SUBJECT INFORMATION BOOKLET
YEAR 10 SEMESTER 1 & 2 2017

SENIOR SECONDARY
YEAR 10 and the SENIOR SCHOOL ................................................................. 2

Important things to consider when deciding on the electives. .................. 3
Useful links to help with career planning .................................................. 2

Our Curriculum Beliefs .............................................................................. 3

Subject Options for 2017 Year 10 Students ............................................. 3

Creating Our Futures .................................................................................. 3

IMPORTANT - Subject Selection Policy ..................................................... 3

Curriculum Offerings

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>8</td>
</tr>
</tbody>
</table>

Technology

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>11</td>
</tr>
<tr>
<td>Information Technology</td>
<td>13</td>
</tr>
<tr>
<td>Home Economics</td>
<td>15</td>
</tr>
<tr>
<td>Industrial Technology and Design</td>
<td>17</td>
</tr>
</tbody>
</table>

The Arts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>21</td>
</tr>
<tr>
<td>Drama</td>
<td>23</td>
</tr>
<tr>
<td>Visual Art</td>
<td>25</td>
</tr>
</tbody>
</table>

Health and Physical Education ...................................................... 27
Learning Support .............................................................................. 29

NOTE: The information in this booklet is accurate at the time of printing but is subject to change depending on school resources, staff and class size.
Yr.10 and the Senior School?

Students in Yr10 have moved into the Senior Schooling phase of their education however this is the chance for students to explore, try, enjoy and challenge themselves before they lock into their Yr 11-12 subjects.

Completing Yr. 10 is a significant achievement however in most cases, only courses studied in Yr11-12 appear on the graduation certificates and statements that are attained at the Senior School.

Yr. 11-12 are the final years of secondary schooling with subjects comprising of four semesters of progressive study. In Yr. 11 students consolidate their subject choices and become familiar with expectations and requirements. In Yr. 12 students should be proficient and accomplished learners who can work independently to maximise their outcome.

Important things to consider when deciding on the electives.

1. Do I need the Yr10 subject to provide me with background for my Yr11-12 course?
   For example, if you are looking to study Law at university, you should consider Legal Studies in Yr11-12 which means you should consider the Yr10 subject that leads into Legal Studies.

2. Do I want to do the Yr10 subject now as it is my last chance?
   For example, you may be considering a full science/math combination for Yr11-12 so this is your last opportunity to study Drama. You should then include the Yr10 Drama subject as one of your electives.

3. Have I considered the prerequisite subjects required for University courses?
   Many University courses stipulate subjects you must have studied in Yr11-12. For example, Marine Science requires you to study Chemistry. If you have not looked at university prerequisite subjects visit the QTAC website (see useful links)

4. Does a particular subject allow me to develop skills that I will need in the future?
   You may need to improve your computing skills. You should consider including a Business or IT subject as an elective.

5. What am I good at and what do I enjoy?

Useful links to help with career planning

It is helpful to have some ideas about possible career choices, even though these ideas may change as you learn more about yourself and the world of work.

There are many online quizzes, questionnaires and other sites that will help you to narrow your areas of interest as well as identify your strengths. Some examples of these are listed below.


After checking through this information, it is likely that you will come up with a list of prerequisite subjects needed for courses and occupations that interest you. If you are still unsure, check with our guidance officer or career adviser.

Read carefully about the subjects or units of study offered by this school in the information that follows.
It is important to find out as much as possible about the subjects or units of study offered at our school. The following ideas will help:

- read the subject or unit descriptions in booklets provided by your school
- ask heads of departments and teachers of particular subjects or units
- look at books and materials used by students in the subjects or units
- listen carefully at class talks and course selection nights
- talk to students who are already studying the subjects or units.
OUR CURRICULUM BELIEFS
At Tannum Sands State High School, we believe that:

- As individual students are important—Curriculum pathways appropriate to the needs and abilities of each student must be available.
- Any subject studied must involve a large amount of engaged learning time—70 minute lessons—three lessons per week—involving students actively in their learning.
- Students should have a break between each lesson—4 lessons each day with three breaks—this enables them to focus on their work during lessons.
- Students must study the Key Learning Areas of Mathematics, English, History and Science, as outlined below. These subjects and associated periods of study comply with the requirements of Education Queensland and the Australian Curriculum.
- Students should regularly set and review their goals and be actively involved in subject choices.
- Students should have the opportunity to prepare for the senior subjects of Years 11 and 12 as they come to the end of their junior course.

SUBJECT OPTIONS FOR 2017 YEAR 10 STUDENTS
The areas shaded below indicate compulsory units studied in Year 7 and beyond.

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Compulsory</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Compulsory</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Science</td>
<td>Compulsory</td>
<td>Compulsory</td>
</tr>
<tr>
<td>History</td>
<td>Compulsory</td>
<td>Choose 3 elective subjects</td>
</tr>
<tr>
<td>Electives subjects</td>
<td>Choose 2 Elective subjects</td>
<td></td>
</tr>
</tbody>
</table>

Subject Descriptions
Each subject description has a series of Tables that describe key features of each Subject. There is also a subject person listed for you to contact if you require further information. Please feel free to contact the school on 49799777 if you require assistance.

CREATING OUR FUTURES
The school motto, Creating Our Futures, highlights the importance of students setting realistic and achievable goals to aim for the best future possible. Parents, Students and Teachers have a responsibility to work together to provide choice, give assistance and promote excellence in all schooling endeavours.

<table>
<thead>
<tr>
<th>Creating</th>
<th>Our</th>
<th>Futures</th>
</tr>
</thead>
<tbody>
<tr>
<td>developing a responsive curriculum appropriate to students of today</td>
<td>a shared responsibility, with all school community members taking part</td>
<td>multiple opportunities available as students select their chosen career pathways.</td>
</tr>
</tbody>
</table>

IMPORTANT - SUBJECT SELECTION POLICY
In determining the composition of subjects and classes in the timetable, the timetabling Deputy will use the following guidelines:

- The student’s previous achievement in the particular subject area;
- The student’s previous behaviour and effort in the particular subject area as indicated by their semester reports;
- The available teachers and classrooms;
- The timeliness of the provision of student subject selection information.
Preparing for English in Years 11 and 12

English is a mandatory part of the junior curriculum covering a wide range of texts. Written to the Australian National Curriculum: English, the Year 10 program is built around the three interrelated strands of Language, Literature and Literacy. The focus is on developing students’ knowledge, understanding and skills in the areas of listening, viewing, reading, speaking, writing and creating. Knowledge and understanding of text types from previous years is built on in order to prepare students for English in Years 11 and 12.

In Semester Two of year 10, English students will be placed into Pre Senior English or Pre Senior English Communication based on their academic and effort results up to Week 4 of Term 2, and in consideration of their likely Senior School pathway. Parents will be notified which course their students have been placed into for Semester Two, and may contact the HOD of English if they have concerns regarding this placement. Final decisions over senior subject selections for year 11 and 12 English will occur during Semester Two in consultation with students, class teachers, parents and the Guidance Officer.

4A PRE SENIOR ENGLISH Shakespeare: Romeo & Juliet
Students undertake a study of Shakespeare to explore the qualities that create a Shakespearean tragedy. Key themes and concepts are discussed as is the use of language devices to convey meaning and influence the reader.

5A Satire
In this unit students read, view and analyse the techniques used in satirical texts. They will use a current version (eg SHH or Modern Family, Simpsons) as their primary source to deconstruct satirical elements and the effectiveness of the program to reflect on the realities of life.

OR

4B PRE ENGLISH COMMUNICATION Crime Fiction
Students undertake a study of crime fiction and film to explore the qualities that create this genre. Key themes and concepts are discussed as are the ideologies of the time that are reflected in the works.

5B Documentary Films
Students will listen, read and view a range of documentary films/series to identify the ways in which media uses language and text structure to influence viewers. They will deconstruct select documentaries to identify key conventions of the text type and discuss how language choices and text structure convey perspectives on people, culture, places, events, objects and concepts.

Contact
Kirsten Kane (Head of Department)
Mathematics is a subject that students enrol in from Prep to Year 12 – it is a mandatory subject. The P-10 Australian Curriculum for Mathematics is organised around the interaction of three content strands – Number and Algebra, Measurement and Geometry, Statistics and Probability.

The subject content is delivered in a manner that builds on previous year’s knowledge and encourages the development of ideas and concepts in depth as students progress through the P-10 Curriculum.

The preparation of students continuing to study Mathematics in the senior secondary years will include implementing the Year 10 Mathematics Australian Curriculum at two levels - Year 10 Maths and Year 10 Extension Maths, across two semesters.

The Extension course is optional and is intended for students that have consistently demonstrated a high ability in mathematical techniques and problem solving exercises in years 8 and 9. This course will be advantageous for students that intend to pursue the more content rich and challenging Mathematics B and Mathematics C courses in the senior years.

Students have the opportunity to make changes in their subject placement (Extension or non-Extension) throughout the year by approaching the Head of Department. Students that have achieved successful outcomes at the Extension level in Semesters 1 and 2 are strongly encouraged to consider enrolling in the Mathematics B and Mathematics C courses in the senior years.

**Note:** As a general rule, students gain places in semester units depending on their previous history in the subject, level of achievement and the closeness of the match to their Senior Education and Training Plan.

---

**Contact**
Farshid Paymon (Head of Department)
Year 10 Science is mandatory in all Australian schools.

As part of the Australian Curriculum, Science is delivered throughout Year 10 with students studying the sub-strands of the Australian Science curriculum that align with a number of Senior Science study options. These senior subjects include Biology, Physics, Chemistry, Earth Science and Health Education. Year 10 provides an insight into what these subjects entail in Year 11 and 12.

A range of processes required for the study of science in the Senior School are also developed across the Year 10 Science course of study including: developing questions and hypotheses; independently designing and carrying out investigations, collaborating, working fairly, safely and ethically.

Studying Science helps students understand the nature of the world around them and their place in that world. It promotes the development of personal attributes such as perseverance, cooperation, collaboration and creativity and engages students in distinctive ways of thinking about and explaining events and phenomena.

Through participation in authentic, 'real-world' science experiences, students develop the essential knowledge, attitudes and skills that help them become active and informed citizens, capable of making personal decisions.

1. Some Science units may incur some costs for excursions or field trips

2. Acceleration, extension and other processes are available for BSL Zenith students to extend your learning. Please discuss this with your teacher, HOD or BSL Zenith Coordinator.

Contact
Craig Airton (Head of Department)
## Unit Descriptor

<table>
<thead>
<tr>
<th>UNIT: MFU—Marine Futures</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit allows students to examine the current status of the recreational and commercial fishery leading in to an investigation of the elements of aquaculture. Skills include water quality testing and the gathering of data from the school’s aquaponics tanks. The second element of this unit will focus on a range of maritime skills necessary in the maritime industry including radio skills, navigation, rope work and boating ashore.</td>
</tr>
</tbody>
</table>

### ASSESSMENT
Written exam & Individual research project and oral presentation.

### PREREQUISITE
A Sound in Science, Mathematics and English is suggested.

### SPECIAL NOTE
This unit will be of particular interest to students interested in studying Marine Science and Aquatic Practices. Some cost may occur should students visit the Maritime Museum.
The Key Learning Areas covered by the Humanities are important parts of the school curriculum because they allow students to expand their knowledge and understanding of their own and other societies, of local and global environments and of relationships between environments and societies through an investigative process. This gives students a framework to interpret, analyse and make judgements about issues relating to Australia, its people, its culture and environmental heritage, its history, its political, economic and legal systems and its place in the world.

In Year 10, students must complete one semester of History but they can choose to study as many of the Humanities electives as they like. It is recommended that students intending to study Senior Humanities subjects select the corresponding “Introductory Senior Unit/s” as shown in the flow chart.

Note: 1. Students will gain places in Units depending on their previous study in related subjects and their level(s) of achievement gained.

2. Should there be insufficient interest from students in each of the History options, the class will be combined with a term studying Ancient History, and a term studying Modern History.

Contact
Ed Harding (Head of Department)
### UNIT: LEI—Legal Issues

This unit provides students with an introduction to Australian Society with the reference to the legal and justice framework. It will have a strong emphasis on fairness and equity and the concept of Justice in Society. This unit also aims to prepare students in the criteria of legal studies in the Senior School, including investigation, evaluative thinking skills and communication skills. Investigations may take the form of case studies, court visits, local issue analysis and exploration of the consequences of change to our justice system.

**ASSESSMENT** Items of assessment may include Unit Test, Research Report and Court Reports.

**PREREQUISITE** Students require at least a Sound in the Semester 1 Humanities Unit. A Sound in Mathematics and English is also suggested.

**SPECIAL NOTE** Students may participate in excursions to the Courthouse - nominal fee charged.

### UNIT: GEP—Geography Futures

Students will investigate a number of different environments with a focus on coastal environments. Students will carry out a major piece of fieldwork within a Coastal Environment. Students will gather, interpret and present primary data collected in the field and will utilize it to identify the potential impacts of humans in such areas. They will evaluate how conservation methods and protection issues relate to a variety of Coastal Environments such as mangroves, reefs and beaches.

**ASSESSMENT** Items of assessment may include a Field Report and Short Response Test.

**SPECIAL NOTE** There will be a Field Trip to a local coastal area within this unit incurring a nominal fee.

### UNIT: HIS - History Futures A (Modern)

**UNIT DESCRIPTION**

In this unit students will investigate the concept of heroes and outlaws through investigation of some of the planet’s more colourful individuals. This will lead into a study of the history of terrorism and terrorists in the modern world, analysing the motivations and outcomes of different groups and movements with particular emphasis on how our world has changed as a result. (see notes on previous page)

**ASSESSMENT** Research Task and Response to Stimulus Exam.

**PREREQUISITE**: Students require at least a sound in the Semester one Humanities unit. A sound in English is also suggested.

### UNIT: History Futures B (Ancient)

**UNIT DESCRIPTION**

In this unit students will investigate the wonders and glory of key ancient civilisations, who have shaped our history and world. Students will examine the mystery and intrigue of the Ancient Egyptians exploring the realms of some of history most infamous rulers, such as: Ramses II, Akhenaten, Tutankhamen (among many others.) Students will conduct their own in depth research on one all mighty ruler and their dynasty and will make decisions, based on evidence as to whether their legacy was one of a fair ruler or an evil tyrant.

The second phase of the unit will be a depth study into ancient Greece and their belief system. This will involve an investigation into the mythology and religious practices of the ancient Athenians and Spartans. Potential areas of investigation could include the Greek gods and goddesses, sacrifices and rituals to the Greek gods and famous myths and laws that guided the belief system of the ancient Greeks. (see notes on previous page)

**ASSESSMENT** Items of assessment may include research task, research report and source deconstruction/examination

**PREREQUISITE**: Students require at least a sound in the Semester one Humanities unit. A sound in English is also suggested.

**SPECIAL NOTE**: This unit will be of particular interest to students interested wanting to study Ancient History and Modern History. Some costs may occur if students attend an excursion to the University of Queensland Antiquities Museum.
**UNIT: Japanese Communication**

In this unit students will explore and expand their Japanese vocabulary, and experiment with different modes of communication. Students will also aim to build on their mastery of the hiragana script, learn katakana and understand sound variation in the pronunciation of borrowed words. They will use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words.

Unit content is aimed at increasing control of language structures and systems to build confidence and interest in communicating in a wider range of contexts. Students will use Japanese in classroom interactions and activities, to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. Through their language learning, students will learn to use an increasing range of culturally appropriate gestures and behaviours. This aims to develop a greater understanding of Japanese culture and cultural norms to improve student’s intercultural communication skills.

| ASSESSMENT | Items of assessment may include a reading task, a written composition, a listening comprehension task and an oral presentation of the target language. |
| PREREQUISITE: | Students require at least a sound in their Year 8 Japanese semester unit. A sound in English is also suggested. |
| SPECIAL NOTE: | This unit will be of particular interest to students who want to continue their study of Japanese language and culture. It would also be beneficial to students wishing to participate in future visits by Tannum Sands State High School to Saiki City, Japan. |
Business Education is not only for students wanting to pursue careers in business fields such as Office Administration, Human Resource Management, Finance, Business Management, but for all students on any career path including university studies. More employers are valuing administration skills such as communication (customer relations, teamwork, phone, fax and emailing abilities) and IT competencies. These skills are transferable across administration work, tourism and hospitality fields and all trade careers. Having employability skills combined with an understanding of what businesses and employers require is an advantage for all students when it comes time to apply for work. Students aiming to complete university courses will benefit from improved keyboard and computer management skills, document formatting and more.

Through our courses students gain knowledge and understanding of the different aspects to businesses, the different occupations within business and the various skills required to successfully accomplish tasks. Through hands-on activities students engage in business ventures, analyse financial aspects of organisations and improve their general keyboard and IT skills. As well, students can gain valuable experience in managing their personal finances through analysing their needs and wants and creating individual budgets to cater for such things as mobile phones, entertainment and clothing versus savings and investments.

**Note:** Students will gain places in Units depending on their previous study in related subjects, their level(s) of achievement gained and the closeness of the match to their Senior Education and Training plan.
Technology – (Business) Unit Descriptor

UNIT: BMT – Business Management & Technologies

The aim of this course is to expose students to a range of concepts and regulations that are applicable across a range of business departments including business management, communication and business technologies. Content within this course is suitable for all students wishing to continue their pathways into senior business courses as well as those that have an interest in business management or administration outside of education.

This course provides students with an understanding of business management practices, implications of social media, marketing and workplace health and safety processes. Students will have exposure to a variety of practical applications of business processes which are supported by theory and research.

ASSESSMENT
Assessment will be based on a folio of work containing a documentation of learning materials and activities, and an informational video.

SPECIAL NOTE
It is strongly recommended that students have laptops for this course.

UNIT: VBU—Certificate I In Business

UNIT DESCRIPTION
Get prepared for the work environment with this nationally recognised Vocational Education and Training (VET) Certificate I in Business. Along the way students may be linked in with a business to design and create such things as logos, letterheads, business cards and other business documents for a portfolio. Basic office procedures and computer knowledge are essential for all jobs including apprenticeships, administration, tourism and more.

Successful completion of the Certificate contributes two points towards the Queensland Certificate of Education (QCE). Students are encouraged to partake in work experience putting theory into practise.

Tannum Sands SHS RTO Number: 30586

BSB10115 – Certificate I in Business

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBITU101</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>BSBITU102</td>
<td>Develop keyboard skills</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed document</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

ASSESSMENT - Completion of competencies, teacher observations and documentation of learning materials and activities.

SPECIAL NOTE - There is an expectation that students will participate in the laptop program.

Delivery - face-to-face with on-line components
Fees - there are no fees applicable to this course
Pre-requisites - there or no pre-requisite requirements for this course
Estimated duration - it is expected you will complete the course in one year
Mode of delivery - this course is delivered face-to-face with on-line components
Cooling off period - there is a two week cooling off period after enrolment. Fees are fully refundable if students withdraw from the course during this time

NOTE: This information and course offering is accurate at the time of printing and is subject to change.
TECHNOLOGY – Information Technology

In a world which is becoming increasingly reliant on digital technology, it is imperative that students develop and enhance skills in the utilisation of a range of these technologies and their applications. The range of subjects offered by the Information Technology faculty is designed with a strong focus on addressing society’s needs and student needs. The courses offered not only develop skills in advanced processes within application but also develop an understanding of the nature of digital communications and systems development. There is also the scope of multimedia and programming which is a rapidly developing industry due to society’s reliance on mobile technology.

Students are able to attain Certificate I in Information, Digital Media and Technology which is a nationally recognised qualification. Within this, students are able to complete Microsoft accredited courses which are internationally recognised. On completion of the Microsoft course students may be given the opportunity to undertake a Microsoft Office Specialist exam and on successful completion will receive the internationally recognised Microsoft Office Specialist certification, which also attracts points toward the Queensland Certificate of Education.

Students who choose to continue with a pathway in the Information Technology stream (in particular Information Technology Systems) at senior level may also be given the opportunity to undertake the “Griffith University Info Tech High Schools Pathway Program”, which allows the student automatic entry into a Griffith University Information Technology degree with credit for 2 units and also attracts points toward the Queensland Certificate of Education, upon successful completion.

Students’ interests and ability levels will determine the scope and detail of each piece of formalised assessment. They may be given the opportunity to complete extension components of projects to a high standard and/or complete additional tasks of higher complexity. Anecdotal evidence will also be gathered in the unit to contribute to overall assessment.

Students wishing to pursue a career in Information Technology are encouraged to select these units. Those wishing to pursue university study in IT are strongly advised to complete the TIS unit.

Contact
Steve Moulds (Head of Department)
UNIT: TIS—Information Systems

UNIT DESCRIPTION
As an introduction to Senior Information Technology Systems (ITN), this subject gives students the opportunity to explore game and app development, digital image and video production, programming, animations and other multimedia applications in a hands-on environment. Students will develop their interests and understanding of these topics through exposure to a range of programs such as Adobe Photoshop, Flash and a variety of app development tools. They will also learn the processes involved with systems and media development and they will be encouraged to explore through creativity. Students wishing to study the senior subject, Information Technology Systems, should enroll in this unit.

If a student continues with this pathway at senior level, they may be given the opportunity to undertake the "Griffith University Info Tech High Schools Pathway Program", which, upon successful completion, allows the student automatic entry into a Griffith University Information Technology degree, credit for 2 of the units offered by Griffith University and also contributes 2 points towards the Queensland Certificate of Education.

ASSESSMENT - Written Project and Combined written and Oral Task.

SPECIAL NOTE - Computer access at home will be an advantage, although not compulsory. A USB storage device is required. Participation in the schools take home laptop program is strongly encouraged.

UNIT: VID—Certificate I in Information, Digital Media & Technology

UNIT DESCRIPTION
Students will have the opportunity to complete competencies in the Nationally recognised Certificate I in Information, Digital Media & Technology qualification. Within the delivery of the Certificate I, some internationally accredited Microsoft courses will be offered. Once a student is able to demonstrate appropriate skills in an application they will have the opportunity to sit the Microsoft Office Specialist exam and on successful completion will have the internationally recognised Microsoft Office Specialist certification as well as points towards their Queensland Certificate of Education.

A range of topics will be covered including skills in a variety of software applications, hardware technologies, multimedia and working in an Information Technology environment. Students interested in computer technology, office clerical support and computer support should consider this subject, although all students will benefit through the diverse range of applications offered. This unit may also assist students choosing Senior Information Technology Systems (ITN).

Tannum Sands SHS RTO Number: 30586

ICT10115 Certificate I in Information, Digital Media & Technology
ICTICT101 Operate a personal computer
ICTICT102 Operate word-processing applications
ICTICT103 Use, communicate and search securely on the internet
ICTICT104 Use digital devices
ICTICT105 Operate spreadsheet applications
ICTICT106 Operate presentation packages

ASSESSMENT - Attainment of competencies through practical tasks, folios and observations.

SPECIAL NOTE
The successful completion of Certificate I contributes 2 points towards the Queensland Certificate of Education (QCE). The successful completion of a Microsoft Office Specialist exam contributes 1 point towards the Queensland Certificate of Education (QCE). Computer access at home will be an advantage, although not compulsory. Participation in the schools take home laptop program is strongly encouraged. A USB storage device is required. Opportunity to sit Microsoft Office Specialist (MOS) exams may be provided.

Delivery - face-to-face with on-line components
Fees - there are no fees applicable to this course
Pre-requisites - there or no pre-requisite requirements for this course
Estimated duration - it is expected you will complete the course in one year
Mode of delivery - this course is delivered face-to-face with on-line components
Cooling off period - there is a two week cooling off period after enrolment. Fees are fully refundable if students withdraw from the course during this time

NOTE: This information and course offering is accurate at the time of printing and is subject to change.
Home Economics

Flowchart

Preparing for Senior Home Economics, Hospitality & Early Childhood Studies.

The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. This course covers nutrition and dietetics, textiles and fashion, architecture and the built environment, human development, relationships and behaviour.

Living and working effectively within dynamic, diverse and global societies presents challenges for individuals, families and communities. These challenges may include:

- Selecting and preparing nutritious foods from complex and changing food markets
- Establishing and maintaining a diverse range of effective interpersonal and family relationships
- Making informed, responsible and ethical consumer decisions about new products that become available because of changing technologies and lifestyles
- Balancing personal, family and work responsibilities with leisure
- Resolving the influences of peer pressure, body image, economics, marketing and media when selecting clothing and textiles.
- Developing an understanding of Early Childhood growth and development.

Home Economists develop knowledge, skills, behaviours and values that can apply to living in complex, varied and changing settings and assist them in making informed choices to promote enhanced quality of life. Application of theory to practice prepares students for career pathways that are broad and varied.

Note: Students will gain places in Units depending on their previous study in the subject, their level(s) of achievement gained and their future employment plans.

Contact
Gary Hill (Head of Department)
## Unit Descriptors

### UNIT: HLE—Living Environments

**UNIT DESCRIPTION**
This unit is designed to expose students to the seven areas within home economics – food; housing; textiles; design; consumerism; management and families. Over the semester, students will be given the opportunity to research topics relevant to adolescence within the context of the subject. A range of practical skills will be incorporated throughout the unit including cookery, textiles and computer applications.

**ASSESSMENT**—Items of assessment may include:
Practical tasks, unit test, assignment and/or folio.

**SPECIAL NOTES**
Students will be expected to supply some resources from home and there is an expectation for students to participate in practical sessions.

### UNIT: HHS—Hospitality Systems

**UNIT DESCRIPTION**
In this unit, students will develop an awareness of the hospitality industry and gain basic skills in cookery application in preparation for senior hospitality. Students will be exposed to function planning, preparation and may be involved in function work during the Semester. They will develop an understanding of service, customer relations and expectations of the hospitality industry.

**ASSESSMENT**—Items of assessment may include:
Practical tasks, unit test, assignment and/or folio.

**SPECIAL NOTES**
Students will be expected to supply some resources from home and there is an expectation for students to participate in practical sessions.
Preparation for Senior Industrial Technology and Design (ITD)
ITD opens up a range of options for students including apprenticeships, drafting, engineering futures or for developing important life skills to be used around the family home or car. Learning experiences in ITD give students the opportunity to learn about materials and design and to develop their skills and knowledge through the use of technology.

ITD consists of two areas of study:
- **Workshop** - Students choose wood units or metal units. These units have skill and design orientations.
- **Graphics** - Students use computer aided drafting techniques.

Can lead to careers such as:
- Architectural drafter
- Aircraft maintenance engineer
- Automotive electrician
- Building contractor
- Cabinetmaker
- Dental technician
- Engineering tradesperson – electrical
- Fitter
- Furniture polisher
- Glazier
- Heavy vehicle motor mechanic
- Industrial designer
- Locksmith
- Metal machinist
- Motor mechanic
- Optical mechanic
- Panel beater
- Plumber
- Shipwright
- Soft furnishing maker
- Tiler – roof; wall and floor

---

**Flowchart**

- Year 10
  - TWO Trade Wood Pre-Senior
  - TME Trade Metal Pre-Senior
  - IGA Graphics B Pre-Senior

- Year 11
  - Furnishing Skills
  - Engineering Skills
  - Senior Graphics
Trade Metal (Engineering Skills) forms an integral part of the senior engineering course of study. It is based on the National Metal and Engineering Curriculum and covers study areas such as welding, machining and fabrication techniques. When selecting students for this course, preference will be given to students who have completed previous metal work units, Metalwork A and/or B.

Trade Wood (Furnishing Skills) is based on the National Furnishing Industry Competence Standards and covers study areas such as hand and power tools, materials and basic construction. When selecting students for this course, preference will be given to students who have completed previous woodwork units, Woodwork A and/or B.

Graphics is a Queensland Studies Authority subject offered in Year 11 &12. The pre-senior subject, Graphics B, expands on the student’s existing knowledge and skills using sketching techniques as well as Computer Aided Drawing (CAD). When selecting students for this course, preference will be given to students who have completed Graphics A.

---

Special Note

Students will be required to supply their own (clear lens) safety glasses for all units in the workshop-based units of this course. Students without safety glasses will not be admitted to the workshop.

Students of Graphics will benefit by having access to an AUTOCAD program at home.

Note: Students will gain places in Units depending on their previous study in the subject, their level(s) of achievement gained and their future employment plans.

---

Contact

Gary Hill (Head of Department)
## Unit Descriptor

### UNIT: TWO—TRADE WOOD

**UNIT DESCRIPTION**
This unit will focus on preparing students for Year 11/12 Certificate I in Furnishing. Students will develop an awareness of safety issues in the workshop. They will complete wood projects with some aspects incorporating the use of the wood lathe. Aspects of the design process will also be incorporated into this subject. Students will also read and draw workshop drawings.

**ASSESSMENT**
Class work, procedure writing, design folio, workshop graphics and theory tests.

**SPECIAL NOTES**
Possible projects include design of own jewellery box and kitchen stool.

### UNIT: TME—TRADE METAL

**UNIT DESCRIPTION**
This unit will focus on preparing students for Year 11/12 Certificate I in Engineering. Students will develop an awareness of safety issues in the workshop. They will complete sheet metal projects as well as using the metal lathe. Aspects of the design process will also be incorporated into this subject. Students will also read and draw workshop drawings.

**ASSESSMENT**
Class work, procedure writing, design folio, workshop graphics and theory tests.

**SPECIAL NOTES**
Possible projects include circular sheet metalwork, (turning) plumb bob, centre square and engineer's square.

### UNIT: IGA— GRAPHICS B

**UNIT DESCRIPTION**
Graphics A builds on the skills learnt in IDA and IDG. This unit focuses on design and being able to present their ideas graphically both sketching and in CAD. Students will analyse and design objects to a given brief and represent these designs in either 2D, 3D or architectural drawings. Students will draw 2D and 3D and rendered graphic representations which may include printing out their designs on a 3D printer. They will also research a product and produce a series of sketches and drawings relating around the client’s needs.

**ASSESSMENT**
Class work, homework, class test, theory test and assignment.

**SPECIAL NOTES**
While it is not a prerequisite, students will find it an advantage to have a similar CAD program on their computer at home. Manual drafting will no longer be a component of this subject.
KEY LEARNING AREA

THE ARTS

Can lead to careers such as:
- Actor
- Artist
- Arts administrator
- Beauty therapist
- Camera operator – film; television; video
- Conservator
- Craftsman
- Dancer
- Film and television lighting operator

- Film, stage and television director
- Fashion designer
- Gaffer designer
- Interior designer
- Jeweler
- Musician
- Milliner
- Make-up artist
- Model

- Museum technician
- Multimedia developer
- Music therapist
- Musical instrument maker
- Set designer
- Sound technician
- Stage manager
- Visual merchandiser
Music

Flowchart

Year 10

MUS
Pre-Senior Music

Year 11

Music In Practice

Senior Music

Preparing for Senior Music

Music is an important part of our lives. It makes a profound contribution to our personal, social and cultural identity. Music, as an educative tool, can develop such aspects as memory, co-ordination, concentration, creativity and intelligence in general. To develop the whole musician, three main ideas will be studied: musicology (developing an understanding of musical styles and elements), composing and performing.

Music has a great deal to offer every student. Units are designed to develop confidence, ensemble empathy and critical thinking skills, as well as insight and control over the musical elements and heightened technical ability. A study of Music encourages students to be dynamic, creative and expressive. It builds confidence and fosters independent thinking.

1. It is strongly advised that students intending to study Music in Senior undertake a stage 3 unit.
2. Each Music unit may incur some costs for excursions or professional workshops.
3. Acceleration, extension and other processes are available for BSL Zenith students to extend your learning. Please discuss this with your teacher, HOD or BSL Zenith Coordinator.

Note: Students will gain places in Units depending on their previous study in the subject, their level of achievement gained, the student’s safety record and the closeness of the match to their SET Training Plan.

Contact

Jo Tansey (Head of Department)
Unit Descriptor

<table>
<thead>
<tr>
<th>UNIT: MUS — Music</th>
<th>STAGE: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT DESCRIPTION</strong></td>
<td></td>
</tr>
<tr>
<td>This expressive unit is designed to challenge student’s preconceptions about Music and to develop confidence in performing. Creativity and confidence are essential to success in our modern world. In this unit, students explore various aspects of music current practices, careers, styles and audio/visual technologies. The unit maintains a practical focus as students explore musical forms and features from a variety of eras through a practical and independent exploration of musical styles on guitar, keyboard, percussion and voice. Students are also encouraged to understand music theory to explain connections between musical styles and to appreciate the historical development of music from around the world. This is an important Foundation unit for students considering Music or Performance Studies in Senior.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Performing: solo, small ensemble, large ensemble, improvisation or conducting.</td>
</tr>
<tr>
<td>☐ Composing: compose a piece of music in a studied style.</td>
</tr>
<tr>
<td>☐ Musicology: analytical essay, listening folio, aural/visual exam.</td>
</tr>
</tbody>
</table>
Preparing for Senior Drama

Students respond to the world artistically as arts practitioners through Drama. They evaluate their own works and that of others, with consideration of societal influences and norms, then use this information to guide and shape their own way of thinking when expressing themselves through the shaping of dramatic meaning.

Drama has a great deal to offer every student. Units are designed to develop confidence, teamwork and critical thinking skills as well as insight and control over the elements, conventions of drama and acting skills. Because these elements embody features of real life, students are empowered to take control in order to shape and create their own futures.

1. It is strongly advised that students intending to study Drama in Senior undertake a stage 3 unit.
2. Each Drama unit may incur some costs for excursions or professional workshops.

Note: Students will gain places in Units depending on their previous study in the subject, their level(s) achievement gained, the student’s safety record and the closeness of the match to their Senior Education and Training Plan.

Contact
Jo Tansey (Head of Department)
### Unit Descriptor

<table>
<thead>
<tr>
<th>UNIT: DOS—Drama</th>
<th>STAGE: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT DESCRIPTION</strong></td>
<td></td>
</tr>
<tr>
<td>Drama is a powerful tool for social change. In this unit, students will explore the histories and conventions of many different styles of drama, both common and obscure. Students will explore these various styles through research, experimentation in shaping dramatic action and performance. They will then use this knowledge to work as a class to create and present a short, educational piece of collage theatre that focuses on a significant youth issue. Students will gain knowledge and understanding of the processes of drama production and enhance their performance skills while voicing their beliefs through use of the structured and powerful medium of performance. This unit may involve a possible public performance and some excursions may be undertaken. This is an important Foundation unit for students considering Drama or Performance Studies in Senior.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting: individual, pair, small or large group performances</td>
</tr>
<tr>
<td>Forming: student devised performances, improvisation, script, dramaturgical folio</td>
</tr>
<tr>
<td>Responding: analytical research assignment, argumentative essay, multimedia presentation</td>
</tr>
</tbody>
</table>
Visual Art

Flowchart

Preparing for Senior Art

“Art is life!” It makes a profound contribution to our personal, social and cultural identity. Visual Art, as an educative tool, can develop such aspects as creativity, design, manipulation, concentration and intelligence in general. To develop the whole artist, three main ideas will be studied: Making, which is divided into the separate criteria: Visual Literacy and Application, and Appraising.

In an increasingly technological age, more career opportunities exist for visually literate workers with design skills. Students studying the Visual Arts acquire more than just skills for employment or further training in the Art and Design industry. Visual Arts students also have the ability to think laterally, make informed decisions, and understand human culture and the world around them. This is definitely an asset to any future career choice.

1. It is strongly advised that students intending to study Visual Art in Senior undertake a stage 3 unit.
2. Each Visual Art unit may incur some costs for excursions or professional workshops.

Note: Students will gain places in Units depending on their previous study in the subject, their level of achievement gained, the student’s safety record and the closeness of the match to their SET Plan.

Contact
Jo Tansey (Head of Department) or Visual Art teachers
## Unit Descriptor

### UNIT: VAP—Art

### UNIT DESCRIPTION

This unit challenges preconceived ideas about the purposes of visual art and extends students learned art abilities through the development of an art folio. Students will explore visual design elements and principles relating to Post-modern ideas and processes. The unit further develops student knowledge of the design elements and principles in sculptural terms. It also involves the exploration of a range of 3-D media such as ceramics and varied sculptural materials. Students explore and manipulate a diversity of 2 and 3 dimensional media to give form to ideas and themes as they observe, collect, compile and record visual, verbal and sensory information and ideas to produce a body of work. This is an important Foundation unit for students considering Visual Art or Visual Art Studies in Senior.

### ASSESSMENT

- Visual Literacy: preliminary drawings/images, development/extension of ideas, diary entries, explorations, experimentations
- Making: student devised compositions or complex arrangements related to studied topics presented as a body of work
- Appraising: formal exam, analytical research assignment, argumentative essay multimedia
**KEY LEARNING AREA**

**HEALTH AND PHYSICAL EDUCATION**

Can lead to careers such as:
- Ambulance officer
- Environmental health officer
- Ergonomist
- Fitness instructor
- Health promotion officer
- Lifeguard
- Massage therapist
- Naturopath
- Nutritionist/dietitian
- Occupational therapist
- Physiotherapist
- Recreation officer
- Sports administrator
- Sports coach
- Sports development officer
- Sports medicine practitioner
- Sport psychologist
- Sports trainer
- Sportsperson
- Teacher – health and physical education

**Flowchart**

**Preparation for Senior Physical Education**

The Health and Physical Education Key Learning Area is an important part of the school curriculum as it reflects the dynamic and multi-dimensional nature of health and the significance of physical activity in our lives. It provides a foundation for developing active and informed members of society capable of managing interactions between themselves and their social and physical environments. It is important that upon leaving school, students are able to accept responsibility for their decisions regarding health and fitness.

The Health and Physical Education course is designed to prepare students for further studies within the Senior school as well as to encourage and facilitate an inquiry based approach towards pursuing and maintaining future quality of life. It is also a very worthwhile course of study for those wishing to pursue a career in the ever expanding Health and Sport industries.

1. Each unit consists of practical and theoretical aspects. Full participation is compulsory. Hats are mandatory for outdoor activities whilst sunscreen and a whistle are recommended.

2. Acceleration, extension and other processes are available for BSL Zenith students to extend your learning. Please discuss this with your teacher, HOD or BSL Zenith Coordinator.
Physical Education Preparation (PEP)

Students wishing to study Physical Education as a senior subject should have completed their compulsory year 8 and 9 units in HPE, to a **minimum of a high standard (B)**, and have a **minimum of a high standard (B)** in English.

Physical Recreation Preparation (PRN)

Physical Recreation Studies is a subject which will be offered to students who would like to participate in physical activity and learn about Recreation practices. It is an opportunity for students to collect accreditations that may assist with employment (e.g. First Aid Certificate, Senior Resuscitation certificate). An interest in this area is required before choosing the Pre-Senior PRN Course.

**Note:** Students will gain places in units depending on their previous study in the subject, their level(s) of achievement gained, the student’s safety record and the closeness of the match to their Senior Education and Training plan.

### Unit Descriptors

<table>
<thead>
<tr>
<th>UNIT: PEP — Physical Education Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT DESCRIPTION</strong></td>
</tr>
<tr>
<td>This unit will address core elements essential for the preparation of students wishing to undertake Physical Education in years 11 and 12 – theory topics include psychology, biomechanics and training, with practical topics possibly including golf, badminton or tennis.</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong>— Items of assessment may include:</td>
</tr>
<tr>
<td>Written exam, journal, written report, practical checklists, multimodal presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT: PRN — Recreation Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT DESCRIPTION</strong></td>
</tr>
<tr>
<td>This unit will address core elements essential for the preparation of students wishing to undertake Recreation in years 11 and 12 – theory topics include coaching and instruction, tournament organisation and training, with practical topics possibly including baseball, cricket or basketball.</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong>— Items of assessment may include:</td>
</tr>
<tr>
<td>Journal, written report, written exam, practical checklists.</td>
</tr>
</tbody>
</table>

**Contact**

Leon Sternberg (Head of Department)
LEARNING SUPPORT

SPECIAL EDUCATION PROGRAM

Special Education teachers support students with disability through alternative units, alternative programs, the development of individual education plans, in class support and through links with advisory visiting teachers, therapists and other specialists.

LEARNING SUPPORT

Students that have learning difficulties or barriers to learning are supported by the ST:LaNs (Support Teachers for Literacy and Numeracy). Classroom teachers are able to access the ST:LaNs and Teacher Aides to support students with additional learning needs in their classroom.

Students in Year 10 with additional needs may be eligible for in-class support. Identified students will be invited to participate in the alternate Maths, English, Science, History and Geography classes called Foundation Classes. These classes are small, enabling the students to receive intensive support by the Special Education teachers and Teacher Aides.

The ‘Foundation Units’, as listed below, have been designed to cover the core content of the mainstream units (as described in this subject section guide) to ensure students are exposed to similar curriculum, but at an achievable level.

Our school is also designed to fully accommodate students in wheelchairs.

Learning Support Foundation Units

<table>
<thead>
<tr>
<th>Year 10</th>
<th>ENF</th>
<th>MAF</th>
<th>HISF</th>
<th>SCIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>English Foundations</td>
<td>Maths Foundations</td>
<td>Geography Foundations</td>
<td>Science Foundations</td>
</tr>
<tr>
<td>Semester 2</td>
<td>English Foundations</td>
<td>Maths Foundations</td>
<td>Geography Foundations</td>
<td>Science Foundations</td>
</tr>
</tbody>
</table>

Alternative programs are only available to students identified as requiring competence in a different range of skills. These projects run as required throughout the year, dependent on student interest and resources.

Supporting Projects
- ILS: Independent Living Skills
- HUB: The HUB
- LAU: Learning Support Laundering Project
- BUS: Learning Support Business Ventures
- SLA: Social Learning Activities

Contact

Lyn Ward (Head of Special Education Services)
### UNIT: ILS – INDEPENDENT LIVING SKILLS

**UNIT DESCRIPTION**
Independent living skills is an alternative program designed to promote personal independence and assist our adolescents to prepare for adulthood and for life within the community. It involves specific teaching of a range of skills:

- Self-image; grooming; personal well being
- Basic cookery; safe and hygienic handling of food; food presentation
- Communication and social skills
- Employability skills; work experience and Industry White Card
- Community Access
- Leisure and recreation

### UNIT: THE HUB

**UNIT DESCRIPTION**
The HUB is open to students before school allowing access to computer programs designed to improve the students’ literacy and numeracy skills. Improved student motivation and application are positive outcomes of this program.

### UNIT: LAU – LEARNING SUPPORT LAUNDERING SERVICE

**UNIT DESCRIPTION**
This enterprise supports other departments in the school (primarily Physical Education). A laundering service is provided for Tannum Sands SHS teams playing interschool sporting competition.

### UNIT: BUS – LEARNING SUPPORT BUSINESS SKILLS

**UNIT DESCRIPTION**
Students develop their social, communication and team work skills by developing and running business ventures. Currently two business ventures operating are Rent-A-Plant and Nitro Drinxl. Students are required to take care of the plants, propagate and create new pot plants and deliver the plants to staff that rent them. Students are required to process drink orders, prepare the drinks which they then deliver to staff that purchase them. The students manage these ventures and handle interactions in a business-like manner.

### UNIT: SLA – SOCIAL LEARNING ACTIVITIES

**UNIT DESCRIPTION**
An alternative program designed to promote the development of social skills, self-esteem, team work, independence and personal development to prepare for adulthood and life within the school and community. It involves specific teaching of a range of skills:

**SOCIAL SKILLS**

- Building on peer and adult relationships
- How to be assertive, without being aggressive or passive
- How to deal with peer pressure (drugs, alcohol, etc.)
- How to deal with bullies
- Making correct choices
- Dealing with stress and anger
- Develop sensory integration skill through tactile awareness, i.e. gardening for smell, taste and feel of soil and vegetables

**SCHOOL NURSE: Sexual and personal development**