



Burnside State  
High School

Smaller Smarter Safer

# Year 10 Curriculum Guide 2017

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## **FOUNDATION FOR SENIOR STUDIES YEAR 10**

Foundation for Senior is an **introduction** to Senior studies that enables students to commence Year 11 and 12 with the confidence that they will succeed. The Foundation Senior Year assists students to make appropriate choices and prepare a clear pathway to a future career. The desired outcomes of these FOUNDATION units are that students:

- Understand the demands and expectations of the related Senior courses.
- Have a clear understanding of the prior knowledge and skills necessary to commence the particular Senior course of study.
- Be provided with the necessary learning experiences and assessment to demonstrate the exit outcomes for Year 10 which are the preconditions for a confident start to Senior and a life-long learning journey.
- Understand and be able to meet the expectations outlined in the Senior School Student Management Policy.

Units may cover outcomes across two or more subjects. This will assist in the transition to Senior and show the relationships between subjects and enable students to make a better subject selection later in the year. The units will be in semester blocks, however students may be able to change a unit at the end of semester one if it is not suited to them. This will depend on the other Foundation units available on that line as well as the number of students already enrolled in that unit.

Year 10 students will study 6 subjects. Three subject areas are compulsory - Foundation for Senior English, one of the Foundation for Senior Mathematics subjects and one area in Senior Science. Health and Physical Education is a core subject area in Year 10. They will also select 3 subjects from the remaining options. Their selections should be in line with the subjects they feel they would like to study in their Senior years. This is an opportunity to sample subjects before making a final commitment to their senior subjects. It may not be possible for students to study in Year 11 all of the introductory subjects they have sampled. The final composition of lines in Year 11 will depend on the numbers of students selecting each subject.

In the following pages there is an outline of each of the subjects on offer. It is possible that not all these subjects will eventually be timetabled. The final subject choice will depend on the number of students wishing to study particular subjects and if there are insufficient student selections then some subjects may not continue.

Burnside State High School will provide you with many opportunities to build the foundations to your future, but ultimately the responsibility for your success rests with you. Our key values of care, consideration and co-operation will provide you with the environment to achieve your personal best. Set clear goals and be committed to working hard to achieve them.

I trust that you will enjoy the challenges of foundation schooling and that you will reap the benefits for your future. If we work together, you will gain that "competitive edge" that you need and find your "Pathway to Success". Burnside State High School is the only state high school on the Sunshine Coast that has had 100% of students leave with an OP, QCE or VET qualification in 2009 through to 2015.

Smaller, Smarter, Safer. That's Burnside State High School.

Ms Kerri Dunn  
Principal

### **QUEENSLAND CERTIFICATE OF EDUCATION**

Only those students who qualify will receive a Queensland Certificate of Education (QCE). To be eligible for a QCE a student must not only obtain 20 credits across a range of possible study options, they must also reach the required standard of a Sound Level of Achievement or Pass or Competent in those options as well as demonstrating a required standard in Literacy and Numeracy.

Here is an example of a student who will qualify for a QCE. John Smith has studied the following subjects for two years:

English	(4)	Mathematics B	(4)	Modern History	(4)
Biology	(4)	Physical Education	(4)	Chemistry	(4)

He has received the following grades:

English	SA	Mathematics B	HA	Modern History	SA
Biology	HA	Physical Education	VHA	Chemistry	HA

John has 24 units and he only needs 20 to be eligible for a QCE.

All subjects are at a Sound or better Level of Achievement and he has the required Literacy and Numeracy pass therefore he would receive a QCE. The required standard for Literacy is a Sound Level of Achievement in either English or English Communications, and for Numeracy a Sound Achievement in Mathematics B, Mathematics A or PreVocational Mathematics.

A student would also be considered to have met the Literacy and Numeracy standard if they achieved a C grading on the Queensland Core Skills Test.

If however he only achieved a Limited Achievement for Mathematics B and a D on the QCS he would not receive a QCE because he has not achieved the required standard in Numeracy.

All Year 9 students entering Year 10 have been issued with a brochure outlining this new Certificate and have received a detailed information session on the QCE.

At the Information Night for these students when they are entering Years 11 and 12 we will outline this new system in greater detail for both parents and students.

All subject, Authority (OP) and Authority-registered (non-OP) are regarded equally for the QCE.

The above information is correct at the time of printing, for the most up to date information see the QCAA website: <http://www.qcaa.qld.edu.au>

### ***HORIZONS LAPTOP PROGRAM***

The Horizons Program continues the laptop ownership cycle for Year 10 students. As students enter Year 10, the structure of the program and some of the management details for students in the Horizons program will change. The underpinning philosophy of the Horizons program has been to provide a structure and a learning environment in which students become active, independent and ethical users of technology. The expectation, now that your child has entered the senior years, is that they become more independent in their use of technology across the school. The foundations for the ethical and independent usage of computers have been laid in Years 7, 8 and 9 and with guidance we believe students are ready to become more independent in their use of technology.

Students are requested to continue to bring their laptops to all Year 10 classes. Teachers are aware of the skills that the Horizons students bring to their classroom and will continue to ensure that technology is incorporated into lesson planning. The whole school, not just designated buildings, is "wireless". This extended infrastructure will also assist the student's usage of their laptop across the school campus.

In order to support Year 10 Horizons students in their continued usage of technology, the following support structures are in place.

- **A designated time (to be advertised at the beginning of each school year)** in which the computer technician will be available to meet with students to discuss and rectify technical issues. Students can access the technician in his workshop at this time.

It is envisaged that students will continue to make use of their laptops at Burnside State High School in the senior years. The emphasis for students in the Horizons program in Year 10 and subsequent senior schooling years is that they become independent users of technology for their learning, responsibly and independently access Horizon program processes and support structures should the need arise.

## Learning Support Program

Aim:	<p>To engender academic success in all students who attend the Learning Support Unit by:</p> <ul style="list-style-type: none"> <li>• Supporting growth in reading comprehension, spelling and writing skills identified in low level learners</li> <li>• Supporting growth in numeracy skills identified in low level learners</li> <li>• Identifying, accelerating and differentiating curriculum to maximise student learning outcomes and experiences</li> <li>• Supporting class teachers' ability to differentiate the curriculum and adjust assessments to cater for individual needs in the classroom</li> </ul> <p>Students with <i>learning difficulties</i> are supported through a whole school intervention approach which focuses on our school community providing intensive intervention based on State standards and school-based expectations.</p> <p>Intensive intervention involves classroom teachers, Learning Support teachers and teacher aides working together to ensure curriculum design, teaching practices and quality assessment is provided to students who are experiencing difficulty with the literacy and numeracy demands of the curriculum.</p> <p>Students with learning difficulties participate in classes with their same aged peers and have access to 'reasonable adjustments' to the curriculum in line with Education Queensland policy. Reasonable adjustments for students with learning difficulties are planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course study requirements.</p> <p>Each case must be considered on an individual basis and decisions reached through consultation. This consultation process involves the student and/or parent/guardian, class teachers and Learning Support teachers.</p>
Model:	<p>A whole school intervention approach which focuses on school communities providing evidence based instruction, continuous data monitoring, timely identification of struggling students and use of response data to change the intensity or type of intervention. The whole school approach focuses on all students who do not meet national, state and school based literacy and numeracy achievement standards and expectations.</p> <p>Strategies for support include:</p> <ul style="list-style-type: none"> <li>• Use of NAPLAN and state standards as well as school-based expectations in determining the need for intervention.</li> <li>• Use of classroom based assessment tools in targeting areas for intervention.</li> <li>• Provision of support to teachers and teacher aides in making intervention decisions.</li> <li>• Use of student achievement data to measure the effectiveness of intervention.</li> <li>• Working collaboratively with HOSSES to coordinate human and physical resources.</li> </ul> <p>Conceptualising literacy and numeracy intervention within three layers (whole school intervention, targeted group interventions, intensive interventions).</p>

## Foundation for Ancient History, Modern History and Geography

Code:	HIS
Description:	Foundation for Ancient History, Modern History and Geography is a study of the Earth and its people. This is an exciting and unique subject that aims to prepare students for the study of Senior Ancient History, Modern History and/or Geography. Students will develop a variety of skills that will help them prepare for any of these three Senior Subjects.
Pre-requisites:	Students who study Foundation for Ancient History, Modern History and Geography should also be studying English.
Learning Experiences:	<p>Student will participate in a survey towards the end of Year 9 in order to <b>make some curriculum choices</b>, but options might include:</p> <p><b>Viking Quest</b> An in-depth study into the world of Vikings where students will be able to separate facts from myths about the medieval world.</p> <p><b>Ancient Greece</b> A look at the Ancient world and the influence it has on modern society.</p> <p><b>World War II</b> An insight into one of Australia's most deadly conflicts.</p> <p><b>Vietnam War</b> An examination of another significant Australian war.</p> <p><b>Ebola</b> Students will discover what the disease was, how it spread and how it was brought under control (in some cases).</p> <p><b>Terrorism</b> An insight into the modern day threat.</p>
Assessment:	Students will be assessed in each of four categories of assessment: test essays in response to historical sources, research assignments in response to inquiry questions, multimodal presentations that may include non-written and visual presentations such as video, PowerPoint or interactive CD-ROM materials, and short response tests and response to stimulus tests.
Career Pathways:	Students with an interest in Ancient History, Modern History and Geography have found themselves working in diverse fields including; archaeology, diplomatic service, advertising, cultural heritage, the mines, environmental protection, engineering, museums and libraries, tourism, research, education and government.

## Foundation for Biology/Marine Studies

Code:	BIM
Description:	<p>All students study core science in Year 10 but this elective aims to provide further foundation content and assessment techniques to prepare students for senior Biology and Marine Science.</p> <p><b>It is strongly recommended that students who intend to study Biology and Marine Science in Year 11 choose this elective.</b></p> <p>These subjects are foundation subjects for many careers. Students who have chosen to study these subjects in Year 10 and beyond, to year 11 &amp; 12 have found themselves much better prepared for their tertiary studies.</p> <p>Selecting them in Year 10 is an opportunity to try the challenge without the penalties involved in changing subjects in Year 11 – in previous years students have surprised themselves by actually enjoying and mastering them!</p> <p>Semester 1 will cover Biology topics and Semester 2 Marine topics. Students may choose to do only one semester of the elective instead of both.</p>
Prerequisites:	None
Learning Experiences:	<p><b>Biology</b> Students will undertake studies for one semester in the following topics:</p> <ul style="list-style-type: none"> <li>• Investigating Plants</li> <li>• Understanding Body Systems</li> </ul> <p><b>Marine Science</b> Students will undertake studies for one semester in the following topics:</p> <ul style="list-style-type: none"> <li>• Adaptations of marine organisms</li> <li>• Energy recycling in marine ecosystems and life cycles</li> <li>• Aquarium construction and management</li> <li>• Freshwater ecology and water quality parameters</li> </ul>
Assessment:	<p>Students will do 3 assessment items each semester.</p> <p>These will take the form of Written Tests, Experimental Investigations and Poster Presentation Research Reports.</p>
Pathway to Senior Subjects	This course provides a basis for students who intend to study Biology and/or Marine Science in Year 11/12.
Career Pathways:	Biology and Marine Science form the foundation for many careers in the areas of science, medicine and health, environmental studies and more.

## Foundation for Building & Construction

Code:	ISA
Description:	<p>This qualification describes the skills and knowledge required to perform basic furnishing industry tasks used in a range of industry job roles involving given routines and procedures and limited accountability for the quality of outcomes. This qualification is typically used to develop skills and knowledge in basic furnishing techniques that may include a variety of employment-related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. It may also include participation in a team or work group.</p> <p>The LMF10108 Certificate I in Furnishing reflects vocational outcomes for those performing operational duties in a furnishing enterprise supporting others.</p>
Prerequisites:	A sound achievement (C) in Year 9 Construction would be an advantage.
Learning Experiences:	<p>The course will be workshop based with related theory topics. During the two semesters students will construct projects such as:</p> <ul style="list-style-type: none"> <li>• Mantle clock</li> <li>• Bar stool</li> <li>• Jewellery box</li> <li>• Woodturning project</li> </ul>
Assessment:	<p>The program will be delivered through class-based tasks that will simulate a furnishing environment. The school will ensure learners have every reasonable opportunity to complete their training program.</p> <p>A range of teaching and learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> <li>• Practical tasks / projects</li> <li>• Observations and questioning</li> <li>• Activities in simulated work environments (as per the AQTF's Users' Guide to the Essential Conditions and Standards for Continuing Registration, p. 78 definition)</li> <li>• Written booklets</li> </ul>
Career Pathways:	Students will develop skills that lead to entry-level employment in a wide range of furnishing services. Students could also follow a number of training pathways with TAFE or private providers e.g. Certificate II or III in Furnishing qualification.

## Core Physical Education

Code:	HPE
Description:	This program aims to create student awareness of the benefits associated with involvement in regular physical activity and how to make judgements about one's own level of physical fitness. Another important part of the subject involves delivery of Human Relations-related sessions from our Support Service personnel. The subject also incorporates aspects of career education and provides a vehicle for dissemination of information relating to work experience, tertiary entrance procedures and vocational opportunities.
Prerequisites:	None – this subject operates over two lessons every week and is undertaken by all students in Year 10.
Learning Experiences:	<p><b>Physical Activities</b></p> <ul style="list-style-type: none"> <li>• Involvement in personal fitness-testing procedures</li> <li>• Undertaking fitness-oriented activities and playing in class-based social sporting competitions (including indoor hockey, softball and soccer)</li> <li>• Participating in excursions that provide exposure to a variety of recreational pursuits (such as trips to the beach, fitness studios, cable water-skiing or parks for bushwalking activities)</li> <li>• CPR for Life training (compulsory prior to completion of Year 10)</li> </ul> <p><b>Human Relations Activities</b></p> <ul style="list-style-type: none"> <li>• Sessions with the School Chaplin (Addictive Behaviours discussions)</li> <li>• Sessions with the School Nurse (Sexual Health, Contraception, STD's)</li> <li>• Visits from MIEQ staff (Mental Illness Education Queensland)</li> <li>• Sessions with HPE staff (Self-Esteem, Body Modification, Alcohol)</li> </ul> <p><b>Career Education Activities</b></p> <ul style="list-style-type: none"> <li>• Guidance Officer talks relating to Career Guide usage, Tertiary Entrance, QCS procedures, etc.</li> </ul>
Assessment:	Subjective judgments regarding behaviour, participation and physical performance
Other:	Approximately once per term students are given the opportunity to undertake excursions that take place off-campus. Involvement in these activities is voluntary and requires payment through the office when advertised.

## Foundation for Dance

Code:	DAN
Description:	Dance is a language of movement where the potential of the body as an instrument of communication is realised. It is a powerful and dynamic form of human expression. It engages the mind, body and spirit and provides opportunities for the development of physical, expressive, creative, and appreciative aspects of student growth. As students explore movement, responding to and making judgments about their experiences they develop their physical and sensory awareness and strengthen their personal aesthetic. Exploring differing contexts, genres and styles fosters a critical awareness of the aesthetic values of others, within and across cultures, and social groups.
Prerequisites:	No prerequisites for Year 10 Dance. Year 9 Dance suggested but not required.
Learning Experiences:	<p>Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a genuine sense of enjoyment and personal achievement. Through choreography and performance, students engage in problem solving and critical reflection in individual and group circumstances. Through choreography, students explore, manipulate, integrate and structure movement to reflect an intent which may be to create meaning, express personal or social ideas, tell stories and entertain. Through performance, students gain understandings of technical competencies and expressive skills. By reflecting on, responding to, and evaluating various dance genres and styles, students develop an awareness of how and why dance reflects the contexts in which it is created. It is this understanding that informs their dance making and their appreciation of the dance works of others.</p> <p>Learning experiences will include: Elements and conventions of dance, genre-specific dance forms such as Contemporary, Musical Theatre, Lyrical Contemporary, Jazz, Indigenous Australian Dance, and Modern Street Dance. Students will engage with theoretical understandings of dance through choreographic deconstruction and construction, as well as critiquing live dance and ongoing reflection upon their own creative process and performances.</p>
Assessment:	<ul style="list-style-type: none"> <li>• Choreography: Students will devise choreography using contemporary and modern dance styles.</li> <li>• Performing: Students will perform known repertoire and ensemble devised dances.</li> <li>• Appreciation: Students will deconstruct and critique peer and live performances and critically reflect upon their own performing and devising process.</li> </ul>
Career Pathways:	Professional dancer (company/solo artist), dance therapist, arts management, dance teacher, choreographer, community dance worker, dance notation writer, dance company director, recreational dance instructor, body conditioning instructor, personnel manager (dance company), grants specialist, arts council director, dance designer (costume, lights), ballet mistress/master

## Foundation for Senior Design Technology

Code:	DTY
Description:	Design Technology is a course of study that provides an opportunity for students to gain an understanding of the underlying principles within a number of engineering and design fields. It is concerned with the theoretical concepts and practical applications related to modern technologies, industry and society, engineering materials, engineering mechanics, and control systems. Integrated throughout is the development of technical communication skills applicable to engineering. The course draws upon the fundamental principles of science, technology, engineering and mathematics (STEM). These conceptual ideas are reinforced through practical workshop activities.
Prerequisites:	None
Learning Experiences:	<p><b>Stable Flight</b> Flight engineering is a requirement of modern-day aircraft and has been used for centuries in the design of boomerangs. It involves a range of technologies including aerodynamics, avionics, materials, science and propulsion.</p> <p>Students will research the flight of drones and use modern technologies and machinery to design, construct and test a helicopter propeller.</p> <p><b>Solar Power</b> Solar technology is the application of an energy source that is converted into power in a controlled manner. It is concerned with the efficient, safe, environmentally friendly use of energy. Meeting the range of demand for solar energy has significant implications for society and the environment, including remote Indigenous communities.</p> <p>Students will design, construct and test a solar power boat for use in a remote coastal community.</p> <p><b>Stable Structures / Robotic Control</b> Civil technology is the way that humans build structures. It is the application of resources to provide safe structures, and to control the environment. It involves studying methods of construction to successfully achieve stable structural design. With the continuing improvement in workplace safety, robotics are used in place of humans.</p> <p>Students will design and make a robotic controlled crane that could be used in a dangerous environment e.g. nuclear.</p> <p><b>Aerodynamics</b> Aerodynamics is the way air moves around things. Aerodynamics explains how an airplane is able to fly. Anything that moves through air reacts to aerodynamics. A rocket blasting off the launch pad and a kite in the sky react to aerodynamics. Aerodynamics even acts on cars, since air flows around cars. With the use of digital technologies, testing can be undertaken in digital wind tunnels.</p> <p>Students will design, test, construct and race a CO<sup>2</sup> Race Car.</p>
Assessment:	Students are required to submit a design folio for each of the units that are completed over the year.
Career Pathways:	For student's interests in a career in the fields of design, engineering or new technologies after school life, learning the fundamentals of design will be an important step.

## Foundation for Senior Drama

Code:	DRA
Description:	<p>Students are introduced to the QSA subject, Senior Drama subject which contributes to an OP Score.</p> <p>Drama has an emotional and intellectual impact on both the participants and audience members. It holds up a mirror for us to examine ourselves, deepening our understanding of human motivation and behaviour. It broadens our perspective through stories that portray life from different points of views, culture and time periods.</p> <p>Drama education uses the art form of drama as an educational pedagogy for students of all ages. It incorporates elements of the actor's training to facilitate the students' physical, social, emotional, and cognitive development. It is a multisensory, kinaesthetic mode of learning used to increase awareness of self, improve clarity, creativity, and communication, and to deepen understanding of social and human behaviours.</p>
Prerequisites:	Year 10 Foundation for Senior Drama requires a minimum of a C in Year 9 English as there is a strong focus on written comprehension and public speaking.
Learning Experiences:	<p>Over the course of the drama program, students will explore and gain experience in the various roles of the actor, director, writer, designer, and audience member. They will engage with a variety of dramatic styles such as Australian realism, commedia dell'arte, physical theatre, collage drama, epic theatre, and conventions associated. Drama education encompasses related disciplines and art forms such as pantomime, clowning, storytelling, melodrama, political protest, puppetry, improvisation, satire, mask theatre, public speaking, playwriting, directing, and play productions.</p> <p>Learning experiences will include: Elements of drama, dramatic conventions and forms – such as role-play, audience interaction, character development, stock character workshops, script deconstruction, and physical theatre workshops. Students will demonstrate their understanding of dramatic elements, conventions and techniques through their involvement in script writing, improvisational scenarios, and deconstruction of live theatre and peer performances as well as ongoing reflection upon their own creative process and performances.</p>
Assessment:	<ul style="list-style-type: none"> <li>• Forming: Students will devise scenes as part of an ensemble for a larger performance. Students will construct individual scripts within the framework of the dramatic styles studied within the unit.</li> <li>• Presenting: Students will perform scripted and collaboratively devised theatre across a range of theatrical styles.</li> <li>• Responding: Students will deconstruct and critique live theatre performances and critically reflect upon their own performing and devising process.</li> </ul>
Career Pathways:	Actor (stage, film, television), arts administrator, choreographer, community artist, costume designer, dancer, dance/drama teacher, director, drama therapist, dramaturge, film editor, lighting designer, lighting technician, playwright, producer, set designer, singer, sound technician, speech pathologist, stage manager, stunt performer, presenter, theatre critic, voice coach, game designer, editor, journalist, lawyer, musician, production manager, radio announcer, biomechanical animator.

## Foundation for Senior Early Childhood

Code:	EAR
Description:	The primary focus of this unit of work is to gain understanding of Early Childhood Development. This elective aims to promote the wellbeing of young children and to create awareness of the importance of optimum childcare practices.
Prerequisites:	None
Learning Experiences:	<p><b>Child Development</b></p> <ul style="list-style-type: none"> <li>• Areas of child development</li> <li>• Stages in the development of the child</li> <li>• Factors which influence child development</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Fine and gross motor skills and development</li> <li>• Activities to develop children to reach their potential</li> <li>• Immunisation</li> <li>• Investigation of nutritional requirements of young children</li> </ul> <p><b>Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Impact of television and technology on the development of children</li> </ul> <p><b>Cognitive Development</b></p> <ul style="list-style-type: none"> <li>• Developing numeracy and literacy activities suitable for young children</li> <li>• Picture story books and presentation to children</li> </ul> <p><b>Childhood Safety</b></p> <ul style="list-style-type: none"> <li>• Investigation of issues</li> <li>• Providing safe environments for children</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• Practical performances – story telling unit and craft activity completed with young children</li> <li>• Written investigations – current issues in early childhood e.g. immunisation, children and television/technology/games, childhood obesity.</li> <li>• Theory test</li> </ul>
Career Pathways:	Careers with children including childcare assistant, group leader, child-care director, education including primary school teacher, nanny/au pair, child care cook/nutritionist, after school care co-ordinator, baby sitter, community services, child care worker on cruise ship or holiday parks etc., specialisations in other professions e.g. medical, educating and working with people with special needs, parent or care giver

## Foundation for Engineering

Code:	ISB
Description:	<p>The Year 10 Foundation For Senior Engineering program is designed to further develop knowledge and practical skills, which utilises a range of hand tools and equipment associated with metal in readiness for those students who would like to continue the subject in Years 11 and 12.</p> <p>This subject could include these topics:</p> <ul style="list-style-type: none"> <li>• Workplace health and safety</li> <li>• Soldering</li> <li>• Sheet metal fabrication</li> <li>• Mechanical cutting</li> <li>• Use of hand and power tools</li> <li>• Resistance welding</li> <li>• Machining</li> <li>• Engineering drawing using Computer Aided Drafting.</li> <li>• Working on different types of material: mild steel, aluminum, brass, acrylic, zinc anneal sheet</li> </ul>
Prerequisites:	Engineering in Year 9 would be an advantage but is not necessary.
Learning Experiences:	<p><b>Toolbox (Sheet Metal)</b></p> <ul style="list-style-type: none"> <li>• Marking out procedures</li> <li>• Cutting out procedures</li> <li>• Joining and assembly procedures</li> <li>• Folding machine</li> <li>• Guillotine</li> <li>• Spot welding</li> <li>• Hand tools</li> </ul> <p><b>Oil Can (Sheet Metal &amp; Brass)</b></p> <ul style="list-style-type: none"> <li>• Marking out procedures</li> <li>• Cutting out procedures</li> <li>• Joining and assembly procedures</li> <li>• Finishing procedures</li> <li>• Metal lathe work</li> <li>• Marking out</li> <li>• Hacksawing</li> <li>• Filing</li> <li>• Polishing processes</li> </ul> <p><b>Belt Buckle (Stainless Steel &amp; Brass)</b></p> <ul style="list-style-type: none"> <li>• Marking out procedures</li> <li>• Cutting out procedures</li> <li>• Joining and assembly procedures</li> <li>• Finishing procedures</li> </ul>
Assessment:	With each unit of work, students will be assessed on their practical work, workbook and a theory test.
Career Pathways:	In this subject, students have the opportunity to undertake tasks in the area of Engineering which will lead into various occupations in the metal trades and manufacturing industries e.g. fitting and turning, boiler making, machining and automotive industries.

## Foundation for Senior English

Code:	ENG
Description:	<p>English is a West Germanic language that was first spoken in early medieval England and is now the most widely used language in the world. Senior English explores the ten years of previous study of English and delves beyond the basic mechanics of language. In junior school English, students learn to write, speak or sign, view, listen, and think. In Senior school students refine all of these skills and learn to do them critically.</p> <p>Students will study both literary and non-literary texts. Through creating their own texts, students will conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate. They are encouraged to enjoy and appreciate texts, and to understand the power texts have to influence, tell stories of a culture and promote shared understandings.</p> <p>Students intending to go to University must choose Foundation for Senior English.</p>
Pre-requisites:	A sound level of achievement (C) or above in Year 9 English would be an advantage.
Learning Experiences:	<p>All of the units are based around the Australian National Curriculum which was launched in 2012 across Queensland.</p> <p>The following units will be completed:</p> <p><b>Media Texts</b> Students analyse and evaluate how human experience is represented in new media texts and documentaries, including the use of images.</p> <p><b>Contemporary Literature</b> Students compare and contrast the social, moral and ethical themes in a range of contemporary literature texts, including the close study of a novel.</p> <p><b>A Critical Look at Television</b> Students analyse and explain how language and images are created in television.</p> <p><b>The Classics</b> Students investigate classic world literature, including a play by Shakespeare, to explore themes of human experience and cultural significance.</p> <p><b>Career Choices</b> Students use their literacy skills to develop a resume, letter of introduction and career plan. The world of work is explored in this unit.</p>
Assessment:	Assessment is both written and spoken/signed. Students complete three or four written tasks and two or three spoken/signed tasks in each year. Some assessment tasks are completed under test conditions whilst some use a combination of class and student time. The tasks range from writing short stories to analysing television shows, novels and advertisements.
Career Pathways:	The study of English will be an asset in all career pathways. Specific English related careers include the following work areas: advertising, marketing, education, media, politics, writing, publishing and public relations.

## Foundation for English Communication

Code:	ENF
Description:	<p>English Communication is an alternate version of English that is suitable for students who are selecting a vocational pathway. The focus on English Communication is also on improving the students' basic literacy skills. All of the units are based around the Australian National Curriculum which was launched in 2012 across Queensland.</p> <p>The Year 10 English Communication course has been designed to encourage students to improve their reading, writing and speaking skills. It is similar to the English course but moves at a modified pace. Students will complete assessment tasks that will mirror the range and type of assessment tasks that will be encountered within the senior course.</p> <p>It is important to note that many University courses require English as a prerequisite thus if the student is <b><u>intending on applying to University</u></b> they are <b><u>advised against choosing English Communication</u></b>. It is strongly suggested they choose Foundation for Senior English instead.</p>
Prerequisites:	None
Learning Experiences:	<p>Each English Communication course is designed around one of the following themes: work, community or leisure. The following units will be completed:</p> <p><b>My Generation</b> Students analyse and evaluate the different generations comparing their lives with the lives of their parents and grandparents at the same age.</p> <p><b>Contemporary Literature</b> Students read and review a novel written for young adolescents.</p> <p><b>A Critical Look at Television</b> Students explore the world of television.</p> <p><b>The Classics</b> Students investigate a play by Shakespeare, to explore themes of human experience.</p> <p><b>Career Choices</b> Students use their literacy skills to develop a resume, letter of introduction and career plan. The world of work is explored in this unit.</p>
Assessment:	<p>Students will complete a range of assessment, including both written and spoken tasks. Each unit will have a minimum of one assessment task (most will have two). Students may complete some of the following tasks: book reviews, talks with demonstration, a television news report and short stories.</p>
Career Pathways:	<p>Many students who study English Communication go on to enjoy the following careers: trades, apprenticeships and traineeships in retail, building, mechanics, printing, computers, landscape and or beauty. The subject is highly diverse and the skills developed within this subject will be an asset to any career.</p>

## Foundation for Graphics

Code:	GPS
Description:	There are ways of communicating other than the spoken and written forms. The form of communication that students will be learning in this subject is graphical communication. This will be done by completing sketches and drawings, and the use of computers with computer-aided drawing packages. If students are going to turn their interests to a trade, designing, engineering or architecture as a career after school life, learning the fundamentals of drawing will be an important step.
Prerequisites:	Having completed Graphics in Year 9 would be an advantage but is not necessary.
Learning Experiences:	<p><b>Graphic Design</b> Students will assume the role of a Graphic Designer for a marketing company and design a company name and logo. The computer programs that will be used are Microsoft Word, Microsoft Publisher, Word Art and Clip Art.</p> <p><b>Industrial Graphics</b> Students are employed as a graphic designer for an engineering firm to design, draw, and present a product that can be used in the home. The drawing folio will have an assembly drawing, open and inline for assembly, and detail drawings using the Australian standards.</p> <p>The drawings will be done with the CAD program "Inventor".</p> <p><b>Built Environment Graphics</b> Students will assume the role of an architect and draw a small three bedroom house. The house will be designed using the environment to create a sustainable structure as we head into the future. The drawing portfolio will consist of concept sketches, a site plan, a floor plan, a furniture plan, four elevations, two external views and two internal views. The CAD program called "Revit" will be used to do this.</p>
Assessment:	Students are required to submit a drawing folio for each of the units that are completed over the year.
Career Pathways:	If students are going to turn their interests to a trade, designing, engineering or architecture as a career after school life, learning the fundamentals of drawing will be an important step.

## Foundation for Senior Home Economics

Code:	HEC
Description:	<p>This subject aims to introduce students to topics that are studied in detail in Years 11 and 12 in the areas of Home Economics.</p> <p>Home Economics focuses on the well-being of the individual and wider community. Students will gain knowledge and practical skills in the areas of food and textiles.</p>
Prerequisites:	<p>A study of Home Economics and/or Food Studies in earlier years would be an advantage.</p> <p>Students must provide their own ingredients and fabric to complete the practical components of the subject.</p>
Learning Experiences:	<p>In studying Foundation for Senior Home Economics, students will engage in a wide variety of learning experiences including:</p> <ul style="list-style-type: none"> <li>• Selecting and preparing nutritious foods using correct techniques and time management</li> <li>• Investigating trends in eating behaviours</li> <li>• Understanding personal and social influences on actions related to food, nutrition and health</li> <li>• Applying decision-making strategies taking into consideration budget, nutrition, and resources available</li> <li>• Dietary analysis and food preparation for typical groups (vegetarians, athletes, heart disease, coeliac etc.)</li> <li>• Implementing healthy eating behaviours</li> <li>• Textile design and selection of fabrics to match articles of clothing and/or home furnishings</li> </ul>
Assessment:	<p>Students will be required to participate in the following assessment techniques:</p> <ul style="list-style-type: none"> <li>• Supervised written assessment</li> <li>• Written assignments</li> <li>• Practical projects, focusing on food and textiles</li> </ul>
Career Pathways:	<p>This course provides students with the knowledge and skills for Year 11 Home Economics, Certificate II in Hospitality and Year 11 Early Childhood.</p> <p>Home Economics provides a pathway to:</p> <ul style="list-style-type: none"> <li>• Trades, apprenticeships and traineeships</li> <li>• Food technologies</li> <li>• Nutrition related careers</li> <li>• Teaching</li> <li>• Community work</li> <li>• Agencies related to health, housing and families</li> <li>• Fashion design</li> </ul>

## Foundation for Senior Hospitality

Code:	HSP
Description:	<p>This subject aims to introduce students to topics that are studied in detail in Years 11 and 12 in Certificate II Hospitality.</p> <p>Students will have the opportunity to appreciate and understand the hospitality industry's workplace culture and practices and engage them in a variety of hospitality activities that will raise awareness of the personal attributes, knowledge and skills required to enhance employability in the hospitality industry.</p>
Prerequisites:	Students must provide their own ingredients to complete the practical components of the subject.
Learning Experiences:	<p>In studying Foundation for Senior Hospitality, students will engage in a wide variety of learning experiences including:</p> <ul style="list-style-type: none"> <li>• Awareness of hospitality career options and desirable employment qualities needed in the industry</li> <li>• Job prospects in the industry</li> <li>• Catering for functions that require interaction with guests and/or customers</li> <li>• Preparing and serving a wide range of food; developing basic skills in the kitchen</li> <li>• Table setting, menu options, recipe costing and quantity cooking</li> </ul>
Assessment:	<p>Students will be required to participate in the following assessment techniques:</p> <ul style="list-style-type: none"> <li>• Supervised written assessment</li> <li>• Written assignments</li> <li>• Practical projects</li> </ul>
Career Pathways:	<p>This course provides students with the knowledge and skills for Year 11 Home Economics and Certificate II in Hospitality.</p> <p>Food Studies provides a pathway to:</p> <ul style="list-style-type: none"> <li>• Trades, apprenticeships and traineeships in hospitality</li> <li>• Hospitality management</li> <li>• Food technologies</li> <li>• Nutrition related careers</li> </ul>

## Foundation for Indonesian

Code:	IND
Description:	<p>Indonesia is an archipelago comprising approximately 17,508 islands. It has an exciting and fascinating culture. Indonesia is one of the largest and most diverse countries in the world. With over 220 million people it is of great environmental, cultural, political, and economic interest to the countries in the Asia Pacific region.</p> <p>Students in Year 10 will have the opportunity to discover the language and culture of our close neighbours.</p> <p>There are many great social and cultural benefits to be had from broadening and deepening our people-to-people links across the region. Students will develop the skills and understanding needed to be successful, well-rounded citizens in our ever-changing world. They will also become bi-lingual and in doing so will learn more about their first language.</p>
Learning Experiences:	During the unit, students will study topics including travel and daily routines. Students will learn the language and also learn about the nation.
Assessment:	<p>Students will be assessed through comprehension and composing tasks on all four macro skills:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul>
Career Pathways:	The study of Indonesian will be an asset in the following career pathways: law, environmental science, engineering, finance, journalism, mining, translating, tourism, diplomacy, media and education.

## Foundation for Information Processing and Technology

Code:	IFT
Description:	In the study of Information Processing and Technology, students develop and demonstrate the knowledge, practices and dispositions necessary to operate effectively in information-rich environments. They understand the transformation of data to information, of information to knowledge, as well as the interdependence of human and technological agencies that lead to these transformations.
Prerequisites:	A high achievement (B) or higher for Year 9 ICT would be an advantage.
Learning Experiences:	<ul style="list-style-type: none"> <li>• Manipulate a game-making package to design a working computer game and ultimately evaluate its effectiveness using established criteria</li> <li>• Design, produce, publish and maintain websites</li> <li>• Develop basic skills and abilities in working with and designing robots to perform a number of tasks</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• Product design, development and construction projects</li> <li>• The design–develop–evaluate cycle can be used as a method of inquiry. The cycle is used to enact and involves: <ul style="list-style-type: none"> <li>○ Design: identifying the problem, analysing tasks, specifying the solution/s, selecting and applying appropriate design methodology</li> <li>○ Develop: applying the design and testing for errors</li> <li>○ Evaluate: evaluating the contexts, inputs, processes and products</li> </ul> </li> </ul>
Career Pathways:	Students could continue with Senior Information Processing and Technology. They also could continue with TAFE, university or careers in Information Technology.

## Foundation for Japanese

Code:	JAP
Description:	<p>Learning Japanese widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development.</p> <p>Information and communication technologies (ICTs), trade and commerce have brought Australians into closer relationships and more frequent interactions with people of other cultures, countries and communities.</p>
Prerequisites:	Students, typically, will have studied Japanese for a continuous period throughout Years 7, 8 and 9.
Learning Experiences:	<p>A range of learning experiences across the four Language Macroskills of Listening, Speaking, Reading and Writing are applied to develop students' skills in using Japanese language in realistic situations.</p> <p>Extended language topics include Travel, School, Family, Celebrations and Daily Life.</p> <p>Intercultural competence is also enriched by the study of Culture, History and Social elements of Japan. Learning is enriched by the study of the Edo Era and Samurai, Fascination with Food and Social Changes in Japan.</p> <p>Students are also encouraged to host a Japanese visitor and maintain an e-pal.</p>
Assessment:	<p>Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This provides students with experience in responding to a variety of tasks, under appropriate conditions. Students will display intercultural competence and language awareness at the completion of the course.</p> <p>The Four Language Macro Skills of Listening, Speaking, Reading and Writing will be assessed using a variety of contexts, purposes, modes and mediums. Students will also be assessed on cultural, historical and social aspects of Japan.</p>
Career Pathways:	International trade, banking and finance, mining, translating and interpreting, tourism, diplomacy, media and education.

## Foundation for Mathematics A

Code:	MAT
Description:	<p>Learning mathematics creates opportunities for and enriches the lives of all of our students.</p> <p>The Australian Mathematics Curriculum provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.</p> <p>It develops the numeracy capabilities that all students need in their personal, work and civic life.</p>
Prerequisites:	Students will require at least a sound achievement (C) in Year 9 Mathematics.
Learning Experiences:	<p>Students study the following topics:</p> <ul style="list-style-type: none"> <li>• Money and financial mathematics</li> <li>• Patterns and algebra</li> <li>• Linear and non-linear relationships</li> <li>• Using units of measurement</li> <li>• Geometric reasoning</li> <li>• Pythagoras and trigonometry</li> <li>• Chance</li> <li>• Data representation and interpretation</li> </ul>
Assessment:	<p>Students will experience assessment tasks designed to give them familiarity with the styles of assessment that they will encounter in the senior version of this subject which could include:</p> <ul style="list-style-type: none"> <li>• Extended modelling and problem solving tasks - students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics</li> <li>• Reports - assessment tasks are typically an extended response to a practical or investigative task, such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity, or a project</li> <li>• Supervised tests - conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses</li> </ul>
Career Pathways:	Students undertaking this unit are likely to progress on to Senior Mathematics A in Year 11 and do not intend to go on to mathematically intense tertiary studies.

## Foundation for Mathematics B

Code:	MBB
Description:	<p>Learning mathematics creates opportunities for and enriches the lives of all of our students.</p> <p>The Australian Mathematics Curriculum provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.</p> <p>It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.</p>
Prerequisites:	Students will require at least a high achievement (B) in Year 9 Mathematics.
Learning Experiences:	<p>Students study the following topics including extension material:</p> <ul style="list-style-type: none"> <li>• Money and financial mathematics</li> <li>• Patterns and algebra</li> <li>• Linear and non-linear relationships</li> <li>• Using units of measurement</li> <li>• Geometric reasoning</li> <li>• Pythagoras and trigonometry</li> <li>• Chance</li> <li>• Data representation and interpretation</li> </ul>
Assessment:	<p>Students will experience assessment tasks designed to give them familiarity with the styles of assessment that they will encounter in the senior version of this subject which could include:</p> <ul style="list-style-type: none"> <li>• Extended modelling and problem solving tasks - students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics</li> <li>• Reports - assessment tasks are typically an extended response to a practical or investigative task, such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity, or a project</li> <li>• Supervised tests - conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.</li> </ul>
Career Pathways:	Students undertaking this course are likely to progress on to Senior Mathematics B or both Senior Mathematics B and Senior Mathematics C in Year 11 and may intend to go on to mathematically intense tertiary studies.

## Media Studies

Code:	MED
Description:	<p>Media Studies is designed to introduce students to a range of audio and visual media as the comprehension of media is vital in a student's everyday life. This subject encourages students to derive meaning from the digital world around them and interact with it appropriately.</p> <p>Media Studies allows students to design, produce and critique a range of media products and manipulate technologies to create meaning. Working in groups and as an individual, students will be provided with opportunities to utilise devices and software within the media studies genre to produce their own work.</p>
Prerequisites:	A sound achievement (C) in Year 9 English.
Learning Experiences:	<p>Students will engage in a variety of learning experiences within the Media Studies industry. Some examples are listed below:</p> <ul style="list-style-type: none"> <li>• Work effectively in group projects that will co-ordinate planning, filming and editing; negotiating schedules, equity in work load, and technical issues.</li> <li>• Complete a storyboard based on a film script identifying different shots, angles and transitions.</li> <li>• Analysis of media texts within the classroom such as films and short movies.</li> <li>• Make productions for real audiences such as peers and the school community.</li> <li>• Use editing technologies to manipulate images produced by others to create new meaning.</li> <li>• Understand how media constructs representations through products to appeal to target audiences.</li> </ul>
Assessment:	<p>The program assesses the three core elements of design, production and critical appraisal of film and television:</p> <ul style="list-style-type: none"> <li>• Design: Students will complete tasks in the design criteria which can include using oral and written treatments, character outlines, character images, three-column scripts, film script/screenplay, shooting script/shot list and storyboard</li> <li>• Production: Students will create a complete video or sequences of a video, animation, camera footage, editing, soundtrack and advertisement</li> <li>• Critique: Students will critique media texts through either extended writing or oral presentation</li> </ul>
Career Pathways:	Some career pathways for Media Studies are advertising professional, film composer, producer, director, set designer, sound editor, film editor, visual effects co-ordinator, media industry specialist, post-production specialist, film critic, camera operator and screenwriter.

## Foundation for Physics/Chemistry

Code:	PCY
Description:	<p>All students study core science in Year 10 but this elective aims to provide further foundation content and assessment techniques to prepare students for senior Physics and Chemistry.</p> <p><b>It is strongly recommended that students who intend to study Physics and Chemistry in Year 11 choose this elective.</b></p> <p>These subjects are foundation subjects for many careers. Students who have chosen to study these subjects in Year 10 and beyond, to Year 11 &amp; 12 have found themselves much better prepared for their tertiary studies.</p> <p>Selecting them in Year 10 is an opportunity to try the challenge without the penalties involved in changing subjects in Year 11 – in previous years students have surprised themselves by actually enjoying and mastering them!</p> <p>Semester 1 will cover Physics topics and Semester 2 Chemistry topics. Students may choose to do only one semester of the elective instead of both.</p>
Prerequisites:	None
Learning Experiences:	<p><b>PHYSICS</b> Students will undertake studies for one semester in the following topics:</p> <ul style="list-style-type: none"> <li>• Electronics</li> <li>• Wave Motion</li> <li>• Energy</li> <li>• Forces</li> </ul> <p><b>CHEMISTRY</b> Students will undertake studies for one semester in the following topics:</p> <ul style="list-style-type: none"> <li>• Chemical Equations</li> <li>• Stoichiometry</li> </ul>
Assessment:	Students will be assessed each semester. They will take the form of written tests, experimental investigations and research reports.
Career Pathways:	Chemistry and Physics form the foundation for many careers in the areas of science, medicine and health, mining and engineering, building and technology, sport and exercise science, astronomy and beyond.

## Foundation for Prevocational Mathematics

Code:	PRE
Description:	Foundation for Senior Prevocational Mathematics is designed to help students improve their numeracy by building their confidence, and success in making meaning of mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.
Prerequisites:	None
Learning Experiences:	<p>Students will be involved in many real-life applications of Mathematics to review basic concepts learned in Years 8 and 9, and to prepare them for Prevocational Mathematics. Students will study the basic concepts within the following topics:</p> <ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Real numbers</li> <li>• Money and financial mathematics</li> <li>• Patterns</li> <li>• Mathematical relationships</li> <li>• Using units of measurement</li> <li>• Geometry</li> <li>• Chance</li> <li>• Data representation and interpretation</li> </ul>
Assessment:	<p>Students will be assessed in the following criteria:</p> <ul style="list-style-type: none"> <li>• Understanding</li> <li>• Fluency</li> <li>• Problem Solving</li> <li>• Reasoning</li> </ul> <p>Assessment will generally be done via assignments and end of unit tests.</p>
Career Pathways:	Students undertaking this course are likely to progress on to Senior Pre-vocational Mathematics (which is a non-board subject in Years 11 and 12). It is intended for those students who do not wish to continue on to Tertiary Education.

## Pursuit of Excellence Studies: Volleyball

Code:	VOL
Description:	<p>The creation of the Pursuit of Excellence Studies: Volleyball course in 2003 has brought volleyball into the mainstream curriculum rather than have it operate solely as an extra-curricular element within the school (which it has been since 1991). This has given students the opportunity to pursue Sporting Excellence within a school environment.</p> <p>Through involvement in the Pursuit of Excellence Studies: Volleyball program, students will develop a strong set of values and virtues such as self-belief, discipline, leadership, responsibility, confidence, commitment, loyalty, integrity, courage and the ability to work as a team member. High expectation in each of these areas is the foundation of the Pursuit of Excellence Studies: Volleyball program.</p>
Prerequisites:	Students enrolled in the Year 10 Pursuit of Excellence Studies: Volleyball class have usually completed the Year 8 and 9 Pursuit of Excellence Studies courses of study. Students can apply for entry to the Year 10 class if they have shown a commitment to the sport through prior extra-curricular involvement.
Learning Experiences:	<p>Learning experiences to be undertaken will be designed to enhance learning within the following Units:</p> <ul style="list-style-type: none"> <li>• Nutrition for Volleyball</li> <li>• Skill Analysis in Volleyball 1</li> <li>• Volleyball Level 1 Coaching Course</li> <li>• Fitness for Volleyball 2</li> <li>• Performance Analysis &amp; Player Evaluation in Volleyball</li> <li>• Team Training in Volleyball 2</li> <li>• Beach Volleyball</li> </ul>
Assessment:	Assessment involves observation of physical performance as well as written exams, assignment activities and booklet completion.
Significant Recent Results:	<ul style="list-style-type: none"> <li>• Gold Medal Open Girls Div. 1 - QVSC 2012</li> <li>• Bronze Medal Senior Boys Honours - QVSC 2012</li> <li>• Bronze Medal Youth Boys Div. 1 - QVSC 2012</li> <li>• Silver Medal Intermediate Girls Div. 1 - QVSC 2012</li> <li>• Gold Medal Junior Girls Div. 1 - QVSC 2012</li> <li>• Gold Medal Youth Girls Div. 2 - QVSC 2012</li> <li>• Gold Medal Youth Girls Div. 2 - AVSC 2012</li> <li>• Silver Medal Youth Boys Div. 1 - AVSC 2012</li> <li>• 15 x Sunshine Coast Regional Representative players - 2013</li> <li>• 2 Queensland Representatives and one Australian Rep. – 2013</li> <li>• Gold Medal Senior Girls Div. 1 - QVSC 2013</li> <li>• Bronze Medal Youth Girls Div. 2 - QVSC 2013</li> <li>• Gold Medal Junior Girls Div. 1 - QVSC 2013</li> <li>• Gold Medal Intermediate Girls Div. 1 - QVSC 2013</li> <li>• Silver Medal Intermediate Girls Div. 2 - AVSC 2013</li> <li>• Gold Medal Junior Boys Div. 1 - AVSC 2013</li> <li>• Gold Medal Open Boys Div. 2 - AVSC 2013</li> <li>• Sunshine Coast Junior, Senior and Overall Champion School - 2014</li> </ul>

## Foundation for Recreation

Code:	REC
Description:	<p>Aims of Year 10 Recreation include:</p> <ul style="list-style-type: none"> <li>• To educate students about the need for a balanced life style</li> <li>• To equip students with a variety of social and recreational skills to facilitate a balanced lifestyle</li> <li>• To have students appreciate the intrinsic worth of a lifestyle that includes regular recreational pursuits</li> <li>• To have students appreciate the environment needed to facilitate recreational pursuits (i.e. understand how to identify / minimise risks)</li> </ul>
Prerequisites:	Willingness to involve self fully in all set physical AND classroom-based activities.
Learning Experiences:	<p>Learning experiences will be based around the following Units:</p> <ul style="list-style-type: none"> <li>• What is Recreation?</li> <li>• Indoor Hockey</li> <li>• Surf Skills</li> <li>• Ultimate</li> <li>• Tennis</li> <li>• Golf</li> <li>• OzTag</li> <li>• Fitness Activities</li> <li>• Outdoor Recreation</li> <li>• Archery</li> <li>• Basic First Aid</li> </ul>
Assessment:	Assessment involves observation of performance and participation as well as written exams and assignment activities.
Other:	Because many sessions are conducted off-campus and require facility or instructor hire and bus travel, a subject levy has to be paid by students at the start of the year.

## Foundation for Science - Core

Code:	SCI
Description:	<p>Under the Australian Curriculum <b>all students must study core science.</b></p> <p>Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives.</p> <p>The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.</p>
Prerequisites:	None
Learning Experiences:	<p>Students will study the following units - Investigating Reactions, The Periodic Table, Road Science, Space Science, Inheritance, Evolution, Exploring the Universe, Earth Systems.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Analyse how the periodic table organises elements and use it to make predictions about the properties of elements</li> <li>• Explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions</li> <li>• Explain the concept of energy conservation and represent energy transfer and transformation within systems</li> <li>• Apply relationships between force, mass and acceleration to predict changes in the motion of objects</li> <li>• Describe and analyse interactions and cycles within and between Earth's spheres</li> <li>• Evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth</li> <li>• Explain the processes that underpin heredity and evolution</li> <li>• Analyse models and theories that have developed over time and discuss the factors that prompted their review</li> <li>• Develop questions and hypotheses and independently design and improve appropriate methods of investigation</li> <li>• Identify alternative explanations for findings and explain any sources of uncertainty when analysing data</li> <li>• Evaluate the validity and reliability of claims made in secondary sources</li> <li>• Select appropriate representations and text types to communicate science ideas for specific purposes.</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• Supervised assessment - written tests</li> <li>• Experimental investigation and scientific reports</li> <li>• Presentation and reports</li> <li>• Response to stimulus</li> </ul>
Pathway to Senior Subjects	<p>This course provides a basis for students who intend to study a science - Biology, Chemistry, Marine Science, and Physics, in Years 11 and 12.</p> <p><b>However, students planning to study these should also choose the relevant semester subjects from the electives Foundation for Biology/Marine Science and/or Foundation for Chemistry/ Physics.</b></p>
Career Pathways:	Science forms the foundation for many careers in the areas of science, medicine and health, mining and engineering, building and technology, sport and exercise science and teaching.

## Foundation for Tourism

Code:	TSM
Description:	<p>Tourism has become the world's biggest industry and its potential impact on societies and their economic and ecological future is enormous. The tourism industry is one of Australia's fastest growing industries, and has assumed increasing importance in Australian society as a source of expanding employment opportunities.</p> <p>The tourism industry provides the context for students to understand the industry's workplace culture and practices, and also to develop the skills, processes and attitudes crucial for making valid decisions about career pathways. Students are also encouraged to investigate tourism as a source of leisure activity, life skills and as an avenue for further study.</p>
Prerequisites:	Students will have to attend field trips/excursions that may involve assessment – at least one excursion per semester. There will be an added cost for each excursion.
Learning Experiences:	<p>This course is designed to enable students to gain an understanding of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.</p> <p>The course will cover related topics involving the areas of:</p> <ul style="list-style-type: none"> <li>• The Nature of Tourism</li> <li>• Impact of Local Tourism on the Sunshine Coast</li> <li>• Queensland Tourism – Tourism Expo</li> <li>• Australian Tourism – Cultural diversity</li> <li>• International Tourism</li> </ul>
Assessment:	<p>Students will engage in and actively work with relevant software to further develop desirable presentation/display skills.</p> <p>Assessment may include:</p> <ul style="list-style-type: none"> <li>• Classwork portfolios</li> <li>• Project and practical work</li> <li>• Group work – Tourism Expo</li> <li>• Case studies</li> <li>• Non-written presentations</li> </ul>
Career Pathways:	This course would benefit those students who are considering choosing Certificate II in Tourism in Year 11.

## Foundation for Visual Art

Code:	ART
Description:	<p>Foundation for Senior Visual Art allows students to develop visual literacy, thereby enhancing students' capacities to think, create and question. It provides skills to interpret and express and communicate ideas. While this unit addresses the necessary skills and processes that students will be required to exhibit in order to study the Senior Art course of Years 11 and 12, it also represents an excellent overview of artistic processes for students wishing to study Visual Design Studies in Year 11. Foundation for Senior Visual Art also promotes reflection and analysis of art experiences to develop an informed personal response which they can support and discuss.</p>
Prerequisites:	Year 9 Visual Arts is recommended but not compulsory.
Learning Experiences:	<p>Students make a range of art images and objects that demonstrate their ability to work individually and collaboratively.</p> <ul style="list-style-type: none"> <li>• Students produce a visual journal recording ideas, processes, research, experiments and personal responses to a range of art experiences.</li> <li>• Students, through the framework of 20<sup>th</sup> century western art, explore major art movements and significant artists.</li> <li>• Students create a wide range of artworks, referencing techniques, media and styles of 20<sup>th</sup> century art movements and artists.</li> <li>• Students describe, analyse, interpret and judge art works in the study of art history and assignment writing.</li> </ul>
Assessment:	<p>Assessment within Foundation for Senior Visual Art is comprised of making and appraising tasks.</p> <ul style="list-style-type: none"> <li>• Making - is the production of artworks. Students will be assessed on their production of various images and objects, in a range of art forms (e.g. drawing, painting, digital imaging, sculpture) that encourage creative expression and work towards an exhibition of work for public viewing.</li> <li>• Appraising - is the appreciation of artworks. Students will be assessed on their ability to display knowledge through describing, analysing, interpreting and evaluating information related to art works.</li> </ul>
Career Pathways:	<p>Studying Visual Art can take you into tertiary visual art/design courses, industry training, training at TAFE or university level or straight into a visual arts/design job with on-site training. Many career pathways outside the obvious artist or graphic designer value the skills learnt in Visual Arts. Any career path that requires you to be creative and question the environment around you benefits from skills learnt in Visual Arts.</p> <p>Possible careers: animator, illustrator, web designer, graphic designer, artistic director, photographer, reviewer/critic, interior designer, hair dresser, landscape architect, industrial designer, film and television, textile designer, sign maker, jeweller, artist/craftsperson, potter, screen printer, cartoonist.</p>



# Queensland Curriculum and Assessment Authority

## VET Subjects

***These subjects contain competency based vocational modules and may include “on the job” training***

### VET DISCLAIMER

“The school must have certain teachers and equipment to run the courses advertised in this section. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications but it may incur a fee. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements. Late enrolment in a VET course means that a training and assessment agreement is for the negotiated package of units, which will lead to a statement of attainment.”

*‘Information correct at time of publication but subject to change’*

## Foundation for Senior Business & Legal Studies BSB10115 Certificate I in Business

Code:	BST		
RTO Details:	Burnside State High School 30245		
Description:	<p>Business qualities and skills are increasingly important to all Australians in maximising opportunities in the environment of change in which we operate these days. Responsible citizens need to participate more effectively in a changing business and legal environment.</p> <p>This subject is designed to equip students with the knowledge and ability to communicate effectively and interact confidently within business and legal environments and to learn the skills that are fundamental to attaining a knowledge of business and legal issues.</p>		
Prerequisites:	A sound achievement (C) or higher in Year 9 English would be an advantage.		
Learning Experiences:	<p>This course may cover these topics:</p> <p><b>Legal Applications</b></p> <ul style="list-style-type: none"> <li>• The need for laws and/or regulations</li> <li>• Rights and responsibilities of citizens including children</li> </ul> <p><b>Business</b></p> <ul style="list-style-type: none"> <li>• Develop a Business Plan for a business of choice</li> </ul> <p>In Semester Two, students will be registered for <b>BSB10115 Certificate I in Business</b>. To qualify for this certificate, they will need to achieve competence in six (6) units.</p> <p>Units of competency:</p> <ul style="list-style-type: none"> <li>• BSBWHS201 Contribute To Health And Safety Of Self And Others</li> <li>• BSBADM101 Use Business Equipment and Resources</li> <li>• BSBIND201 Work Effectively in a Business Environment</li> <li>• BSBCMM101 Apply Basic Communication Skills</li> <li>• BSBITU101 Operate a Personal Computer</li> <li>• BSBITU102 Develop Keyboard Skills</li> </ul>		
Assessment:	<p>Students will engage in and actively work with relevant software to further develop desirable presentation/display skills.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Business &amp; Legal Studies</b> Assessment will vary and may include:</p> <ul style="list-style-type: none"> <li>• Research assignment related to a legal topic</li> <li>• Business plan</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>BSB10115 Cert I in Business</b> Assessment will vary and may include:</p> <ul style="list-style-type: none"> <li>• Observation checklists</li> <li>• Folios of classwork</li> <li>• Oral questioning</li> <li>• Written assessment</li> <li>• Case study</li> <li>• Practical tests</li> </ul> </td> </tr> </table>	<p><b>Business &amp; Legal Studies</b> Assessment will vary and may include:</p> <ul style="list-style-type: none"> <li>• Research assignment related to a legal topic</li> <li>• Business plan</li> </ul>	<p><b>BSB10115 Cert I in Business</b> Assessment will vary and may include:</p> <ul style="list-style-type: none"> <li>• Observation checklists</li> <li>• Folios of classwork</li> <li>• Oral questioning</li> <li>• Written assessment</li> <li>• Case study</li> <li>• Practical tests</li> </ul>
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Career Pathways:	This course would benefit those students who are considering choosing Legal Studies and/or Business Communication and Technologies and/or Certificate II in Business in Year 11.		

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## CUA20215 Certificate II in Creative Industries (Music)

Code:	MUS
RTO Details:	Burnside State High School 30245
Description:	<p>The course is studied over a period of two (2) semesters in year 10. Students will be supplied with a student study guide and assessment outline giving details of all assessment items and lessons. Units covered in the course are listed below.</p> <ul style="list-style-type: none"> <li>• BSBWOR203 Work effectively with others</li> <li>• CUAIND201 Develop and apply creative arts industry knowledge</li> <li>• CUAMPF101 Develop skills to play or sing music</li> <li>• CUAMPF102 Develop ensemble skills to perform simple musical parts</li> <li>• CUASOU202 Perform basic sound editing</li> <li>• CUASOU203 Assist with sound recordings</li> <li>• CUASTA201 Develop basic staging skills</li> <li>• CUASTA202 Assist with bump in and bump out of shows</li> <li>• CUAWHS302 Apply work health and safety practices</li> <li>• CUASOU201 Develop basic audios skills and knowledge</li> </ul>
Prerequisites:	<p>A sound achievement (C) in Year 9 Music is essential. Students must also be able to play an instrument.</p> <p><b>N.B. If a student joins the course after it has commenced they will only be partly credited.</b></p>
Learning Experiences:	<p>Music has attributes that help students gain many skills in their creative, academic and social development. This course allows students to develop a multiplicity of skills through the following experiences:</p> <ul style="list-style-type: none"> <li>• Learning and developing skills on a musical instrument</li> <li>• Developing and updating knowledge related to the contemporary music industry</li> <li>• Communicating and expressing musical ideas through song writing</li> <li>• Learning and developing performance skills</li> <li>• Developing safety awareness in the music industry</li> <li>• Expanding musical knowledge through listening</li> <li>• Recording own songs/compositions onto CD</li> <li>• Studying career opportunities in music</li> <li>• Developing and promoting their own image</li> <li>• Appreciating the relationship between music and technology</li> </ul>
Assessment:	<p>Assessment for the course is outlined in the student study guide and assessment outline booklet. Methods of assessment will vary with each module and may include:</p> <ol style="list-style-type: none"> <li>1. Practical assignments</li> <li>2. Formal tests</li> <li>3. Written assignments</li> <li>4. Homework tasks</li> <li>5. Oral presentations</li> <li>6. Online tests</li> <li>7. Log book</li> <li>8. Performances</li> <li>9. Recordings</li> </ol>
Career Pathways:	<p>Composer, performer, classroom music teacher, private instrumental teacher, sound engineer (live sound), studio engineer, artistic administrator, music journalist, musicologist.</p>

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