Construction and many more.



Science towards Senior

Course Description:

This subject is designed to prepare students for Y11 & 12 Biology, Chemistry and Physics. It delves more deeply into these subject areas and does so at a more technical level. This course will introduce students to some of the essential analysis skills required for Senior Science subjects, and prepare them for Senior assessment types as well.

Units of Study:

- Term 1: Biology – genetics, DNA and evolution
- Term 2: Chemistry – ionic & covalent bonding, balancing equations, organic chemistry and introduction to the mole concept
- Term 3: Physics – motion, acceleration & deceleration calculations
- Term 4: Extended Experimental Investigation – conducting an EEI, controls, variables, report writing expectations, formulating hypotheses, data analysis, data evaluation & justification

Possible Assessment:

Students will have either one or two assessment tasks per term. Assessments use a range of techniques including exams, assignments, research tasks, projects and laboratory reports.

Resources Required:

- A4 notebook -240 page or 2 x 120 page
- 2B pencil

Links to the future:

This subject provides a sound background for students selecting science subjects at Year 11/12 level. It is a pre-requisite subject for Y11 Biology, Chemistry and Physics.

Many careers require a sound level of achievement in Junior Science including the military.

Year 11/12 subjects	Career pathways
Biology Chemistry Physics Agricultural Practices Rural Operations	Veterinary Science, Research, Teaching, Medical, Health, Mining, Engineering, Pharmacy, Biology, Ecology, Marine Biology, National Park Management, Metallurgy, Health Care, Agriculture, Horticulture, Lab Assistant, Beauty Care, Astronomy, Military and many more.



Sport and Health

Course Description:

Sport and Health builds on the evident links between physical activity and health and well-being. Coursework supports students to maintain a positive relationship with physical activity whilst developing key leadership, teamwork and communication skills. This subject does not prepare students for Physical Education.

** Students selecting one lesson of Sport & Health per week will only be offered the 'Sport' element of the subject. Students wishing to select the 'Health' element of the subject will complete one lesson each of 'Health' and 'Sport' per week. Potentially student could have between 1 – 5 lessons of Health, Sport and Exercise Science per week.*

Sport (1 lesson – compulsory): Delivered solely through a practical context, students will continue to learn to apply more specialised movement sequences that aim to enhance participation and improve performance. Through successful participation in physical activity and sport students will be instilled with the health and social benefits of sport and recreational activities. For students looking to move into Recreation as part of their senior years, Sport provides a strong grounding into this subject area.

Health* (1 lesson - elective): This subject prepares student for Health. Students will build off already established knowledge, understanding and skills taught in Health and Physical Education to make informed decisions that build and optimise personal and community health. Aligned with the new Health syllabus to be implemented in 2019, coursework provides an insight to students who are interested in becoming an advocate for health and wellbeing in the community. Key community health issues such as mental health and obesity will be addressed as students plan, implement, evaluate and reflect on delivered action strategies. As part of coursework, students will collect, collate and analyse primary and secondary data to determine the effectiveness of their health promotion strategy through an ongoing project.

Units of Study:

Theory

- First Aid
- Sport and Health Advocacy
- Sports Leadership

Practical (A variety, but not limited to):

- Skill Development & Modified Games
- Touch, Basketball, Netball, Athletics, Volleyball, Swimming, Cricket, Futsal, Soccer, Fitness, Softball

Possible Assessment:

- Supervised unseen essay/exam – Response to stimulus
- Presentation – Digital or oral
- Research Report
- Performance – Practical

Resources Required:

- A4 lined notebook
- Hat
- Appropriate Footwear

Links to the future:

Year 11/12 subjects	Career pathways
Health Recreation	Exercise Physiologist, Sports Trainer, Armed Forces, Nutritionist, Allied Health, Physiotherapist, HPE teacher, Emergency Services, Nursing



Exercise Science

Course Description:

This is the introductory subject leading to Senior Physical Education. Exercise Science sees students explore the biophysical, psychological and sociocultural elements of human performance. This course has been developed to reflect the new Senior Physical Education program to be undertaken in 2019 and provides the student with an insight and preparation into the future direction of the subject area. Learning takes place through an integrated and personalised approach that provides a balance of both theory and practical coursework. This addresses subject matter such as exercise physiology, training programs, motor learning, sports psychology, biomechanics and fair and ethical access to sport. Exercise Science students will learn through a process of inquiry that enables them to make connections between the subject matter and physical activity leading to opportunities to provide evidence and justify strategies to enhance their own performance. Students undertaking Exercise Science will build capacity to be self-directed learners that are able to work towards specific goals with intentions to develop a lifelong relationship with physical activity.

Units of Study:

Theory

- Foundations of Human Movement – Exercise Physiology & Functional Anatomy
- Skill Acquisition – Sports Psychology & Motor Learning
- Human Performance – Sport & Biomechanics
- Sociology – Equity and Access in Sport

Practical (*A variety, but not limited to*)

- Touch, Basketball, Netball, Athletics, Volleyball, Swimming, Cricket, Futsal, Soccer, Fitness, Softball, Badminton, Tennis

Possible Assessment:

- Supervised unseen essay/exam – Response to stimulus
- Research Report
- Presentation – Digital or oral
- Performance – Practical
- Analytical Essay

Resources Required:

- A4 lined notebook
- Hat
- Appropriate Footwear

Links to the future:

Year 11/12 subjects	Career pathways
Physical Education Senior Health	Exercise Physiologist, Sports Trainer, Armed Forces, Nutritionist, Allied Health, Physiotherapist, HPE teacher, Emergency Services, Nursing, Coaching, Sports Journalism, Sports Management & Marketing



Introduction to Modern History

Course Description:

The study of Modern History gives students the skills and knowledge to interpret the problems of contemporary society. Seeing the triumphs and mistakes of the past is essential in order to solve the problems of the present and perhaps change the future.

Students who experience success in Modern History cite their improved understanding of human beings and human nature, through time, as the greatest single thing they learnt during this subject. Modern History is focused on the twentieth century and the beginnings of the twenty-first century, although background studies reaching back as far as the European Enlightenment are included.

The students will develop skills in forming historical knowledge through critical inquiry and the communication of their findings. At a personal level, the study of Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

The Year 10 Modern History course offers students a solid grounding and beginning to their senior phase of learning in Humanities.

Units of Study:

Studies of Power

- Revolutions and Protest.

Possible Assessment:

Research Assignment

- Extended response to a historical question
- Exam

Resources Required:

- 120 page blue lined exercise book
- 48 page blue lined exercise book for Research Journal

Links to the future:

Year 11/12 subjects	Career pathways
Modern History Legal Studies English Essential English	Historian , Teacher, Medicine, Law, Psychology, Journalism, Political Science



Course Description:

Visual Art is a powerful and persuasive means of communication. It is the means of personal expression by which students make visible ideas, thoughts, feelings and observations of their world through making and appraising, display and exhibition of made images and objects. Students' works reflect an understanding of the functions and purpose of art that they and others make and display in public and community contexts. Students are encouraged to create and communicate a personal aesthetic in visual design. Students make and appraise two and three dimensional forms by selecting and combining the above mentioned media. The visual diary is an essential tool that documents a journey for the individual artistic process.

Units of Study:

- Painting
- Drawing
- Ceramics
- Printmaking
- Textiles
- Design/Graphics
- Sculpture
- Art Theory
- Digital Art
- Media Studies and Photography
- Installation
- Performance Art

Possible Assessment:

- Making and displaying images and objects
- Appraising images and objects

Resources Required:

- A4 Cartridge pad / sketchbook (available from school - \$3.80)
- 2B, 4B & 6B pencils
- Eraser
- Coloured pencils
- Pencil sharpener
- Ruler/Scissors/Glue
- Hand towel and apron (advisable)
- Other materials will need to be brought according to projects that are created for assessment items eg found objects for sculpture

Links to the future:

Year 11/12 subjects	Career pathways
Visual Art Visual Arts in Practice	Architecture, engineering, industrial design, town planning, Graphic design, advertising, graphic printing, illustration, photography, Web designer/ICT, Performing arts, film and television, make-up and hairdressing, Fashion/costume design, Teaching, public relations, tourism, community artworker, performing arts, Visual artist.



Dance

Course Description:

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. They respond to their own and others' dances using physical and verbal communication.

Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Units of Study:

- Unit 1: Indigenous Dance
- Unit 2: Point shoes and sneakers
- Unit 3: Memories

Possible Assessment:

- Choreography
- Performance
- Responding
- Reflection

Resources Required:

- 1 x 96 page blue lined exercise book

Links to the future:

Year 11/12 subjects	Career pathways
Drama Art English	Teacher Performance artist Choreographer



Drama

Course Description:

In Drama, students:

- Refine and extend their understanding and use of role, character, relationships and situation
- Extend the use of voice and movement to sustain belief in character
- Maintain focus and manipulate space and time, language, ideas and dramatic action
- Experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences
- Draw on drama from a range of cultures, times and locations as they experience drama
- Explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- Learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work, as they explore drama forms
- Explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama
- Evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform
- Build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

Units of Study:

- Australian Gothic Theatre
- Docudrama
- Play Study
- Commedia Dell'Arte

Possible Assessment:

- Scriptwriting
- Responding to professional theatre
- Presenting scripted texts
- Improvisation
- Devised concept

Resources Required:

- 1 x 96 page exercise book
- USB
- 'Drama blacks' (plain black clothing)
- Live theatre experiences will be offered when available and relevant. This will incur a small cost

Links to the future:

Year 11/12 subjects	Career pathways
Drama Dance Art English	Performer Public speaker Art Critic Teacher Stage Manager Drama allows students to build confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity.



Agricultural Science

Course Description:

Year 10 students selecting this subject will develop knowledge, skills and confidence to pursue further studies in this field and/or broaden employment opportunities. The aim is to establish which senior pathway they wish to pursue. Students will look at sustainable farming as a system, including plant and animal production as well as management in agribusiness.

Units of Study:

- Sustainability
- Animal Reproduction
- Animal Digestion and nutrition and disease
- Careers in agriculture
- Plant nutrients and disease
- Farm management

Possible Assessment:

- Students must be willing to complete all tasks. 30% Practical 70% Theory
- Practical tasks
- Research tasks
- Experimental Investigation
- Exam

Resources Required:

- Hat, 1 x Exercise book per term
- 1 pair of shoes to be left at the farm for practical lessons (recommend rubber boots)

Links to the future:

Year 11/12 subjects	Career pathways
Ag Practices Certificate II in Rural Operations	Agricultural engineer, Agricultural technical officer, Animal attendant, Botanist, Cane tester, Soil scientist, Agronomist, Property manager Economist – agricultural, Farmhand, Fisher Food technologist, Forest technical officer Forester, Gardener, Horticulturist technical officer, Jackeroo/Jillaroo, Landscape gardener, Pest and weed controller, Stable hand, Stock and station agent, Veterinary nurse, Wool classer.



Introduction to Accounting and Business

Course Description:

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. By developing Business knowledge, understanding and skills, young people will be better placed now and in their adult lives to actively participate in business activities, contribute to the development of a prosperous, sustainable and equitable Australian and global economy, and secure their own financial wellbeing.

It is recommended that students considering to undertake this subject be currently achieving a passing grade for English and Mathematics.

Units of Study:

Accounting Fundamentals - Students will develop a sound understanding of the fundamental accounting principles for sole traders:

- nature of accounts and double-entry
- nature of Goods and Services Tax (GST)
- general journal to ledger and trial balance

Financial Statements - Students will further develop their accounting knowledge:

- cash journals to the ledger and trial balance
- prepare Income Statements and Balance Sheets
- use computerised accounting software (e.g. MYOB) to record transactions and generate reports

Introduction to Business - This unit gives students the opportunity to investigate:

- key business functions (e.g. Marketing, Operations, Human Resources Management)
- stages of the business life cycle
- evaluating business decisions (e.g. competitiveness, effectiveness, stakeholder satisfaction)

Competitive Advantage - Students will explore why it is increasingly important for businesses to seek a competitive advantage:

- explain what a competitive advantage is and why it is important
- investigate strategies for developing and maintaining a competitive advantage
- consider how to balance a competitive advantage with corporate social responsibility

Possible Assessment:

- Practical exam
- Project/research assignment
- Case study

Resources Required:

- Display folder
- Three money column journal book

Links to the future:

Year 11/12 subjects	Career pathways
Accounting Business	Further education and employment in small-to-medium enterprise, accounting, business management, human resource management, financial management, commerce, marketing and operations management.



Information Communication and Technologies

Course Description:

Students will develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

Possible Units of Study:

Microsoft Office Specialist - Students will participate in Microsoft Office training and certification that is internationally recognised and worth one (1) Queensland Certificate of Education (QCE) credit for each specialisation (e.g. Word, PowerPoint, Excel). Students will be able to build on their current skill level in a course that focuses on using the software to its fullest potential.

Digital Imaging/Computer Graphics - Students will focus solving technical and/or creative problems through acquiring, creating and manipulating digital still images, models and graphical representations for a range of multimedia genres including websites, presentations, games and prototyping.

Python - Python is a general purpose programming language designed to be easy to read and simple to implement. Students will be cover programming concepts such as loops, variables, functions and strings. Students will create a variety of programs, ranging from drawing simple shapes to quizzes and simulators.

Data Management - Students will focus on understanding and applying data management concepts, ideas and procedures to solve technical problems. Students will explore various methods of data storage, uses and management (e.g. Microsoft Excel, Microsoft Access, 'big data').

Digital Portfolio - Digital portfolios are a way of showcasing student achievement that can be used to enhance a traditional resume and allow students to communicate their knowledge and expertise related to their use of technology. Students will use appropriate software (e.g. Microsoft OneNote or Adobe Muse) to present their portfolio.

App Development/Game Design

Students will get the opportunity to further develop skills covered during Year 9 units.

Possible Assessment:

- Folios
- Projects

Resources Required:

- Headphones may be required for some activities
- Access to a USB at the end of the course to take files home

Links to the future:

Year 11/12 subjects	Career pathways
Certificate II in Information, Digital Media and Technology	ICT can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.
Skills will assist with all senior subjects and future studies	



Introduction to Legal Studies

Course Description:

Introduction to Legal Studies focuses on the interaction between society and the discipline of law. Students will study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

It is recommended that students considering to undertake this subject be currently achieving a passing grade for English.

Units of Study:

The Legal System

- Describe the sources of law in the Australian legal system (including separation of powers)
- Describe the court hierarchy and court personnel
- Explain the purpose of laws within society and the process of law-making

Criminal Law vs Civil Law

- Importance of civil law in everyday life
- Distinguish between civil and criminal law matters

Electives [determined by cohort and teacher]

- Sport and the Law – both civil and criminal law can impact on sport and the rights and obligations of stakeholders
- Environment and the Law – environmental legislation is based on the principles of ecologically sustainable development, the conservation of biological and ecological diversity and of environmental stewardship
- Technology and the Law – traditional legal principles and processes are constantly challenged by the need to keep pace with new technologies as rapid developments occur

Possible Assessment:

- Exams
- Case study
- Argumentative essay

Resources Required:

- No extra resources are required

Links to the future:

Year 11/12 subjects	Career pathways
Legal Studies	Further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.



Food, Nutrition and Hospitality

Course Description:

Food, Nutrition and Hospitality focuses on all aspects of the commercial and nutritional food industry. Knowledge is developed in regard to future wellbeing and applications within health and hospitality industry sectors. This is achieved through research, experience, analysis and applications of the food industry, as well as providing students with skills, inspiration and the ability to become independent learners in defining dietary requirements and applications in commercial cookery.

Students will use evaluative and contemporary processes for dietary analysis to produce quality food products for health promotion, celebration and enjoyment. Students gain the theoretical understanding of the functional and chemical properties of food through experimentation and product development. They engage in the multicultural and social aspects of culinary cuisines. Catering concept and management skills are applied, as well as engagement in the demonstration of practical tasks.

Students will employ technologies, particularly those relating to the use of information technology to plan, analyse and evaluate diet choices and their impact on future health of the individual.

NOTE: All units of study have practical applications. Students have opportunities to choose recipes for personal interest, further skill development and to meet given criteria.

Units of Study:

Food Properties and Cooking Principles - Health, safety and practical culinary skill development. Food Science, nutritional analysis, dietary related diseases and focus on specific dietary needs

Designer Diets and Techno Foods - Technology, social trends, cultural influences, fad and fast food, menu and meal design and evaluative measures to identify their impacts

Multiculturalism and Diversity - Global food security, contemporary lifestyles and convenience foods

Food Enterprise and Industry Catering Applications - Technology and food preparation techniques

Marketing and Production - Product development, sensory profiling, cost controlling and business operations of the contemporary food industry

Possible Assessment:

- Practical cookery tasks
- Theory examinations
- Practical and journal assignments

Resources Required:

- 1 x 228 page exercise book or A4 book
- 2 x A4 Display folder
- Practical foods items (when required in reference to Recipe and Topic Outline booklet – supplied)

Links to the future:

Year 11/12 subjects	Career pathways
Links to Certificate II in Hospitality	Dietician, Nursing, Hospitality - Chef/Cook, Front of House, Tourism, Textile, Industry Teaching



Introduction to Design

Course Description:

A designer's role is to develop solutions that improve people lives. The design thinking skills and strategies that students engage with are designed to prepare students for current and future 21st Century challenges. Students will engage with advanced technologies such as 3D modelling software, computer numerically controlled (CNC) machinery, 3D printing as well as traditional workshop tools and machines to create their designed solutions.

Units of Study:

- Electronics and electrical systems
- Sustainability
- Built environment – Landscape and architectural design
- Forces and Motion
- Product design

Possible Assessment:

Students are assessed based on a folio of work submitted for each unit that demonstrates

- Knowledge and understanding of the technology in context and relating to society
- Investigation and generation of ideas
- Producing then evaluating a solution
- Planning production processes.

Resources Required:

- Sturdy covered shoes – canvas joggers/slippers are NOT adequate and students will not be permitted in the workshop
- Display Folio
- 64 Page exercise book

Links to the future:

Year 11/12 subjects	Career pathways
Design	Engineer Civil Mechanical Electrical Industrial Designer Architect Landscape designer Graphic design Web design



Introduction to Engineering Trades

Course Description:

Introduction to Engineering Trades is a course designed to prepare students for success in the senior subjects that lead to further training or employment in manufacturing and engineering industries. The Manufacturing industry is a major contributor to Queensland's economy with many varied employment opportunities in this sector. Students undertaking this course will learn to safely and correctly use measuring and marking out equipment, hand tools and engineering machinery. Students with a higher level of knowledge and practical skills may have improved prospects of securing a job or trade in the manufacturing sector. Students will work on projects individually with a focus on production to industry standards.

Units of Study:

- Workshop safety
- Fitting and machining
- Electronics and circuitry
- Introduction to welding operations

Examples of the type of practical demonstrations students may produce during these units:

- Engineers bevel
- Drilling Clamp
- Electronics kit
- Plumb bob
- Nut cracker
- Steam engine
- Wind vane
- Pad, butt and fillet welds
- Engineer's vice

Possible Assessment:

Assessment will be based on students' knowledge of content, application of work processes and procedures and the quality of production based on the provided plans and specifications. These areas will be tested through theory and practical examinations, teacher observations and evaluation of practical demonstrations and projects.

Resources Required:

- Sturdy covered shoes – canvas joggers/slippers are NOT adequate and students will not be permitted in the workshop
- Display Folio
- 64 Page exercise book

Links to the future:

Year 11/12 subjects	Career pathways
Design Industrial Graphics Certificate I in Engineering Industrial Skills	Engineer Industrial Designer Architect Draftsperson Building and Construction trades Metal and Engineering trades



Introduction to Construction Trades

Course Description:

Introduction to Construction Trades is a course designed to prepare students for success in the senior subjects that lead to further training or employment in the building and construction industry. Queensland's population continues to experience rapid growth, resulting in many varied employment opportunities in the building and construction industries. Students undertaking this course will learn to safely use hand tools, portable power tools and some machinery to improve their practical skills. Students will work on projects both individually and collaboratively, with a focus on production to industry standards.

Units of Study:

- Safety in the workshop
- Building and construction techniques
- Industrial plastics
- Furnishing skills and techniques

Examples of the type of practical demonstrations students may produce during these units:

- Camp stool /outdoor chair
- Dog kennel
- Saw horse
- Games table
- Plywood tool box with draws
- PVC Welding
- Acrylic shaping and moulding

Possible Assessment:

Assessment will be based on students' knowledge of content, application of work processes and procedures and the quality of production based on the provided plans and specifications. These areas will be tested through theory and practical examinations, teacher observations and evaluation of practical demonstrations and projects.

Resources Required:

- Sturdy covered shoes – canvas joggers/slippers are NOT adequate and students will not be permitted in the workshop
- Display Folio
- 64 Page exercise book

Links to the future:

Year 11/12 subjects	Career pathways
Design Industrial Graphics Certificate I in Engineering Industrial Skills	Engineer Industrial Designer Architect Draftsperson Building and Construction trades Metal and Engineering trades