

MIRANI STATE HIGH SCHOOL



Year 10 Curriculum Handbook 2024

Contents

1. Year 10 Curriculum Philosophy at Mirani State High School	4
1.1. Letter from the Principal	4
1.2 Global Statement	5
1.3 The Year 10 Curriculum	6
The Core Program.....	7
Assessment and Reporting.....	7
The Assessment Planner.....	7
Student Education and Training Plans.....	8
1.4 Study Tips	8
1.5 Homework Guidelines	9
1.6 The School Diary	10
1.7 The e-Learning Centre	10
2. Elective Key Learning Areas Overview	11
2.1 What is THE ARTS?	12
2.2 What is HEALTH and PHYSICAL EDUCATION?	14
2.3 What is LANGUAGES ? (Languages Other Than English)	15
2.4 What is HUMANITIES and SOCIAL SCIENCES?	16
2.5 What is DIGITAL TECHNOLOGIES?	17
2.6 What is INDUSTRIAL TECHNOLOGY?	18
2.7 Preparatory Subject Selection Guidelines	19
How do you choose preparatory subjects?.....	19
What guidelines should you follow?.....	19
Making a decision about a combination of preparatory subjects that suit you.....	20
Need further help?.....	20
The Heads of Departments/Subject Area Co-ordinators.....	20
2.8 Subject Selection Form	21
2.9 The Preparatory Subjects	22
2.10 The Arts Preparatory Subject Pathways	23
Visual Art: Popular Culture Social Comment / Visual Storytelling: retold histories - ART.....	24
Drama: Verbatim Cinematic Theatre / Contemporary Performance - DRA.....	25
Dance: Australian Contemporary and Popular Dance / Contemporary Dance and New Media - DAN....	26
Media Arts – Unreal & Genre Film - MED.....	27
Music – Tribal Beats & Raise the Roof - MUS.....	28
2.11 Health and Physical Education Preparatory Subject Pathways	29
Health and Physical Education - HPE.....	30

Hospitality and Catering - HCA.....	31
Early Childhood Studies - JES	32
2.12 LANGUAGES Preparatory Subject Pathways	33
Japanese - JAP	34
2.13 Humanities and Social Sciences Preparatory Subject Pathways	35
Civics and Citizenship (Legal Studies) – JLS	36
Business and Economics – JBS	37
2.14 Industrial Technology Preparatory Subject Pathways	38
Engineering Principals and Systems - Junior Graphics – GPH	39
Materials and Technologies specialisation - Junior Engineering – JEN.....	40
Materials and Technologies specialisation - Junior Construction – JCO.....	41
Engineering Principals and Systems - Systems and Control – SYS	42
2.15 Digital Technologies Preparatory Subject Pathways.....	43
Digital Technologies - DIG	44

1. Year 10 Curriculum Philosophy at Mirani State High School

1.1. Letter from the Principal

Dear Students

There was a time when Year 10 was considered as the final year of the Junior School and Year 11 as the start of Senior School. Changes in our school curriculum and changes introduced by Education Queensland mean that Year 9 is now seen as the last year in the “Junior Secondary Phase of Learning”, from Years 6 to 9, and Year 10 is the first of three years in the “Senior Phase of Learning”, from Years 10 to 12.

So, welcome to Senior Schooling!

Year 10 is a year of consolidation as well as preparation – consolidating your learning up until now and preparing you for courses of study in Years 11 and 12. Year 10 subjects have been designed to bridge the apparently large gap that used to exist between Year 10 and the standards and expectations of Years 11 and 12 Syllabuses. They are also designed to give you a head start in some Vocational subjects.

Use this Preparatory Subjects Handbook to help select subjects in which you will do well, which you enjoy and which could assist in your course of study in Years 11 and 12. Use other resources as well to help your selection – listen to the subject talks and your Career Planning lessons, meet with the Guidance Officer, talk to your parents and teachers. Think about your goals and how you might get there. Work with your teachers to develop your Senior Education and Training Plans for your Senior Years of Schooling, so that you can experience success in all aspects of school life while at Mirani High. Your level of achievement at the end of Year 10 will determine your subject choice in Year 11. Ensure you aim for your best possible result!

Best Wishes for Year 10



Mr Matthew Horton
Principal

1.2 Global Statement

At Mirani State High School our curriculum exists both within and beyond the classroom. We encourage the development of enterprising, resilient, thinking and caring students. Students will have opportunities to:

- achieve the fundamental literacy, numeracy and citizenship outcomes necessary for productive and fulfilling life choices and pathways;
- value life-long learning and be responsive to change;
- be prepared to contribute to society as lifelong performers.
- Through the curriculum, in all its dimensions, we aim to do the best for our students. Therefore, we will remain responsive to challenges and be proactive in change.
- At Mirani High School we believe that every student can learn and every teacher is capable of engaging students in quality learning activities.

Through our curriculum we will:

- strengthen intellectual engagement of both students and teachers;
- understand and cater for the interests, needs and learning styles of individual students;
- provide quality programs and learning experiences, which reflect student needs and interest;
- value students achieving at least a competent level of control over the core elements in English, Maths, Science, History and Health and Physical Education;
- provide coherence and developmental sequence in the Arts and Technology;
- value the different elements of senior school education equally;
- maximise the pathways available to students improving their access to training, employment and higher education.

Underlying Principles:

- English, Maths, Science, History and Health and Physical Education and will form the basis of the common curriculum throughout the compulsory years of schooling.
- The senior curriculum will maximise exposure to the cognitive verbs.
- There will be an integration of numeracy, literacy and information technology across the curriculum.
- The curriculum will be current, relevant, meaningful and rewarding for learners and teachers.
- There will be an emphasis on intellectual quality.
- The Year 10 curriculum will aim to prepare students for the Senior Phase of Learning.

1.3 The Year 10 Curriculum

Year 10

The Year 10 curriculum (2023) is made up of:

- **The Core Program** - Three (3) lessons each of compulsory English and Mathematics, two (2) lessons of compulsory History, two (2) lessons of compulsory Science and two (2) lessons of Health and Physical Education and Well-being and one (1) lesson of Wellbeing.
- **Preparatory Subjects** – Three (3) subjects chosen from any of the following Faculty Areas: Industrial Technology, Physical Education, The Arts, Business, Home Economics and Social Sciences. Each subject will be studied for two (2) lessons each week for the *entire* year. Care should be taken when choosing these subjects as they need to reflect student interest as well as possible pathways in Years 11 and 12.

English	3
Mathematics as per achievement	3
Science	3
History	2
HPE	2
Wellbeing	1
Subject Choice 1	2
Subject Choice 2	2
Subject Choice 3	2

Periods (70 min) per week

The Core Program

The continued delivery of the National Curriculum through school-based work programs for English, Mathematics, Science, History and Geography. The National Curriculum is a framework used by all schools to ensure that teaching and learning is balanced and consistent. As English and Maths are the only compulsory subjects for students to study in Senior, the Year 10 Core Program also brings students in line with the philosophy of Senior Schooling for these subjects. Courses in English and Mathematics are designed as stand-alone classes which aim to bridge the gap between Year 9 and the Senior School by consolidating current knowledge and skills while challenging students to grow as learners.

Assessment and Reporting

In the junior school, assessment is continuous through class activities and tasks. While most work will be completed in class time, students may need to complete set tasks in their own time. There will be a minimum of one major assessment item in each unit or preparatory subject.

As students' progress through Year 8 to 10, there is an expectation that they will progressively spend more of their own time completing assessment tasks independently. The school's Student Code of Conduct and Assessment Policy work in conjunction with strategies for dealing with Late and Non-submission of Assessment.

Reporting at the end of each semester will indicate levels of achievement for the core program delivered to that point of time and preparatory subjects studied. Parent Teacher interviews are held in Term 2 and Term 3, as well as during the development of the Student Education Training Plan (SET Plan). The SET Plan is a tool for students to document their pathways beyond Year 10.

The Assessment Planner

Early in each semester every student will be provided their very own individual Assessment Planner, a schedule of due dates for assessment items. The Semester One planners are sent out by mail, the Semester Two planners handed to each student at school to take home. It is the responsibility of the student to translate these dates into workable study / completion programs.

It is important that at the earliest opportunity, students draw up a plan for the successful completion of these assessment items.

Changes to these assessment schedules may only be made by the subject Head of Department and will be notified to parents and students through the home newsletter. Likewise, extensions to assessment due dates may only be granted by a Head of Department, after consideration of the circumstances. However, it is only in extenuating circumstances that an extension will be granted the day before, or on the due date, at the discretion of the Principal.

Student Education and Training Plans

The Queensland Government has introduced new laws, effective from 2006, which require young people to be learning or earning. All young people will be required to complete Year 10 at school and go on to undertake a further two year education and/or training, or until they achieve a Qld Certificate of Education or Certificate III vocational qualification or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

After completing Year 10 your child will be able to choose from a broader range of learning options leading to a Senior Certificate or a Certificate III vocational qualification. In order to make the most of this opportunity, they will need a plan. The Senior Education and Training (SET) Plan is a key part of the Queensland Government's Education and Training Reforms for the Future initiative. It is an important step for young people. It is a time when they make choices about their future education and/or training.

The SET Plan should be designed to map your child's individual learning pathways through the Senior Phase of Learning. At this school the Year 10 Work Education Teachers will work with your child to develop and then implement their SET Plan. The involvement of parents/carers in helping young people make important decisions about their future education, training and employment is vital to the success of the plan. The SET Plan process is to assist your child to make good choices. Your child can use their SET Plan to build on unique strengths and to work towards the Qld Certificate of Education, a Certificate III level vocational qualification and/or a viable work option.

1.4 Study Tips

Only in exceptional circumstances will a student achieve to their ability without a regular study program or study skills. In order to study effectively a student must have a quiet, studious area (generally not the bedroom) in which to do work. Study must be done on a regular basis. The best time of day to study depends on many things, and is best negotiated in the home considering such things as duties/chores at home, commitments (sport, clubs etc.), leisure time and part-time work.

As stated before study needs to be regular and should involve such activities as:

- set homework;
- editing of notes from class;
- reading the textbook;
- reading other material around a particular topic;
- redoing/revisiting work to identify areas of strength and weakness

There is an expectation that study time increases and includes revision work as exams approach. This should begin as early as two weeks before the exam.

1.5 Homework Guidelines

These guidelines have been produced based on the following information:

- The latest brain research on how to retain knowledge.
- The school's high expectations for all students to work to achieve their best.
- The need to prepare students for the rigours of senior.

The following are guides to the amount of time a student should be doing per night if they are to make the most of their time at Mirani.

- **Year 7, 8 & Year 9** 1 hour per school night
- **Year 10** 1½ hours per school night
- **Year 11 and 12** 2 -3 hours per school night (min)

Homework at Mirani may involve four types of activities.

- 1. Revising the day's work.** Brain research shows that if you want to retain information in the long term you need to practise the idea (mind mapping/repeating it/using it/teaching it to someone else):
 - 1 hour after you first learn it
 - Within 48 hours of learning it
 - 7 days after learning it
 - 1 month after learning it (if it's still there then you've got it)
 - 6 months after learning it.

NB: So students should be reading over or mind mapping the work covered in class that day and this can be set as homework in their diary.

- 2. Completing set activities.** This may be a weekly worksheet, spelling list, question or activities which are based on the day's work, or a specific phase of an assignment process. It is work that may be written in the diary and checked and consequences given if it is not completed.
- 3. One of the phases of the assignment process** – either researching, planning, drafting or checking final copy.
- 4. Reading** to make up the allotted time for each Year level. This may be a set text or general reading of fiction/non-fiction novels. Parent signature may be required in a diary as proof of completion.

NB: Some students may need more/less time to complete some set tasks. This differentiation is considered when setting homework.

Some Tips and Tricks

- Encourage students to do their computer work first. If they stay up late the light from the computer screen can affect their cortisol levels which means they may have less, and poorer, sleep.
- Encourage them to take breaks every 20 minutes or so to stay alert
- Drink water, and minimise the caffeine-based drinks as they will only make them alert, but limit their ability to remember and recall information.

1.6 The School Diary

Each student will be issued with a school diary. It is expected that each student will have this diary at each and every class.

The Diary is to be used for recording homework requirements, due dates for assessment, reminders, and for carrying messages between home and school. It is an essential tool, which each student needs to learn how to use effectively.

The Diary is not for writing graffiti in, plastering with numerous magazine pictures, or for writing messages to other students. If a student possesses a diary in such a state, a request for the purchase and use of a new diary will be sent home.

1.7 The e-Learning Centre

The e-Learning Centre offers a variety of services from 8.30 am onwards. Divided into a number of flexible areas; it provides a venue for research, study, internet research, homework and private reading.

Students also have access to a photocopier, scanning facilities and colour printing, which they can use for a small cost.

The catalogue is online which means students can access the collection and check for item availability prior to researching for items. Books can be borrowed for up to two weeks. Teachers can 'freeze' books for class use - allowing greater access to all students. Students are encouraged to engage the assistance of the e-Learning staff at any time.

2. Elective Key Learning Areas Overview

MIRANI STATE HIGH SCHOOL



2. Elective Key Learning Areas Overview

2.1 What is THE ARTS?

The Arts is about developing creative talents, competencies and skills that can be transferred to working and recreational lives. In our school these talents can be developed in the areas of Dance, Drama, Music, Media and Visual Arts and integrated preparatory subjects.

The Arts Course Statements:

Dance

- This strand focuses on using the human body to express ideas, considering specific audiences and purposes by manipulating dance elements in different styles of dance sequences.
- The culture of dance and cultural influences on dance are explored as students learn about a range of dance genres. They also have the opportunity to learn how to manipulate dance elements in traditional and non-traditional performance areas. Dance students also learn to alter and embellish dance movements to suit their purpose.
- Dance students formulate ideas, problem-solve and make decisions about dance elements and skills as they create, refine, rehearse and perform. They also evaluate performances, justifying their position and using reflection to inform future dance experiences.

Drama

- This strand focuses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events.
- While interacting in a range of roles, relationships, situations and contexts, students investigate feelings, actions and consequences.
- They develop confidence and self-awareness as they collaborate to prepare and present drama.
- They develop understanding of the forms, styles and purposes of drama in various contexts.

Music

- This strand focuses on students making music and developing the ability to think and express themselves in sound.
- Through immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music. This develops the ability to hear what is seen and see what is heard.

Visual Arts

- This strand focuses on students making, displaying and appraising images and objects.
- Students develop perceptual and conceptual understandings of visual language, enabling them to be visually literate in the symbol systems and visual communication of cultures and societies, past and present.
- They engage in experiences to develop personal expression, aesthetic judgement and critical awareness.
- Students get satisfaction and enjoyment from making images and objects and displaying them.

Media Arts

- This strand focuses on students producing and responding to meaning in media texts.
- Students develop an understanding of five interrelated key concepts that are common to communicating through all forms of media: media languages, technologies, audiences, institutions and representations.

Please Note: Preparatory subjects are offered subject to class size and resourcing constraints (including facilities and staffing)

2.2 What is HEALTH and PHYSICAL EDUCATION?

The Health and Physical Education Department offers subjects aimed at developing life skills and the promotion of an active and health-based lifestyle. The study areas include Hospitality, Early Childhood Studies, Physical Education and Wellbeing.

Physical Education

- Physical Education focuses on enhancing physical performance in games, sports and other physical activities through, monitoring and evaluating movement sequences; applying movement concepts; and improving strategic awareness in games, sports and other physical activities. It examines a range of factors that influence attitudes towards, and participation in, physical activity. Physical Education also provides opportunities for participation in activities that develop understanding and skills in relation to health-related fitness.

Wellbeing

- Students are encouraged to make informed choices and take actions that promote wellbeing in individuals and families.

Early Childhood Studies

- Early Childhood Studies prepares students for work in the demanding Children's Services Industry. The focus of the course is on child development, literacy development, childhood nutrition and babies.

Hospitality & Catering

- Hospitality prepares learners for work in a dynamic and challenging society, in the areas of food and nutrition, human development and relationships, living environments and textiles. The focus of the course is on front of house and kitchen operations.

Please Note: Preparatory subjects are offered subject to class size and resourcing constraints (including facilities and staffing).

2.3 What is LANGUAGES ? (Languages Other Than English)

Languages other than English are a means of communicating across cultures and promoting socio-cultural understanding and competence. Languages prepare learners for meaningful, productive lives in a culturally and linguistically diverse society and help learners relate positively to the richness of human diversity. Languages are important as a medium of interpersonal relationships, of thought and of learning about the world.

Language learning gives access to alternative meanings through interaction with another culture and exposes the individual to a broader range of knowledge as defined by that culture. This encourages openness to new ideas and ways of knowing. It provides students with an alternative way of expressing themselves and an opportunity to participate more fully in the global community. It enables students to widen the sphere within which they interact and to access information directly from the cultures which use the language.

The Japanese Course Statements

- Japanese offers an opportunity for learners to study a unique language that uses a variety of character-based scripts.
- The Japanese language deeply reflects the complexity and cultural heritage of Japanese society.
- Through studying Japanese, Queensland students are able to develop sensitivity towards the values and perspectives of the Japanese people.

Please Note: Preparatory subjects are offered subject to class size and resourcing constraints (including facilities and staffing).

2.4 What is HUMANITIES and SOCIAL SCIENCES?

This key learning area encourages young people to be active participants in their world. Students bring to the Social Sciences their understandings about what it means to be young at this time. They appreciate and apply different perspectives to deepen their understandings. Students develop abilities to reflect on the values of democratic process, social justice, economic and ecological sustainability and peace to make decisions about issues related to societies and environments.

The Humanities and Social Sciences include:

Civics and Citizenship (Legal Studies)

Students examine the nature and functions of the Australian Legal system, the processes of lawmaking and its implementation, especially in issues and situations that are likely to have an impact on their daily lives. Students will investigate topical legal issues and participate in mock trials.

Business and Economics

Students examine how businesses and governments work and the impact on you as a worker or spender in the marketplace. Students examine the growth of globalisation and Australia's international trade relationships. Students will become knowledgeable learners, active investigators and complex thinkers capable of living in an interdependent world.

Please Note: Preparatory subjects are offered subject to class size and resourcing constraints (including facilities and staffing).

2.5 What is DIGITAL TECHNOLOGIES?

In Digital Technologies, you'll have an exciting opportunity to delve into networked digital systems, understanding their control and security implications. Get hands-on with data compression and discover the importance of separating content from presentation. You'll become a pro at planning and managing projects iteratively, tackling complex problems with both functional and non-functional requirements in mind. Develop your skills in designing user experiences, algorithms, and modular programs, including object-oriented programming.

Data privacy and security will be key focuses, and you'll learn to confidently select and validate data for your projects. Put your solutions to the test, predict outcomes, and implement digital marvels. Learn to evaluate your creations, considering factors like risk, sustainability, and innovation potential. Collaborate with peers online, establishing protocols for data use, transmission, and maintenance.

This thrilling tech journey awaits you in Year 10 Digital Technologies! So, if you're passionate about technology and love solving problems, this is the subject for you! Don't miss out on this incredible learning adventure!

Digital Technologies:

- Equips students with essential skills for the future, applicable to various career paths and leisure activities.
- Offers a hands-on, practical approach to Technology Practices, coupled with exposure to Industry Standard tools and facilities.
- Encompasses a range of subject areas, including database-driven websites, artificial intelligence engines, and simulations, fostering numeracy and literacy throughout the curriculum.
- Enables students to explore the world of networked digital systems, understanding control, security implications, and data management.
- Focuses on data compression, data separation, and the design of user experiences and algorithms.
- Provides opportunities for collaboration, project planning, and iterative development to tackle complex problems effectively.
- Emphasises data privacy, security, and responsible data use in digital projects shared online.
- Cultivates critical evaluation skills, considering risk, sustainability, and innovation potential in digital solutions.
- Encourages creativity and innovation, empowering students to shape the future of technology confidently.

2.6 What is INDUSTRIAL TECHNOLOGY?

Industrial Technology is about the design and development of products, which meet the needs of individuals, the community and businesses. In our school, design challenges can be met in the areas of Business Education, Home Economics and Manual Arts.

Technology Course Statements:

Industrial Technology

- Provides students with opportunities to develop lifelong practical skills essential to many future career options and leisure activities.
- Students will be involved in a hands-on practical approach to Technology Practices as well as being exposed to Industry Standard facilities.
- The subject areas covered include Construction (woodwork), Engineering (metalwork) and Graphics, and incorporate the ethos of numeracy and literacy across the curriculum.

Please Note: Preparatory subjects are offered subject to class size and resourcing constraints (including facilities and staffing).

2.7 Preparatory Subject Selection Guidelines

How do you choose preparatory subjects?

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in Year 10, and later the selection of subjects for Years 11 and 12. These are important decisions since they may affect your career plans when you leave school. Your course selections can also directly affect your success at school and how you feel about school.

What guidelines should you follow?

1. Keep your options open

It is wise when looking at preparatory subject choices, to keep your options open. Even though you may have studied a range of subjects in Years 8 and 9, it is important to find out as much as possible about the preparatory subjects offered in Year 10. Some of the preparatory subjects will be new, and others may have the same name as in Years 8 and 9 or will be a little different.

To find out about the preparatory subjects offered:

- read the preparatory subject information in this preparatory subject handbook;
- ask Heads of Departments and teachers of particular preparatory subjects;
- look at books and materials used by students in these areas;
- listen carefully at Careers talks and subject selection nights.

2. Build in variety

This means choosing a selection of subjects, which makes it possible for you to continue thinking about your career choice over the next year before making more specific choices for Senior Schooling in Year 11. Building in variety to your selections will also give you an opportunity to learn new things and meet new people and teachers, and perhaps start a new interest for you that you didn't have before.

3. Think about career options

It is helpful to have some ideas about possible career choices at this stage, even though plans may change and decisions may be reviewed in your senior years. The school has a program to help with career exploration. The guidance officer or your career counsellor is also available to discuss subjects, courses and careers at any stage.

Considering Guidelines 1, 2 and 3 above and the following:

- Choose preparatory subjects you are good at,
- Think about preparatory subjects that you enjoy doing,
- Consider preparatory subjects that are helpful for your future subjects at Mirani High School, and
- Think about your preferred job options.

These considerations will enable you to choose from a range of preparatory subjects that are designed to:

- Further develop your interests and practical skills in a particular area/s.
- Or allow one last chance for students to try a preparatory subject area/s they have not yet experienced.

Making a decision about a combination of preparatory subjects that suit you

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the person you *think* will be the teacher
- “only the boys or girls take that subject” (all subjects have equal value for males and females).
- older brother / sister did not like the subject

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain preparatory subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

Need further help?

Be prepared to ask for help

If you need more help then seek it, or you may regret it later. Talk to your parents, teachers, guidance officer, year co-ordinator and principal. Make use of the school subject selection program. Look at the resources suggested in this article. You’ll be doing yourself a favour.

The following people are available to answer your questions and give you guidance in making these tough choices:

The Heads of Departments/Subject Area Co-ordinators

English	Mr Ethan Ross
Mathematics	Mr John Klein
Science	Mr John Dixon
Humanities and Social Sciences & Languages	Ms Scarlett Adams
The Arts	Mrs Stacey Skipper
Industrial Technology	Mr David Lade
Health and Physical Education	Ms Eloise Smith
Digital Technologies.....	Mr Christn Ravisash
The Guidance Officer.....	Mr Shaun Hutchinson
The Deputy Principals	Mrs Jodi Bonney (7 & 8), Mr Michael Post 9 & 10) Mrs Sandy Grace (11 & 12)

**Make the right decision for your future
– life and career pathways!**

2.8 Subject Selection Form

How to fill in the subject selection form

You need to select one (1) subject from each line as your three (3) first preference subjects (indicate with the number 1 in each box).

You are also required to select three (3) different second preferences (indicate with the number 2 in each box).

Each subject will be studied for two (2) lessons each week for the *entire* year. Care should be taken when choosing these subjects as they need to reflect student interest as well as possible pathways in Years 11 and 12.

Elective subjects are offered depending on class sizes and availability of teaching and faculty resources. Should a subject be unable to run, one of your second preferences will be used.

Semester 1 and 2

(Completed Example Form)

Line 1	Japanese		Media Studies	2	Digital Technologies	
	Junior Construction		Health & Physical Education	1	Art	
Line 2	Systems & Control		Junior Early Childhood Studies		Junior Engineering	
	Junior Construction	1	Civics and Citizenship (Legal Studies)		Drama	2
Line 3	Dance	2	Hospitality and Catering		Junior Graphics	
	Business and Economics		Health & Physical Education	1	Junior Engineering	

2.9 The Preparatory Subjects

		Page
The Arts	ART101 ART – POPULAR CULTURE SOCIAL COMMENT / VISUAL STORYTELLING: RETOLD HISTORIES	24
	DRA101 DRAMA - VERBATIM CINEMATIC THEATRE / CONTEMPORARY PERFORMANCE	25
	DAN101 DANCE – AUSTRALIAN CONTEMPORARY AND POPULAR DANCE / CONTEMPORARY DANCE AND NEW MEDIA	26
	MED101 MEDIA ARTS - UNREAL / GENRE FILM	27
	MUS101 MUSIC – TRIBAL BEATS / RAISE THE ROOF	28
Health & Physical Education	PHE101 HEALTH AND PHYSICAL EDUCATION	30
	HCA101 HOSPITALITY & CATERING	31
	JES101 JUNIOR EARLY CHILDHOOD STUDIES	32
LOTE	JAP101 JAPANESE	34
Humanities and Social Sciences	JLS101 CIVICS AND CITIZENSHIP (LEGAL STUDIES)	36
	JBS101 BUSINESS AND ECONOMICS	37
Industrial Technology	GPH101 JUNIOR GRAPHICS	39
	JEN101 JUNIOR ENGINEERING	40
	JCO101 JUNIOR CONSTRUCTION	41
	SYS101 SYSTEMS and CONTROL	42
Digital Technologies	DIG101 DIGITAL TECHNOLOGIES	44

2.10 The Arts Preparatory Subject Pathways

* Offerings in Year 10 are subject to change depending on student interest, resourcing & staffing

The Arts	ART101 VISUAL ART – POPULAR CULTURE SOCIAL COMMENT / VISUAL STORYTELLING: RETOLD HISTORIES
	DRA101 DRAMA – VERBATIM CINEMATIC THEATRE / CONTEMPORARY PERFORMANCE
	DAN101 DANCE – AUSTRALIAN CONTEMPORARY AND POPULAR DANCE / CONTEMPORARY DANCE AND NEW MEDIA
	MED101 MEDIA ARTS – UNREAL / GENRE FILM
	MUS101 MUSIC – TRIBAL BEATS / RAISE THE ROOF

Links to Senior Subjects

Senior Subjects in The Arts include:

- Visual Art
- Drama
- Dance
- Music
- Film Television & New Media

Future Job / Career Pathways

- Actor
- Mime
- Circus & Stunt Performers
- Make-up Artist
- Stage Management
- Wardrobe Coordinator
- Script Writer
- Theatre Critic
- Teacher
- Director
- Producer
- Arts Administrator
- Sound Technician
- Set Designer
- Lighting Technician
- Art Critic
- Art Historian
- Art Teacher
- Musician
- Sound Technician
- Music Teacher
- Music Therapist
- Composer
- Musical Director
- Recording Technician
- Choir Director
- Copywriter
- Disc Jockey
- Piano Teacher
- Musical Instrument Maker
- Sound Mixer
- Studio Stagehand
- Music Critic
- Music Publisher
- Interior Designer
- Landscape Architect
- Curator
- Artist
- Craftsperson
- Graphic Designer
- Set Designer
- Illustrator
- Make-up Artist
- Sign Writer
- Film Maker
- Fashion Designer
- Cartoonist
- Art Gallery Assistant
- Advertising Designer
- Photographer
- Architect
- Desk-Top Publisher
- Web-Page Designer
- Model-Maker
- Industrial Designer

Who do I contact for help in the Arts:

The Arts Head of Department
Ms Stacey Skipper
Ph 4966 7111

Visual Art: Popular Culture Social Comment / Visual Storytelling: retold histories - ART

Unit Title	Art – Popular Culture Social Comment / Visual Storytelling: retold histories
Cost	This subject will incur a fee
Unit Description	<p>Unit 1 - Popular Culture Social Comment:</p> <p>Students explore objects and images of popular culture. An investigation of Pop art and everyday iconography in contemporary art will inform students own artworks through the lens of social comment. Social Comment is the expression of opinions or offering of explanations about an event or situation. Through visual transformation of image and form, cultural identity will be examined to create artworks to communicate opinions/observations about society. Students will experiment with a range of 2D media processes (drawing, painting, photography, digital imaging, cross media printmaking, photomontage) to develop a transformational study of selected icons. They will explore a range of stylisation and simplification techniques to alter or enhance meaning, developing ideas for a resolved artwork – a mixed media drawing / painting, poster, photomontage, tattoo design or 2D work applied to a negotiated surface.</p> <p>Unit 2 – Visual storytelling - retold histories:</p> <p>From the material of human experience, people make art that gives visual form to the existence of that experience. Art has provided us with an image of ourselves as Australian citizens throughout history. Australia is a multicultural nation. The indigenous people, together with the differing waves of immigrants who have chosen to make Australia their home, have left their marks and influence on the Australian culture and landscape. Our unique Australian culture and iconography have been captured by artists, providing us with a visual record of our society and how it as hanged over time. This unit focuses on the retelling stories of Australian history (eg. Stolen generation / native title, migration, asylum seekers) through any or a combination of poster design, animation, land art and/or installation.</p>
Assessment	<p>Students will make folios of individualised artworks and design and develop their ideas in a <i>visual diary</i>. Assessment in making is based on two folios of developmental and resolved artworks.</p> <p>While most work will be completed during class time, students may need to complete homework exercises or assessment tasks in their own time.</p>
Outcomes/Benefits	<p>Students will have the opportunity to build on their prior knowledge and skills in Visual Art, guided by the Year 10 Visual Arts Guidelines.</p> <p>Students will enjoy the tactile processes of making images and objects from a broad range of media. They will also enhance their visual literacy and creative problem solving skills.</p> <p>This preparatory subject is designed to prepare students for Senior Visual Art in Years 11 and 12 and should be considered a pre-requisite for students intending to continue their studies in this area.</p>

Drama: Verbatim Cinematic Theatre / Contemporary Performance - DRA

Unit Title	Drama: Verbatim Cinematic Theatre / Contemporary Performance
Unit Description	<p>Unit 1 – Verbatim Cinematic Theatre</p> <p>Verbatim Theatre involves the creation of theatre that is drawn from word-for-word interviews with real people. It has been used to explore events in recent history such as 9/11, the murder of Matthew Shepard, and the race riots in Los Angeles. It also documents the voices of people who are marginalized in society, such as homeless youth or caregivers. This gives an honest and often confronting theatre experience for audiences, exploring what it really is to be human. In term four, students will work together to develop a whole-class performance. Each student is expected to take on both an acting and production role.</p> <p>Unit 2 – Contemporary Performance</p> <p>Contemporary Performance is an umbrella term for styles and forms that have merged in the last two to three decades including <u>physical theatre</u>, <u>visual theatre</u> and <u>devised theatre</u>. Contemporary Performance pushes the boundaries of what theatre is capable of while turning towards ‘real’ people with real problems. The stories refer to more than just themselves, and in the process, stories are created that have an effect on the viewer again. Those stories don’t allow the viewer to be distanced anymore. Heavily influenced by the experience of postmodern theater, contemporary drama tries to incorporate an <u>ethical perspective</u> again. Small stories about small communities relate to a bigger picture.</p>
Student Activities	<p>In this preparatory subject, it is expected that students will:</p> <ul style="list-style-type: none">participate in class discussions, workshops and activitiesread a variety of playsdevelop own ideas for small and large group performancesdirect other students and take direction from peersperform in front of a large audiencedevelop and refine acting skillscommunicate with a variety of people, in a variety of roles
Assessment	<p>Assessment tasks may include:</p> <ul style="list-style-type: none">extended written reflections of workshop activitieswritten review of a professional Theatre performancewhole class performance
Outcomes/ Benefits	<p>Students will have the opportunity to achieve according to the Year 10 Guidelines for Drama. This subject develops students’ understanding of the theatre and its broader social and cultural context. All students of Drama gain skills in teamwork and co-operation, negotiation, confidence and communication.</p>
Special Notes	<p>Due to the nature of this subject, it is expected that students will have an existing knowledge of the Theatre and have taken at least one subject from the Drama Strand in Years 8 or 9.</p> <p>Students will need:</p> <ul style="list-style-type: none">a notebook suitable for a drama journala sketchbooka pair of shorts and water bottleenergy and enthusiasm.

Dance: Australian Contemporary and Popular Dance / Contemporary Dance and New Media - DAN

Unit Title	Dance: Australian Contemporary and Popular Dance (Semester 1) Contemporary Dance and New Media (Semester 2)
Unit Description	<p>Unit 1 – Australian Contemporary and Popular Dance</p> <p>This unit allows students to delve into the genres of contemporary and Popular Dance through a study on Australian dance companies, which makes artistic, historical, social or cultural comments and draws from a choreographer’s own creativity and choreographic style within Australia. Students will focus on Indigenous Australian dance, investigating Indigenous dance companies such as Bangarra and noting their unique and important contribution to Australian dance. Students will explore Australian popular dance looking at both past and present examples. Using the music video genre, they will have the opportunity to create their own music video dance. Students will gain an appreciation and depth, insight into how youth drive what is popular, and how this influences the way that we move.</p> <p>Unit 2 – Contemporary Dance and New Media</p> <p>Throughout this semester, students will look at Australian dance company Chunky Move and other Australian Dance Companies to see how contemporary dance combined with multimedia and storyline can communicate meaning and enhance dance pieces. In doing so, students will learn about personal and performance space while also considering technical and expressive skills.</p>
Student Activities	<ul style="list-style-type: none"> ▪ Physical warm-ups and exercises. ▪ Introduction to dance terminology. ▪ Learning experiences that help students to learn about the various forms of dance. ▪ Workshops and lessons that assist students’ ability to effectively perform a specific genre of dance. ▪ Team-building exercises that help students learn how to work within a positive team environment and communicate effectively <p>As dance is predominantly a practical subject, it is a requirement for students to participate in, and attempt all practical elements of the lessons.</p>
Assessment	<p>Assessment is divided into two areas as follows:</p> <ul style="list-style-type: none"> ▪ Making - Individual and group performances that involve the incorporation of various genres, styles, techniques and cultural influences. ▪ Responding - Theory / written tasks where students are required to identify the key elements of dance and / or research different styles of dance that have evolved throughout time.
Outcomes/Benefit	<ul style="list-style-type: none"> ▪ formulate ideas, solve problems, explore and make decisions about dance elements and skills; ▪ create works using dance elements and employ dance skills to express a stated choreographic intent in different genres, styles and contexts; ▪ refine and rehearse technical and expressive skills of performance; ▪ perform works demonstrating expressive skills and technical skills to realise the choreographic intent of different dance styles; ▪ analyse, interpret and evaluate dances in context to consider audience, style, purpose and function, with justification; ▪ reflect on their own learning, apply new understandings and make connections to inform future dance experiences.
Special Notes	Students are permitted to wear appropriate clothing for dance that allows for movement i.e. clothing that contains lycra. They will also need a notebook, USB, water bottle, USB and a water bottle.

Media Arts – Unreal & Genre Film - MED

Unit Title	Media Arts – UNREAL (Semester 1) and GENRE FILM (Semester 2)
Unit Description	<p>Unit 1 - UNREAL: Can we trust what we see on TV? This unit compares two very different, yet often mistaken, genres: reality TV and documentary. Students create their own multi-platform reality TV pilot, complete with website, advertising suite and “making of” documentary. The purpose of this unit is to develop students’ understanding of the subjective nature of the media and prepare them for the cross-disciplinary nature of senior FTM. They will work collaboratively, ensuring the class project runs smoothly and roles are shared, to give them a true understanding of how effective film sets are run. Students will develop their production, reflective and analytical skills and understand that not all media shows the real truth.</p> <p>Unit 1 - Genre Film: Movies are made for different audiences, which can be clearly seen through the study of genre film. This unit gives students a crash course in genre film, and through responding and making tasks they are required to analyse, evaluate and manipulate the genre conventions/technical and symbolic elements found in media artworks. They evaluate the different production processes and production companies in Australia, and how social, institutional and ethical issues influence media artworks.</p>
Student Activities	<ul style="list-style-type: none">▪ Introduction to media / film terminology▪ Digital filming and basic editing processes and skills▪ Use of sound effects and recording with editing processes▪ Analysing and deconstructing a range of films and new media products▪ Planning and producing films in groups and/or individually▪ Effectively using a camera and editing software to construct meaning in productions.
Assessment	<p>Assessment is divided into three task types as follows:</p> <ul style="list-style-type: none">▪ <i>Making (Design): Individual design tasks may include scriptwriting, storyboarding, pitching and planning of film elements.</i>▪ <i>Making (Production): Individual / small group productions will include filming, editing and group work skills.</i>▪ Responding: Individual written responses may include an exam or written analysis.
Outcomes / Benefits	<p>According to the Australian Curriculum, students will have opportunities to :</p> <ul style="list-style-type: none">▪ analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute.▪ evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning.▪ evaluate how social, institutional and ethical issues influence the making and use of media artworks.▪ manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style▪ collaboratively apply design, production and distribution processes.
Special Notes	<p>As the study of media is highly reliant on the use of technology, participation in this subject requires a high level of responsible behaviour and careful use of camera and computer equipment.</p> <p>This subject is especially recommended as preparation for Senior Film and Television.</p>

Music – Tribal Beats & Raise the Roof - MUS

Unit Title	Music – TRIBAL BEATS (Semester 1) and RAISE THE ROOF (Semester 2)
Unit Description	<p>Unit 1 – TRIBAL BEATS: Music has been a part of various world cultures, with the oldest discovered instruments dating to 40,000 BCE. Music can be used to teach us language from a young age, as part of a celebration or ritual, as well as bring people together and help us connect with each other. Music can also help us connect with cultures outside of our own as the use of Music elements can reflect the individuality of a traditional culture.</p> <p>Unit 2 – RAISE THE ROOF: Ever since there has been social injustice in the world, there have been people demanding these injustices be addressed. Throughout history Music has provided a platform for composers and performers to protest and demand progress or change. Though the genres vary, the messages are the same, and through their Music these exponents have a global audience to hear what they have to say.</p>
Student Activities	<ul style="list-style-type: none">▪ Introduction to Music terminology▪ Music recording and basic editing processes and skills▪ Use of sound effects within recording and editing processes▪ Analysing and deconstructing a range of Music in various genres▪ Composing and Performing Music in groups and/or individually▪ Effectively using Music recording and editing software to construct meaning in original Compositions.
Assessment	<p>Assessment is divided into three task types as follows:</p> <ul style="list-style-type: none">▪ <i>Making (Composition): Individual composition tasks may include lyric writing, planning and utilising the Music elements to suit individual style.</i>▪ <i>Making (Performance): Individual / small group performance options will enhance individual and group work skills.</i> <p>Responding: Individual written responses may include an exam or written analysis.</p>
Outcomes / Benefits	<p>According to the Australian Curriculum, students will have opportunities to :</p> <ul style="list-style-type: none">▪ Improvise and arrange music, using aural recognition and expression to manipulate the elements of music to explore personal style in composition and performance.▪ Evaluate a range of music and compositions to inform and refine their own compositions and performances▪ Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretive skill.▪ Plan and organise compositions with an understanding of style and convention.
Special Notes	<p>Due to the nature of this subject, it is expected that students will have an existing knowledge of the Music and have taken at least one subject from the Music Strand in Years 8 or 9.</p> <p>Students will need:</p> <ul style="list-style-type: none">▪ a notebook suitable for a music journal▪ earphones/headphones suitable to connect to laptop or desktop computers▪ a willingness to gain/develop practical skills on an instrument

2.11 Health and Physical Education Preparatory Subject Pathways

*Offerings in Year 10 are subject to change depending on student interest, resourcing & staffing

Health and Physical Education	PHE101 HEALTH AND PHYSICAL EDUCATION
	HCA101 HOSPITALITY AND CATERING
	JES101 JUNIOR EARLY CHILDHOOD STUDIES

Links to Senior Subjects- Hospitality and Early Childhood Studies

Students studying these subject pathways in Year 10 will find advantages to studying Hospitality Practices and Early Childhood Studies in the Senior School. Their confidence level within a food practical area will be boosted and students will develop foundation skills in Early Childhood Studies that can be applied and extended in senior. Hospitality Practices in senior offers Core Units of Competency for students to continue their course of study. Plus students will have multiple job pathways as Tourism is one of the biggest growing industry in Mackay.

Future Job/Career Pathways

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> ▪ Community Worker ▪ Home Economist ▪ Food Demonstrator ▪ Graphic Designer ▪ Teacher ▪ Sales Manager ▪ Bar Attendant ▪ Confectioner ▪ Food Writer | <ul style="list-style-type: none"> ▪ Kitchen Hand ▪ Child Care Professional ▪ Travel & Tourism Officer ▪ Nanny ▪ Food Demonstrator ▪ Winery Worker ▪ Waiter ▪ Hospitality Management | <ul style="list-style-type: none"> ▪ Retail Work / Management ▪ Youth / Welfare Worker ▪ Teaching Primary/Secondary ▪ Human Resources Management ▪ Health Promotions Officer ▪ Cook/Chef ▪ Coffee Shoppe Worker ▪ Diet Supervisor |
|---|--|---|

Links to Senior Subjects

The Senior Curriculum offers Physical Education and Recreation both of which enable students to build on the skills and knowledge base developed in Junior.

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> ▪ Defence Force ▪ Fitness Instructor ▪ Health Promotion Officer ▪ Youth Worker ▪ Sports Medicine ▪ Health Professional | <ul style="list-style-type: none"> ▪ Coach or Umpire ▪ Recreation Officer ▪ Physiotherapist ▪ Physical Education Teacher ▪ Police Officer | <ul style="list-style-type: none"> ▪ Lifeguard ▪ Sportsperson ▪ Diver ▪ Sports Journalist ▪ Fitness Centre Manager |
|---|--|---|

Who do I contact for help in Health and Physical Education:

The Health and Physical Education Head of Department
Ms Eloise Smith (Acting)
Ph 4966 7111

Health and Physical Education - HPE

Unit Title	Health and Physical Education
Unit Description	<p>The focus of Health and Physical Education is to acquire the skills necessary to make informed choices with regards to students' own, and others, health and wellbeing. This includes engaging in theoretical and practical activities across the duration of the course.</p>
Student Activities	<p>Practical activities include Fitness, Oz Tag, Basketball and Badminton. Theory lessons will concentrate on issues in sport including drugs in sport or equity in sport, developing programs, being health literate and learning new skills.</p> <p>The activities and learning associated with Physical Education are centred on preparing students for the General subject of Senior Physical Education and the Applied subject of Recreation Studies, which are offered in Senior.</p>
Assessment	<p>Students will be assessed on their theoretical knowledge and practical skills each term, such as game play, team work, peer assessment and sporting skills. They will be assessed according to the criteria of:</p> <ul style="list-style-type: none">▪ Acquiring▪ Applying▪ Evaluating
Outcomes/Benefits	<p>Physical Education focuses on the students learning new physical skills, getting out and being active. The high emphasis on team play and skill development ensures that these new physical attributes are easily transferable to their preferred sports.</p>
Special Notes	<ul style="list-style-type: none">▪ Students must participate in all practical activities and engage in theoretical tasks.▪ This course is a full year course of study as a preparation for undertaking Physical Education or Recreation Studies in Senior.

Hospitality and Catering - HCA

Unit Title	Hospitality and Catering
Cost	This subject will incur a fee
Unit Description	<p>Hospitality encourages students towards personal independence, living effectively in a wider society, and promoting preferred futures for self and other in contexts related to food, nutrition and hospitality.</p> <p>Core studies include navigating the hospitality industry, working effectively with others and hospitality in practice.</p> <p>As part of the course, students will also study kitchen operations, beverage operations and service; including work as a barista and food and beverage service.</p> <p>Students will gain knowledge, understanding and practical experience about the development of the Australian Cuisine, changes in Australian Eating patterns, modern life style diseases and industry expectations.</p>
Student Activities	Learning experiences for students selecting this subject will include involvement in individual cookery experiences, restaurant functions, coffee shops and small business ventures. Students will be immersed in food and nutrition language and skills, whether they seek employment in the Hospitality Industry or to gain simple culinary skills in food production and presentation.
Assessment	<p>Assessment will be continuous throughout the year. Assessment will consist of:</p> <ul style="list-style-type: none">▪ Research Assignments▪ Assignments (Design) and Practical Exams related to the assignment▪ Multi-modal presentations.▪ Actual Events in a Hospitality Context
Outcomes/Benefits	A course of study in Hospitality can establish a basis for further education and employment in the hospitality sectors of food and beverage and catering. Students could pursue further studies in hospitality and tourism. Students develop independent cookery skills and their practices will follow health and safety standards. Student's cookery skills will be developed beyond their starting standard with specific hands on practical tasks.
Special Notes	Students will be required to pay a levy at the beginning of each semester to cover resources for this course.

Early Childhood Studies - JES

Unit Title	Introduction to Early Childhood Studies
Cost	This subject will incur a fee
Unit Description	Early Childhood Studies provides opportunities for students to develop knowledge and practical skills related to the childcare industry, with the main emphasis on the importance of quality care practices for the wellbeing of young babies and infants. Students will learn about child development, literacy needs of infants and children, nutritional needs, and the general care of babies and young children.
Student Activities	<p>Students develop a range of practical skills including communicating with others (children, family, clients, and colleagues), planning and preparing resources and general care and handling of babies. The practical skills relate to activities centred on the developmental tasks of infants, such as feeding, movement, bathing and responding to cues.</p> <p>Underpinning the theory is an important strand of practical hands-on work. Practical activities include the production of a toy or play-activity based on a design brief – such as baby nurturing and safety. Food activities in providing correct nutrition for babies and infants will be another strand of the unit.</p>
Assessment	<p>Students undertake different activities based on specific design briefs, such as provide a healthy lunch for a 12 month old baby at a day care centre, or design an activity resource.</p> <p>Students then participate in practical tasks such as the preparation of products and processes. Activities may include individual and group tasks, written tasks such as production journals and planning notes for practical work.</p> <p>Assessment techniques provide opportunities for the students to demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none">■ Knowing and understanding■ Analysing and applying■ Planning and evaluating
Outcomes / Benefits	Early Childhood Studies will give students an insight into what is a highly skilled and demanding area of work, as well as open up a host of other possibilities for developing your interest in the broader field of education. More professionally skilled teachers and carers are needed to work with babies and infants, in child care settings, in the home and elsewhere.
Special Notes	Students will be required to pay a levy at the beginning of each semester to cover resources for this course.

2.12 LANGUAGES Preparatory Subject Pathways

*Offerings in Year 10 are subject to change depending on student interest, resourcing and staffing.

LANGUAGES	JAP101 Japanese
-----------	--------------------

Links to Senior Subjects

- Senior Japanese

Future Job / Career Pathways

Study of a Language Other Than English, (LANGUAGES), leads to careers in the following areas:

- Defence Forces
- Police Force
- Public Relations
- Travel Consultancy
- Sales
- Tourism
- Hospitality
- Customs
- Journalism
- International Business
- Hotel Management
- Education (both here and overseas)
- Welfare Work
- Interpreting / Translating

Who do I contact for help in LANGUAGES:

The LANGUAGES Head of Department
Ms Scarlett Adams
Ph: 4966 7111

Japanese - JAP

Unit Title	Japanese
Pre-Requisites	In order to achieve to a satisfactory standard in Year 10 Japanese, students should have achieved to a 'c' standard in Year 9 Japanese.
Unit Description	<p>This subject focuses on continuing to develop students' language skills in Japanese as well as their understanding of Japanese society and culture. By studying another language students learn to:</p> <ul style="list-style-type: none">▪ participate in the global community▪ learn more about English▪ understand more about their own culture▪ appreciate that every culture has its own way of expressing reality.
Student Activities	<p>By the end of Year 10, they will have acquired higher level skills in the following:</p> <ul style="list-style-type: none">▪ using appropriate greetings and gestures in a range of situations▪ understanding and responding to spoken instructions and information▪ using a variety of Japanese scripts to write and read texts, including recognising and writing a range of kanji symbols▪ understanding and being able to communicate about topics such as Country vs City Living, School Trips Away and Homestays in Australia, Part Time Jobs and Future Careers▪ understanding many aspects of Japanese life and culture
Assessment	Students are assessed in all four macroskills (speaking, listening, reading and writing) equally. This assessment is criteria based and occurs at regular intervals throughout the course. Types of assessment tasks may include tests, assignments and presentations.
Outcomes / Benefits	<p>Students of Japanese will have the opportunity to :</p> <ul style="list-style-type: none">▪ interact with Japanese nationals during school visits▪ host visiting students and teachers from Japan▪ travel to Japan on an educational and cultural trip▪ cook and sample Japanese cuisine
Special Notes	<p>Japanese as a valuable language</p> <p>Asian languages have an important place in the Queensland school curriculum because of Australia's location in the Asia-Pacific region. For Queenslanders the study of Japanese is especially important given the strong cultural, economic and political ties with Japan.</p> <p>Japanese lifestyle, culture, art and sport are becoming increasingly familiar to Australians through the media and personal contact. Also as students increasingly take the opportunity to travel to Japan, a knowledge of Japanese is an advantage, both in enriching the travel experience and in opening opportunities to develop long-lasting friendships.</p>

2.13 Humanities and Social Sciences Preparatory Subject Pathways

Humanities and Social Science	JLS101 CIVICS AND CITIZENSHIP (LEGAL STUDIES)
	JBS101 BUSINESS AND ECONOMICS

Links to Senior Subjects

It is recommended that all students contemplating studying Social Science at senior level complete at least one of the preparatory subject Social Science subjects. Students with an interest in Social Science may choose to take more than one preparatory subject.

Future Job / Career Pathways

Students who undertake a Social Science course may enter a range of fields from:

- Travel agents
- Defence personnel
- Teachers
- Cartographer
- Anthropologists
- Town planners
- Sales support
- Office administration
- Social work
- Flight attendants
- Museum curator
- Politicians
- Climatologist
- Financial advisers
- Anyone interested in developing their own business
- Digital media support
- Social justice
- Tour guides
- Journalists
- Geologist
- Archaeologist
- Stockbrokers
- Help desk
- Records and data management
- Call centres

Who do I contact for help in Social Science:

The Humanities and Social Sciences Head of Department
Ms Scarlett Adams
Ph: 49 667 111

Civics and Citizenship (Legal Studies) – JLS

Unit Title	Civics and Citizenship
Unit Description	<p>This subject focuses on enhancing students' ability to recognise the diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. Students will gain knowledge to understand legal frameworks that regulate and shape society. This subject will prepare students to successfully transition into senior Legal Studies.</p>
Student Activities	<p>Students examine the nature and functions of the Australian Legal system, the processes of lawmaking and its implementation, especially in issues and situations that are likely to have an impact on their daily lives. Students will investigate topical legal issues and participate in mock trials.</p> <p>Students will engage in a number of activities from the following areas:</p> <ul style="list-style-type: none">▪ The Legal System▪ Judge and Jury▪ Environmental Law▪ Human Rights
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none">▪ Short Response Tests▪ Inquiry and responses to stimulus materials▪ Assignments/Case Studies▪ Oral presentations/Role Plays
Outcomes/Benefits	<p>This unit is highly recommended to:</p> <ul style="list-style-type: none">▪ Students wishing to study Legal Studies in Year 11/12▪ Students wishing to develop research and analytical skills
Special Notes	<p>Students will be attending and participating in a MOOT court held at Mackay Magistrates Court during Law Week. The excursion will incur a fee.</p>

Business and Economics – JBS

Unit Title	Business and Economics
Unit Description	<p>This subject focuses on Business and Economics. Students investigate how businesses and governments work and the impact on you as a worker or spender in the marketplace. Students examine the growth of globalisation and Australia's international trade relationships. Students will gain knowledge about SWOT analysis, effective marketing techniques and business documentation. This subject will prepare students to successfully transition into senior Business Studies or senior Social and Community Studies.</p>
Student Activities	<p>Students will participate in role plays, interactive simulations, video presentations and business ventures.</p> <p>Students will engage in a number of activities from the following areas:</p> <ul style="list-style-type: none">▪ Global Living Standards▪ Consumer and Financial Decisions▪ Changing Economic Conditions▪ Improving Business Performance
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none">▪ Short Response Tests▪ Inquiry and responses to stimulus materials▪ Assignments/Case Studies▪ Oral presentations/Role Plays
Outcomes/Benefits	<p>This unit is highly recommended to:</p> <ul style="list-style-type: none">▪ Students wishing to study Business Studies in Year 11/12▪ Students wishing to develop research and analytical skills
Special Notes	<p>Students will be attending Mackay Regional Council and selected Mackay businesses. Students will visit selected local business in Mirani. The excursion will incur a fee.</p>

2.14 Industrial Technology Preparatory Subject Pathways

*Offerings in Year 10 are subject to change depending on student interest, resourcing & staffing

Industrial Technology	GPH101 JUNIOR GRAPHICS
	JEN101 JUNIOR ENGINEERING
	JCO101 JUNIOR CONSTRUCTION
	SYS101 SYSTEMS and CONTROL

Links to Senior Subjects

The senior subjects offered in Industrial Technology of Construction, Engineering and senior Graphics are a definite progression from the Junior Curriculum.

It is necessary that students will have been exposed to the knowledge, skills and techniques covered in the Junior Curriculum. There are some prerequisites that will need to be considered. Students who fail to meet these prerequisites will require an interview with Administration to consider their options for enrolment.

Apart from skill and techniques, the most important asset for any student entering a senior subject is a good workshop ethic with a high respect for the safety of themselves and others.

Future Job/Career Pathways

Many students will have a definite career pathway leading towards the Industrial trades, Architecture, Engineering, etc.

For these students, the choices in the Junior Curriculum will be obvious and they will have the opportunity to successfully pursue that career.

For those students who are undecided, the door won't be shut should they change their mind during their time at school. However there are some prerequisites to be considered and met prior to enrolling in Year 11 or 12.

Who do I contact for help in Industrial Technology:

Industrial Technology Head of Department
Mr David Lade
Ph 4966 7111

Engineering Principals and Systems - Junior Graphics – GPH

Unit Title	Junior Graphics
Pre-Requisites	GAD091
Unit Description	<p>Each unit of Year 10 graphics involves some foundation studies in order to introduce the students to the subject matter related to the various areas of study. These areas of study include sketching, perspective, orthographic projection, plane geometry, developments, researching and evaluating. In applying these areas of study, contextual units of work have been designed to imitate as close as possible to industry practice. The contextual units are Product Design, Built Environment, and Business Graphics</p>
Student Activities	<p>The students will produce a folio of work that covers the contextual units and present these for assessment. A design based assignment including research and evaluation will be included as part of that folio.</p>
Assessment	<p>The students will be assessed by:</p> <ul style="list-style-type: none">▪ Assignment▪ 2 Practical Exams▪ 1 Class work Folio <p>These assessment pieces are broken up into Knowledge & Understanding, Reasoning and Presentation. An overall level of achievement is averaged out over the results obtained in these three areas.</p>
Outcomes/ Benefits	<p>Students will have the opportunity to obtain Level 6 and above outcomes in the Technology KLA. This will be introduced to industry standards techniques that will benefit any student wanting a trade or draftsman, engineer, or architect. There is also the opportunity to gain exposure to CAD (Computer Aided Drafting).</p> <p>THIS COURSE PROVIDES AN ESSENTIAL BASIS FOR SENIOR GRAPHICS.</p>
Special Notes	<p>Students will need to be prepared to purchase the following drawing equipment at a minimum.</p> <p>Students are required to provide;</p> <ul style="list-style-type: none">• Laptop capable of running graphics program• Mouse• Ear phones• 2H & 4H pencils

Materials and Technologies specialisation - Junior Engineering – JEN

Unit Title	Junior Engineering
Cost	This subject will incur a fee
Pre-Requisites	JEN091
Unit Description	<p>Students interested in the engineering field will benefit greatly from this subject with a combination of mechanical, agricultural, fitting and turning and boilermaking may be covered. The workshop safety expectations along with a strict work ethic principle will prepare students for these vocational areas. The skills of measuring, calculations, skills and techniques will enhance the student's ability to produce quality work and achieve quality outcomes.</p>
Student Activities	<p>The projects may include:</p> <ul style="list-style-type: none">▪ Tool box▪ Fish smoker▪ Sliding bevel <p>The related theory to these projects will be highlighting their relationship to the various engineering fields. Each student will be required to complete the theory booklet provided each term. Opportunities for lathe and welding opportunities will depend on student ability and behaviour.</p>
Assessment	<p>Assessment is continuous with class work the main contributor to the student overall rating. Theory booklets will be completed each term with a theory test. Workshop safety and work ethic will also be assessed.</p>
Outcomes/Benefits	<p>Students will have the opportunity to obtain outcomes in both the Technology and Materials Strands. Experiencing industry standard procedures in engineering will provide the students with the skills needed to gain employment in that field.</p>
Special Notes	<p>To be able to provide the students with these practical educational experiences, a fee is required to supply them with the materials needed.</p> <p>Students are required to provide:</p> <ul style="list-style-type: none">• Safety glasses• Hearing protection• Black thin permanent marker

Materials and Technologies specialisation - Junior Construction – JCO

Unit Title	Junior Construction
Cost	This subject will incur a fee
Pre-Requisites	JCO091 or JCO092
Unit Description	A wide variety of practical skills and theoretical knowledge are needed to be successful in the construction industry. From the basics of tool care and maintenance to high level problem solving through design and calculations, this unit is aimed at preparing students to cope with industry expectation. These expectations include workshop safety and a good work ethic.
Student Activities	Students will manufacture two projects covering framing and carcass construction. For example, a Coat Hanger involving curved surfaces and a First Aid Box with dovetails. A theory booklet will be completed involving design and procedural work. The advanced student will be able to add compartments to the First Aid Box.
Assessment	Assessment is continuous with class work the main contributor to the students overall rating. There will be theory tests each term and their theory booklet will have to be completed. Workshop safety and work ethic will also be assessed.
Outcomes/Benefits	Students will have the opportunity to obtain outcomes in both the Technology and Materials strands. Students looking to enter the construction industry will benefit from the skills and workshop practice covered.
Special Notes	To be able to provide the students with these practical educational experiences, a fee is required to supply them with the materials needed. Students are required to provide: <ul style="list-style-type: none">• Safety glasses• Hearing protection• 2B pencil

Engineering Principals and Systems - Systems and Control – SYS

Unit Title	Systems and Control
Pre-Requisites	JCO091 OR 2, JEN091 OR 2, SA OR BETTER. Be self-motivated and have an interest in engineering design and manufacturing careers.
Unit Description	Systems and Control – Systems and Control is open to students to design and manufacture projects using the latest industry design and manufacturing technologies and processes.
Student Activities	<p>Systems and Control provides students with the opportunity to work with best in the world technologies.</p> <ul style="list-style-type: none">• CAD (Computer Aided Design) encourages students to think, explore and visualise their ideas in three – dimensions, using features such as curve modelling and surface rendering alongside more traditional presentations.• CAM (Computer Aided Manufacturing) creates an environment where CAD designs can be developed and prepared for automated manufacturing processes.• CFD (Computational Fluid Dynamics) packages such as the virtual wind tunnel allow computer models of design to be analysed.• CNC (Computer Numerically Controlled machines such as the Denford Microrouter allow processed CAD models to be manufactured to high degrees of accuracy fit and finish.
Assessment	Assessment is continuous with class work the main contributor to the students overall rating. There will be theory tests each term and their theory booklet will have to be completed. Workshop safety and work ethic will also be assessed.
Outcomes/Benefits	Students will have the opportunity to obtain outcomes in both the Technology and Materials strands. Students looking to enter the construction industry will benefit from the skills and workshop practice covered.
Special Notes	<p>To be able to provide the students with these practical educational experiences, a fee may be required to supply them with the materials needed.</p> <p>Students are required to provide;</p> <ul style="list-style-type: none">• Laptop capable of running graphics program• Mouse• Ear phones• 2h pencils

2.15 Digital Technologies Preparatory Subject Pathways

Digital Technologies	DIG101 Digital Technologies
----------------------	--------------------------------

Links to Senior Subjects

Studying Digital Technologies in Year 10 will provide students with a solid foundation for excelling in their senior subjects, specifically in **ICT**, **Digital Solutions**, and **Design**. This essential course equips students with computational thinking, problem-solving, and data management skills. As they explore networked digital systems, data compression, and user experience design, students build a strong grasp of key technology concepts. Hands-on experience with modular programming and object-oriented languages prepares them for the more complex tasks they will encounter in their senior ICT courses. Moreover, their understanding of data privacy, security, and responsible data use becomes invaluable when creating advanced digital solutions in their senior subjects. Overall, Digital Technologies in Year 10 sets students up for success in their senior-level ICT, Digital Solutions, and Design, empowering them to approach these subjects with confidence and expertise.

Future Job / Career Pathways

Learning Digital Technologies in Year 10 can open a wide range of exciting and in-demand career opportunities. Here's a list of 15 careers that can stem from acquiring skills in this field:

- Software Developer/Engineer
- Web Developer
- Data Analyst
- Database Administrator
- UX/UI Designer
- Information Security Analyst
- Artificial Intelligence (AI) Engineer
- Game Developer
- Mobile App Developer
- IT Project Manager
- Digital Marketing Specialist
- Systems Administrator
- Network Engineer
- Digital Content Creator

Who do I contact for help in Digital Technologies:

The Digital Technologies Head of Department
Mr Christn Ravisash
Ph: 4966 7111

Digital Technologies - DIG

Unit Title	Digital Technologies
Unit Description	<p>In Year 10 Digital Technologies, students embark on an engaging exploration of computational thinking and precise problem-solving. They analyse, design, and evaluate digital solutions like websites and AI simulations, gaining a deep understanding of networked systems, data security, and privacy considerations. Algorithmic skills, including searching and sorting, are honed, and students craft modular solutions using object-oriented programming. Emphasis is placed on planning, risk assessment, and legal compliance in creating solutions, providing comprehensive preparation for vocational training or senior studies. Join this exciting program to unlock the potential of technology and pave the way for a rewarding future in the digital realm.</p>
Student Activities	<p>Students will develop skills in the following:</p> <ul style="list-style-type: none">▪ Website Creation: Designing interactive websites using HTML, CSS, and JavaScript.▪ AI Simulations: Building simple AI simulations to mimic real-world scenarios.▪ Data Analysis: Analysing and visualising information with graphs and charts.▪ Algorithm Challenges: Solving puzzles and optimising processes with computational thinking.▪ UX Design Project: Evaluating alternative designs for functionality and aesthetics.▪ Object-Oriented Programming: Developing modular programs for problem-solving.▪ Data Privacy Workshop: Discussing the importance of data privacy and security.▪ Collaborative Solutions: Working in teams to create and improve digital projects.
Assessment	Assessment will include exams and projects.
Outcomes / Benefits	<p>Learning Digital Technologies in Year 10 equips students with essential computational thinking and problem-solving skills, exploring networked systems, data analysis, and digital solution implementation. They become proficient in data visualisation, risk evaluation, and data privacy, preparing them to navigate the digital world with confidence and innovation. Studying Digital Technologies in Year 10 will also provide students with a solid foundation for excelling in their senior subjects, specifically in ICT, Digital Solutions, and Design.</p>