

JAMES NASH
State High School
Engage • Empower • Excel



Subject Selection Handbook

Year: 10



YEAR 10

TRANSITION TO SENIOR



YEAR 10

Learning Areas

**Students will engage in the Australian Curriculum
within the Core Learning Areas**

CORE

ENGLISH

MATHS

YEAR 10

Learning Areas

Students elective four (4) subjects from the learning areas listed below

ELECTIVES

SCIENCE

HUMANITIES

LOTE

DESIGN & TECHNOLOGIES

VET

**BUSINESS & DIGITAL
TECHNOLOGIES**

**HEALTH & PHYSICAL
EDUCATION**

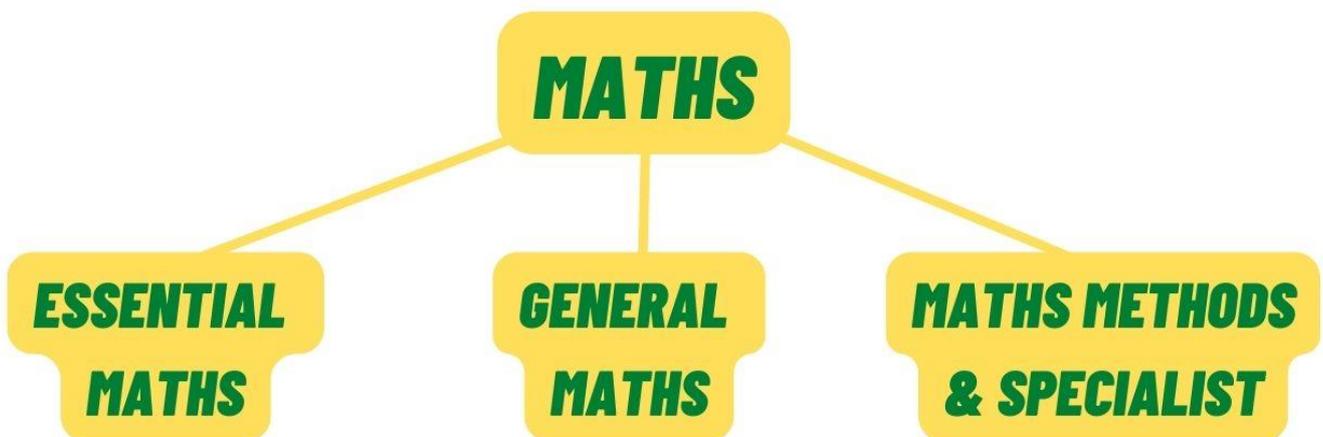
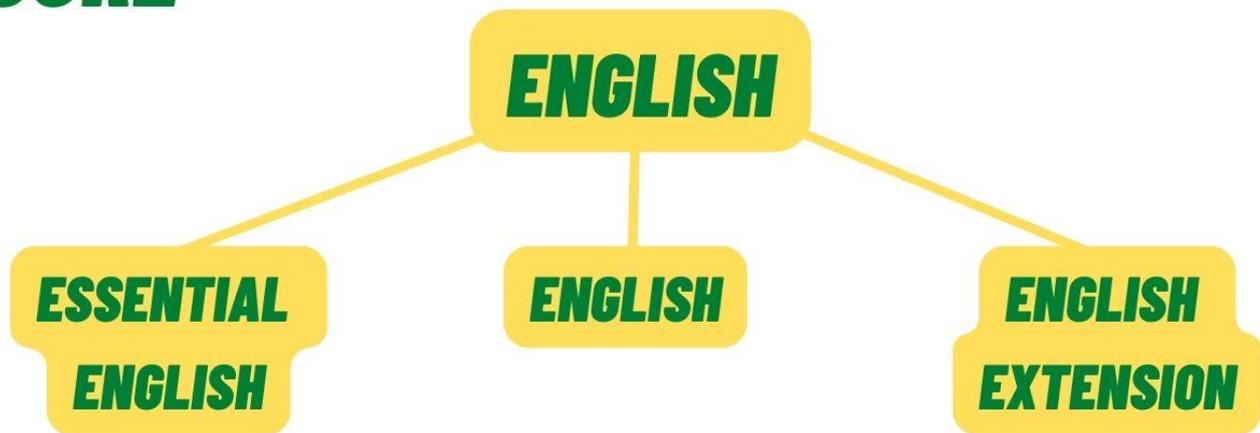
THE ARTS

YEAR 10

Learning Areas

Students will engage in the Australian Curriculum within the Core Learning Areas

CORE



YEAR 10

ELECTIVE SUBJECTS

SCIENCE

**SCIENCE IN
PRACTICE**

**BIOLOGY / EARTH
& SPACE**

**CHEMISTRY
& BIOLOGY**

**PHYSICS &
CHEMISTRY**

HUMANITIES

**ANCIENT
HISTORY**

**MODERN
HISTORY**

GEOGRAPHY

LEGAL STUDIES

HUMANITIES- VALUE ADD PROGRAM

ASDAN

YEAR 10

ELECTIVE SUBJECTS

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

SPORT & RECREATION

BUSINESS & DIGITAL TECHNOLOGIES

**ECONOMICS &
BUSINESS**

**WORK
STUDIES**

**DIGITAL
TECHNOLOGIES**

DESIGN & TECHNOLOGIES

**FOOD &
NUTRITION**

FASHION

MATERIALS

GRAPHICS

**TEXTILES &
DESIGN**

ENGINEERING

DESIGN

YEAR 10

ELECTIVE SUBJECTS

THE ARTS

DANCE

DRAMA

MUSIC

VISUAL ART

LOTE

JAPANESE

VOCATIONAL EDUCATION TRAINING

CERTIFICATE I IN HOSPITALITY

Senior Preparation – The Year 10 Program

Year 10 is viewed as the preparation year for Senior studies; Years 11 and 12. Learning accounts for Senior students in the Queensland system are officially opened at Year 10 level so that credits toward the Queensland Certificate of Education (“QCE”) may be “banked” from that time on. At James Nash State High School (“James Nash”), subjects for Year 10 students have been designed to provide students with the opportunity to:-

- develop skills which are directly related to Senior courses;
- trial a subject prior to committing to study the subject in Senior for two years;
- choose a course which most suits their career and lifestyle plans;
- bridge the gap between Junior and Senior subjects; and
- Engage in National Curriculum studies as appropriate.

As a result, Year 10 subjects will be assessed using tasks similar to those required by the Senior Queensland Studies General syllabuses and Applied Syllabuses. Consequently, students taking subjects leading to General subjects can expect to encounter more assignments, more tasks requiring extended writing and tasks requiring more complex responses than in Year 9. Conversely, students interested in subjects which are Applied subjects will engage in vocationally oriented subject materials with less academic complexity.

Overall, students should choose a course which gives them a broad education and which leaves future options open. Students are required to choose 7 subjects, including an English and a Maths subject.

The Year 10 program is characterised by a number of features:-

- (a) Year 10 subjects are structured in the same manner as Senior subjects, e.g., similar unit structure and assessment regime. The content is designed specifically to prepare Year 10's for the companion Senior subject/s so that the transition to Year 11 will appear as seamless as possible. Learning experiences will facilitate the transition from the Year 8/9 program to senior studies;
- (b) Senior subjects commence in Year 11 in essentially the same way as they have in past years. This will ensure that students enrolling from other locations will still be able to start Senior subjects without being significantly disadvantaged. Year 10 assessment does not contribute directly to a student's results on their QCE, unless successful in a Vocational Education and Training (VET) qualification;
- (c) All subjects are offered as full-year subjects unless there are exceptional circumstances;
- (d) A formal process to interview and counsel students about their Senior Education and Training Plan after Semester 1, Year 10 has been introduced. The aim is to ensure that the majority of students who start Year 11 do so in subjects in which they are well-placed to succeed, having made informed decisions as part of the SET P process and subjects studied in Year 10. Students who fail to achieve at least a Sound Level of Achievement in Year 10 will be required to justify their subject choices in order to be enrolled in the subject in Year 11;
- (e) VET qualifications may be offered in Year 10 if deemed desirable by individual faculties. With an extra year, students in these subjects will be able to complete more competencies and hence access full Certificates (e.g. Cert II, Cert III etc) that they were previously unable to, due to lack of time;
- (f) Within the existing line structures, courses will be designed to prepare students for one or more Senior subjects; e.g.:-
 - In Mathematics Methods and Specialist Prep, students will study algebra in preparation for Mathematical Methods & Specialist Mathematics;
 - In Science Specialist Prep students will be offered both Physics and Chemistry units.

The National Curriculum rollout will affect selected Year 10 subject content and assessment schemes. However, within this curriculum framework our programs will still focus on Senior Preparation.

Bessie Nilon
Deputy Principal (Senior Schooling)

Certification and Year 10

There is no longer a Year 10 Certificate as part of the outcomes of high school education. Most student subject planning will concentrate on how to achieve a Queensland Certificate of Education (“QCE”) by the completion of Year 12.

Achieving a QCE

During Year 10, students can open their learning accounts and begin to bank credit towards their QCE. The QCE recognises courses that cater to a range of interests, abilities and readiness.

To be eligible for a QCE, a young person must complete 20 credits in the required pattern. There is a minimum of 12 credits of core studies with at least one to be completed at school. In addition to the core courses, students can undertake:-

- preparatory courses, or stepping stones to further education and training, which can contribute a maximum of four credits towards a QCE;
- enrichment courses or opportunities to develop skills and knowledge at a higher level, which can contribute up to eight credits towards a QCE; and
- advanced courses that go beyond the scope and depth of what is considered senior secondary schooling and, when undertaken by school students, can contribute up to eight credits towards the QCE.

Once registration with the QLD Curriculum and Assessment Authority (“QCAA”) is complete and their learning account is opened, students can begin to accumulate credit towards their QCE by successfully completing or beginning learning options in Year 10. These options include:-

- completing VET Certificate I qualifications;
- completing re-engagement courses or employment skills development programs;
- undertaking recognised courses and awards;
- working on workplace, community and self-directed learning projects; and
- beginning core courses such as Certificates II in VET, especially Certificate II in Workplace Practices.

Importantly, Year 10 is a time when students can fulfil their literacy and numeracy requirement. For further information on QCE learning options, see the *QCE Handbook*, available on the QCAA website <www.QCAA.qld.edu.au> under Certificates > Queensland Certificate of Education > Guides and resources > QCE Handbook.

Recognised courses and awards

Year 10 students can pursue learning options in addition to those managed by their school. The QCAA recognises a range of awards and certificates in areas such as music, dance, drama, sport and community development that count towards the QCE.

Different recognised certificates and awards contribute different credit. Some are classified as preparatory, some as enrichment and some as advanced. An up-to-date list of recognised studies is available on the QCAA website <www.QCAA.qld.edu.au> under Certificates > Queensland Certificate of Education > Recognised studies > Lists of recognised studies.

Recognised structured workplace- or community-based learning programs

Recognised structured workplace or community-based learning programs are developed and/or owned by community or workplace-based organisations that are recognised by the QCAA. These programs can count towards QCE enrichment learning. An up-to-date list of recognised programs is available on the QCAA website <www.QCAA.qld.edu.au> under Certificates > Queensland Certificate of Education > Recognised studies > Lists of recognised studies.

Employment skills development programs

Employment skills development programs help young people aged 15–17 to rejoin education, training or employment. Programs usually include literacy and numeracy, employment preparation activities and some basic vocational skills training. A successfully completed program may contribute two credits to the QCE. One employment skills development program may count towards QCE preparatory learning.

Further information on these programs is available on the Department of Employment and Industrial Relations website <<http://www.deir.qld.gov.au>>. From the home page, search for “Get Set for Work”.

Certificate I qualifications in VET

In Year 10, entry-level Certificate I courses that are a component of careers and pathways education or a component of a course based on an identified learning area are most appropriate. Completed Certificate I qualifications contribute two credits to the QCE preparatory learning. While students may complete any amount of preparatory learning, a maximum of four credits can contribute to the QCE.

Certificate II (and above) qualifications in VET

Some students will complete a VET Certificate I during Year 10. These students should be encouraged to begin Certificate II courses which will begin banking credit towards the core courses for the QCE.

Beginning Year 11 and 12 courses in Year 10

Some schools “accelerate” interested and talented Year 10 students and allow them to begin subjects that are usually offered in Years 11 and 12. Students who achieve a Sound level of achievement or higher will begin banking credit towards their core courses.

Re-engagement programs

Re-engagement programs are developed locally to help young people participate in education or training and are recognised by the QCAA as preparatory learning. A successfully completed program may contribute two credits to the QCE. One re-engagement program can count towards QCE preparatory learning.

Achieving a Queensland Certificate of Individual Achievement (“QCIA”)

QCIA reports the learning achievements of students who are on individualised learning programs. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers. The QCIA records the student’s educational achievement in two areas:-

- Statement of Achievement. This provides descriptions of the student’s demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities; and
- Statement of Participation. This lists activities a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers.

To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Further information on achieving a QCIA is available on the QCAA website www.QCAA.qld.edu.au under Certificates > Queensland Certificate of Individual Achievement.

New Senior Curriculum, Assessment and Tertiary Entrance

The new senior assessment system started with students entering Year 11 in 2019.

The first students to receive an ATAR instead of an OP graduated from Year 12 in 2020.

Senior subject syllabus redevelopment

To support the introduction of a new senior assessment and tertiary entrance system, the QCAA has commenced the redevelopment of senior syllabuses. Syllabus constructs have been modified to reflect the new assessment system and will include greater detail in relation to subject matter and assessment requirements. Teachers will continue to have the flexibility to develop learning experiences and assessments to suit their school contexts.

All syllabuses will be redeveloped as four unit courses, to reflect the senior Australian Curriculum subjects and allow structural alignment with other Australian educational jurisdictions.

What will be different about the new assessment system?

A system of 100% school-based assessment has operated in Queensland for more than 40 years.

In the new system, subject results will be based on a student's achievement in three school-based assessments and one external assessment that is set and marked by the QCAA.

This is fewer assessments than students sit currently - emphasising quality over quantity. Year 12 students typically complete up to seven assessments in each subject. Under the new model, students will be expected to complete four pieces of assessment per subject. Three will be school-based assessments and one will be externally set and graded. All four assessments will count towards a student's final result.

In the new system, the external assessment results will contribute 25% towards a student's result in most subjects. In mathematics and science subjects, it will generally contribute 50%.

These will not be 'one-shot' external exams where an entire course of study comes down to performance over a few hours. External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. Queensland is introducing a progressive system that embodies the best of school-based and external assessment.

The school-based assessments will not be scaled by the results of the external assessment when calculating a student's subject result.

Certificates students will receive under the new system at the end of Year 12?

The QCE will remain as Queensland's senior school qualification. Students who are eligible will continue to be awarded one at the end of Year 12. Students will also still receive a Senior Statement. It shows all studies and the results achieved that may contribute to the award of a QCE.

What will be different about the new tertiary entrance system?

The ATAR is a finer-grained rank order of students than the OP. It's a number between 0.00 and 99.95 with increments of 0.05, whereas the OP consists of 25 bands. The ATAR is commonly used in other states and territories.

A student's OP is calculated by comparing their results in General subjects studied at school with those of other OP-eligible students. Subject results are scaled using Queensland Core Skills ("QCS") Test results.

The final QCS Test was held in 2018.

ATARs will also be calculated by comparing student results. But instead of the QCS Test there will be a process of inter-subject scaling.

Scaling is necessary so that student results in different types of subjects can be compared. The method of inter-subject scaling to be used is still to be finalised by the Senior Secondary Assessment Taskforce.

The Queensland Tertiary Admissions Centre ("QTAC") will be responsible for calculating students' ATARs.

Recommended preparation subjects in Year 10 for Senior Subjects are shown in bold

Year 10 Subject	Year 11 / 12 Companion Subject
Essential English English English (Extension)	Essentials English (Applied) English (General) English Extension Year 12 (General)
Mathematics - Mastery Mathematics - General Mathematics - Methods and Specialist prep	Essential Mathematics (Applied) General Mathematics (General) Mathematical Methods (General) Specialist Mathematics (General)
Science in Practice Biology, Earth & Space Chemistry & Biology Physics & Chemistry	Science in Practice (Applied) Biology (General) Chemistry (General) Physics (General)
Ancient History Modern History Geography Legal Studies	Modern History (General) Ancient History (General) Geography (General) Legal Studies (General) Social and Community Studies (Applied)
Japanese	Japanese (General)
Visual Art Drama Music Dance	Visual Arts (General) Visual Art in Practice (Applied) Drama (General) Drama in Practice (Applied) Music (General) Music in Practice (Applied) Dance in Practice (Applied)
Work Studies Economics and Business Digital Technologies	Accounting (General) Business (General) Economics (General) Digital Solutions (General) Business Studies (Applied) Tourism (Applied) Information Communication Technology (Applied) Certificate III Tourism Certificate II Business
Physical Education Sport & Recreation	Physical Education (General) Sport and Recreation (Applied) Sport and Recreation - Outdoor (Applied) Certificate II Sport and Recreation / Certificate III Fitness
Food and Nutrition Certificate 1 Hospitality Fashion	Food and Nutrition (General) Hospitality Practices (Applied) Certificate II Hospitality Fashion (Applied) Early Childhood Studies (Applied)
Design Engineering Graphics Materials and Technologies	Design (General) Industrial Graphics Skills (Applied) Engineering Skills (Applied) Building & Construction Studies (Applied) Furnishing Skills (Applied)
Project ASDAN Project ASDAN – Bronze Certificate	Project ASDAN Project ASDAN – Silver Certificate Project ASDAN – Gold Certificate

Ancient History

Faculty:	Humanities
Head of Department:	Ben Tarlinton
Senior Subjects:	Specific link: Ancient History (General Subject) Modern History (General Subject) Legal Studies (General Subject) Other suitable subjects: Geography (General Subject) Social and Community Studies (Applied Subject)

You may take as many Social Science subjects as you wish in years 10, 11 and 12. You are able to start any Social Science subjects in Year 11; that is, you don't have to have studied the subjects in Year 10.

What preparation or prior studies do students need?

To do well in this subject, you should enjoy or be good at reading and writing. During research units, you should be prepared to make choices and work independently.

A BYOd - Standard laptop is required for this subject and will be used to a high extent for class work and assessment tasks.

Why study Ancient History?

Learning history can be both a satisfying leisure activity or hobby and an academic pursuit. Historians are usually passionate about the great stories or the past, stories of monarchs, war, civilisation, discovery and catastrophe. History has always been part of human society and many students enjoy history, finding familiar historical references in films, games, novel and travel plans. It has been said that a society without history is like a person without a memory. A study of history provides students with an understanding of a broad range of social concepts including politics, sociology, economics, religion and psychology. Also, critical reasoning and inquiry skills are at the forefront of the historical skill set. Consequently, understanding history makes a person more suited to many careers such as law, politics and media.

What will Students study?

Unit	Description	Assessment
Early Ancient Cultures	Choose from River Valley Civilisations; history's earliest civilisations.	Short Response Examination
Ancient Greece	A comparison of different Greek City states as a study of social variance.	Research tasks: Independent Source Investigation
Ancient Islam	Learn about the ancient development of one of the world's largest religions.	Essay in response to Research
Eastern Religions	Study Chinese and Indian religions and the impacts these religions had on social control	Examination Essay
Practical Archaeology	Study the process of Archaeology as the basis of our understanding of ancient evidence.	Practical Tasks

Career Pathways

Students of History are well-equipped to complete further study or training to be: advertising consultants, archaeologists, digital game makers, diplomats, events managers, film-makers, historians, journalists, lawyers, librarians, media personalities, museum curators, novelists, politicians, public relations consultants, researchers, social workers, teachers, tour co-ordinators, travel consultants.

Biology & Earth and Space

Faculty:	Science
Head of Department:	Lisa Farnes
Senior Subjects:	Biology (General Syllabus)

What preparation or prior studies do students need?

- Students should have achieved a minimum of a “C” in Year 9 English, Mathematics and Science.
- It is recommended that at a minimum, students are also enrolled in General Maths and English.
- A BYOD standard laptop will be used routinely for class work and assessment tasks.

Why study Science?

Science is a way of investigating the world. Through studying Science, students learn to apply their scientific knowledge to make responsible and informed decisions about real-world issues.

Biology is concerned with understanding living things, such as the organisation of cells into tissues and organs, to complete systems. Students explore body systems, how structural adaptations and behaviours aid survival, and how their characteristics are inherited from one generation to the next.

Earth and Space Science explores Earth’s dynamic structure and its place in the cosmos. The key concepts highlight that Earth is part of a solar system that is part of a larger universe; and is subject to change over a range of timescales as a result of natural processes and human use of resources.

What will Students study?

Unit	Assessment
Term 1 - Biological Sciences Metabolism is the sum of all of the biochemical reactions in the body. This includes the breakdown of food to obtain energy, and the use of energy to synthesise larger molecules from smaller ones. Students will examine how the metabolic reactions at a cellular level use the food we consume and air we breathe to create energy for the body.	Examination
Term 2 - Earth and Space Sciences The investigation of how energy flows between the geosphere, biosphere, hydrosphere and atmosphere to explain patterns of global climate change. Students will investigate causal factors and the wide spread effects of global warming.	Student Experiment (SE)
Term 2 - Biological Sciences The transmission of heritable characteristics from one generation to the next involves DNA and genes. Students learn the processes that underpin heredity and genetic diversity in order to predict patterns of inheritance.	Research Investigation (RI)
Term 4 - Earth and Space Sciences An exploration of how the big bang theory and evolution by natural selection can be used to explain the origin of the universe and the diversification of living organisms. Students analyse and evaluate the scientific evidence supporting these theories.	Examination

Career Pathways

Year 10 Biology & Earth and Space Science prepares students for Year 11 and 12 Biology. Senior Biology is a prerequisite, or advised subject, for many tertiary courses and can lead to employment in diverse areas such as:

- | | |
|---|--|
| <ul style="list-style-type: none"> • veterinary • teaching • medicine • health care including nursing • food and marine science • forensics • biomedical research • biotechnology | <ul style="list-style-type: none"> • agriculture • biosecurity • conservation and sustainability • ecotourism • environmental rehabilitation • natural resource management • wildlife conservation • environmental chemistry |
|---|--|



Certificate I in Hospitality

(SIT10222) RTO No. 30314

VET qualification

Faculty:	VET
Head of Department:	Joe Laing

Materials for non take-home examples: \$30.00

What preparation or prior studies do students need?

To do well at this subject, you should enjoy or be good at cooking and working in groups.

Why study Certificate I in Hospitality?

- Hospitality provides opportunities for students to use their creativity and derive satisfaction from working with resources as they prepare for future employment and personal activities. The course is designed to provide a balance of practical and theory work.
- Students will be issued with Certificate I in Hospitality SIT10222 if they are competent in all 6 units of competency, or a Statement of Attainment if competent in some but not all.

What will Students study?

National Code	Title	Training and Assessment
SITXFSA001	Use hygienic practices for food safety	Class work
SITXWHS001	Participate in safe work practices	Theory Assessment
BSBWOR203	Work effectively with others	Observation of practical skills
SITXCCS001	Provide customer information and assistance	Students will be participating in:
TLIE1005	Carry out basic workplace calculations	Practical lessons
BSBPEF202	Plan and apply time management	Demonstration lessons
		A variety of hospitality events and functions

Career Pathways

Hospitality provides students with the opportunity to experience some of the many faculties of the Hospitality industry while at school.

Students have often chosen Hospitality to help them in: Chef, Cook, Waiters, Bar Attendant, Food and Service Manager, Hotel Manager, Catering, Banquet Staff, Banquet Manger.

Workplace Requirements

Although work placement in a hospitality establishment is not essential to complete Certificate I in Hospitality, it would be strongly encouraged that students participate in work experience to gain a better understanding of the industry and what it has to offer.

Possible Qualification Progression

Certificate II in Hospitality (Year 12)

Certificate III in Hospitality

Certificate IV in Hospitality

Diploma of Hospitality Management

BYOd

A BYOd - Standard is required for this subject and will be used to a moderate extent for class work and assessment tasks.

Chemistry & Biology

Faculty:	Science
Head of Department:	Lisa Farnes
Senior Subjects:	Chemistry (General Syllabus) Biology (General Syllabus)

Requirements:

- Students should have achieved a minimum of a “C” in Year 9 English, Mathematics and Science.
- It is recommended that at a minimum, students are also enrolled in General Maths and English.
- A BYOD standard laptop will be used routinely for class work and assessment tasks.

Why study Science?

Science is a way of investigating the world. Through their study of science, students will learn to apply their scientific knowledge to make responsible and informed decisions about real-world issues.

The study of Chemistry engages students in an exciting and dynamic investigation of the material universe. Students will interact with and explore matter, and study the links between the macroscopic properties of the world and the subatomic particles and forces that account for those properties.

Biology is concerned with understanding living things, such as the organisation of cells into tissues and organs, to complete systems. Students explore body systems, how structural adaptations and behaviours aid survival, and how their characteristics are inherited from one generation to the next.

What will Students study?

Unit	Assessment
Term 1 – Biological Sciences: Metabolism is the sum of all of the biochemical reactions in the body. This includes the breakdown of food to obtain energy, and the use of energy to synthesise larger molecules from smaller ones. Students will examine how the metabolic reactions at a cellular level use the food we consume and air we breathe to create energy for the body.	Examination
Term 2 – Chemical Sciences: The atomic structure and properties of elements are used to organise them in the periodic table. Different types of chemical reactions are used to produce a range of products and can occur at different rates.	Student Experiment (SE)
Term 3 – Biological Sciences: The transmission of heritable characteristics from one generation to the next involves DNA and genes. Students learn the processes that underpin heredity and genetic diversity in order to predict patterns of inheritance.	Research Investigation (RI)
Term 4 – Chemical Sciences: Nomenclature rules are important when naming and identifying organic compounds. Stoichiometry is the process of determining quantitative data in a chemical reaction. Students will measure changes in pH by performing acid-base titrations.	Examination

Career Pathways

Year 10 Chemistry and Biology prepares students for Year 11 and 12 Chemistry and Biology. These subjects are prerequisites, or advised subjects for many tertiary courses. They can lead to employment in diverse areas such as:

- veterinary
- teaching
- engineering
- pharmacy
- medicine
- health care including nursing
- conservation and sustainability
- marine science
- ecotourism
- forensics
- food and marine sciences
- biotechnology
- biosecurity
- sports science

Dance

Faculty:	The Arts
Head of Department:	Chantelle O'Loughlin
Senior Subjects:	Year 11 and 12 Dance in Practice (Applied)

Why study Dance?

Year 10 Dance asks students to develop their own understanding and opinion of what dance is, what meaning it can express and how it can be shared with the world.

Studies in Year 10 dance prepare students for senior studies.

Students build technical and expressive dance skills through exploring the demands of different dance styles. They investigate what inspires artists to create powerful dance works that not only hold personal meaning, but affirm the position of dance as a universal language. Students explore how dance can survive with the increasing use of technology. They investigate real world issues and locations to create a dance work with technology as a platform. Literacy skills are developed throughout the year through analysis and evaluation of dance, as well as personal reflection.

What will Students study?

Unit / Description	Assessment	Key Content
Unit One: Golden Era Students will develop a foundational understanding of Musical Theatre history, genre and style. They will investigate Musical Theatre's relevance and appeal to current audiences. Dance skills develop in varying musical theatre styles of dance.	Making: Polished performance of a musical theatre dance	<ul style="list-style-type: none"> ➤ general dance technique, coordination and flexibility ➤ musical theatre dance skills and history ➤ how movement can communicate narrative and character ➤ dance performance skills
Unit Two: Blood Memories Students explore how artists use their "blood memories" as stimulus to create dance works that evoke passion, feelings and at times confront issues within society. These artists and their works are used as stimulus for analysis and evaluation.	Making: Choreography of a contemporary dance piece based on a personal memory	<ul style="list-style-type: none"> ➤ what are blood memories and how can they be used as inspiration to an artist ➤ Indigenous Australian culture and dance ➤ key artists: Alvin Ailey ➤ company: Bangarra Dance Theatre Australia ➤ selecting, combining and manipulating movement to develop meaning
Unit Three: The Future of Dance Students investigate how dance is to survive in an increasingly technological world. They explore where dance can be performed and different platforms that it can be used in to create and share a message. Students explore how technology has and can be used in dance pieces to keep audiences engaged with dance and to make comment on a social issue.	Responding: Written analysis and evaluation of a dance work from an Australian dance company Making: Performance of a contemporary dance piece that explores a social issue Choreography of a dance piece, suitable for film, that explores social comment. Performance of a contemporary dance piece that explores a social issue.	<ul style="list-style-type: none"> ➤ investigate how artists use dance and technology to communicate and share their work around the world. ➤ analysing a dance work to evaluate meaning ➤ dance as a response to local and global events ➤ experiment with dance in site specific locations ➤ developing personal view and style of what dance is ➤ skills to combine dance and technology

Who should study Dance?

This is the right subject for students who enjoy:-

- creative problem solving
- collaborating with others
- movement and physical exercise
- learning, creating, watching and interpreting dance
- designing
- expressing emotions through movement
- listening to and analysing music.

Career Pathways

Studies in dance are valued in a wide range of fields such as: Professional dancer, Choreographer, Dance instructor, Health Care - physiotherapist and health coach, Fashion designer, Director – film or live theatre, Teaching or other careers that require presentation skills and the creative industries including studies in design or animation.

Design

Faculty:	INTAD
Head of Department:	Carol Flikweert
Senior Subjects:	Design (General Subject)

What preparation or prior studies do students need?

It is strongly recommended that for students to have successfully completed Year 9 Design/Graphics to a B level before studying this subject.

A BYOx premium standard laptop is required for this subject and will be used to a high extent for class work and assessment tasks.

Why study Design Graphics?

The Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Designers use ideation sketching, schematic sketching, rapid prototyping, and digital tools to work through the explore and develop phases of the design process.

The course is constructed of four units – Design Principles; Commercial Design; Human Centred Design; and Sustainability. You will learn the value of creativity and build resilience as you experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips you with highly transferrable, future-focused thinking skills relevant to a global context.

What will Students study?

Unit	Description	Assessment
Commercial Design	Communication Design / Graphic Design. Learn how to effectively communicate a brand's message and values to its target audience	Examination — design challenge
Human Centred Design	Students use designing with empathy to design a functional eco-light for an identified user.	Design Folio
Designing a Service	Students re-design a service to improve user experience	Design Folio
Sustainability	Investigate how designers can affect change to improve sustainability and create preferred futures.	Examination — design challenge

Special Requirements

Students will use BYOx for researching project information and producing design drawings and digital prototypes. A free education copy of software is available for students.

Career Pathways

It is expected that the study of graphics will assist students seeking employment in the fields of Engineering architecture, digital media design, graphic design, industrial design, interior design and landscape architecture.

Digital Technologies

Faculty:	Business and Digital Technologies
Head of Department:	Karen Swift
Senior Subjects:	Digital Solutions (General subject) Information Communication Technology (Applied)

What preparation or prior studies do students need?

There are no prerequisites, although it is an advantage to have successfully completed Digital Technologies in Years 8 and 9.

A BYOD Standard laptop is required for this subject and will be used to a high extent for class work and assessment tasks.

Why study Digital Technologies?

Digital Technologies helps students to become active contributors to society as problem solvers. All parts of the course focus on using technologies to solve economic, social or environmental sustainability problems. Throughout the year, students will use programming, gaming and robotics to practice their design thinking skills including planning, prototyping and reviewing, in both teachers led and student chosen projects.

What will Students study?

Unit	Description	Assessment
Introduction to programming	In this unit, students will develop programming skills in order to create a solution to a teacher selected economic, social or environmental sustainability problem.	Exam
Game development	In this unit, students will develop a game to create a solution to a teacher selected economic, social or environmental sustainability problem.	Project
Robotics	In this unit, students will design robots to create a solution to a teacher selected economic, social or environmental sustainability problem.	Project
Capstone project	In this unit, students will draw on their programming, gaming and robotics skills to create a solution to a student selected economic, social or environmental sustainability problem.	Project

Career Pathways

Students with skills in Digital Technologies would fit into all workplace environments where problem solving is required.

Drama

Faculty:	The Arts
Head of Department:	Chantelle O'Loughlin
Senior Subjects:	Year 11 and 12 General Drama (ATAR) Year 11 and 12 Drama in Practice (Applied)

What preparation or prior studies do students need?

Drama is the right subject for students who enjoy:-

- working both individually and collaboratively
- thinking about human behaviour
- studying themes with strong personal and cultural connections
- writing and reading scripts
- practical, active-based learning including games
- speaking in front of the class
- making and viewing live performance

Why study Drama?

Year 10 Drama is a foundational year of study for Year 11 and 12 General or Applied Drama subject. So if students are thinking of studying Drama at the senior level they will need to enrol in Year 10 Drama.

Drama provides students with a wide range of skills which are transferable to a variety of vocational and future pathways. Employees need to be innovative thinkers, adept communicators and excellent team players. The collaborative nature of Drama provides students with opportunities to learn and to manage interpersonal and intrapersonal skills, both individually and in groups. As students make, perform and respond to Drama this promotes imagination, critical thinking, cultural engagement, community, creativity and problem-solving. It connects students to their own creative processes and provides opportunities for them to imagine themselves as others exploring beliefs, behaviours and relationships in the safety of a fictional context. This is practice for life.

What will Students study?

Unit	Assessment	Key Content
Unit One: Building a Character Students build a complex character through the application of realistic acting techniques and the creation of believable scene working in the Realism style. Focus on a classic play text such as 'The Crucible'.	Making: Performance of a scripted text	<ul style="list-style-type: none"> ➤ elements of drama & conventions of Realism ➤ stagecraft/blocking ➤ skills of acting ➤ working individually & in groups ➤ character interpretation ➤ analysis of a play text
Unit Two: Building a Play Students work with Queensland Theatre in a professional partnership on 'The Scene Project'. They rework an interpretation of a play into a contemporary performance. Students present their ensemble work for a formal audience. Students view, analyse and evaluate a professional live performance.	Making: Play-building and Performing	<ul style="list-style-type: none"> ➤ working as an ensemble ➤ contemporary performance conventions ➤ skills of acting ➤ literacy and essay writing ➤ exploring the voice of youth ➤ community & cultural connections ➤ stagecraft (sound & lighting) ➤ performing for an audience
	Responding: Evaluation Short Answer Response	
Unit Three: Building a Context Students collaborate to build roles, a fictional context and dramatic tension through immersion in a process drama and create a monologue. Integration of Indigenous perspectives and stories underpin this unit.	Making: Devising and Presenting - Script writing monologue	<ul style="list-style-type: none"> ➤ scriptwriting ➤ social and political themes ➤ developing/shaping roles and relationships ➤ making connections to our world ➤ using fictional context within real-life situations

Career Pathways

Studies in drama are valued in a wide range of fields such as: Law, Journalism, Education, Health Care – Nursing and Medicine, Psychology, Tourism, Retail, Business and the Creative Industries such as graphic design, event management, game design, acting and technical production.

Economics and Business

Faculty:	Business and Digital Technologies
Head of Department:	Karen Swift
Senior Subjects:	Accounting (General subject) Business (General subject) Economics (General subject)

What preparation or prior studies do students need?

There are no prerequisite subjects for this subject.

A BYOd Standard laptop is required for this subject and will be used to a high extent for class work and assessment tasks.

Why study Economics and Business?

Economics and Business helps you to think like a boss. It is designed to give students decision making skills to use in their own everyday life, when working in business and it helps to make sense of government decisions made at this national level. This subject provides a good introduction to all of the Senior Business subjects.

What will Students study?

Unit	Description	Assessment
Think like a boss: making financial decisions	In this unit, students will investigate the purchase of an expensive item they'd like to buy, and consider: <ul style="list-style-type: none"> • Factors that influence their consumer and financial decisions • The short and long-term financial consequences of their decisions 	Investigation
Think like a boss: Improving local, national and global standard of living	In this unit, students will investigate developing nations to: <ul style="list-style-type: none"> • Identify how the performance of an economy measured • Explain why variations in economic performance in different economies exist • Analyse and evaluate development projects 	Investigation
Think like a boss: Managing the Australian Economy	In this unit students will investigate the federal government's management of the Australian economy, and: <ul style="list-style-type: none"> • Describe the objectives of the Australian economy • Analyse current data and government policies • Decide if the Australian government has done a good of managing the economy or not 	Investigation
Think like a boss: Managing your workforce	In this unit, students will investigate local and national businesses to: <ul style="list-style-type: none"> • Explain how businesses respond to changing economic conditions • Explain how businesses improve productivity through organisational management and through workforce management 	Investigation

Special requirements

Students will require access to computing and internet resources for classwork.

Career Pathways

Business management, accounting, banking, consulting, financial services, government roles, policy roles.

Engineering

Faculty:	INTAD
Head of Department:	Carol Flikweert
Senior Subjects:	Engineering Skills (Applied subject) Trade Training Centre (Vocational Pathways) Design (General subject)

What preparation or prior studies do students need?

It is preferable that students have successfully completed Year 9 Materials.

A BYOd standard laptop is required for this subject and will be used to a for class work mandatory workshop safety modules and assessment tasks.

Why study Engineering?

Engineering is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

What will Students study?

Unit	Description	Assessment
Hydraulics Project	Engineering fundamentals and society Hydraulics theory Design/sketching of machine; e.g. Forklift Manufacture of project	Project assessed against criteria-marking scheme
Mouse Trap Powered Car	Machines and mechanisms Gear and Pulley Theory Design/sketching of machine Manufacture of project Appraisal and refinement	Major assignment and project assessed against criteria-marking scheme
Hovercraft	Emerging technologies Vacuum forming Electric motor theory Electronics Project design Testing	Project assessed against criteria-marking scheme Time trial
Bridge Design	Statics of structures and environmental considerations Computer bridge design Design of model bridge Manufacture of bridge Testing of bridge	Major Assignment and project assessed against criteria-marking scheme Test

Special requirements

To do well in this subject, you should enjoy or be good at Mathematics, Science and working on the technical aspects of machines and processes, addressing challenging, sometimes difficult, major projects and presenting your ideas using folios. A BYOd computer standard is required for this subject and will be used to a low extent for class work and assessment tasks.

Career Pathways

Engineering combines well with Design/Graphics. Students thinking about professions such architecture, engineering, advanced trade areas or have an inventive spirit should consider this subject.

English

Faculty:	English
Head of Department:	Jackie Lee
Senior Subjects:	English (General Subject) Cyber-English (General Subject) Essential English (Applied Subject) English Literature and Extension (General Subject – Year 12 only)

What preparation or prior studies do students need?

The Year 10 English course develops from and is an extension of Years P to 9 National Curriculum English. The work revolves around a core of learning activities which allows students to have contact with language in a range of contexts aimed at stimulating their thought, enriching their ideas, and developing their understanding of the complex world in which we live.

A BYOd Standard laptop is required for this subject and will be used to a moderate extent for class work and assessment tasks.

Why study English?

All learning in English is framed around speaking, writing, reading, viewing, listening, and shaping. In each activity, students will explore how language works.

What will Students study?

Unit	Description	Assessment
Media Watch	Students explore persuasive representations of issues within a range of media texts.	Feature Article
Romeo and Juliet	Students analyse the dominant themes contained within a Shakespearean play.	Comparative report spoken
Creative Flair	Students will explore a range of narrative genres focussing on the use of language and text structures to position readers.	Imaginative response to stimulus
The Written Word	Students explore structural features and thematic intention of a set class novel.	Analytical essay

Special Requirements

English teaching focuses on higher order thinking and group work, setting up cooperative learning that is teacher guided.

Career Pathways

English sets out to prepare students for life. The General English course sets out to prepare students for university-level reading, writing and speaking skills.

English - Extension

Faculty:	English
Head of Department:	Jackie Lee
Senior Subjects:	English (General Subject) Cyber-English (General Subject) Essential English (Applied Subject) English Literature and Extension (General Subject – Year 12 only)

What preparation or prior studies do students need?

The Year 10 English course develops from and is an extension of Years P to 9 National Curriculum English. The work revolves around a core of learning activities which allows students to have contact with language in a range of contexts aimed at stimulating their thought, enriching their ideas, and developing their understanding of the complex world in which we live.

A BYOd Standard laptop is required for this subject and will be used to a moderate extent for class work and assessment tasks.

Why study English (Extension)?

All learning in English is framed around speaking, writing, reading, viewing, listening, and shaping. In each activity, students will explore how language works.

What will Students study?

Unit	Description	Assessment
I think therefore my Brain Hurts	A unit focusing on how we think and come to make the judgements that form the basis of belief.	Analytical essay
Humorology	A primarily print-based unit exploring the nature of humour, the logic and biology of laughter, various humour theories, TV comedy, political cartoons, and being funny.	Imaginative comedic text (spoken)
Interpretation and Stuff	Students will explore how using the four reading approaches (Author, Reader, Text and World-Context) can allow readers to make very different readings of the same text.	Literary Reading
Shakespeare: Let's Play	Students will read and analyse a Shakespearean play to deconstruct the features of a play and manipulate the textual elements of the original play to achieve their own authorial purpose.	Dramatic group presentation

Special requirements

Extension students need to be self-motivated, independent learners who enjoy reading, writing, formal and informal speaking, and who are creative and lateral thinkers. Teaching will involve varied conceptual modes and learning-transfer, encouraging self-reflexive choices that are student directed.

Career Pathways

English sets out to prepare students for life.

English - Essential

Faculty:	English
Head of Department:	Jackie Lee
Senior Subjects:	Essential English (Applied Subject)

What preparation or prior studies do students need?

The Year 10 Essential English course develops from and is an extension of Years P to 9 English. The work revolves around a core of learning activities which allows students to have contact with language in a range of contexts aimed at providing opportunities for remediation and consolidation of language skills.

A BYOd Standard laptop is required for this subject and will be used to a moderate extent for class work and assessment tasks.

Why study English?

All learning in Essential English is framed around speaking, writing, reading, viewing, listening, and shaping. In each activity, students will explore how language works.

What will Students study?

Unit	Description	Assessment
Who Really Matters?	Students will explore the influences and components of Australian identity and stereotypes in modern society.	Persuasive letter
On the Page	Students read a novel to understand themes and how audiences can be positioned. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints.	Imaginative text
Bad Reputation	Students examine media texts to understand how meaning is created. They identify and explain text structures and language features that are typically used in the media.	Short response exam
Bad Attitudes	Students will examine the influences of the development of music videos and the techniques used to create these. They will explore music as a social phenomenon and the way in which music reflects social trends.	Music video review

Special requirements

Teaching in Essential English is based on an expectation of student engagement. Learning is organised around scaffolded experiences that set up structured expectations that are teacher directed.

Career Pathways

English sets out to prepare students for life.

Fashion

Faculty:	Home Economics
Head of Department:	Deanna Stephens
Senior Subjects:	Fashion (Applied Subject)

What preparation or prior studies do students need?

It is recommended that students who choose to study Fashion in Year 10 have the basic sewing skills required to create garments using patterns. It is not necessary to have studied Home Economics in Year 7, 8 and 9, but it would be beneficial. Students must realise that Fashion requires dedication to both the theory and practical elements of the course.

Students will be participating in practical lessons and are required to be organised and able to bring sewing equipment to class. Failure to complete the practical aspect of this course may result in a “not rated” in your final results.

A BYOd - Standard is required for this subject and will be used to a moderate extent for class work and assessment tasks.

Why study Fashion?

Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts. Students undertake group work and individual projects. They manage personal projects and are encouraged to work independently on some tasks.

What will Students study?

Unit	Description	Assessment
Fashion Fundamentals	Students will develop an understanding of basic textiles, fabrics and designers. Students will need to provide equipment for all sewing projects.	Project Folio
History of Fashion	Students will focus on the history of fashion. Students will need to provide equipment for all sewing projects.	Project Folio
The Culture of Fashion - Unit 1	Students will focus on the characteristics and properties of fabrics. They will use a range of techniques to create a practical item. Students will investigate the ethical and sustainable production of fabrics Students will need to provide equipment for all sewing projects.	Project Folio
The Culture of Fashion - Unit 2	Students will focus on the characteristics and properties of fabrics. They will use a range of techniques to create a practical item. Students will investigate the ethical and sustainable production of fabrics. Students will need to provide equipment for all sewing projects.	Project Folio

Special requirements

To do well at this subject, you should enjoy or be good at sewing and working in groups.

Career Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Food and Nutrition

Faculty:	Home Economics
Head of Department:	Deanna Stephens
Senior Subjects:	Food and Nutrition (General Subject)

What preparation or prior studies do students need?

It is not necessary to have studied Home Economics in Year 7, 8 and 9, but it would be beneficial. Students must realise that Food and Nutrition in Year 10 is setting the foundation for continuing the study of Food and Nutrition General in Year 11 and 12 and would therefore be on a University pathway. The subject requires dedication to both the theory and practical elements of the course. Students are reminded assessment will involve examinations, and projects.

Students will be participating in practical lessons and are required to be organised and able to bring cooking ingredients to class. Failure to complete the practical aspect of this course may result in a "not rated" in your final results.

Why study Food and Nutrition?

Food and Nutrition provides opportunities for students to use their creativity and derive satisfaction from working with resources as they prepare for future employment and personal activities. The course is designed to provide a balance of practical and theory work.

What will Students study?

Unit	Description	Assessment
Make a Smart Food Choice	Students will focus on the nutritional needs of individuals food decisions.	Extended Written Response
	They will analyse the changes in diet and the factors influencing food selection.	Project Folio
	Practical Cooking - Students will be cooking on a weekly basis. Ingredients will need to be provided.	
The Chemistry of Cooking	Students will focus on the chemical reactions in cooking using a variety of ingredients and techniques.	Examination – Combination Response
	Practical Cooking - Students will be cooking on a weekly basis. Ingredients will need to be provided.	Project Folio

Special requirements

To do well at this subject, you should have an interest in the study of Food and Nutrition and enjoy cooking and working in groups.

A BYOd - Standard is required for this subject and will be used to a moderate extent for class work and assessment tasks.

Career Pathways

Food & Nutrition is a General subject suited to students who are interested in pathways beyond school that lead to further education, training and employment. A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of health, science, technology and engineering.

Geography

Faculty:	Humanities
Head of Department:	Ben Tarlinton
Senior Subjects:	Geography (General Subject) Ancient History (General Subject) Modern History (General Subject) Economics (General Subject) Social and Community Studies (Applied Subject) You may take as many Social Science subjects as you wish in Years 10, 11 and 12. You are able to start any Social Science subjects in Year 11, that is, you don't have to have studied the subjects in Year 10.

What preparation or prior studies do students need?

To do well in this subject, you should be a good all-rounder. You will need good literacy and numeracy skills as well as an ability and interest in critical thinking. During field work units, you should be prepared to make choices and work independently.

Geography has mandatory field work units. This will require a cost to attend the field work excursions.

A BYOd Standard laptop is required for this subject and will be used to a high extent for class work and assessment tasks.

Why study Geography?

In a world that is constantly changing it is crucial that we learn ways to make sense of our actions and our planet. Learning geography lets students know more about their world today so that they are more powerful for the future. Students will use the latest data and information to discover how people and the planet can work together and how they affect each other. Studying geography will teach students how to make decisions and explain their point of view. The units of study will incorporate the use of Geographic Information Systems, allowing students to create their own information using industry standard software. By studying geography, students will be preparing themselves as active members of our society and for a broad range of social, environment or commerce-based careers.

What will Students study?

Unit	Assessment
Environmental Change and Management	Examination: Combined Response
Geographies of Human Well-being	Data Investigation
Local and regional geography: Noosa	Field trip and report
Global geography: population and resources	Examination: Combined Response

Career Pathways

Students of geography and economics are well-equipped to complete further study or training to be advertising consultants, bankers, business policy makers, diplomats, economists, environmental scientists, events managers, film-makers, journalists, lawyers, librarians, meteorologists, politicians, primary industries advisors, public relations consultants, researchers, social workers, statisticians, teachers, tour co-ordinators, travel consultants, urban/town planners.

Graphics

Faculty:	INTAD
Head of Department:	Carol Flikweert
Senior Subjects:	Industrial Graphics (Applied Subject) NB. This is a good foundation knowledge subject in preparation for all Senior Applied subjects in the INTAD faculty

What preparation or prior studies do students need?

It is strongly recommended that for students to have successfully completed Year 9 Graphics before studying this subject.

A BYOd premium standard laptop is required for this subject and will be used to a high extent for class work and assessment tasks.

Why study Graphics?

The Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

By doing drafting and modelling tasks, students develop transferrable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret technical drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

The course is based around 3 contextual design units – Engineering, Building and Construction and Furnishing. Students use the latest CAD software to complete classwork and assignments.

What will Students study?

Unit	Description	Assessment
Ergonomics and Anthropometrics	Use a human-centred design approach to develop and draw a game controller to Australian Standards	Design folio and detailed drafting drawings
Accessibility in the built environment	Students re-design a built environment to improve wheelchair access	Design folio
Improve usability and functionality	Modify and adjust existing plans based on identified needs and wants through analysis of functionality	Design folio
Improve sustainability	Investigate and apply sustainable design methods to improve an existing drafting drawing.	Design folio and exam

Special Requirements

Students must have a home copy of AutoCAD software to assist with major project completion. A free copy is available to students via the Autodesk Community.

Career Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Japanese

Faculty:	Languages
Head of Department:	Ben Tarlinton
Senior Subjects:	Japanese (General Subject)

What preparation or prior studies do students need?

The Year 10 Japanese course develops vocabulary and structures from the Year 8 and 9 courses and previous language study at the primary level. The course is structured around six major themes, which allow for flexibility in catering for student interest.

A BYOd Standard laptop is required for this subject and will be used to a low extent for class work and assessment tasks.

Why study Japanese?

Studying a language assists students in developing lateral thinking and problem solving skills, as they are continually required to think in a manner and solve problems they do not encounter in any other subject. These new perspectives assist students to develop not only communication skills, but an ability to express themselves both orally and in written form.

What will Students study?

Units	Assessment
Education Travel Sport Teenage Life Popular Culture	Reading, writing, listening and speaking tasks are assessed across the year.

Special Requirements

Students must have an open mind and be prepared to accept the difference experiences between Japanese and Australian culture.

Career Pathways

Japanese is an Australian community language, forming part of our cultural heritage. Australia has a long and continuing tradition of Japanese migration. The ability to communicate in Japanese, in conjunction with other skills, may increase students' career opportunities. This can provide a competitive edge in areas as diverse as theological, scientific, medical and technological research, space science, marine architecture and engineering, international commerce and banking, diplomacy, information technology, education, tourism and hospitality, and community services.

Legal Studies

Faculty:	Humanities
Head of Department:	Ben Tarlinton
Senior Subjects:	Legal Studies (General Subject) Ancient History (General Subject) Modern History (General Subject) Geography (General Subject) Social and Community Studies (Applied Subject) You may take as many Social Science subjects as you wish in Years 10, 11 and 12. You are able to start any Social Science subjects in Year 11, that is, you don't have to have studied the subjects in Year 10.

What preparation or prior studies do students need?

To do well in this subject, you should enjoy or be good at reading and writing. During research units, you should be prepared to make choices and work independently.

A BYOd Standard laptop is required for this subject and will be used to a high extent for class work and assessment tasks.

Why study Legal Studies?

Legal Studies enhances students' ability to recognise diverse legal situations and issues arising in their everyday lives; understand the legal implications that affect their rights and obligations; knowledge to understand what regulates and shapes society; formulate personal views of the world and understand how the law affects their world.

What will Students study?

Unit	Assessment
Democracy in Action	Argumentative Essay Multimodal response to investigation
Crime and Punishment	Examination Combined Response
Youth Justice	Inquiry Report

Career Pathways

As well as legal practitioners such as solicitors/barristers, many occupations require an understanding and application of the Law; e.g., accountants, teachers, engineers and journalists

Mathematics - General

Faculty:	Mathematics
Head of Department:	Anthony Reid
Senior Subjects:	Year 10 General Mathematics acts as a preparation course for General Mathematics. Students who complete the course to a C standard meet the recommendations for General Mathematics. It is strongly recommended students participate in the Year 10 Mathematics Methods & Specialist to best prepare for Mathematical Methods in Senior. Senior General Mathematics, with its practical orientation, is useful in a wide range of courses and real-life applications. It is the assumed prior knowledge for most university courses. Success in this subject also provides a very good mathematical basis for entry into the workforce.

What preparation or prior studies do students need?

The ability to work diligently with teachers and other students on maths is essential for success in this subject. It is strongly recommended to have achieved at least a C in Year 9 Mathematics.

A BYOd Standard laptop is required for this subject and will be used to a moderate extent for class work and assessment tasks. Students will utilise a range of programs which include Math Type 6 and Microsoft Office Suite. Students will also require access to online resources such as e-Learn and EdStudio.

Why study Mathematics General?

Mathematics General is designed for students who wish to take Mathematics in Senior and who may require a mathematical background in their future careers. The course continues building concepts and techniques for dealing with situations involving quantity, spatial arrangements and patterns.

What will Students study?

Unit	Description	Assessment
Unit 1: Compound Interest Linear Equations and Inequalities Parallel and Perpendicular Lines Simultaneous Equations	Mathematics General is designed to assist students to become life-long learners through a spiralling course of learning experiences which integrates the five strands of: Number, Patterns & Algebra, Measurement, Chance and Data, and Space. Students build mathematical knowledge by learning things that follow logically from previously acquired knowledge in <i>Years 8 and 9 Courses</i> . During this course it becomes more apparent that mathematical knowledge is based on recall and use of a number of definitions and axioms which are accepted as world conventions. Students are encouraged to pose questions about situations and about variations, extensions and generalisations of known facts.	Unit 1: 1 x PSMT – Car Loan 1 x End of Term 1 Exam (1 hour)
Unit 2: Surface Area and Volume of Prisms Geometry Proofs Trigonometry	They pursue investigations aimed at answering these questions, as well as questions posed by others.	Unit 2: 1 x End of Term 2 Exam (2 hours)
Unit 3: Graphical Representations Statistics Algebraic Fractions	Through active participation in this course, students understand more clearly how learning occurs in Mathematics. They are shown how to progress in developing these learning skills.	Unit 3: 1 x PSMT – Pay Gap 1 x End of Term 3 Exam (1 hour)
Unit 4: Binomial Expansion Factorising Quadratics Probability		Unit 4: 1 x End of Term 4 Exam (2 hours)

Career Pathways

Success in this course provides a background for entry to the workforce, or to senior General Mathematics and then entry to either the workforce or a considerable number of University courses.

Mathematics - Essentials

Faculty:	Mathematics
Head of Department:	Anthony Reid
Senior Subjects:	<p>Year 10 Essential Mathematics acts as a preparation course for Essential Mathematics. The course focuses heavily on the Achievement Standards for Year 10 Mathematics and is an ideal prerequisite for Essential Mathematics, it can be used to transition into General Maths into senior. However, it is strongly recommended students planning on enrolling into General Mathematics completes the General Mathematics course. This course allows students multiple opportunities to show evidence of the Year 10 Achievement standards which is done through shorter but more frequent assessment pieces.</p> <p>Year 10 Essential Mathematics incorporates a QCAA Numeracy Short course which can be used to secure a numeracy tick in senior when successful. This course is ideal for students who are looking to advance into apprenticeships, TAFE or full-time work.</p>

What preparation or prior studies do students need?

The ability to work diligently with teachers and other students on maths is essential for success in this subject. There is no recommended prerequisite for this course.

A BYOd Standard laptop is required for this subject and will be used to a standard extent for class work and assessment tasks. Students will utilise a range of programs and will also require access to online resources such as OneNote and Q Learn.

Why study Mathematical Mastery?

Mathematical Mastery is for students who have found maths a challenge in previous years. The course is designed for students to have multiple opportunities to gain and show understanding in order to meet the Achievement Standards of the Australian Curriculum.

What will Students study?

Unit	Description	Assessment
Unit 1: Compound Interest Connecting Algebraic and Graphical representations Parallel and Perpendicular Lines Statistics	By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes.	Unit 1: Folio Task 1: Reducing Balance Loan Project Folio Task 2: Aeroplane project Folio Task 3: Box Step Up Exercis Folio Task 4: Replicating Streets of Gympie
Unit 2: Linear Equations and Inequalities Simple Simultaneous Equations Surface Area and Volume Trigonometry Probability	They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations.	Unit 2: Folio Task 5: End of Term 1 Exam (1 hour) Unit 2: Folio Task 6: Uber vs Taxi Folio Task 7: Filling a Water Tank Folio Task 8: The Sneaky Parent Folio Task 9: Surveying
Unit 3: Numeracy Short Course Part A	They use triangle and angle properties to prove	

Unit 4: Numeracy Short Course Part B	congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.	Folio Task 10: End of Term 2 Exam (1 hour) Unit 3: 1 x Presentation 1 x Journal Unit 4: 1 x Exam 1 x Journal
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Career Pathways

Success in this course provides an excellent background for entry to the workforce, or to senior Essential Mathematics and then entry to either the workforce or those Certificate/TAFE courses requiring high school maths.

Mathematics - Methods & Specialist

Faculty:	Mathematics
Head of Department:	Anthony Reid
Senior Subjects:	Year 10 Mathematics Methods and Specialist acts as a preparation course for General Mathematics, Mathematics Methods and Mathematics Specialist. Students who complete the course to a C standard meet the recommendations for General Mathematics, students who complete the course to a B standard meet the pre-requisite for Mathematical Methods and Mathematics Specialist. Mathematical Methods is a General subject that leads to university courses in Science, Engineering, IT, Economics, Commerce, Surveying, Architecture, etc. Students who wish to study these subjects will need to demonstrate a high level of competence in Year 10 Mathematical Methods.

What preparation or prior studies do students need?

The ability to work diligently with teachers and other students on maths is essential for success in this subject. It is strongly recommended to have achieved at least a B in Year 9 Mathematics.

A BYOd Standard laptop is required for this subject and will be used to a moderate extent for class work and assessment tasks. Students will utilise a range of programs which include Math Type 6 and Graphmatica. Students will also require access to online resources such as e-Learn and EdStudio.

Why study Mathematical Methods & Specialist?

Mathematical Methods is for students who wish to take Mathematics Methods or both Mathematics Methods and Specialist Mathematics in Senior and who require an advanced mathematical background in their future careers. The course continues building concepts and techniques for dealing with situations involving quantity, spatial arrangements and patterns focussing on algebraic representation and manipulations.

What will Students study?

Unit	Description	Assessment
Unit 1: Compound Interest Linear Equations and Inequalities Parallel and Perpendicular Lines Simultaneous Equations *Surds *Logarithms *Solving simple exponentials	Year 10 Mathematical Methods & Specialist is a spiralling course of learning experiences which integrates the five strands of: Number, Patterns & Algebra, Measurement, Chance and Data, and Space while concentrating on algebraic abstractions and generalisations. Students build mathematical knowledge by learning things that follow logically from previously acquired knowledge in <i>Years 8 and 9 Courses</i> . During this course it becomes more apparent that mathematical knowledge is based on recall and use of a number of definitions and axioms which are accepted as world conventions. Students are encouraged to pose questions about situations and about variations, extensions and generalisations of known facts.	Unit 1: 1 x PSMT – Car Loan 1 x End of Term 1 Exam (2 hours)+ Unit 2: 1 x End of Term 2 Exam (2 hours)
Unit 2: Surface Area and Volume of Prisms Geometry Proofs Trigonometry *Surface Area and Volume of Cones and Spheres *Properties of Circles *3D Pythagoras *Sine and Cosine Rule	Together, teachers and students consider conjectures based on evidence. They test the general validity of these conjectures. In some cases they find a way of proving their conjectures deductively. Students are introduced to the difference between examples, counter examples and general proofs. Through this rigorous process students are exposed to both the power and beauty of mathematics. Through active participation in this course, students	Unit 3: 1 x PSMT – Pay Gap 1 x End of Term 3 Exam (2 hours)+ Unit 4: 1 x End of Term 4 Exam (2 hours)

Unit 3: Graphical Representations Statistics Algebraic Fractions *Graphical Representations of hyperbolas, circles and exponentials *Sketching polynomials *Mean and Standard Deviation	understand more clearly how learning occurs in mathematics. They are shown how to progress in developing these learning skills. *Extra topics on top of the 10 General Mathematics course +Difference in assessment compared to 10 General Mathematics course	
Unit 4: Binomial Expansion Factorising Quadratics Probability *Polynomial division *Factorising non monic Quadratics *Unit Circle		

Career Pathways

Success in this course provides an excellent background for entry to the workforce, or to senior Specialist Mathematics and then entry to either the workforce or those University courses requiring advanced mathematics skills.

Materials and Technologies Specialisations

Faculty:	INTAD
Head of Department:	Carol Flikweert
Senior Subjects:	Engineering Skills (Applied Subject) Building and Construction (Applied Subject) Furnishing Skills (Applied Subject)
Complimentary Subjects:	Industrial Graphics Skills (Applied Subject)

What preparation or prior studies do students need?

It is preferable that students have successfully completed Year 9 Materials.

A BYOd standard laptop is required for this subject and will be used for mandatory workshop safety modules, class work and assessment tasks.

Why study Materials and Technologies Specialisations?

The Core concept of this subject is the notion that to design and create solutions involves knowledge and understanding of characteristics and properties of a range of materials, components and production technologies. Materials and Technologies Specialisations focusses on the underpinning industry practices and production processes required to create and construct products in the engineering manufacturing, furniture manufacturing and construction industries. It is a course of study which investigates the nature and functions of available resources through the application of inquiry, design and problem-solving methodologies. Students are exposed to a range of intellectual design challenges while developing skills associated with hand and power tools, machinery and equipment.

What will Students study?

Unit	Description	Assessment
Furnishing	Students investigate material properties and finishes to create a wooden BBQ tray	Procedural log, product and short answer questions
Metal Fabrication	Justify decisions when selecting from technologies and techniques while creating a non-spill funnel	Practical Demonstration
Design Challenge	Students produce drawings to explore design ideas that improve or enhance project development. Design a CO2 dragster to meet developed design criteria	Project and design brief
Intro to welding	Investigate and apply knowledge and understanding and processes and production skills to create a metal can-crusher to specifications.	Practical Demonstration

Special requirements

It is desirable that students have an interest and ability in sketching, designing and manufacturing projects. Students will need BYOd to complete mandatory workshop safety modules and research tasks.

Career Pathways

This subject is designed to lead into trade & other practical career options.

Modern History

Faculty:	Humanities
Head of Department:	Ben Tarlinton
Senior Subjects:	<p>Ancient History (General Subject) Modern History (General Subject) Legal Studies (General Subject) Geography (General Subject) Social and Community Studies (Applied Subject)</p> <p>You may take as many Social Science subjects as you wish in Years 10, 11 and 12. You are able to start any Social Science subjects in Year 11, that is, you don't have to have studied the subjects in Year 10.</p>

What preparation or prior studies do students need?

To do well in this subject, you should enjoy or be good at reading and writing. During research units, you should be prepared to make choices and work independently.

A BYOd - Standard laptop is required for this subject and will be used to a high extent for class work and assessment tasks.

Why study Ancient and Modern History?

Learning history can be both a satisfying leisure activity or hobby and an academic pursuit. Historians are usually passionate about the great stories of the past, stories of monarchs, war, civilisation, discovery and catastrophe. History has always been part of human society and many students enjoy history, finding familiar historical references in films, games, novel and travel plans. It has been said that a society without history is like a person without a memory. A study of history provides students with an understanding of a broad range of social concepts including politics, sociology, economics, religion and psychology. Also, critical reasoning and inquiry skills are at the forefront of the historical skill set. Consequently, understanding history makes a person more suited to many careers such as law, politics and media.

What will Students study?

Unit	Assessment
World War 2 (Australian curriculum) + Rights and Freedoms : history of civil and human rights that emerged following WWII (Australian curriculum)	Short Response Examination
Globalisation (Australian curriculum): a study of migration or the environmental movement.	Research tasks: Independent Source Investigation
The Russian Revolution : Study how the Russian Tsars lost control of their country to the Communist movement.	Research tasks: Independent Source Investigation
Islam : A study into the development of the religion of Islam.	Response to Stimulus Essay
Best History Ever : choose a topic of your choice to research and present your findings.	Research tasks: multimodal

Career Pathways

Students of History are well-equipped to complete further study or training to be: advertising consultants, archaeologists, digital game makers, diplomats, events managers, film-makers, historians, journalists, lawyers, librarians, media personalities, museum curators, novelists, politicians, public relations consultants, researchers, social workers, teachers, tour co-ordinators, travel consultants.

Music

Faculty:	The Arts
Head of Department:	Chantelle O'Loughlin
Senior Subjects:	Year 11 and 12 General Music (ATAR) Year 11 and 12 Music in Practice (Applied)

What preparation or prior studies do students need?

This is the right subject for students who enjoy:-

- performing to an audience
- writing their own songs
- listening to a range of styles and genres
- rehearsing technical skills on an instrument
- singing in groups and/or individually
- working in groups
- communicating with others
- using software and recording technologies.

Why study Music?

Music is about more than learning how to play an instrument or sing a song. Learning music is a meaningful and rewarding experience that combines creativity, discipline, and expressive communication. These skills are transferable and will help students succeed in school, in society, and in life! Research conducted by neuroscientists found that students who engage in music regularly “have better cognitive skills and school grades and are more conscious, open and ambitious,” (Gordon, 2015).

Year 10 Music prepares students for the study of Music or Music in Practice in Year 11 and 12. Students work individually and in groups as they learn to perform and share music they create through recording and notation software. Through these sharing opportunities students can develop confidence, resilience and higher self-esteem.

What will Students study?

Unit	Four Assessment Tasks	Key Content
Unit One: Rock to Baroque Students learn the history of different instrumental groups and styles with a focus on how these musicians influenced music of today. Preferences in individual music tastes are considered when students arrange compositions and perform music in groups.	Making: Arrangement of Repertoire (own choice) Making: Group Ensemble Performance (own choice)	<ul style="list-style-type: none"> ➤ roles of instruments in ensembles ➤ rock, jazz, orchestral and small ensemble music ➤ opera, musical theatre, film/TV, live concert music ➤ arranging instrument parts ➤ music elements and concepts ➤ compositional devices ➤ aural skill development
Unit Two: Let Me Entertain You Students focus on music used for entertainment purposes. Whether it is film and television music, the theatre, pop or rock bands; music has been used as a source of entertainment across every generation and continent.	Responding: Extended written response to a song (own choice) Making: An original Ragtime composition	<ul style="list-style-type: none"> ➤ score reading ➤ technical and expressive skill development

Career Pathways

Studies in Music are valued in a wide range of fields such as: music therapy, events management, education, journalism, sound engineering, audio production, musicology, music entertainment, law (copyright/entertainment), and arts administration.

Physical Education

Faculty:	Physical Education
Head of Department:	Stuart Powell
Senior Subjects:	Physical Education (General subject) Sport and Recreation (Applied subject) Certificate II in Sport and Recreation / Certificate III Fitness

What preparation or prior studies do students need?

For success in this subject a B in Year 9 Health and Physical Education is expected. Year 10, students will need to strive for optimum skill performance in creative and game situations, working as a team to achieve improved performance and competitiveness. Students should have an interest in the science of physical education, understand fundamentals and be able to apply these in practical situations. In Physical Education, some of the activities participated in are assisted by outside providers. This is done to take advantage of excellent tuition, which facilitates more interesting and challenging learning experiences leading to better outcomes for students.

A BYOd Standard laptop is required for this subject and will be used to a moderate extent for class work and assessment tasks

Why study Physical Education?

This subject is designed as an introduction to Senior Physical Education. It is concerned with the science behind physical education and its practical application. Units have direct links to Year 11 and 12 units and assessment is complimentary.

What will Students study?

Unit	Assessment
THEORY	
<i>Units are studied one or two lessons a week and linked to Year 11 and 12 units and where possible with practical units.</i>	
Personal fitness: Fitness program design and evaluation	Report focusing on the design and analysis of personalised programs.
Biomechanics: Analysing sports skills biomechanically and devising strategies to improve performance	Exam, short and extended response explaining biomechanical principles and strategies to improve performance.
Skill analysis: Analysing sports skills from a motor learning process and discussing strategies to improve performances.	Analytical essay discussing strategies to improve performances.
Equity: Barriers and enablers around participation in physical activity.	Essay focusing on equity in sport at James Nash.
PRACTICAL:	
<i>Units will be selected to reflect Years 11 and 12 based on available facilities and the following criteria.</i>	
Direct Interceptive Activities, e.g. Basketball Touch Soccer Hockey	Assessment is continuous throughout the year. In P.E., practical lessons support Theory as we learn "In About and Through Physical Activity". Although this means we spend over half our time in the practical arena, in preparation for senior (17%) there is a 33% weighting on physical performance in your results.
Indirect Interceptive Activities, e.g. Softball Tennis Volleyball	
Performance Activities, e.g. Athletics Gymnastics Golf	
Aesthetic Activities, e.g. Dance Yoga Gymnastics	

Career Pathways

The study of Physical Education would be beneficial for those wanting to enter specific industries such as fitness, health, teaching, tourism or outdoor sectors. However, the course also has advantages in the terms of general health, fitness and physical activity. Some related career paths: PE Teaching, Sports Training, Personal Training, Sportsmed, Physiotherapy, Nursing, Emergency Services and Defence Forces.

Physics & Chemistry

Faculty:	Science
Head of Department:	Lisa Farnes
Senior Subjects:	Physics (General Syllabus) Chemistry (General Syllabus)

Requirements:

- Students should have achieved a minimum of a “C” in Year 9 English, Mathematics and Science.
- It is recommended that at a minimum, students are also enrolled in General Maths and English.
- A BYOD standard laptop will be used routinely for class work and assessment tasks.

Why study Science?

Science is a way of investigating the world. Through their study of science, students will learn to apply their scientific knowledge to make responsible and informed decisions about real-world issues.

Physics challenges students to apply precise measurement, experimentation and powerful mathematical relationships to contribute to the development of new information, ideas and theories to explain observations and experiences.

The study of Chemistry engages students in an exciting and dynamic investigation of the material universe. Students will interact with and explore matter, and study the links between the macroscopic properties of the world and the subatomic particles and forces that account for those properties.

What will Students study?

Unit	Assessment
Term 1 – Physical Sciences: Energy conservation in a system can be explained by describing energy transfers and transformations. The motion of objects can be described and predicted using the laws of physics.	Examination
Term 2 – Chemical Sciences: The atomic structure and properties of elements are used to organise them in the periodic table. Different types of chemical reactions are used to produce a range of products and can occur at different rates.	Student Experiment (SE)
Term 3 – Physical Sciences: Precision and accuracy of experimental data are influenced by the measurement technique. Nuclear radiation and energy: What is it? What can it be used for? What causes it?	Research Investigation (RI)
Term 4 – Chemical Sciences: Nomenclature rules are important when naming and identifying organic compounds. Stoichiometry is the process of determining quantitative data in a chemical reaction. Students will measure changes in pH by performing acid-base titrations.	Examination

Career Pathways

Year 10 Physics and Chemistry prepares students for Year 11 and 12 Physics and Chemistry. These subjects are prerequisites, or advised subjects for many tertiary courses. They can lead to employment in diverse areas such as:

- radiography
- design technology
- veterinary science
- research
- teaching
- mining
- engineering
- architecture
- pharmacy
- medicine
- nursing
- environmental science
- marine science
- astronomy

Project ASDAN – Bronze Certificate

Head of Department:	David Fox
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What preparation or prior studies do students need?

There are no Prerequisites to study Project ASDAN.

Why study Project ASDAN, Bronze Certificate?

- ASDAN is a course designed to engage and motivate students by completing projects based on their personal interests and decisions. The course involves active learning and prepares students for life after school. Each program contains a choice of challenges that will encourage students to become more skilled at Improving Own Learning and Performance, Working with Others and Problem Solving. In addition, challenges and activities will develop other skills in Communication, Application of Number and ICT. These skills are highly valued by employers and institutions of further and higher education, and will help students to make the most of employment and training opportunities. Each challenge begins with creating an Action Plan and is finished with a Review of Work.
- Students will be issued with a Bronze Certificate for ASDAN when they are competent in all units of work.

Course overview: What do students study?

<p>Term 1</p> <p>Challenge 1 - What I'm Into! Select a topic that you're into then develop a presentation to inform your classmates and answer any questions. Topics can be anything from a favourite sport or food to an interesting conspiracy theory. Whatever you're into!</p> <p>Challenge 2 – Improve this Space In small groups, carry out a survey at school to help decide what you can do to improve the grounds. Plan your improvement project and carry it out.</p>
<p>Term 2</p> <p>Challenge 3 – World of Work * Research and gain experience in areas of interest for work. This will include guest speakers, online study. Students will write letters of application and create a CV then perform mock interview/s.</p>
<p>Term 3</p> <p>Challenge 4 – Feed Me! Yum! All about developing life skills for planning an event. Everything from menu to shopping lists, invites then practical cooking activities.</p> <p>Challenge 5 – Car Wash Plan and advertise a car wash for teachers... then get out and wash some cars!</p> <p>Challenge 6 – The Wider World Carry out an in-depth study of another country in relation to your chosen theme of food, sport or customs.</p>
<p>Term 4</p> <p>Challenge 7 – Year in Review Create a 3 – 5 minute video that celebrates the journey across your year completing the ASDAN Bronze Certificate.</p>

* Students are required to participate in 20 hours of structured workplace learning in paid or unpaid work at some point across the year (Year 10 and/or 11).

Career Pathways

Key Skills that will help build a platform to becoming part of a future work force or continuing study at **TAFE** – Entry level qualifications across a range of vocations **TRAINEESHIPS & APPRENTICESHIPS**

Science in Practice – Applied (Non-ATAR)

Faculty:	Science
Head of Department:	Lisa Farnes
Senior Subjects:	Science in Practice (Applied Syllabus)

What preparation or prior studies do students need?

- It is desirable for students to have achieved a minimum of a “C” in Year 9 English, Mathematics and Science.
- A BYOd standard laptop will be used routinely for class work and assessment tasks.

Why study Science in Practice?

Science in Practice is a practical based subject, with experiments and hands-on investigations at its core. Investigations develop a deeper understanding of the nature of science and of a particular topic or context. It uses a contextualised approach, where learning experiences are interdisciplinary, including aspects of Biology, Chemistry, Earth and Environmental Science and Physics. The objectives of the course ensure that students apply what they know and understand to plan investigations, analyse research and evaluate evidence. Through their study of science students will learn to apply their scientific knowledge to make responsible and informed decisions about real-world issues.

What will Students study?

Unit	Assessment
Term 1. Chemistry Students examine and conduct everyday chemical reactions, and investigate what can affect the rates of a reaction	Scientific Investigation
Term 2. Biology Students learn various laboratory techniques and how they apply in the field of biology.	Project
Term 3. Physics Students use children's toys to examine a variety of physics principles, and investigate what can affect the flight of a projectile	Project
Term 4. Earth and Space Students learn about phenomena affecting our world such as climate change and the Big Bang theory.	Scientific Investigation

Career Pathways

Year 10 Science in Practice prepares students for Year 11 and 12 Science in Practice, TAFE and the workforce. Science can lead to employment in areas such as:

- mining
- health care
- laboratory and field research
- agriculture
- horticulture
- conservation
- marine science
- wildlife parks
- landscaping
- dental/nursing assistant
- alternative health
- vet nursing
- ecotourism
- emergency services

Sport and Recreation

Faculty:	Physical Education
Head of Department:	Stuart Powell
Senior Subjects:	Physical Education (General subject) Sport & Recreation (Applied subject) Certificate II in Sport and Recreation

What preparation or prior studies do students need?

For success in this subject a C in Year 9 Health and Physical Education is expected. Year 10 students will need to strive for optimum skill performance in game situations, working as a team to achieve improved performance and competitiveness. Students should have an interest in the practical side of Recreation activities, understand fundamentals and be able to apply these in real situations.

Although some of the activities chosen are conducted on the James Nash High School grounds, others are conducted outside of the grounds, so students can assess facilities and/or personnel. These can include ten pin bowling, canoeing, camping, tennis, swimming, rock climbing and abseiling.

A BYOd Standard laptop is required for this subject and will be used to a moderate extent for class work and assessment tasks

Why study Sport and Recreation?

This subject is designed as an introduction to Year 11 and 12 Sport and Recreation. It is concerned with the practical aspects of participation in Sport and Recreation activities. Units have direct links to Year 11 and 12 units and assessment is complimentary.

What will Students study?

Unit	Assessment
THEORY	
<i>Units are studied one or two lessons a week and linked to Year 11 and 12 units and where possible with practical units.</i>	
Coaching: Students develop and run Indigenous games coaching sessions.	Project: Small Group Coaching session.
Sporting Facilities: Students explore the importance of sport and the facilities and programs available at James Nash.	Research report on sporting facilities at James Nash making recommendations for improvement.
PRACTICAL:	
<i>Units will be selected to reflect Years 11 and 12 based on available facilities and the following criteria.</i>	
Team Sports e.g. Basketball Volleyball	Assessment is continuous throughout the year. In Recreation Practical lessons support Theory as we learn "In About and Through Physical Activity". This means we spend over half our time in the practical arena and, in preparation for senior, there is a 58% weighting on physical performance in your results with some theory assessment including a physical performance element.
Individual Court Sports e.g. Tennis Squash Badminton Table Tennis	
Team Field Sports e.g. Soccer Hockey Touch Softball	
Individual Field Sports e.g. Golf Athletics	
Recreation Activities e.g. Yoga Dance	

Career Pathways

Possible locations in which students may obtain jobs after completing the course include: Sports and camping stores, Sport health and fitness centres, Aquatic centres and swimming pools, Community organisations, Professional associations, Sports clubs, Outdoor recreation camps and centres, Adventure tour companies, National Parks, Sports facilities, Gymnasiums, YMCA, Life Be In It

Visual Art

Faculty:	The Arts
Head of Department:	Chantelle O'Loughlin
Senior Subjects:	Year 11 and 12 General Visual Art (ATAR) Year 11 and 12 Visual Arts in Practice (Applied)

What preparation or prior studies do students need?

This is the right subject for students who:-

- enjoy exploring and experimenting with materials
- seek creative solutions
- enjoy being independent learners
- are interested in further study in Years 11 or 12 Visual Art
- enjoy drawing

Why study Visual Art?

Year 10 studies provide students with key foundational knowledge and skills for senior Visual Art subject pathways. Visual Art prepares young people for the future workforce by expanding their capacity to express solutions to complex problems. Through exploring a variety of 2D and 3D mediums, techniques and skills, students are offered the means to extend their creativity. Students express their ideas, experiences, feelings and observations through a visual journal as well as a completed folio of artworks. This combination of "hands on" and theoretical learning experiences in Visual Art builds students' critical, visual and spatial literacies.

What will Students study?

Unit		Assessment	Key Content
Unit One	<i>IDENTITY</i>	<p>Responding: - Work Booklet - A PowerPoint responding to artist's work from different Art movements.</p> <p>Making 1 resolved 3D mixed media Portrait with completed development, research, reflections. Artist Statement.</p>	<ul style="list-style-type: none"> • portraiture • character and identity • traditional and contemporary techniques and processes • drawing and painting techniques • 2D and 3D • Archibald prize
Unit Two	<i>ENVIRONMENT</i>	<p>Responding: PowerPoint investigation</p> <p>Making: 3D Exploration Folio.</p>	<ul style="list-style-type: none"> • Indigenous and Torres Strait Islander artists • sustainability • 3D • sculpture

Career Pathways

Studies in Visual Art are valued in a wide range of fields such as: Architecture, engineering, industrial design, town planning, Graphic design, advertising, graphic printing, illustration, photography, web designer/ICT/ artist, performing arts, film and television, make-up and hairdressing, fashion / costume design.

Work Studies

Faculty:	Business and Digital Technologies
Head of Department:	Karen Swift
Senior Subjects:	This subject is about learning to think like a worker. It is designed for all students, whether they pursue a vocational or an academic path. Although it is not aligned to any one subject area it does provide a strong foundation for Business Studies (Applied).

What preparation or prior studies do students need?

There are no prerequisite subjects for this subject.

Why study Work Studies?

This subject helps students how to choose career paths and gives them skills to communicate in the workplace and manage their work life responsibilities and welfare. Working with diverse groups is examined and students develop skills to collaborate and plan projects in teams.

What will Students study?

Unit	Description	Assessment
This unit is about career paths.	In this unit, students will investigate trends in ways of working and develop their: <ul style="list-style-type: none">• actions as learners and workers• potential career paths• career decision making skills• work application portfolio	Project
This unit is about communicating at work.	In this unit, students will compare workplace cultures and develop their: <ul style="list-style-type: none">• workplace communication skills• online communication strategies• self-advocacy, negotiation and constructive feedback skills	Project
This unit is about your responsibilities and rights at work.	In this unit, students will investigate: <ul style="list-style-type: none">• their responsibilities as employees• professional protocols, behaviours and presentation in diverse work cultures• strategies to maintain work-life balance	Project
This unit is about making a project happen.	In this unit, students will investigate their aspirations, goal setting and future learning, and develop their: <ul style="list-style-type: none">• entrepreneurial mindset• teamwork skills• project planning skills	Project

Special requirements

A standard BYOd laptop is required for this subject and will be used to a high extent for all class work and assessment tasks.

Career Pathways

The skills and attitudes gained in this course will prepare students for any field of work.

JAMES NASH State High School

Engage • Empower • Excel

Telephone: 5480 6333

Fax: 5480 6300

Address: 109 Myall Street Gympie Q 4570

Postal Address: PO Box 492, Gympie Q 4570



**Department of Education and Training
CRICOS Provider Code 00608A**

International students will participate in James Nash SHS's work programs. It is a condition of student visas that students complete course work and attend 85% of lessons. Reports for international students will be based on work completed at the end of each term.

Email: the.principal@jamesnashshs.eq.edu.au

Website: www.jamesnashshs.eq.edu.au