



Year 10 Semester 1
Subject Information Guide
2019

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Introduction

Dear Parents and Students

Elanora State High School is committed to assisting you and your child in making informed decisions about Subject Selections and career pathways. The information provided in this Subject Information Booklet will assist you in the subject selection process for your student. Students have worked on their Senior Education and Training (SET Plan) at school. The SET plan is an extremely important document as it greatly assists students in developing a plan which will ensure they are eligible to receive their Senior qualification – the Queensland Certificate of Education (QCE). Together with attendance at the Year 10 Subject Information night individual subject selection Interviews, Careers Expo and On Target Interviews, students will be best placed to continue on their journey to their preferred career.

There are many pathways to gain the QCE qualification and many pathways exist in the Senior curriculum at Elanora State High School. From semester 2 2018 the New QCE will be implemented including students in Queensland working towards an ATAR (Australian Tertiary Assessment Rank) and sitting external examinations for all General subjects.

Pathways available to students at Elanora SHS include:

- A traditional study program comprising of General subjects leading to tertiary study: **ATAR Eligible**
- A range of Applied subjects that have a more vocational focus: **Not ATAR Eligible**
- A range of stand-alone subjects that have a VET focus: **Not ATAR Eligible**
- A school-based traineeship or apprenticeship whilst still attending school
- A combination of some/all of the above: **maybe ATAR eligible**
- A combination of TAFE and school subjects
- A combination of University and school subjects: **ATAR eligible**

As part of the 'My Future How' program all Year 10 students will have the opportunity, at the end of semester 1 Year 10, to participate in either work experience or tertiary campus tours to further explore pathways.

The purpose of this Subject Information Guide is to provide a resource that guides students and parents/carers with subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of Elanora SHS's Year 7 – 10 curriculum offerings. The information contained in this booklet is a summary of the approved courses on offer in semester 1 Year 10. A separate selection process beyond semester 1 will commence in Term 2 Year 10.

The selection of a course of study in Semester 2 Year 10 and subsequently Years 11 and 12 is a very important step in the movement through the senior years. Students need to consider future options, personal strengths and interests, and career goals. In order to obtain a QCE it is imperative that students make realistic choices; this qualification is dependent on successful completion of subjects and limits the number of subject changes students are permitted to make in their senior years. All students must enrol in a class that will allow them to achieve a QCE and meet the key prerequisites of a pass in Year 10 English and Maths.

Once students have selected subjects, you may be required to make a financial commitment to ensure your student is equipped to commence their selected course of study; the financial commitments for subjects with a high consumable load are included in this guide.

Please read the contents of this booklet carefully and attend the relevant information sessions. If we can offer any further assistance please do not hesitate to contact the school.



Principal

Schedule of Fees 2019

Student Resource Scheme – Years 7, 8, 9 – \$350; Years 10, 11, 12 - \$385

Subject Contribution Fee: The following subjects use a higher level of consumable resources and therefore attract an additional Subject Contribution Fee. Full payment is due prior to the commencement of the school year/class.

| SUBJECT NAME | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|-----------------------------------------------------------------|--------|--------|--------|---------------|---------|----------|
| Academic Class of Excellence (ACE) (including BYOD program fee) | \$200 | \$200 | \$200 | | | |
| Sports Academy (including BYOD program fee) | \$200 | \$200 | \$200 | | | |
| Dance Academy (including BYOD program fee) | \$200 | \$200 | \$200 | \$125 | \$125 | \$125 |
| Junior BYOD Program Fee | \$75 | \$75 | \$75 | | | |
| Senior BYOD Package (Adobe Program & locker) | | | | \$50 | \$50 | \$50 |
| Aquatic Practices (Note1) | | | | | \$350 | \$100 |
| Furnishing Skills | | | | | \$90 | \$90 |
| Industrial Technology Skills | | | | | \$90 | \$120 |
| Music - Instrumental | \$50 | \$50 | \$50 | \$50 | \$50 | \$50 |
| Media Arts in Practice | | | | \$90/semester | \$180 | \$180 |
| Physical Education | | | | | | (Note 2) |
| Sport and Recreation | | | | | \$125 | \$125 |
| Visual Art | | | | \$50/semester | \$100 | \$100 |
| Visual Arts in Practice | | | | \$50/semester | \$100 | \$100 |

Certificate Courses and Partnership Programs

A 50% deposit is due prior to the commencement of the school year with the balance due by the end of Semester 1, 2019.

The following fees are based on information available on time of publication; however cost may change in the future depending on RTO requirements.

| | | | | | | |
|-----------------------------------------------------|--|--|--|--|--|-------------------------------------------------------------|
| Certificate III in Early Childhood Education & Care | | | | | | \$665 payable to school for RTO |
| Certificate II in Health Support Services | | | | | | VETiS funding available |
| Certificate II in Hospitality | | | | | | \$720 see Note 3 |
| Certificate III in Hospitality | | | | | | \$550 payable to school for RTO |
| Certificate II Salon Assistance | | | | | | VETiS funding available |
| Certificate II in Tourism | | | | | | \$550 see Note 3 |
| Certificate III in Tourism | | | | | | \$550 payable to school for RTO |
| Diploma in Business | | | | | | \$3500 payable to school for RTO: Vet Fee help available |
| Physiology Plus – Southern Cross University | | | | | | See SCU for fee information |

ADDITIONAL FEES

| | |
|---------------------------------------|-----------------------------------------------------------------------|
| Out of Zone Enrolment Application Fee | \$60 |
| Distance Education School Programs | \$10 to \$150 depending on course selected |
| Instrumental Music Hire Scheme | \$75 annual per equipment item |
| Graphics Calculator Hire Scheme | \$70 (\$35 hire + \$35 bond refundable at the end of the course) 2019 |
| Yearbook | \$30 |

NOTE 1: This cost does not include options such as Deep Sea Fishing (approximately \$110), Marine Radio Licence (\$74), First Aid Cert (\$90), Scuba Diving (approximately \$350), Medical Certificate or Boat Licence Fee.

NOTE 2: Should Year 12 Physical Education Canoe Camp occur, it will cost approximately \$175.

NOTE 3: Some VET course fees (Certificate I and II) are covered by state government funding. This means that a student can enrol in the course of study and not be charged for the delivery of that program. This is called VETiS funding. A student is eligible for only one VETiS funded program. Some RTOs can provide VET fee help for students.

NOTE 4: Certificate course prices are current at time of publication.

Choosing Senior Subjects 2019



It is important to choose senior subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- you have achieved in or feel confident of achieving good results
- that reflect your interests and abilities
- that help you reach your career and employment goals
- that will develop skills, knowledge and attitudes useful throughout your life

These are quite general points, so it's wise to look in more detail at the guidelines below.

1. Find out about occupational pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you. Mick, your Guidance Officer will be able to help you get started.

You also need to find out about the various pathways you can take to obtain qualifications you need to get a job in the areas in which you are interested. Once you know about the different pathways, you can select the most appropriate one for you.

The following resources are available online or at school and give you information about occupations and the subjects and courses needed to gain entry to these occupations:

- Australia's national career information service, called myfuture: <http://www.myfuture.edu.au>
- The Job Guide: <http://www.jobguide.thegoodguides.com.au/Study-work-and-career-support/State-Info/QLD>
- Brochures from industry groups provide information on the various pathways to jobs within these industries – start with the Industry Skill Councils: <http://www.isc.org.au/>

- Queensland Government Employment & Jobs website: <https://www.qld.gov.au/jobs/>
- The Queensland Studies Authority Jobs and Careers page: <https://studentconnect.qsa.qld.edu.au/careers.html>
- The QTAC Guide available from Mick, your Guidance Officer, is useful for information on tertiary courses offered through the Queensland Tertiary Admissions Centre (QTAC).
- The Tertiary prerequisites book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year the will begin study.
- The Queensland TAFE Handbook is available at <http://www.tafe.qld.gov.au/>.

2. Find out about the subjects offered at school

3. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines provided by your school.
- Talk to Heads of Department & teachers of each subject.
- Look at books & materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students already studying the subject.

4. Choose a combination of subjects that suits your needs & abilities

Traps to avoid

- Do not select subjects simply because someone told you that they “will help you get a better result”.
- Consider other peoples' opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

5. Be prepared to ask for help

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available including the Guidance Officer, HODs, Deputy Principals, etc.

Assessment Policy

Assignments

- Early in each term students will be issued with a term assessment schedule. Students will be directed to write these due dates in the term planner provided in the student's school diary to help students time-manage appropriately.
- The subject co-ordinator will issue a specific compulsory draft date and final due date that has been approved by the Head of Department.
- All assignments must be submitted to fulfil the requirement of each semester course. It is a student's responsibility to meet assessment dates and requirements.
- Students are to complete assignments utilising information outlined in assignment task sheets.
- The submitted assignment must be the student's own work.
- Referencing is to be in accordance with "A Guide to Referencing" outlined in the Student Diary.
- A compulsory draft will be submitted via Turnitin, where applicable. A hardcopy will be handed in directly to the teacher. Failure to submit will result in the student being required to attend monitoring session's afterschool to complete the outstanding task.
- To submit a Final Copy students in Years 8 – 12 or BYOD will submit their work electronically by the due date via Turnitin (see point 10) where applicable, to address the issue of authorship. A hard copy of the assessment with the task and cover sheet attached is also submitted at the specified location for the grade (e.g. Office, library, etc.) by 1:55pm on the due date. A receipt of submission will be issued to the student.
- Students in Year 7 submit a hard copy of their assessment at the specified location with the task sheet attached by the due date but may be required to submit it via Turnitin.
- Assignments need to be submitted via "Turnitin" to ensure there is no plagiarism. Details for this process are included in the "Why is referencing required?" on page 38 in the Student Diary.
- Students absent on the due date must make arrangements to submit the assignment to the school office prior to 3:30pm on that day. This will be done by emailing the assessment to assessment@elanorashs.eq.edu.au. Absence is not a valid reason to not submit.
- Extensions can only be granted by the relevant Head of Department but only prior to due date and only if circumstances are deemed appropriate. Application is to be via the Elanora SHS Application for assignment / exam extension form and relevant documentation is required (i.e. medical certificate).
- In faculties that permit resubmission application is via the Elanora SHS Application for Resubmission form and must meet the criteria required on the form.
- If, in the opinion of the Principal, it is considered necessary, students who fail to complete assignment requirements may be required to undertake other assessment items which will fulfil the same objectives. This is decided in consultation with the Principal.
- Students in Years 11 and 12 will be required to attend school on their Learning or Earning Day (Friday) to complete outstanding assessment or VET competencies.
- Parents are required to speak personally with the Principal or Deputy Principal to discuss any relevant circumstances not included above.
- Internal Assessment marks, for Year 11 and 12, that are awarded by the school are not finalised until approved by the QCAA.

Plagiarism

Plagiarism involves students submitting the work of others as their own, without the appropriate acknowledgement or referencing of the original work.

Examples of plagiarism include:

- Word-for-word copying of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, working papers, websites or other students' assignments).
- Closely paraphrasing sentences or paragraphs from one or more sources without appropriate acknowledgement of the original work or works in the form of referencing.
- Copying computer files in whole or in part without indicating their origin.
- Submitting work which has been produced by someone else on the student's behalf, as if it were the work of the student.

When it has been established that a student has submitted plagiarised work for assessment, credit will only be given on their own work. If the whole task has been plagiarised, it will be treated as a non-submission. The student may receive additional consequences as per the Responsible Behaviour Plan for Students.

Tests / Exams / Practical Assessments

When a student is unable to sit for a test due to illness or circumstances beyond the student's control, for example illness, bereavement:

- Student is required to contact the school – 55684333 to advise of non-attendance.
- Upon return to school, the student provides a medical certificate or note from parents detailing reason for absence and presents it to the Head of Department.
- The Head of Department will arrange for test to be completed in the next available lesson. When a student is unable to sit for a test due to a known acceptable absence:
- Student to notify Head of Department prior to leave of absence utilising the Elanora SHS Application for extension exam/assignment form.
- The Principal, Deputy Principal or Head of Department can grant this deferred test in special circumstances.
- Marks awarded by the school are not finalised until approved by the QCAA.
- Penalty for Unfair Practices

Any student who uses unfair means in an exam will be required to sit an additional exam. The reasons for the alternative exam will be noted on the student's profile and parents advised. The student may receive additional consequences as per the Responsible Behaviour Plan for Students.

Consequence for Late and or Non-Submission of Assessment

(This does not apply to situations where special provisions apply – see below).

- In cases where students do not submit a response to an assessment by the due date, judgements will be made using evidence available on or before the due date.
- A standard can only be awarded where evidence has been demonstrated. In cases of non-submission and where there is no evidence of work observed by the teacher before the due date, a result will not be awarded. (Reference: QCAA July 2015 - The A-Z of Senior Moderation)

Special Provision

Special provision may be granted in cases where adjustments need to be accommodated in order to give a student an equitable opportunity to demonstrate their knowledge and skills. To be granted special provision the student and/or parents (caregivers) need to make an appointment with the Guidance officer or Principal prior to any due dates.

Legislation and Policies Related to Assessment

- Late submission and non-submission of student assessment in General subjects and General-registered subjects (QSA, January 2009)
- Policy on Special Provisions for School Based Assessment in General subjects and General-registered subjects (QSA, January 2009)

What Are Vocational Education and Training (VET) Certificates?

VET Certificates are usually available to students in Years 11 and 12.

VET certificates can be studied as:

- Certificate courses that are delivered at school but which are registered to an outside Registered Training Organisation
- TAFE courses e.g. Courses where a Certificate I, II or III is awarded when a student has demonstrated competency in all specified skills, e.g. Certificate III Multimedia, Certificate II Hairdressing. Some competencies from Diploma Courses are offered through GCIT as well
- Part of a School Based Traineeship or Apprenticeship e.g. Certificate IV Information Technology

When calculating a Selection Rank and for QCE credits, completed competencies in any Certificate II, III, IV and Diploma can be used even if the completed Certificate has not been achieved.

Any student who will not be ATAR eligible or who may not gain a QCE should be studying a VET certificate course in any program. This does not apply to QCIA students.

School Based Apprenticeships and Traineeships

Students who are aiming to gain valuable industry experience use a qualification as a stepping stone to higher tertiary studies, or move into a full time traineeship or apprenticeship after school may wish to consider a **SAT (School-based Apprenticeships and Traineeships)**.

Many SATs begin with **Work Experience** or a **part time job**.

As part of the New Apprenticeship Scheme, students can begin (and in most instances complete) a traineeship whilst studying at school. Due to the industry requirements associated with apprenticeships, (trade areas) School based Apprenticeships are started at school in conjunction with other school subjects but are completed in the years following school.

- SAT students combine school, paid work and training. Flexibility is the key to this combination
- SAT students come to school but attend work at least one day or shift per week, and train with a Registered Training Organisation either on-the-job, at school or at another venue.
- SAT students may study a reduced timetable
- SAT students receive a nationally recognised qualification that contributes credits towards QCE
- Certificates can be used as an alternative entry pathway towards further study at University and may articulate to a higher level Certificate or Diploma at TAFE
- SATs are available in about 800 areas. The most popular are retail, hospitality, food and beverage, business/office administration, IT and sports/recreation
- Any senior student (Year 10, 11 or 12) can apply for a SAT at any time. Year 12 students however, must be signed up by July 1st of their final year. There are provisions for exceptional circumstances
- SATs are advertised in the school newsletter, on the intranet and the internet
- The school Industry Liaison Officer can assist in placing students into School-based Apprenticeships and Traineeships

VETis

VETis – Vocational Education and Training in Schools.

VETis funding is attached to certain Certificate I and Certificate II courses which have been identified by the state government as being in a priority employment stream. From July 1 2014 the state VET investment budget provided funding for students to complete **ONE** 'employment stream' while at school. This means a student may only access VETis funding **ONCE**.

You may notice in this handbook that some Certificate II courses have **VETis** in their information. This means they are courses which are being delivered by the school in conjunction with outside Registered Training Organisations (RTOs) or are delivered by outside organisations such as TAFE, and are receiving funding for that delivery from our State Government.

Students may not take more than ONE course that has VETis funding attached to it. This includes any course funded via VETis with any organisation and for any priority industry. For example, a student could not take up a Certificate I in Plumbing at TAFE if they were completing a Certificate II in Hospitality Studies here at school or vice versa, as both attract VETis funding.

It is important to note that students are still able to undertake any qualification across the range of industries. However, if they choose to undertake a certificate using their one VETis option they need to choose wisely.

The school does not wish students to find themselves in the position of having to pay full-fee for service if they do not follow these VETis guidelines.

A list of employment stream qualifications can be found at:

www.training.qld.gov.au/individuals/courses/vet-schools.html

At the time of publication no Certificate III courses are funded through VETis. This may change in the future.

Who Does Work Experience?

Any Year 10 – 12 student can participate in work experience at any time of the year.

All work experience, whether organised through parents, family or privately MUST be formalised through the school. This is for insurance and workers compensation purposes and is mandated under government legislation. Education Queensland takes no responsibility for students injured at placements that have not been formalised through Elanora SHS.

See the School intranet and internet for the Work Experience process or see the Industry Liaison Officer in the Main Office. Contact the Industry Liaison Officer on 55684310.

Subject Pathways



Mathematics – Subject Pathway

| YEAR | SUBJECT |
|-----------|-----------------------------|
| 7 | Mathematics |
| 8 | Mathematics |
| 9 | Mathematics |
| 10 | Mathematics (Semester 1) |



| | Applied (Commences Semester 2 in Year 10) | General (Commences Semester 2 in Year 10) | | |
|-----------|-----------------------------------------------------|-----------------------------------------------------|----------------------|--------------------------|
| 10 | | | | |
| 11 | Essential Mathematics | General Mathematics | Mathematical Methods | Specialist Mathematics * |
| 12 | | | | |

Possible Career Pathways

| | | |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Retail Business Administration Carpentry Building Bricklaying Plumbing | Tourism Hospitality Nursing Architecture Administration Management Tool Making Sheet-metal Working Fitting and Turning Carpentry Plumbing Auto Mechanics | Maths and Science Education Natural and Physical Sciences Medical and Health Sciences Engineering Information Technology Statistician |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

* Specialist Mathematics must be studied in conjunction with Mathematical Methods.



English – Subject Pathway

| YEAR | SUBJECT | | |
|-----------|-----------------------------------------------------|-----------------------------------------------------|------------|
| 7 | English | | |
| 8 | English | | |
| 9 | English | | |
| 10 | English (Semester 1) | | |
| | | | |
| | Applied (Commences Semester 2 in Year 10) | General (Commences Semester 2 in Year 10) | |
| 10 | Essential English | English | Literature |
| 11 | | | |
| 12 | | | |

Possible Career Pathways

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Secretary Receptionist Nurse Public Servant Child Care worker Film and Television Editor Film and Television Producer Author Management Consultant Librarian | Journalist Lawyer Announcer Teacher Director Interpreter Foreign Affairs and Trade Officer Linguist Writer Script Writer |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|

Humanities – Subject Pathway

| YEAR | SUBJECT | |
|-----------|----------------------------|--------------------------------------------|
| 7 | Humanities | |
| 8 | Humanities | Business Enterprise |
| 9 | Humanities | Business Enterprise |
| 10 | Humanities (Semester 1) | Business and Legal Studies (Semester 1) |



| | Applied (Commences in Semester 2 Year 10) | | General (Commences in Semester 2 Year 10) | | | |
|-----------|-----------------------------------------------------|---------|-----------------------------------------------------|------------------|----------|-----------|
| 10 | Social and Community Studies | Tourism | Modern or Ancient History | Legal Studies | Business | Geography |
| 11 | | | | | | |
| 12 | | | | | | |

Possible Career Pathways

| | | | | | |
|---------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hotel Manager | Hotel Manager Human Resources Marketing | Archaeologist Criminologist Defence Force Officer Diplomat Uni Lecturer Museum Curator Political Scientist | Lawyer Police Officer | Business Analyst Accountant Corporate Treasurer Economist Financial Planner Foreign Affairs & Trade Officer | Cartographer Regional planning Officer Meteorologist National Parks Ranger Landscape Architect Teacher Oceanographer Eco Tourism |
|---------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|



Technologies – Subject Pathway

(Hospitality & Food and Nutrition)

| YEAR | SUBJECT | |
|-----------|-------------------------------------------------------------------------------------------------|------------------------------------|
| 7 | Performance, Art and Technologies (Students will be exposed to a combination of disciplines) | |
| 8 | Hospitality | Food and Nutrition |
| 9 | Hospitality | Food and Nutrition |
| 10 | Hospitality (Semester 1) | Food and Nutrition (Semester 1) |

| | Applied (Commences Semester 2 in Year 10) | General (Commences Semester 2 in Year 10) |
|-----------|-----------------------------------------------------|-----------------------------------------------------|
| 10 | Hospitality Practices | Food and Nutrition |
| 11 | | |
| 12 | | |

Possible Career Pathways

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hotel Management Marketing Co-Coordinator Airline Personnel Teacher Lecturer Business Manager Bachelor of Restaurant and Catering Management Bachelor of Hotel Management Bachelor of Hospitality Bachelor of Human Nutrition Bachelor of Food Technology Bachelor Travel and Tourism Bachelor of Event Management | School-based Traineeship / Apprenticeship Guest Liaison Food and Beverage Supervisor Bar Attendant Chef Butcher Baker Tour and Travel Operator |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|



Technologies – Subject Pathway

(IT, Furnishings and Industrial Technology)

| YEAR | SUBJECT | | |
|-----------|---------------------------------|---------------------|-----------------------|
| 7 | Design and Digital Technologies | | |
| 8 | Digital Technology | Business Enterprise | Industrial Technology |
| 9 | Digital Technology | Business Enterprise | Industrial Technology |
| 10 | Digital Technology | Business Enterprise | Industrial Technology |



| | Applied (Commences Semester 2 in Year 10) | General (Commences in Semester 2 in Year 10) |
|-----------|-----------------------------------------------------|--------------------------------------------------------|
| 10 | Industrial Technology Skills Furnishing Skills | Information Communication Technology |
| 11 | | |
| 12 | | |

Possible Career Pathways

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Graphic Designer Video Production Network engineer Systems Administrator Web Developer IT Teacher Computer Technician | Any trade area, for example: Carpenter Cabinet Maker | Students interested in tertiary studies in all Engineering degrees would benefit from this course, career examples are: Bachelor of Engineering – Civil/Mechanical, Electronics Engineer, Biomedical Engineer, Coastal Engineer, Avionic Engineer Architecture Town Planning Interior Design |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Health and Physical Education – Subject Pathway

| YEAR | SUBJECT | | |
|-----------|-----------------------------------------------------|-----------------------------------------------------|-------------------------------|
| 7 | Health and Physical Education | Sports Academy | Dance Academy |
| 8 | Health and Physical Education | Sports Academy | Dance Academy |
| 9 | Health and Physical Education | Sports Academy | Dance Academy |
| 10 | Physical Education (Semester 1) | | Dance (The Arts) (Semester 1) |
| | Applied (Commences in Semester 2 Year 10) | General (Commences in Semester 2 Year 10) | |
| 10 | Sport and Recreation | Physical Education | Dance (The Arts) |
| 11 | | | |
| 12 | | | |

Possible Career Pathways

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Gym instructor Personal trainer Coaching Sport and Recreation Officer Surf Lifesaving Outdoor Education Leisure Management | Health and Physical Education Teacher Sports Sciences Psychology Coaching Trainer Nurse Dietician Public Health Nutrition and Dietetics Lifeguard Exercise Science Occupational Therapy | Dancer Choreographer Dance Teacher (Private or Academic) Entertainment Events Education Primary Teacher Dance Journalist |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|

Science – Subject Pathway

| YEAR | SUBJECT |
|------|-------------------------|
| 7 | Science |
| 8 | Science |
| 9 | Science |
| 10 | Science (Semester 1) |



| | Applied (Commences Semester 2 in Year 10) | | General (Commences Semester 2 in Year 10) | | | |
|----|----------------------------------------------|--------------------|----------------------------------------------|---------|---------|-----------|
| 10 | | | | | | |
| 11 | Science in Practice | Aquatics Practices | Psychology | Biology | Physics | Chemistry |
| 12 | | | | | | |

Possible Career Pathways

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Health – Health Care Services, Nurse, Occupational Therapist, Medical Imaging, Technology, Paramedic, Refer to career possibilities named here → | Boating Industry – Deck Hand, Marine Mechanic, Boat Building & Fitting, Chandler Tourism – Based around the marine environment Instructors – Boating, Snorkeling, Surfing, Diving Retail – Boats, Bait Shop, Aquariums | Psychologist Social Worker Refer to career possibilities named here → | Engineering – Aircraft, Mechanical, Civil, Electrical, Chemical, Mining, Environmental Aviation – Engineer, Pilot, Aircraft, Maintenance, Flight Attendant Health – Health Care Services, Nurse, Occupational Therapist, Medical Imaging, Technology, Paramedic, Pharmacist, Physiotherapist, Podiatrist, Speech Pathologist, Neuropathies, Pathology Technician, Pathology Assistant Medicine – Dentist, Doctor, Medical Research, Surgeon, Veterinary Surgeon. Scientist – the field is extremely diverse Education – Science Teacher, Researcher Other – Food & Quality Control Lab Tech, Science Consultant, Geologist, Zoologist |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



Languages – Subject Pathway

| YEAR | SUBJECT |
|-----------|--------------------------|
| 7 | Japanese |
| 8 | Japanese |
| 9 | Japanese |
| 10 | Japanese (Semester 1) |



General
(Commences in Semester 2 Year 10)

| | |
|-----------|----------|
| 10 | Japanese |
| 11 | |
| 12 | |

Possible Career Pathways

Teacher
Interpreter
Foreign Affairs and Trade Officer
Linguist



The Arts – Subject Pathway

| YEAR | SUBJECT | | | | |
|-----------|-----------------------------------------------------------------------------------------------|--------------------------|----------------------------|--------------------|--------------------|
| 7 | Performance, Art & Technologies (Students will be exposed to a combination of disciplines) | | | | |
| 8 | Visual Art | Digital Media | Junior Dance Academy (HPE) | Drama | Music |
| 9 | Visual Art | Digital Media | Junior Dance Academy (HPE) | Drama | Music |
| 10 | Visual Art (Semester 1) | Photography (Semester 1) | Dance (Semester 1) | Drama (Semester 1) | Music (Semester 1) |



| | Applied (Commences in Semester 2 in Year 10) | | General (Commences in Semester 2 in Year 10) | | | |
|-----------|--------------------------------------------------------|------------------------|--------------------------------------------------------|-------|------------|-------|
| 10 | | | | | | |
| 11 | Visual Arts in Practice | Media Arts in Practice | Dance | Drama | Visual Art | Music |
| 12 | | | | | | |

Possible Career Pathways

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Bachelor Degrees in: Arts Dance Theatre Studies Musical Theatre Director Choreographer Teacher | Bachelor Degrees in: Arts Actor Creative Arts Theatre Studies Musical Theatre Director Teacher | Bachelor Degrees in: Arts Dance Theatre Studies Musical Theatre Director Choreographer Teacher | Bachelor Degrees in: Arts Dance Theatre Studies Musical Theatre Director Choreographer Teacher | Bachelor Degrees in: Arts Creative Arts Administrator Teacher | Bachelor Degrees in: Arts Actor Creative Arts Theatre Studies Teacher TV Host Journalism Script Writer |
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Extra-Curricular Offerings

Instrumental Music, Drama Club, Dance X Program, Sports Media Group and Photo Journalists

Year 10 Subjects

- Business & Legal Studies
- Dance
- Digital Technology
- Drama
- English
- Food and Nutrition
- Humanities
- Hospitality
- Industrial Technology
- Japanese
- Mathematics
- Music
- Music – Instrumental
- Photography
- Physical Education
- Science
- Visual Art
- Certificate II in Health Support Services

Duration: Semester 1

Course Overview

Students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue (for example: exploring strategies for mitigating financial risks associated with online banking and/or shopping; determining how to manage over-indebtedness using cost-benefit analysis and appropriate criteria to recommend and justify a course of action; exploring investment risk and financial scams and strategies as a component of financial management for personal and business contexts). Students will also explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes

Objectives

By the conclusion of the course of study, students will:

- Be able to explain why and how people manage financial risks and rewards in the current Australian and global financial landscape; and examine the changing roles and responsibilities of participants in the Australian or global workplace.
- Be able to apply knowledge and understanding of legal concepts and processes to situations in order to identify and examine legal issues and different stakeholders' perspectives

Pathways

A course of study in Business and Legal can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Course Outline

Topic 1: Introduction to Law

Topic 2: Introduction to Business and Economics

Assessment Outline

Topic 1: Exam – The legal system

Topic 2: Extended research response - Business and Economics

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Dance

Faculty: The Arts

HOD: Debra Harrison

Email: dharr38@eq.edu.au

Duration: Semester

Course Overview:

Dance is not only a fun and exciting subject, it is an essential medium in which students explore the complex elements of movement and express their inner creativity. Dance plays a very important role in the culmination of processes, skills and disciplines.

The Year 10 Dance program focuses on dance as an aesthetic means of capturing and conveying ideas, images and feelings. Dance uses the human body as the means of communication and leads learners to the realisation of the body's potential as an instrument of expression. As a discipline, dance develops confidence in personal physicality and promotes positive self-image. As an art form, it is a universal mode of self-expression and communication. Dance is also a recognised and popular form of social interaction and is a living expression of culture and history.

Dance offers a unique learning experience through participation in professional workshops conducted by specialists in the Dance industry. In addition to this, students will also have the opportunity to attend excursions both during and after school time. These excursions will provide the students with vital learning experiences such as viewing of live professional dance companies.

Course Outline:

Throughout the semester students will be involved in a number of different performances in a variety of styles. They will also engage in choreographic work, with tasks involving hip hop, jazz, tap and contemporary dance. Theoretical work will accompany performances and include extended written responses to their own works as well as the works of professional choreographers.

Assessment Outline:

Students must complete tasks listed below. Specific focus of task to be negotiated with teacher.

- Making - students are to choreograph a dance/movement section which explores a theme and may incorporate the use of multimedia.
- Performing - students will perform dance sequences in various styles in small groups.
- Responding - students will describe, interpret and evaluate the works of professional choreographers and their own works.

Equipment:

Dance clothes (tights and shirt), A4 book, Dance Journal (\$6)

Costs:

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

\$125 for the Dance Academy include, workshops, music nights, entrance fees and costumes

Duration: Semester

Course Overview

Digital Technologies has been identified as a priority area by state and federal governments. It is characterised by frequent and rapid change. The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

Digital Technology aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

This course allows the students to determine their level of interest and ability before undertaking more specific IT qualifications in Years 11 and Year 12.

Course Outline

Unit 1

Image Manipulation for the web

- The social and ethical role of photo manipulation software in society.
- Adobe Photoshop image manipulation for the web.
- HTML programming language

Unit 3

3D modelling and electronics

- Using 3D modelling software to plan and create 3D models
- Preparing models for print.
- Using Arduino electronics to create simple circuits.
- Use the Arduino IDE to program circuits.

Unit 2

Web design and development

- Design and develop a website
- File management
- Site Management
- Templates
- Principles of Design
- Alpha and Beta testing
- Collect and analyse peer feedback
- Project management

Unit 4

Arduino Electronics/robotics.

- Work collaboratively to develop a solution to a client problem.
- File management
- Collect and analyse peer feedback
- Project management

Assessment Outline

Learning experiences include problem solving, collecting and analysing, communicating and collaborating. Assessment items in terms will address a range of skills in the use of software, seeking students to investigate, design, plan, manage, create and evaluate solutions for product development. There will also be a supervised written assessment that will address the student's knowledge and understanding of the topic content.

Costs

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees will be applicable.

Duration: Semester

Course Overview

The central aim of Year 10 Drama is to immerse students in all drama and theatre processes relevant to their future study in senior drama. This input places a strong emphasis on ensemble work, performance and understanding drama. Drama students will work together and focus on creating and rehearsing a scripted performance.

Drama in Year 10 presents a high level of learning in the areas of acting and theatre studies with the purpose of exposing interested students to the expectations of a Senior General subject. The assessment and expectations are of a senior level as is the commitment level anticipated from each student. At the conclusion of the unit students need to discuss with their teacher their ability to cope, their interest levels and their aptitude for the subject at a senior level.

Course Outline

Throughout Year 10, students will be involved in a number of theatre styles ranging from heritage to contemporary. These may include: Greek Tragedy, Shakespeare, Australian Drama, Indigenous Theatre, Physical Theatre, Verbatim, Process Drama, Collage Drama, Realism, Comedy, Melodrama, Improvisation. Students will engage in:

- analysis and evaluation of performances
- acting, directing, stage management, play writing skills and experiences
- creation of drama
- guest artists (where possible)
- investigation and development of theme/issue
- acting skills and techniques

Assessment Outline

Students must complete tasks listed below. Specific focus of task to be negotiated with teacher.

1. Presenting – performance of published and student devised scripts.
2. Forming – Creating drama through written, improvised or process drama.
3. Responding – Analysing and evaluating a performance.

Equipment

USB Flash Disk, 2 x A4 exercise books, display folder, glue

Costs

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees will be applicable.

Duration: Semester

Course Overview

The Year 10 English course has been developed to engage the prescribed requirements of the Australian Curriculum (refer ACARA) with the influence of guidelines from Education Qld (C2C).

Year 10 English students will all have the opportunity to develop capabilities in Language, Literature and Literacy. They will engage with a range of literary and non-literary texts to develop critical understanding.

Students who have been selected for the English Extension course will study the same program but in great depth. Selection and inclusion in the extension class is at the HOD's discretion and requires that a predetermined minimum B level of achievement be maintained.

Course Outline

- Political Cartoons: Understanding through words and visuals in texts and contexts
 - Creative Writing: transformation from a documentary
 - Literature: Reading, interpreting and responding to a Shakespearean play
 - Novel: Reading and responding to a contemporary literary text which explores social issues in Australia
 - Comparing and contrasting values, attitudes and ideas across time
- Non-literacy texts including film: Heroes-

Assessment Outline

Year 10 English students will be assessed across a range of written, spoken and multi-modal tasks.

Equipment

USB memory stick, A4 exercise book, pens, pencils, highlighter pens

Costs

No Subject Contribution Fee applies, however general class excursions may be conducted throughout the year and additional fees may be applicable.

N.B. It is expected that all students must achieve a minimum SA achievement by the end of Year 10, to qualify for placement into Year 11.

Duration: Semester

Course Overview

Junior Secondary units in Food and Nutrition provide students with an introduction to the potential of a hospitality/business future and the opportunity to experience a range of kitchen and merchandising alternatives in an integrated experience. The focus is on the practical application of food production, workshop skills, packaging and merchandising. Each unit reflects outcomes to be reached in Junior Secondary thus providing a clear understanding of both practical and theoretical expectations for future study pathways.

Objectives

Food and Nutrition endeavors to improve the quality of life by assisting the individual's development of knowledge, attitudes, skills and values, which form a necessary part of personal and community life.

The objective of this subject is to prepare students for the practical aspects of everyday life and uses practical everyday examples to develop core skills, extension writing and interpretation of information in preparation for future career choices.

In lines with the aims of senior schooling Food and Nutrition seeks to develop confident, self-directed, knowledgeable people.

Course Outline

Year 9 units in Food and Nutrition introduces students to concepts and practices employed in hospitality, business and work environments. They will explore a wide range of technology with both practical and theoretical outcomes, kitchen and food preparation, presentation, packaged, marketing and costing. Each unit is an opportunity to develop fine motor skills, confidence in technology, working in teams, resolution and life skills.

Assessment Outline

- Theory exam – consisting of multiple choice questions and short response items.
- Practical cooking – weekly practical cooking as prescribed by the teacher.
- Folio – folio work relating to café style foods and menu.

Special Requirements/Costs

Students will be required to bring ingredients from home as required for take home practical cookery, together with an appropriate food storage container. Take Home Recipe booklets with corresponding dates will be handed out in advance each term.

Students are also required to tie hair back and wear closed in leather shoes in the kitchens.

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Semester

Course Overview

This course covers two discrete strands of study – History and Geography.

History explores the making of the modern world from 1945 to the present day. It was a period of social upheaval and conflict which challenged the established order of the world. Nationalism and imperialism were redefined.

Geography helps students to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world and propose actions designed to shape a socially just and sustainable future.

The History/Geography Extension course covers the same topics as History/Geography; however this course work is covered with greater rigor and depth.

The skills covered in History and Geography contribute to the overall academic wellbeing of all students by aiding their ability to collect, evaluate, analyse and interpret information and suggest possible solutions to challenges facing the world in the past, present and the future. These skills can be applied in everyday life, across other subjects, in tertiary study and at work.

Objectives

By the conclusion of the course of study, students will develop a knowledge and understanding of cultures, historical events and environmental phenomenon through the processes of –

- investigating sources
- communicating information through written and oral modes
- participating in a variety of learning experiences
- reflecting on thinking and learning

A course of study in SOSE promotes the development of skills and knowledge that students can apply across all aspects of life and work. It encourages the capacity and willingness to be active and informed citizens who value lifelong learning.

Course Outline

History - World War II and Human Rights 1945 – Present

Geography - The Geography of Human Wellbeing

Assessment

Assessment may include the following:

- Response to stimulus exam
- Essay
- Research task (either written or multi-modal)
- Oral presentation

Subject Fees

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Semester

Course Overview

These units are designed to assist students in their selection and suitability for areas of study in the Senior Hospitality options. During the course of study in each unit students will sample aspects of the relevant senior course and be provided with scaffolded learning experiences in preparation for senior phase studies. Students considering Certificate II or III in Hospitality and Hospitality (Applied) in the senior school are strongly encouraged to select Introduction to Hospitality

Course Outline

- Introduction to Hospitality
- Developing practical skills
- Café style food and beverage

Assessment Outline

Students must complete tasks listed below. Specific focus of task to be negotiated with teacher.

- Theory Exam - Consisting of multiple choice questions and short response items.
- Practical Cookery - Weekly practical cookery as prescribed by teacher
- Folio - Folio of work relating to café style foods and menu

Equipment

An exercise book, weekly practical cookery ingredients, covered leather shoes, USB Flash Disk

Costs

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable. Ingredients for weekly cooking.



Duration: Semester

Course Overview

Industrial Technology and Design at Elanora State High School comprises the three areas of “Wood/Plastics Technology”, “Engineering Technology” and “Graphical Communication”. These areas consist of various semester units structured to provide the context for students to develop a unique repertoire of knowledge, practices and dispositions. Each semester unit will consist of a Wood/Plastics Technology component along with an Engineering Technology component. Graphical Communication will be integrated across each unit.

Course Outline

Semester 1 - This unit allows students to develop woodworking and planning skills and to appreciate properties, features and applications of timber and plastic properties. Students will also be introduced to and develop knowledge and skills in sheet metal.

(Suggested projects: Sheet metal Toolbox/ Trinket Box)

Semester 2 - This unit allows students to further develop knowledge, processes and skills in Wood/Plastics and Engineering. Emphasis is placed on specific jointing methods and applications. Fitting and fabrication of metal products along with basic centre lathe operations are also an integral component.

(Suggested projects: Battery Puller/Chessboard Case)

Assessment Outline

Classwork, Practical skills test, Theory test, Assignment/Folio

Equipment

A4 Display Folder, USB, diary, pencil case (with blue/black/red pens, 2H pencils, eraser and a ruler).

Costs

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Semester

Course Overview

The study of languages contributes to the general education of all students. Learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The Australian Curriculum recognises Australia's distinctive and dynamic migration history. Language learning builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social and cultural practices and identities as well as those associated with speakers of the language being learnt.

Learning languages also develops students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

Course Outline

Languages is organised by two interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning.
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

Content descriptions aim to ensure that students develop the skills, knowledge and understanding required to communicate in the target language, to understand language and culture and to develop an intercultural capability in communication.

Specific details to be advised pending release of the Australian curriculum.

Assessment Outline

Classwork, Practical Skills test, Theory test

Equipment

USB, A4 exercise books, pens/pencils/ highlighter pens

Costs

No Subject Contribution Fee applies, general class excursions may be conducted throughout the year and additional fees may be applicable.

N.B. This course may only be offered if student numbers allow otherwise this course may be offered through the Brisbane School of Distance Education.

Duration: Full Year

Course Overview

Year 10 Mathematics has been developed to prepare students to function mathematically in everyday living.

Course Outline

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. They compare data sets by referring to the shapes of the various data displays. Students describe statistical relationships between two continuous variables. They apply trigonometry to solve right-angled triangle problems.

Assessment Outline

Year 10 Mathematics students will be assessed across the criteria of Knowledge and Procedures (KAPS), Modelling and Problem Solving (MAPS) and Communication and Justification (CAJ). Each semester students will sit two examinations (one test per term) and one assignment in the form of an open investigation or report. Students will achieve in the range of A-E for each criterion and an overall rating or achievement level of A-E will be reported each semester.

Equipment

All students must follow the Mathematics Department Bookwork Policy. Students must have the textbook, scientific calculator (with M+ and sin/cos/tan buttons), pencil case (with pens/pencil/ruler/protractor/glue/scissors) and their notebook with them at all lessons.

Costs

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Music

Faculty: The Arts

HOD: Debra Harrison

Email: dharr38@eq.edu.au

Duration: Semester

Course Overview

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the musical heritage of a range of cultures.

Studying music fosters students' expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas. Students become adaptable and innovative problem-solvers, making informed decisions and, as inquirers, develop their ability to deconstruct and critically evaluate. The discipline and commitment of music-making builds students' self-esteem, personal motivation and independence as well as providing opportunities for the refinement of their collaborative teamwork skills. **Partnership Program:** Students enrolling into Music have the opportunity to undertake further study in the Instrumental Music program. Please see Part C.

Course Outline

The focus of this unit is to develop students' understanding and appreciation of various musical genres through immersion into these via three assessment avenues:

- Musicology (Analysis)
- Composition
- Performance

Assessment Outline

- Musicology - Students will be introduced to musical terms and descriptors and assisted in understanding the correct application of these.
- Composition - They will also be introduced to industry standard musical technology (Sibelius and Pro Tools) and will be required to demonstrate their understanding of these through writing and recording their own unique compositions.
- Performance - Performance requires students to develop skills on an instrument and be able to perform (in studied genres) to their peers as audience members.

Equipment

USB Flash Disk, A4 exercise book (no manuscript pages necessary), Blank CDs (for submission of recordings) and Headphones

Costs

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Music – Instrumental Music

Faculty: The Arts

HOD: Debra Harrison

Email: dharr38@eq.edu.au

Duration: Full Year

Course Overview

For some people Instrumental Music is the epitome of the musical experience. For others, it is the extension of the pleasures of music listening and involvement. From whichever position one starts, instrumental music learning is a powerful adjunct to the development of a student's musical expression and appreciation.

The overarching purpose of the Instrumental Music Program is to provide children with the opportunity to experience the expressive qualities of music through learning to play a band/orchestral instrument and to participate in performance ensembles such as concert bands and orchestras.

Course Outline

- Year 10 - Ensemble music for both main and small ensemble

Assessment Outline

Regular participation in ensembles as well as lessons throughout the semester, along with completing set work provided in lessons. An option to sit external AMEB exams (at the student's expense) can be arranged for those students interested.

Equipment

Musical instrument (some available for loan from school), Method Book (either "Standard of Excellence" or AMEB Book), USB plus maintenance items for the specific instrument

Costs

General class excursions will be conducted throughout the year and additional fees may be applicable. For students utilising school equipment an Instrumental hire fee will be applied. Please refer to schedule of fees.

Duration: Semester

Course Overview

Students are introduced to styles and techniques of contemporary photographers. Theme based tasks and deadlines apply to the products produced for assessment. These include on location shooting using a DSLR camera and manipulating images in Adobe, Photoshop CC and Bridge; filming and editing in Adobe and Premiere Pro CC.

Course Outline

- Research Photographers
- On Location Shoot using DSLR cameras
- Photo-shoot on location
- Stop Motion Film

Assessment Outline

- Folio of work of prints and technical information.
- Visual journal of experiences, experiments, development of ideas and manipulated images.

Equipment

USB Flash Disk, Journal, DSLR camera optional

Costs

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. Journal purchase at student discretion – please see teacher for pricing.

Duration: Semester

Course Overview

This unit is designed for students who are considering studying Physical Education in the senior school. The content of the unit relates directly to the Senior Physical Education course where students will be required to participate in a range of physical activities and complete written tasks related to the physical activity studied. Feedback will be provided to students as to suitability for the senior course.

Course Outline

Term 1

Practical areas may include topics such as Volleyball, Badminton and Tennis (net games).
Theory topics will include Skill Acquisition and Sport Psychology.

Term 2

Practical areas may include topics such as Basketball, Touch, Soccer and Netball (invasion games).
Theory topics will include Energy Systems and Anatomy

Assessment Outline

A range of written and physical tasks including a short answer exam, persuasive essay, analytical essay and a multi-modal group presentation.

Equipment

USB Flash Disk, 1 x A4 exercise book, display folder

Costs

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Semester

Course Overview

The Sciences at Elanora State High School prepare students for careers across a wide range of fields, catering both for the university bound academic student and the trade and industry bound student.

Course Outline

In semester one all students will study a course called *Science for Everyone*. This is a general science course in which aspects of biological, chemical, physical and earth and space sciences will be studied. Students will perform investigations and practical experiments. Areas of study include Astronomy, Genetics and Evolution, along with some experimental chemistry and physics.

See Part C for information about the Griffith University Guaranteed Entry programs and Southern Cross University programs available in Years 11 and 12.

Assessment Outline

Students will be assessed using a variety of strategies including tests, assignments and practical activities. Students will continue to be challenged to investigate the phenomena that science seeks to explain and understand.

Equipment

Textbook, exercise book, USB, diary and pencil case (with blue/black/red pens, pencil, eraser and a ruler). Students will need to purchase one pair of rubber gloves.

Costs:

No Subject Contribution Fee applies, general class excursions will be conducted throughout the year and additional fees may be applicable.

Duration: Semester

Course Overview

Students intending to undertake Visual Art in Years 11 and 12 should select Year 10 Visual Art. The semester-long unit reflects the nature of the depth and breadth of arts practice in both tertiary institutions as well as industry. This integration unit provides an active participation in multiple arts media (2D, 3D and time-based media) modelled on the requirements of the Senior Visual Arts course. The core concepts of Year 10 Visual Art stem from the fundamental artistic and creative practices embedded within Years 8 and 9 Art studies.

Students should be aware the philosophical underpinnings involved in a study of contemporary art at a senior level requires a maturity inherent in their behaviour and responsibility. Much of the work undertaken is processed in a studio situation where students are required and trusted to work semi autonomously.

Course Outline

Year 10 Visual Art explores Post-modern art, introducing students to the styles and techniques of contemporary image making while encouraging autonomous studio-style working.

Students will create a folio of either experimental mixed-media works leading towards a major sculptural or mixed-media work or a major film based work that reflects their understanding of post-modern philosophy. Students will consider more than the canvas in the presentation of their work.

A wide range of media and image/sculpture making techniques are experienced including ink, graphite, acrylic, shellac, charcoal, contè, pastel, impasto, surfacing, wax, ceramics, assemblage, printmaking, in addition to gaining basic understanding of the digital programs and processes of Adobe Creative Suite – Photoshop, Premiere Pro, After Effects and Illustrator.

Assessment Outline

- Folio of work from student's chosen area of application within the overall practical framework.
- Visual journal – a diary of experiences, experiments and development.
- Theoretical component – written demonstration of student's understanding of Post-modern arts philosophy.

Equipment

USB device recommended, visual journal, 2B pencil

Costs

This subject uses a higher level of consumable resources and attracts an additional Subject Contribution Fee. Refer to Student Fee Schedule. Journal large \$10.00

Health Support Services – Certificate II

Faculty: Senior Schooling HOD: Jai McCulloch jmccu12@eq.edu.au



| | | | |
|-----------------|---|-------------------------------|---|
| General Subject | N | Applied Subject | N |
| QCE Points | 4 | VET Certificate Qualification | Y |

Registered Training

Organisation **Blue Stone**

Medical & Professional

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Course Overview

This course will equip students for employment while they are still at school, through a structured learning environment. The theory component will be delivered with quality controlled resources and practical skills delivered to the students with current industry equipment. At this level of training the students will complete tasks under supervision involving known routine and procedures or complete routine variable tasks in collaboration with other in a team environment.

Structure

| Core Competencies | Additional Competencies |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Work effectively with others• Communicate and work effectively in health• Comply with infection control policies and procedures• Participate in WHS Processes• Contribute to health and safety of self and others | <ul style="list-style-type: none">• Use business equipment and resources• Deliver a service to customers• Process and maintain workplace information• Produce simple word processed documents• Create and use spreadsheets• Use business technology• Handle mail• Organise and complete daily work activities• Communicate in the workplace |

Assessment

Competency based determined by performance criteria within the training package. Includes theory and some practical work

Subject Fee

This subject has a fee component payable to the RTO. VETiS funding is applicable to some courses.