



**DAKABIN**  
STATE HIGH SCHOOL

*The future lies within*

# Year 10

# Curriculum

# Handbook

*Commencing 2023*



**DAKABIN**  
STATE HIGH SCHOOL  
*The future lies within*

At Dakabin State High School, our vision is to be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21<sup>st</sup> century.

## Our Values

Learning at Dakabin State High School is based on harmonious teacher-student relationships. Our school has developed strategies that build on the core philosophy of Learning, Discipline and Community which provides each student the opportunities for the highest personal development.

## Our Staff Community

We are an understanding and highly experienced organisation. We are committed to providing all students with quality learning experiences and opportunities.

Our teachers build strong relationships with students and families that fosters success, improves performance and enhances wellbeing.

Our wide range of programs offers every student experiences in academic and extra-curricular activities within the school and wider community. In collaboration with our staff, a dedicated Parents and Citizens Association encourages and supports students and families to reinforce a sense of community at Dakabin State High School.

The mission, vision, values and goals of Dakabin State High School underpin all that happens across the school.

At Dakabin State High School **Our Mission** is to:

- Provide a quality education to all students and be inclusive and supportive of diversity
- Promote an understanding within the school community that education is the key to success in a student's chosen pathways after school
- Utilise current research based pedagogy to provide quality educational practices for all students in a supportive environment to improve learning outcomes
- 

At Dakabin State High School **Our Vision** is:

- To be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21<sup>st</sup> century



**DAKABIN**  
STATE HIGH SCHOOL  
*The future lies within*

At Dakabin State High School **Our Values** are:

- **Learning:** I am responsible and accountable for my learning
- **Discipline:** I am positive in my attitude and approach toward learning
- **Community:** I communicate and collaborate respectfully with others to enhance my learning

## Key Staff

### Administration Team

Principal

Deputy Principal Year 10

Senior Schooling Head of Department

Year Level Co-ordinator Year 10

### Student Support Team

Guidance Officer

School-Based Youth Health Nurse

School Chaplain

Social Worker

School Based Youth Support Officer

Student Support Officer - Broncos Girls Academy

Onsite Doctors GP for Schools Program

UQ Psychologists



## Curriculum Overview Year 10

Year 10	
Semester 1	Semester 2
English	
Mathematics	
Science	
Humanities	HPE
Year 10 Elective	Year 10 Elective
Year 10 Elective	Year 10 Elective



## Pre-requisites

In Year 10 English, Maths, Science, Health and Physical Education and History are compulsory subjects. This booklet contains information on both the core and the elective subjects that may be offered, depending on the number of students who wish to enrol in a specific subject or teacher expertise.

Entry into elective subjects may have academic pre-requisites as well as Effort and Behaviour pre-requisites. The inclusion of effort and behaviour pre-requisites is due to the practical nature of the work and the need to follow teacher instruction quickly and without argument. This also includes the wearing of appropriate footwear and clothing.

Subject	Description	Standard
English	General subjects offered in Year 11/12 require a B standard in Year 10 English.	
<ul style="list-style-type: none"><li>• Music</li><li>• Dance</li><li>• Food Studies</li><li>• Industrial Technology</li><li>• ACM10121 Certificate I in Animal Care Industry Pathways</li><li>• AHC10216 Certificate I in AgriFood Operations</li><li>• Visual Art</li><li>• Drama</li><li>• Media Arts</li><li>• Digital Technologies</li></ul> <p><i>It is a requirement for students to be a financial member of the Student Resource Scheme before entry is permitted.</i></p>	Due to safety protocols involving machinery, tools and specialist equipment students must adhere to following teacher instructions immediately and the wearing of correct footwear as prescribed by the school.	Year 9 Effort and Behaviour results may be reviewed for some subjects due to workplace health and safety concerns.



# English

## Subject Information

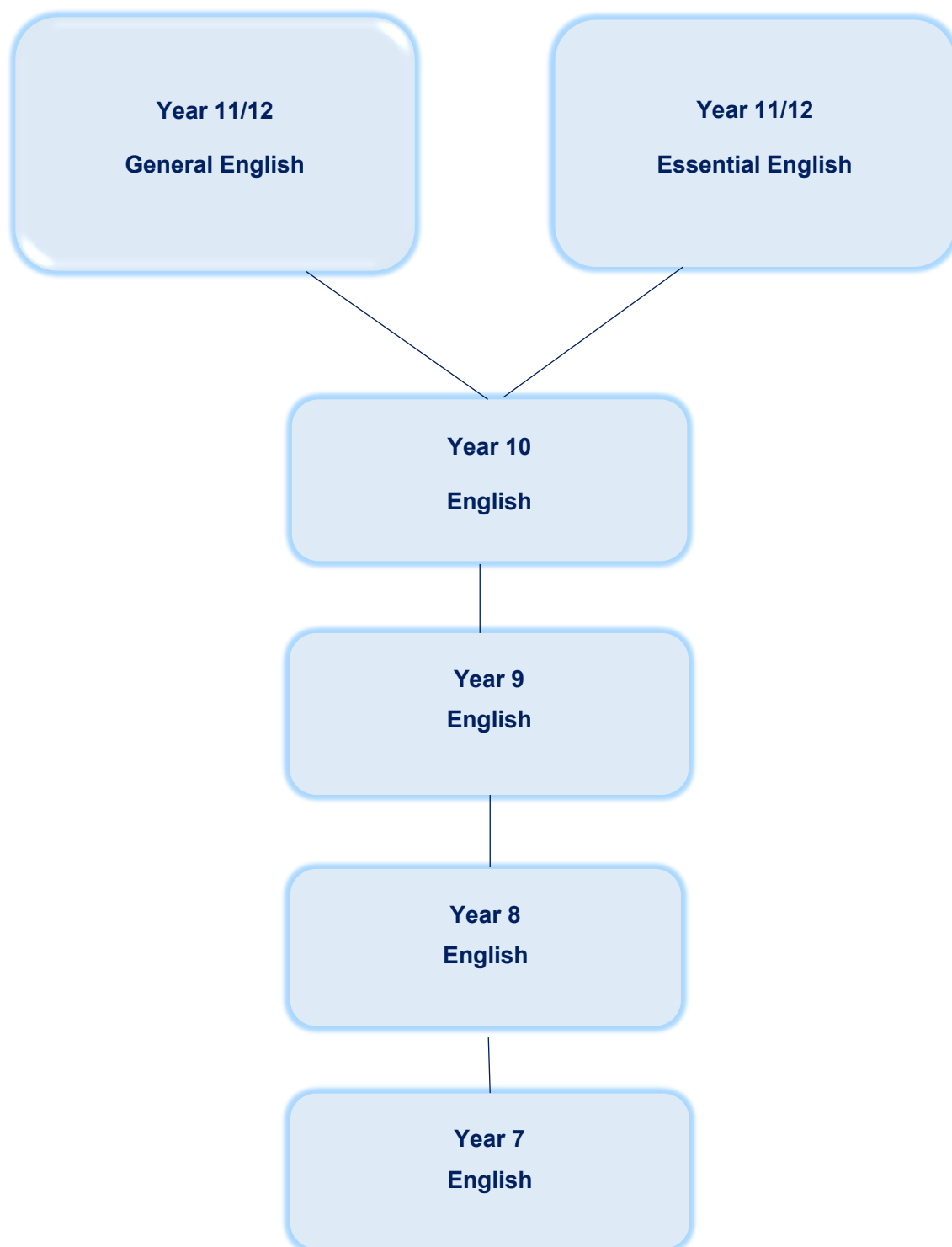
Participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The study of English also helps students to engage imaginatively and critically with literature from a range of cultures. In English, students will learn to listen to, read, view, speak, write, create and reflect on a range of texts. They will appreciate, enjoy and use the English language to evoke feelings, convey information, form ideas, entertain, persuade and argue. Furthermore, students will understand how Standard Australian English works in its spoken and written forms to create meaning.

	Brief Description	Assessment Requirements
Unit 1	Cultures and Subcultures	Analytical written, 600-800 words
Unit 2	The Plot Thickens	Imaginative written, 600-800 words
Unit 3	All the World's A Stage	Analytical written, exam, 600-800 words
Unit 4	You're The Voice	Persuasive spoken, multimodal, individual 4-6 min

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme
Required Materials	USB, Notebook for English use only, black and blue pens, 2B pencils, eraser, highlighter, glue stick, ruler, scissors, coloured felt pens (pack 12), document wallet.



## *English Pathways*





# Mathematics

## Subject Information

The Year 10 Mathematics course at Dakabin SHS is aligned to the Australian Curriculum and is developed to prepare students for Senior Mathematics Subjects. These subjects include Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics.

Students will take part in Units of work that include:

- Number and Algebra
- Measurement, Geometry
- Statistics and Probability

The Australian Mathematics curriculum has four proficiency strands. These are understanding, fluency, problem solving and reasoning. These strands enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	Patterns and Algebra, Chance and Geometry	Formative Assessment: What do you know? Problem Solving and Modelling Task Summative Assessment: Examination
<b>Unit 2</b>	Measurement, Geometry and Patterns and Algebra	Formative Assessment: What do you know? Summative Assessment: Examination
<b>Unit 3</b>	Number and Patterns and Algebra	Formative Assessment: What do you know? Summative Assessment: Examination
<b>Unit 4</b>	Preparation for Senior General - Number and Financial Management Essential - Data and Statistics	Formative Assessment: What do you know? Summative Assessment: General – Examination Essentials – Problem Solving and Modelling Task

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme
<b>Required Materials</b>	USB, Pencil Case (including: scissors, ruler, glue, correction tape, highlighter, pens and pencils, sharpener and eraser) A4 Exercise book (minimum 160 page), Display folders for assessment items, Scientific Calculator



## Extension Mathematics

*(Please note this is dependent on results, determined by the Maths Head of Department)*

### Subject Information

The Year 10 Extension Mathematics course at Dakabin SHS is aligned to the Australian Curriculum and is developed to prepare students for Senior Mathematics subjects. These subjects include General Mathematics, Mathematical Methods and Specialist Mathematics.

Students will take part in Current Units of work that include:

- Number and Algebra
- Measurement, Geometry
- Statistics and Probability

The Australian Mathematics curriculum has four proficiency strands. These are understanding, fluency, problem solving and reasoning. These strands enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The increased use of Algebraic facility is found throughout these three units of work, and students will be extended to prepare them specifically for Algebra requirements to be successful in Mathematical Methods and Specialist Mathematics.

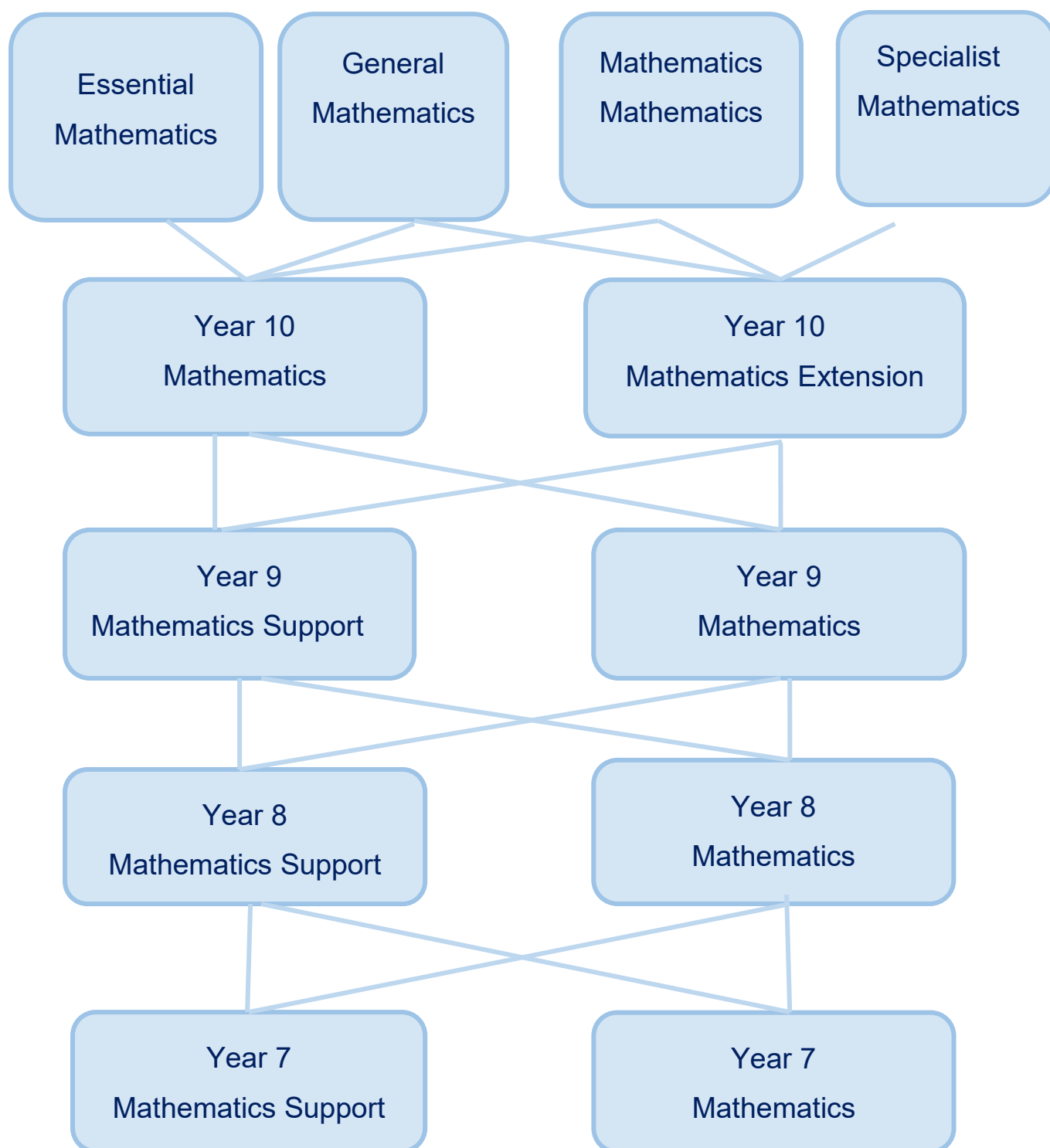
	Brief Description	Assessment Requirements
<b>Unit 1</b>	Number , Geometry and Probability	Formative Assessment: What do you know? Problem Solving and Modelling Task Summative Assessment: Examination
<b>Unit 2</b>	Patterns and Algebra, Measurement, Statistics and Number	Formative Assessment: What do you know? Summative Assessment: Examination
<b>Unit 3</b>	Number and Patterns and Algebra	Formative Assessment: What do you know? Problem Solving and Modelling Task Summative Assessment: Examination
<b>Unit 4</b>	Statistics and Probability – Bivariate numerical data sets and Standard Deviation.	Formative Assessment: What do you know? Summative Assessment: Examination

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme. <b>NB: when required, a Graphic Calculator will be supplied to students</b>
<b>Required Materials</b>	USB, Pencil Case (including: scissor, ruler, glue, correction tape, highlighter, pens and pencils, sharpener and eraser) A4 Exercise book (minimum 160 page), Display folders for assessment items, Scientific Calculator.



## Mathematics Pathways

Year 11 / 12





## Science

### Subject Information

Students explore deeper the evidence for the various scientific theories and develop viewpoints on the impact of scientific discoveries. Their investigations show increased attention to accuracy in measurement and collation of data, and importance of evidence in their conclusions.

Typically, students will:

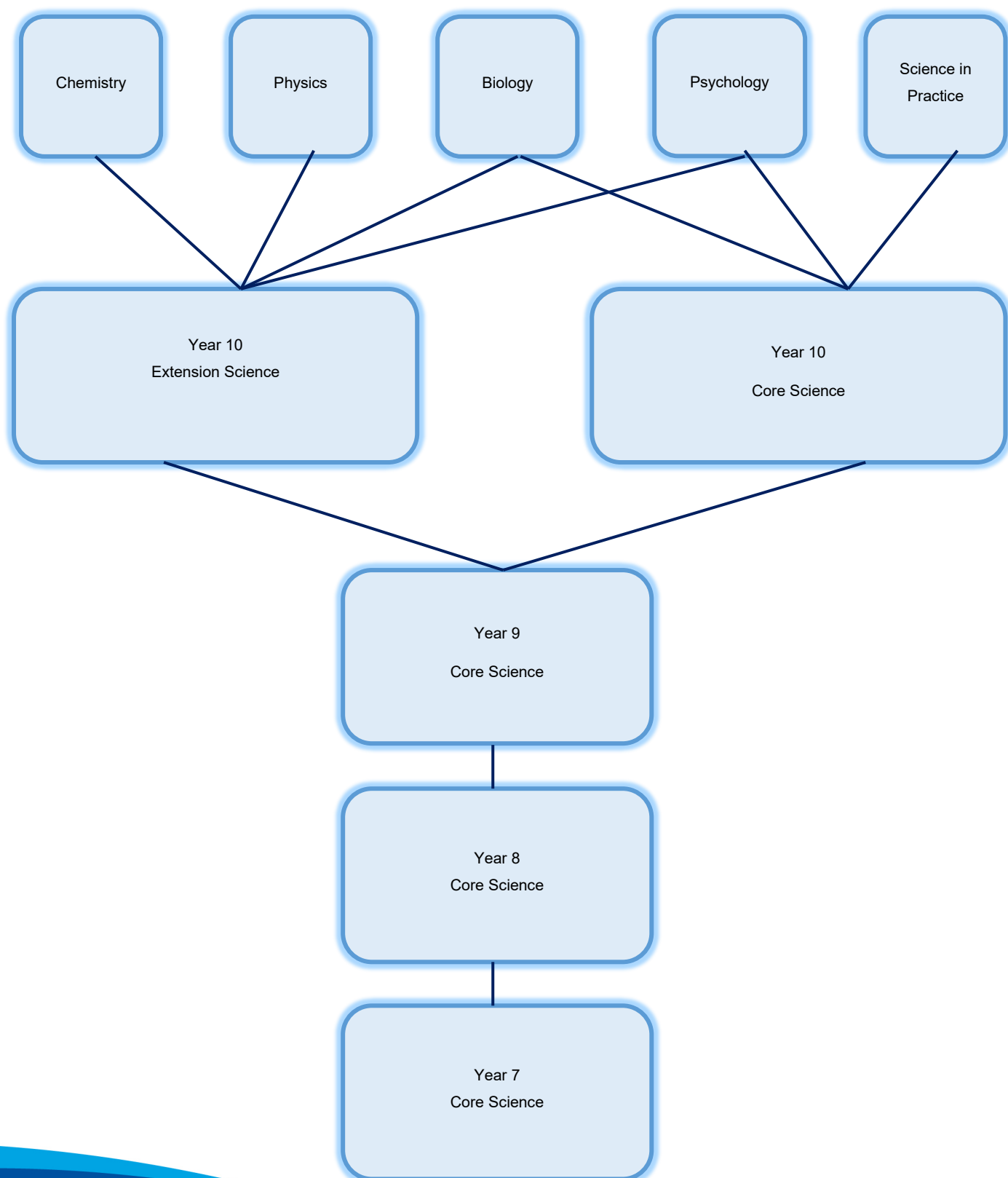
- Investigate body systems and ecosystems as examples of interdependent, interactive systems
- Investigate changes in our genes that effect both our characteristics and evolutionary history
- Deepen their understanding of changes in chemical systems that can be caused by changes at the atomic level
- Investigate how the wave and particle theory can explain the behaviour of light
- Deepen their understanding of physical laws of motion
- Critically analyse and evaluate claims and approaches used to solve problems, while considering ethics involved and how people's lives might be affected.
- Critically consider the importance of science-based careers

	Brief Description	Assessment Requirements
Unit 1	Earth Science – Global Systems & The Universe	Exam
Unit 2	Physics – Movement and Momentum	Student Experiment – Scientific Report
Unit 3	Biology – Genetics & Evolution	Research Investigation – Scientific report
Unit 4	Chemistry – Reaction Rates	Exam
Unit 5	Specialisation – topic specific	Topic specific – Exam, folio, report

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme
Required Materials	Notebook, black and red pens, pencils, eraser, highlighter, glue stick



## Science Pathways





# Humanities: History

## Subject Information

History is the story of who we are as humans – who we are today, how this happened and who we might be tomorrow. Year 10 History examines the modern world post World War I, a time of political turmoil, global conflict and international cooperation. Students will learn about World War II as well as the way it influenced the rights and freedoms we have in the modern world.

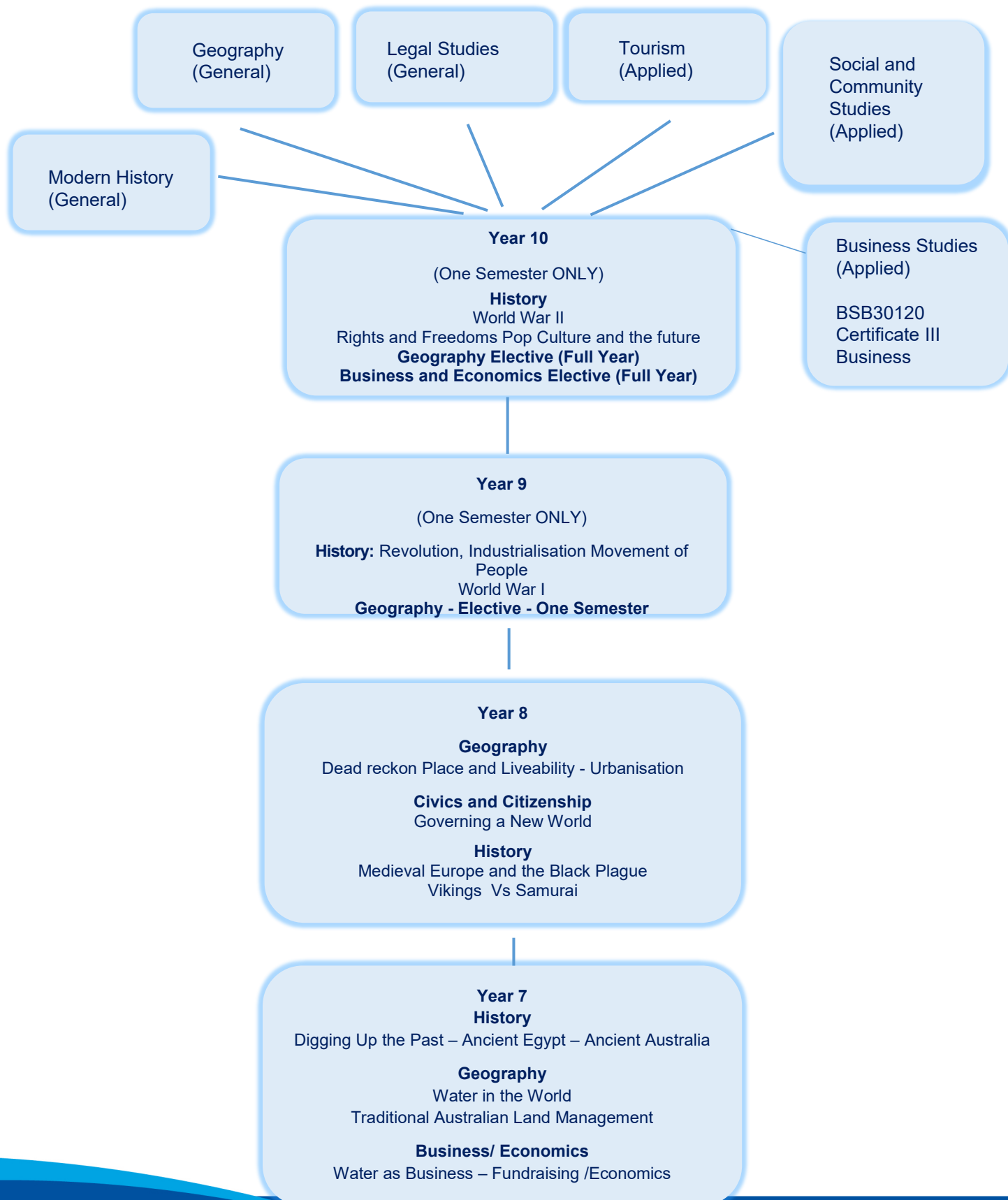
In History students will typically, examine historical evidence, explore context, motivation and perspective. They will also research, identify appropriate evidence, construct essays, learn to view media critically.

	Brief Description	Assessment Requirements
Unit 1	World War II – Europe and the Pacific	In-class Essay Exam
Unit 2	Hollywood and History	A multi-modal investigation

Associated Costs	Potential low-cost excursion - pending permissions
Required Materials	Book to write notes, A4 display folder, USB memory stick, pens, pencils, glue, coloured pencils/pens



## Humanities Pathways





# Health and Physical Education

## Subject Information

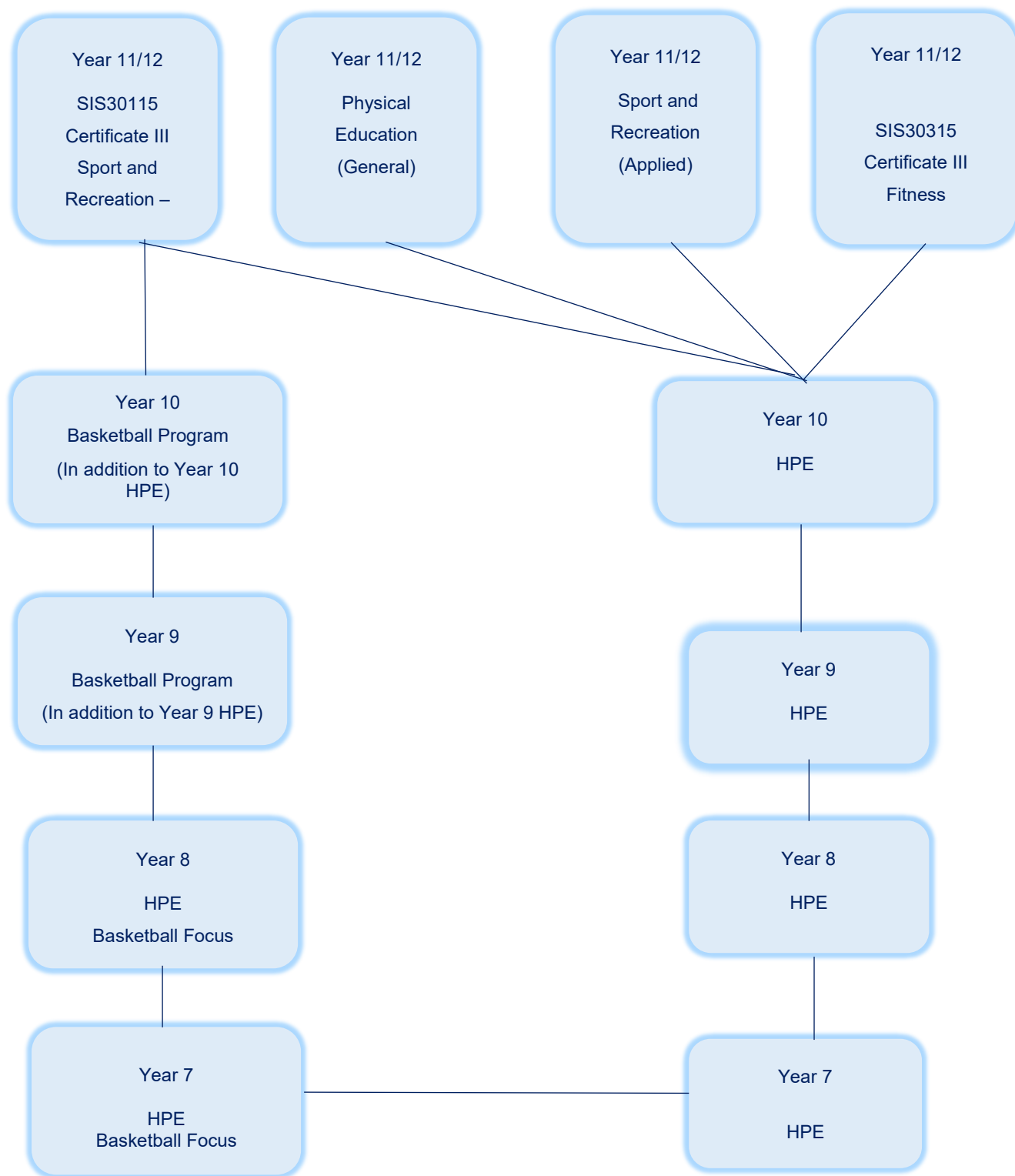
The knowledge, understanding and skills taught in Year 10 Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social and emotional capacities necessary in the strands of 'Movement and physical activity' and 'Personal, social and community health' is a key component of the P–10 Australian Curriculum: Health and Physical Education. It provides the foundations for learning and alignment to the Physical Education and Health senior syllabuses to build increasingly complex and developmental courses of study in the senior years.

	Brief Description	Assessment Requirements
Unit 4	Mechanics of the Disc	Multi-modal Presentation
Unit 5	Party Safe	Argumentative Essay - Exam conditions
Unit 6	Set for Change	Performance

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme
Required Materials	Notebook, black and red pens, pencils, eraser, highlighter, glue stick, scissors, hat



## Health and Physical Education Pathways





# Electives

## Languages Other than English (LOTE)

Languages Other Than English (LOTE) is one of the prescribed learning areas that are studied in Years 7 and 8. **Japanese** is the LOTE offered at Dakabin State High School.

### Japanese

#### Subject Information

Students will build further on the knowledge and understanding of Japanese language systems established in Years 7, 8 and 9. They cover a range of topics with the goal of communicative language development through communicating and comprehending a range of Japanese texts. They have the opportunity to represent the school by volunteering as an 'International Study Buddy' when our visiting groups from Japan to put their studies into practice.

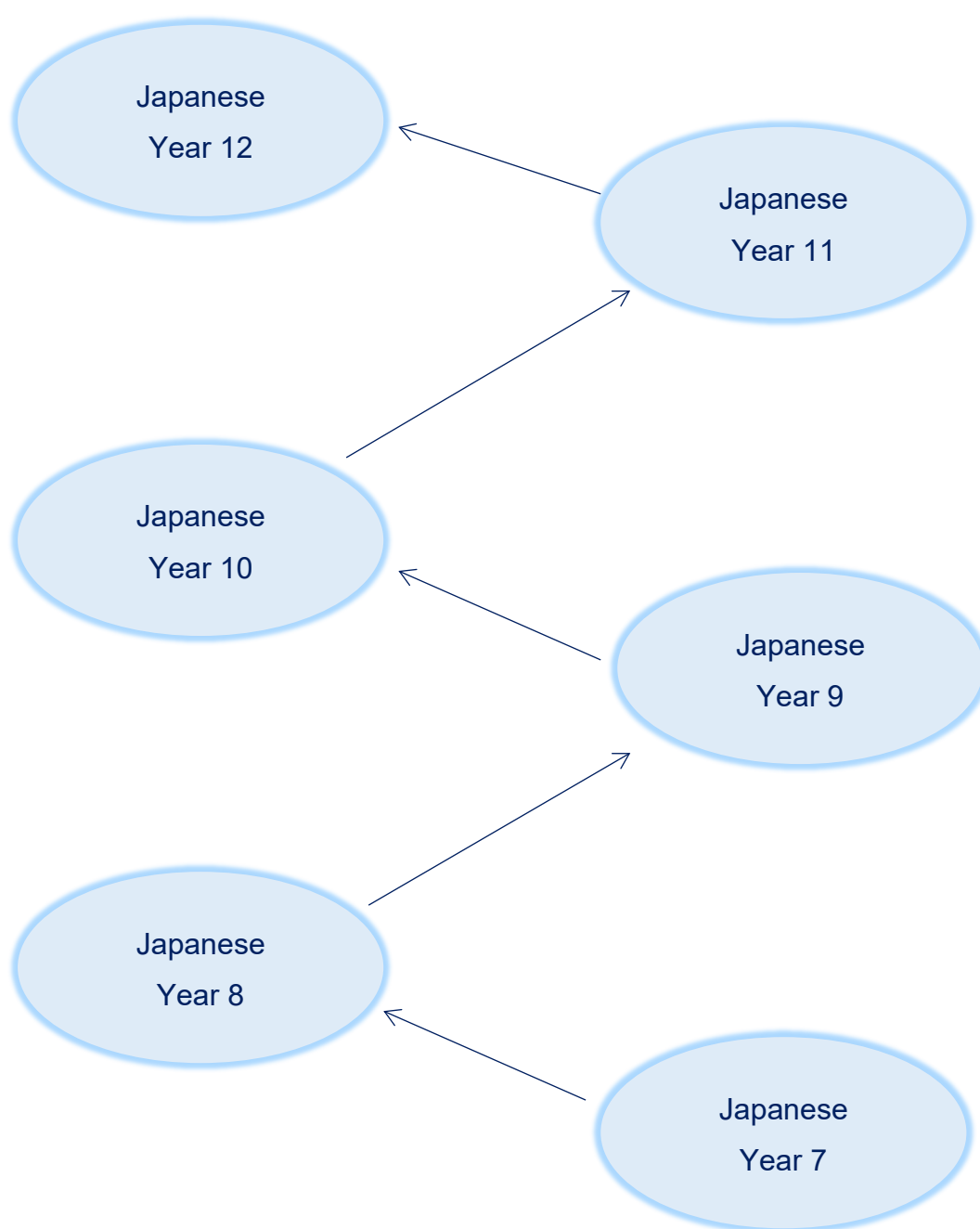
	Brief Description	Assessment Requirements
Unit 1	'Shopping'	Listening Exam
Unit 2	'Fast Food'	Brochure
Unit 3	'Festivals and Celebrations'	Reading Exam
Unit 4	'Fashion'	Photo Journal

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme
Required Materials	Notebook, black and red pens, pencils, eraser, highlighter, glue stick



## LOTE Pathways

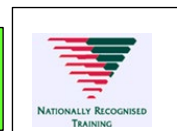
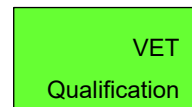
Knowledge of a second language is becoming more and more important in our world today. Many businesses look for this skill in their employees, and the ever-expanding tourism and hospitality industries are constantly looking for staff with the knowledge of another language.





## ACM10121 Certificate I in Animal Care Industry Pathways

Delivered by Dakabin State High School - RTO Code 30064



### Subject Information

This subject is practically based so students spend most of their time involved in the running of the school's farm. Students who obtain their ACM10121 Certificate I in Animal Care Industry Pathways at the end of Year 10 are able to bank two credits towards their QCE.

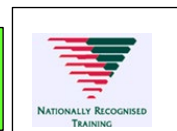
	Units of Competency	Assessment Requirements
<b>Core</b>	ACMGEN101 Explore job opportunities in animal care and related industries ACMGEN102 Approach and handle a range of calm animals ACMGEN103 Assist in the care of animals ACMWHS201 Participate in workplace health and safety processes FSKOCM002 Engage in short and simple spoken exchanges at work	All assessment techniques basically fall into the following categories: direct observations of student activity, questions (written, online or direct verbal), and reviews of things students produce (project work, folios, online materials, services).
<b>Electives</b>	ACMINF101 Take responsibility for the health and welfare of animals in own care FSKLRG005 Use strategies to plan simple workplace tasks	
<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme	
<b>Required Materials</b>	USB, Pencil Case (including: coloured pencils, scissor, ruler, glue, correction tape, highlighter, pens and pencils, sharpener and eraser) A4 Exercise book (minimum 160 page), Display folders for assessment items	
<b>Other Information</b>	Students must be willing to: <ul style="list-style-type: none"><li>• wear their own hat when working on the school farm</li><li>• follow instructions and work safely as directed</li><li>• get their hands dirty and work with animals, plants, soil and small machinery</li></ul>	



## AHC10216 Certificate I in AgriFood Operations

Delivered by Dakabin State High School - RTO Code 30064

VET  
Qualification



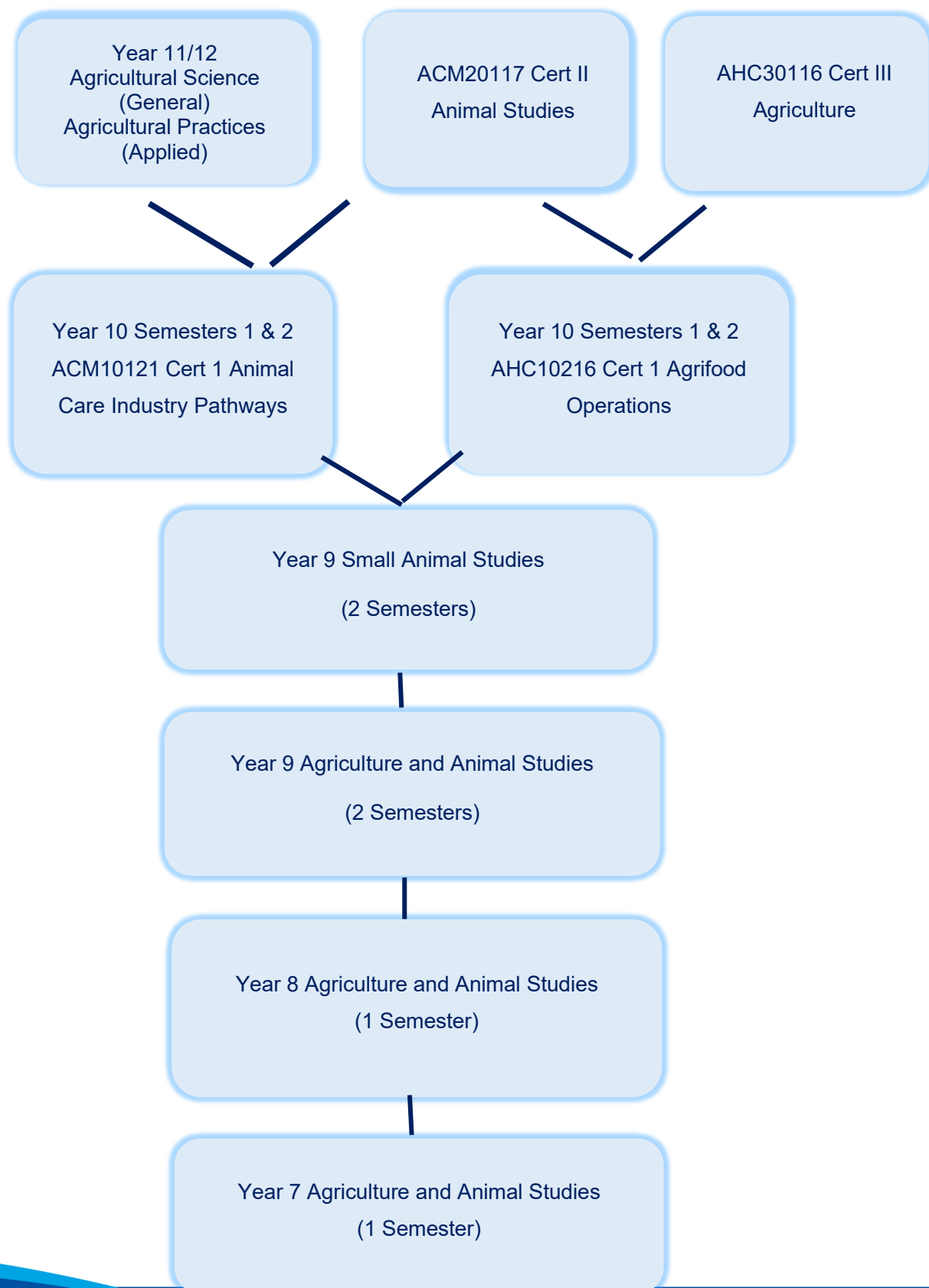
### Subject Information

This subject is practically based so students will be involved in practical activities involved in the running of the school's farm. Students will gain knowledge and skills to enable them to produce plant and animals products. Students who obtain their AHC10216 Certificate I in AgriFood Operations at the end of Year 10 are able to bank two credits towards their QCE.

	Units of Competency	Assessment Requirements
Core	AHCWRK101 Maintain the workplace AHCOHS101 Work safely	All assessment techniques basically fall into the following categories: direct observations of student activity, questions (written, online or direct verbal), and reviews of things students produce (project work, folios, online materials, services).
Electives	AHCLSC101 Support landscape work AHCMOM101 Assist with routine maintenance of machinery and equipment AHCLSK101 Support extensive livestock work AHCLSK205 Handle livestock using basic techniques	
Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme	
Required Materials	USB, Pencil Case (including: coloured pencils, scissor, ruler, glue, correction tape, highlighter, pens and pencils, sharpener and eraser) A4 Exercise book (minimum 160 page), Display folders for assessment items	
Other Information	Students must be willing to: <ul style="list-style-type: none"><li>wear their own hat when working on the school farm</li><li>follow instructions and work safely as directed</li><li>get their hands dirty and work with animals, plants, soil and small machinery</li></ul>	



## Agriculture Pathways





# Design and Technologies: Food Studies

## Subject Information

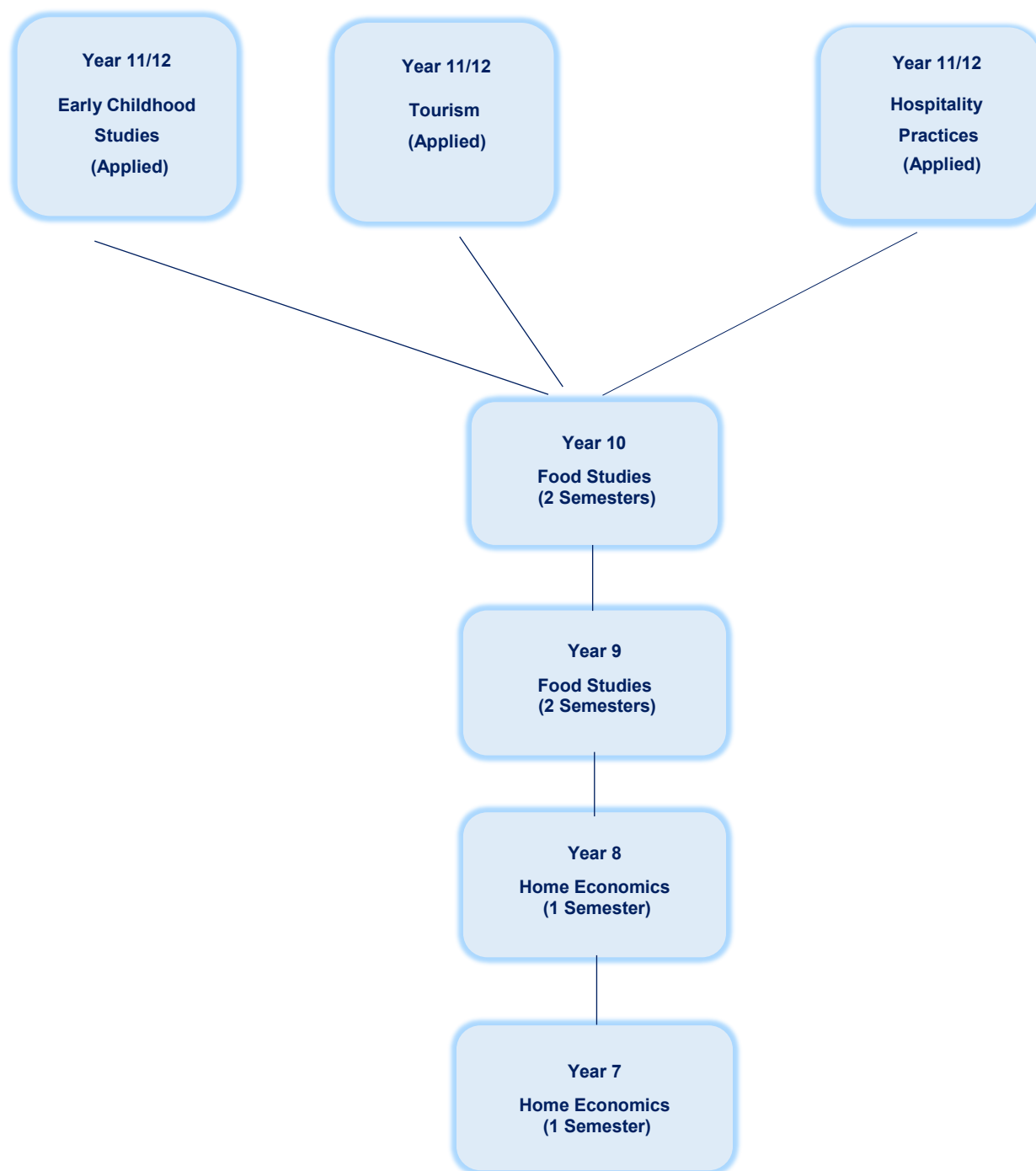
Food studies allows students to be creative in the design and production of food products. It focuses on the importance of consuming a variety of foods, and food preparation skills when making food decisions within specific contexts. Students will progressively develop knowledge and understanding about the nature of food and how to make informed and appropriate food preparation choices when experimenting with, preparing, presenting and serving food.

	Brief Description	Assessment Requirements
Unit 1	Food Styling	Project: Written Folio and Practical Component
Unit 2	Introduction to Food Science	Written Exam
Unit 3	New Foods (Product Design and Development)	Extended Written Response Project: Written Folio and Practical Component

Associated Costs	There is an additional consumable fee of \$50 to study this subject
Required Materials	Notebook, black and red pens, coloured pencils, eraser, highlighter, glue stick, plastic container for cooking lessons



## *Design and Technology: Food Studies Pathways*





## Design and Technologies: Industrial Technology and Design (Timber)

### Subject Information

This course of study builds on elementary skills and learning from earlier years in industrial technology and design principles. Studies commence with workshop health and safety units and utilise skills in design to produce products from many different materials including timber, metals, plastic and recyclables. Students further investigate design principles by creating and adapting design ideas, communicating and using appropriate terminology and drawing/sketching techniques. Students are given guidance working through design booklets and investigative studies to make prototype and final products whilst investigating technology,

	Brief Description	Assessment Requirements
<b>Unit 1</b>	Timber n Tools 3 (Passive Amp, coffee table)	Practical projects and workbooks
<b>Unit 2</b>	Pre-Construction training (concrete float, concrete pavers, planter box)	Practical projects and workbooks

<b>Associated Costs</b>	There is an additional consumable fee of \$50 to study this subject
<b>Required Materials</b>	Notebook, black and red pens, pencils, eraser, highlighter, glue stick



## Design and Technologies: Industrial Technology and Design (Metal)

### Subject Information

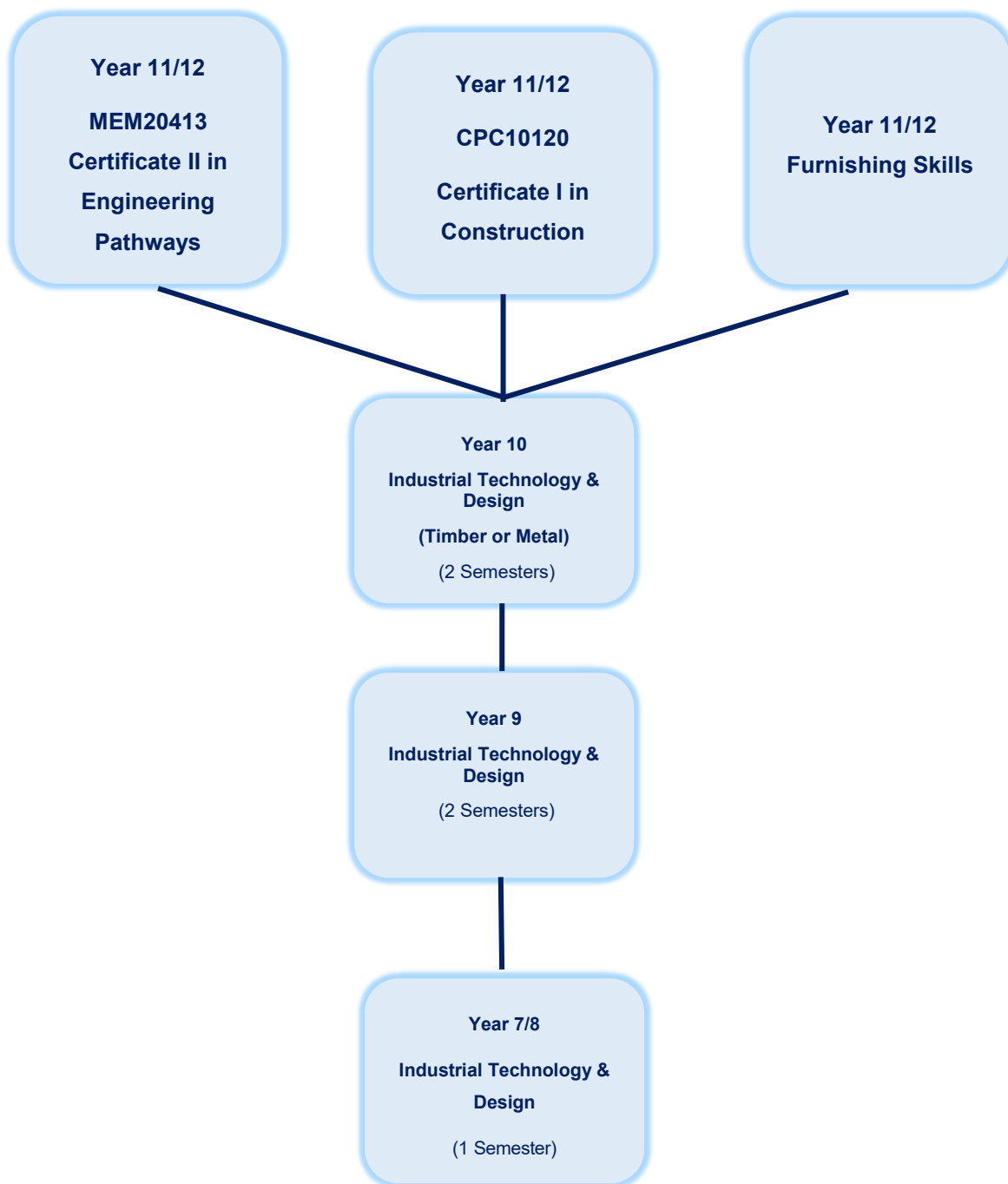
This course of study introduces students to engineer and design principles. Studies commence with workshop health and safety units and utilise skills in design to produce products from many different materials including electronics, metals, plastics and recyclables. Students further investigate design principles by creating and adapting design ideas, communicating and using appropriate terminology and drawing/sketching techniques. Students are given guidance working through design booklets and investigative studies to make prototype and final products whilst investigating technology, design factors, sustainability, project management skills and safety in the workshop. They complete exercises in fabrication, fitting and metal machining, whilst investigation forces, motion, energy and sustainability. Workshop health and safety is integrated into all aspects of workshop learnings. Students work with machinery and tools as an introduction into senior engineering courses available. They learn skills in welding, metal turning, basic electronic circuitry and plastics.

	Brief Description	Assessment Requirements
Unit 1	Engineering III (Tool box)	Practical projects and workbooks
Unit 2	Engineering IV (Barbeque, nutcracker)	Practical projects and workbooks

Costs	There is an additional consumable fee of \$50 to study this subject
Required Materials	Notebook, black and red pens, pencils, eraser, highlighter, glue stick



## ***Industrial Technology and Design Pathways***





## Digital Innovations

### Subject Information

Digital Innovations follows the Australian Digital Technologies curriculum by focusing on further developing understanding and skills in computational thinking such as, precisely and accurately describing problems, and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites, artificial intelligence engines and simulations.

In Years 9 and 10, students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

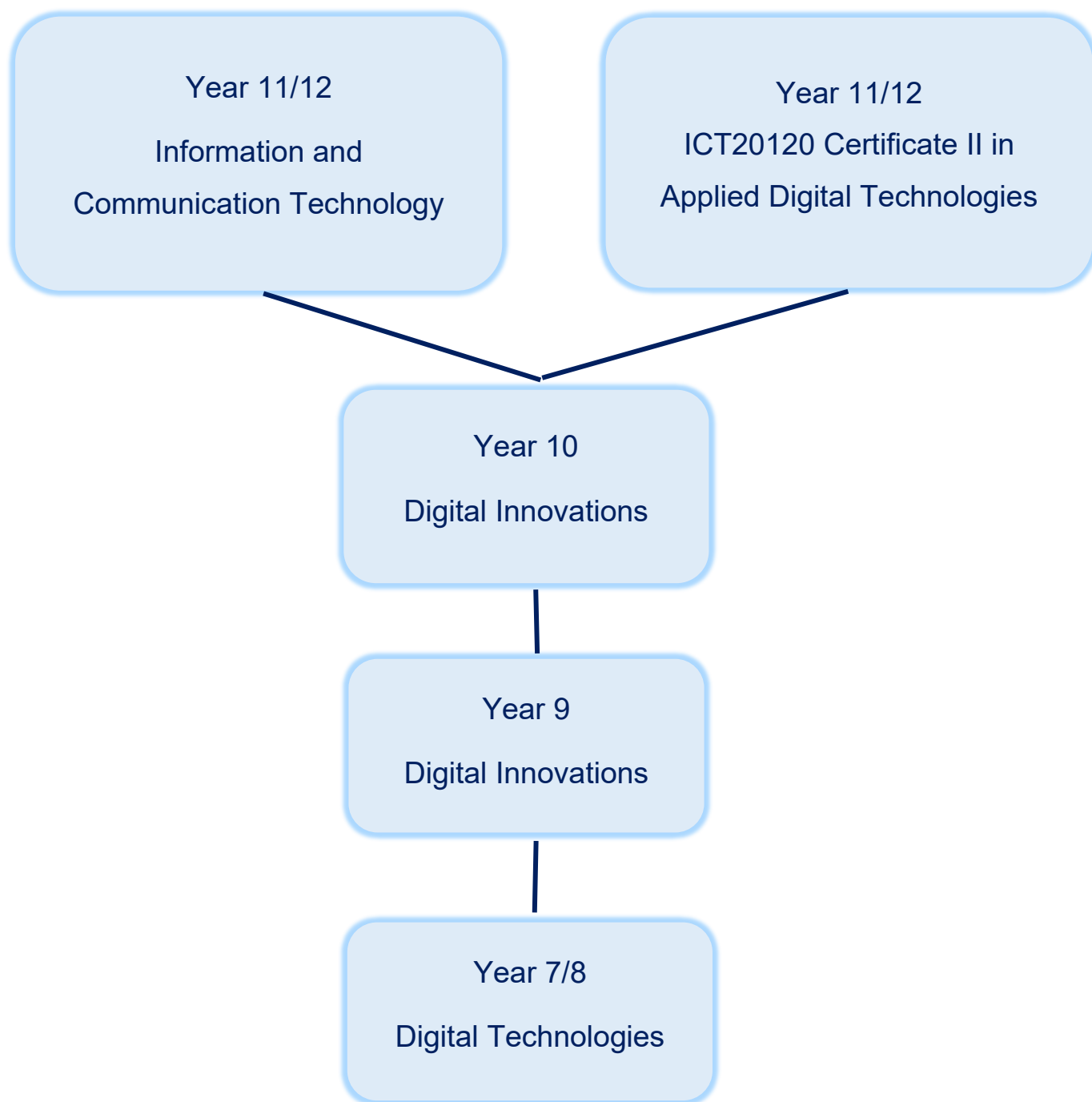
Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

	Brief Description	Assessment Requirements
Unit 1	Relational databases and encryption	Portfolio and project
Unit 2	Understand computer functions and programming	Portfolio and project
Unit 3	How do devices connect and HTML	Portfolio and project
Unit 4	Build Lego Mindstorm robot for complex maze	Portfolio and project

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme
Required Materials	USB, Pencil Case (including: coloured pencils, scissor, ruler, glue, correction tape, highlighter, pens and pencils, sharpener and eraser) A4 Exercise book (minimum 160 page), Display folders for assessment items



## Digital Technologies Pathways





## Dance

### Subject Information

In Dance, students analyse choreographer's use of the elements of dance, choreographic devices, form, and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places, and times on Australian dance. Students are given the opportunity to choreograph dances by manipulating and combining the elements of dance, choreographic devices, form, and production elements to communicate their choreographic objective. They choreograph, rehearse, and perform dances, demonstrating technical and expressive skills appropriate to the genre and style studied.

	Brief Description	Assessment Requirements
Unit 1	Lights, Camera, Dance!	Responding, making and performing in a Dance Film
Unit 2	Express yourself	Making of own choreography and responding in an analytical essay

Associated Costs	There is an additional consumable fee of \$20 for this subject. An additional fee may be invoiced subsequent to excursion cost.
Required Materials	Notebook, pens, HB and coloured pencils, sharpener, eraser, highlighter, glue stick, ruler



# Drama

## Subject Information

This year's Drama program is designed as a lead in to Senior General and Applied Drama. We will undertake greater focus on cognitive skills and complex projects in order to explore students own voice in creating and performing drama. There will be an emphasis on written analytical and persuasive skills in order to be ready for in depth exploration of themes and ideas and in proposing their own creative ideas for development. Students will be encouraged to research and explore concepts and issues they are passionate about in order to create their own performances on stage, as well as look at celebrated theatre creators and how they develop concepts for a stage.

	Brief Description	Assessment Requirements
Unit 1	<b>Acting Out</b> Class study of Children of the Black Skirt play and the experience of orphaned and neglected Children in Australia's History including indigenous perspectives.	Folio submission for a proposal including analysis of a Live production Performance of a section of Scripted Drama
Unit 2	<b>Say Something</b> A study of both Verbatim theatre and Brechtian theatre techniques. Historical context of Brechtian	Directing task. Student devised theatre incorporating a social issue and didactic message. Whole class production of student devised work. Reflection of own work

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme
Required Materials	Notebook, pens, H2B pencils, coloured pencils, glue



## Media Arts (Film and Media Studies)

### Subject Information

In media arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.

	Brief Description	Assessment Requirements
Unit 1	<b>Lights, Camera, Action!</b> Students will be introduced to Hollywood cinema practices, with a focus on learning genre conventions as well as how teen films have evolved through the decades.	<ol style="list-style-type: none"><li>1. Feature Article (400-600 words)</li><li>2. Short Film Production (storyboard, screenplay and film 1 min)</li></ol>
Unit 2	<b>Don't Stop the Music!</b> Students will be introduced to all things Music Video. They will focus on learning genre conventions as well as specific editing styles that may be used across each genre.	<ol style="list-style-type: none"><li>1. Music Video Production (treatment 400-600 words, production 2 min, reflective statement 100-200 words)</li><li>2. Short Response Exam (exam conditions 400-600 words)</li></ol>

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme
Required Materials	Notebook, pens, H2B pencils, coloured pencils, glue, USB stick, 8GB micro SD Card



# Music

## Subject Information

In music, students use the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work. They learn the elements of music including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality). They apply this knowledge to the materials of music, including the voice, body, instruments, found sound sources (natural and manufactured objects including stones, household objects and so on) and information and communication technology.

	Brief Description	Assessment Requirements
Unit 1	Jazz and Blues	Performance Extended multi-modal response Composition
Unit 2	Musical Fusions	Listening exam Project - Performance and Composition

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme
Required Materials	Music Exercise Book; Display Folder; 2x 2B pencil; 1x Eraser; 1x sharpener; 1x glue stick; 1x 30cm ruler; 2x black pen; 1x fine tip marker; USB



## Visual Arts

### Subject Information

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

	Brief Description	Assessment Requirements
<b>Unit 1</b>	<p>Who am I? In this unit students will explore their own identity, looking at many aspects of themselves such as interests, personality and even their own fears. In making, they will create a folio of drawings/paintings to express who they are. They will also complete a three-dimensional artwork based on this theme.</p> <p>In responding students will study a range of portraiture artworks by famous artists. They will critique artworks in the forms of an open book exam.</p>	<p>Work booklet</p> <p>Folio of minor artworks</p> <p>Large artwork with artist statement</p> <p>Art Critique</p>
<b>Unit 2</b>	<p>Who are we? In this unit, student will explore cultures from around the world – in particular Morocco, India, Japan and China. In Making, students will create artworks in response to these cultures, and their artworks, to create a folio of prints. Students will learn a variety of printmaking techniques. They will also complete a major print using printmaking.</p> <p>In responding students will critique artworks by artists from different cultures in the form of an unseen stimulus exam.</p>	<p>Work booklet</p> <p>Folio of minor artworks</p> <p>Exam</p> <p>Artwork with artist statement</p>

<b>Associated Costs</b>	There is an additional consumable fee of \$50 to study this subject
<b>Required Materials</b>	1 x pencil case, 2 x HB pencils, 1 x eraser, 1 x sharpener, 1 x glue stick, 1 x 30cm ruler, 1 x set of 4-5 paint brushes (including flat and round), 1 x set of oil pastels (min 12 set), 1 x coloured pencils, 1 x fine tip marker, 1 x student set of acrylic paints

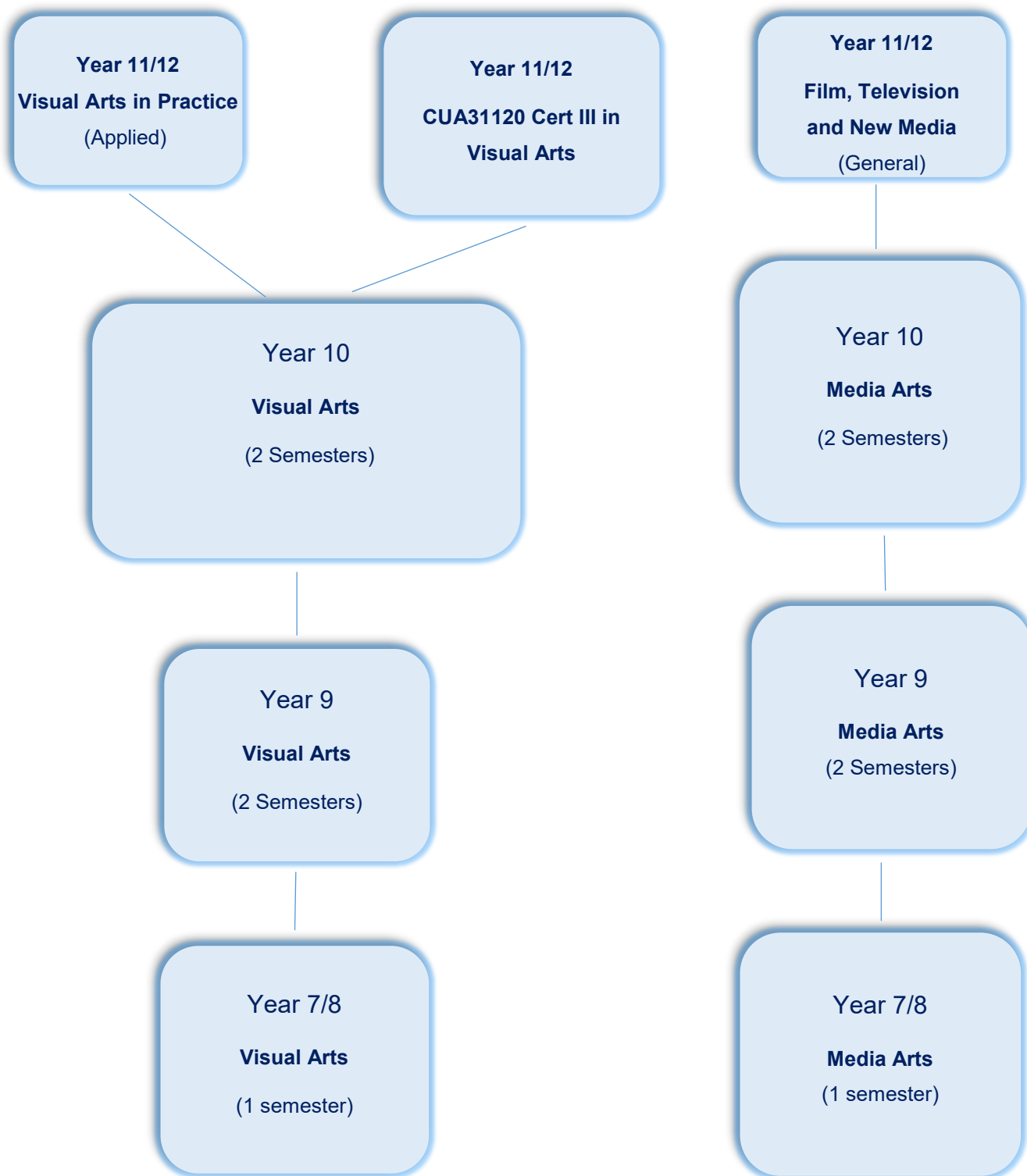


## Performing Arts Pathways





## Performing Arts Pathways



*\* Different combinations are possible upon meeting pre-requisites. Individual circumstances will be considered*



## Elective Humanities: Business and Economics (Business Studies)

### Subject Information

Business and Economics offers students opportunities to engage in and understand a range of practices through real-life situations and simulations. The economics and business curriculum explore aspects of economics and business that affect daily life. Through real world opportunities- students will learn to effectively seek innovation, work with others, show initiative, flexibility and leadership. They will also develop many transferable skills such as creativity as well proficiency in technology and communication. They will explore introductory concepts of economics via globalisation, including an examination of how we use our limited resources to satisfy our unlimited wants and needs.

Business provides opportunities for students to develop practical knowledge and skills to participate and work in a range of business contexts. Students will learn about how to respond to changing economic conditions including the management of human resources and productivity. Students will learn about contemporary everyday issues via case studies and use of data to make predictions about business ideas.

	Brief Description	Assessment Requirements
Unit 1	The Global Economy	Infographic - portfolio
Unit 2	Globalisation: The Winners and Losers	Project
Unit 3	Business Innovation - Shark Tank	Spoken - multi-modal
Unit 4	Business Project	Project

Associated Costs	A small additional fee may be invoiced subsequent to entry into the Business Challenge
Required Materials	Book to write notes, A4 display folder, USB memory stick, pens, pencils, glue, coloured pencils/pens



## Elective Humanities: Geography

### Subject Information

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

'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment through an excursion. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views. Students will develop field work skills through collecting primary data to conduct an inquiry.

'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 are required to demonstrate their ICT skills using "Minecraft" to design a city focused on improving human wellbeing.

	Brief Description	Assessment Requirements
Unit 1	Factory Farming and Environmental Change	Investigation Report
Unit 2	Environmental Management	Field Research Report
Unit 3	Human Wellbeing	Exam
Unit 4	'Life is easy'	Project

Associated Costs	A small additional fee may be invoiced subsequent to excursion costs - (Term 2)
Required Materials	Book to write notes, A4 display folder, USB memory stick, pens, pencils, glue, coloured pencils/pens



## Basketball Academy

### Subject Information

Basketball Academy focuses on all aspects of basketball both on and off the court. Students will progressively develop knowledge and understanding of the game of basketball, state and national styles of game play, as well as the concepts of team dynamics and the nature of basketball subculture.

The subject consists of two on-court training sessions per week and one classroom lesson.

The Basketball Program looks to improve overall student outcomes, health and fitness. Furthermore, the Academy will focus on the development of personal and social values such as commitment and perseverance whilst learning to compete.

Students have access to external competitions and tournaments. These will incur extra cost. Individual training sessions are also available before and after school for Academy students at no extra charge.

	Brief Description	Assessment Requirements
Unit 1	Team Building	Reflective Journal
Unit 2	Basketball Systems	Performance
Unit 3	Basketball Subcultures	Research Assignment
Unit 4	3v3	Performance

Associated Costs	\$50 subject fee - Reversible training singlet and water bottle provided
Required Materials	Notebook, black and red pens, pencils, eraser, highlighter, glue stick, hat
Prerequisites	Satisfactory for effort and behaviour in all subjects and nothing lower than a C academically