

Toowoomba State High School



Creating Stars for our Future

Senior Studies Foundation Program

Year 10

2018

Address Stuart Street, Toowoomba 4350

Post PO Box 1825, Toowoomba 4350

Phone 07 46371371

Fax 07 46371310

Email the.principal@toowoombashs.eq.edu.au

Web www.toowoombashs.eq.edu.au



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Welcome to Year 10: The start of your Senior School Journey!

Year 10 has joined Year 11 and Year 12 as part of the Senior School at Toowoomba State High School. This provides our young people with the experiences and learning opportunities that start their journey to university, training or work. Toowoomba State High has a reputation for ensuring that students complete Year 12 with the best qualification possible and are the most competitive when applying for their post school destination. The innovations we have in place in our Senior School strengthen this reputation.

From 2018, new subjects will be available to Year 10 students as part of their preparation for the new suite of subjects that will be available to them under the new ATAR system which will commence in 2019.

Students will wear the new Senior School uniform and participate in a comprehensive career and wellbeing program that will support decision making about their future. They will be supported by a Deputy Principal who works closely with the Heads of Department and the Year Coordinator to support and encourage student achievement, engagement and wellbeing.

What is the focus of Year 10?

Year 10 is the foundation year for the Senior School and gives students the chance to try out senior subjects so they can complete two full years of the subjects they choose for Year 11 and Year 12 without changing. Completing Year 12, attaining the Queensland Certificate of Education (QCE) and obtaining a quality Senior Education Profile is our aim for every student of the school. By finishing Year 12, young people increase their life choices dramatically.

The purpose of Year 10 is to:

- Sample foundation subjects in preparation for Senior subjects (which will be reflective of the ATAR system)
- Be introduced to the notion of 'unseen' assessment tasks (introduction to external assessment)
- Commence familiarisation with 'cognitive verbs' that will be utilised throughout assessment tasks under the new ATAR system
- Commence building pathways to qualifications and further learning beyond school
- Begin banking credits for a Queensland Certificate of Education (QCE)
- Continue to build on Literacy and Numeracy skills developed in Junior Secondary

What does Year 10 look like?

The program of study for Year 10 is as follows:

- Six subjects each semester for three lessons/week.
- These subjects are comprised of two core (compulsory) subject areas and four elective subjects.
- **All subjects are studied for one year in duration.**
- Core: Maths and English subject area choices.
- Electives: All students select four additional subjects.
- Year 10 subjects offered at TSHS are described in detail in this handbook and includes some opportunities to commence Vocational programs.
- *Elective subjects are run where there are sufficient numbers of students interested and appropriate physical and human resources are available.*
- The extension lesson is provided to offer alternative curriculum/support programs to students.

	Lessons/Week	Length
English	3	Year
Maths	3	Year
Science	3	Year
Humanities	3	Year
HPE	3	Year
Arts	3	Year
Languages	3	Year
Health	3	Year
Technology	3	Year
Manual Arts	3	Year
Life skills	1	Year
Extension	1	Year

Considerations for choosing Year 10 Courses

- Choose subjects which relate to your career aspirations and strengths.
- Choose subjects which you think sound interesting and you would enjoy.
- Choose subjects you would like to try as possible foundations for Senior subjects.

Young people must acquire the skills and qualifications needed to compete for and create jobs in emerging fields and revitalise traditional industries. It is compulsory for young people to stay at school until they finish Year 10 or have turned 16. They are then required to participate in education, training, or full-time work for a further 2 years until they achieve their QCE or a Cert III or turn 17.

Students are expected to continue from Year 10 to 11/12. Legal requirements exist for students who want to choose a non-school pathway including full-time work, training or TAFE.

Some traps to avoid

Do not select subjects simply because someone has told you that they 'help you get good results and give you a better chance of getting into university' or that they 'help you get a better job'.

Try not to be influenced by suggestions that you should or should not choose a particular subject because a friend /brother / sister either liked or disliked it or the teacher when they studied it.

Important information to remember

Students are advised that:

- It is not possible for the school to offer every subject or combinations of subjects desired by students.
- There are limits on the numbers of students able to be enrolled in particular subjects. **If too few students nominate for any subject and / or if the school is unable to staff a particular subject, then the subject will not be offered and students will have to select another subject.**
- Subjects, once chosen, are regarded as firm commitments. There are limited opportunities and strict guidelines for making changes.
- There are **COMPULSORY** subjects that students MUST undertake in Year 10 – English and Mathematics
- Each student must choose four (4) elective subjects for study. This should be done taking into consideration future career pathways and should open up flexible future options.

Occasionally a student may wish to see if it is possible to change enrolment in a particular subject. Such changes are not made lightly and the appropriate procedure **MUST** be followed for this to occur. A subject change is not always appropriate or desirable.

Approval will only be granted if:

- The proposed change/s has/have merit relative to the student's schooling pathway.
- There are vacancies in the class that the student proposes to join.
- The student's overall commitment and progress in his/her other subjects indicates ongoing enrolment in the overall study program is appropriate.
- The proposed change allows the student to demonstrate a quantum of work in the new subject.
- The proposed change takes place in a timeframe consistent with school policy.

The Queensland Certificate of Education (QCE) – As at August, 2017.

The QCE is Queensland's senior school-based qualification, awarded to eligible students on completion of the senior phase of learning, usually at the end of Year 12. The QCE is achievable for students and recognises a broad range of learning, including senior school subjects, vocational education and training (VET), workplace and community learning recognised by the Queensland Curriculum & Assessment Authority (QCAA), and university subjects undertaken whilst at school.

To be awarded a QCE, a student needs to demonstrate a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements. These requirements are measured in terms of credits. Credits are banked when the set standard has been met. Students must have at least 20 credits in the required pattern to be awarded a QCE.

If a student hasn't achieved enough credit to qualify for a QCE by the end of Year 12, they can add to their learning account for up to seven years after leaving school. Once they achieve 20 credits and have completed the QCE requirements, the QCAA will award their QCE in the following July or December.

Courses of Study

A wide variety of courses of study may contribute towards the QCE. Contributing studies are classified into four categories:

- **Core courses:** undertaken by students during the senior phase of learning include Authority and Authority-registered subjects.
- **Preparatory courses:** generally used as stepping stones to further study or training.
- **Enrichment courses:** provide learners with opportunities to develop their skills and knowledge at a higher level.
- **Advanced courses:** go beyond the scope and depth of typical senior secondary schooling. To gain credit for one- or two- semester university subjects, diplomas or advanced diploma courses in VET, the student must undertake these courses as part of a school program in partnership with a tertiary education institution. However, other recognised studies such as AMEB Grade 8 and higher do not need to be part of a school program to attract credit towards a QCE.

Different types and amounts of learning attract different amounts of credit towards the QCE. Credit is assigned when a minimum standard of achievement has been reached. A young person must achieve at least 20 credits to be eligible for a QCE. A minimum of 12 credits must come from completed Core courses of study. The remaining 8 credits may come from a combination of Core, Preparatory, Enrichment or Advanced courses, with a maximum of 6 credits from Preparatory studies.

Planning for a QCE

QCE planning starts in Year 10, when students develop a Senior Education and Training (SET) Plan. The SET Plan helps students structure their learning around their abilities, interests and ambitions. The plan is agreed between the student, their parents/carers and the school, and maps out what, where and how a student will study during their senior phase of learning — usually Years 10, 11 and 12. The SET Plan should be developed by the end of Year 10, updated as necessary, and regularly reviewed to monitor progress.

The Learning Account

Schools are required to register students with the QCAA, which usually happens during Year 10. When a student is registered, a learning account is created for them. The learning account records the individual student's school subject enrolments and results of any completed studies, which contribute to the QCE. These details are provided by the school and/or other learning provider/s.

Students are given a LUI (Learner Unique Identifier) and a password for their learning account, which they can access any time through the Student Connect website at www.studentconnect.qcaa.qld.edu.au

QCE Planning – As at August, 2017.

Learning Options and Requirements

CORE	Course	Credit	Points	
	CORE courses usually undertaken by students in the senior phase of learning.		At least 12 credits are needed. At least one credit undertaken while enrolled at a school.	
	Authority or Authority-registered subjects	Per course (four semesters)	4	
	Subjects assessed by a Senior External Examination		4	
	VET Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on-the-job training).	Certificate II	4	
		Certificate III or IV	5, 6, 7 or 8	
	School-based apprenticeships	Certificate III competencies On-the-job component	2 4	
	Tailored training programs		4	
Recognised international learning programs	Per course	4		

PREPARATORY	Course	Credit	Points	
	PREPARATORY courses: generally used as stepping stones to further study		A maximum of 6 credits can contribute	
	VET Certificate I vocational qualifications	(Max. of two qualifications can count)	2 or 3	
	Employment skills development programs approved under the VETE Act 2000	(Max. of one program can count)	2	
	Re-engagement programs	(Max. of one program can count)	2	
	Recognised certificates and awards	As determined by QCAA		
Short course in literacy or short course in numeracy developed by the QCAA	Per course	1		

ENRICHMENT	Course	Credit	Points	
	ENRICHMENT courses: add value or complement Core courses of study		A maximum of 8 credits can contribute	
	Recognised certificates and awards	As determined by QCAA		
	Recognised structured workplace or community-based learning programs	As determined by QCAA		
	Learning Projects – workplace, community, self-directed		1	
	Authority extension subjects such as English Extension		2	
	Career Development: a short course senior syllabus			
School-based subjects	As determined by QCAA			

ADVANCED	Course	Credit	Points	
	ADVANCED courses: go beyond senior secondary schooling		A maximum of 8 credits can contribute	
	One- or Two-semester university subjects while enrolled at a school	One-semester subject	2	
		Two-semester subject	4	
Competencies contributing to VET diplomas or advanced diplomas while enrolled at a school	Up to 8 credits: per competency	1		
Recognised certificates and awards	As determined by QCAA			

Further detailed explanation of the QCE is available at

http://www.qcaa.qld.edu.au/downloads/senior/qce_brochure.pdf or <https://www.qcaa.qld.edu.au/3180.html>

ATAR: The basics at this point in time

Students currently in Year 9 will be the first group of students to enter the new tertiary entrance system being introduced in Queensland from 2019. ATAR replaces the OP system that has been in use in Queensland since 1992. It is important for parents/carers to understand that the ATAR system is still currently being developed and that as information is made available to schools, it will be forwarded to students and parents/carers. The government has given an undertaking that all information will be finalised at the latest by mid-2018 so that students can make informed decisions regarding their Year 11 & 12 studies prior to 2019. The information below is a summary of information that has currently been made available to schools.

What is an ATAR?

The Australian Tertiary Admission Rank (ATAR) is the standard measure of overall school achievement in all other Australian states and territories, and the mechanism enabling interstate student mobility.

Like the Overall Position (OP), the ATAR is a rank indicating a student's position overall against other students. The ATAR is expressed on a scale from 99.95 highest, down to 0 in increments of 0.05. ATARs below 30 are reported as '30.00 or less'.

How are ATARs used?

The ATAR is to be used by tertiary institutions (either on its own or in conjunction with other selection criteria) to rank applicants for selection into tertiary courses.

What is the difference between an OP and an ATAR?

Both are a measure of a student's position overall against other students.

- The ATAR is the standard measure of overall school achievement in all other Australian states and territories.
- The OP is only relevant in Queensland.

Another difference is in the scale.

- OPs are on a 25 point scale from 1 to 25 (where 1 is highest). ATARs are expressed on a 2000-point scale from 99.95 highest, down to 0 in increments of 0.05.

How many subjects will be required for an ATAR?

5 subjects will be required to receive an ATAR. This may be in the following combinations:

- 5 General subjects
- 4 General subjects + 1 Applied subject
- 4 General subjects + 1 Certificate 3 qualification

Are there any compulsory subjects to be included in the ATAR?

Eligibility for an ATAR will be subject to satisfactory completion of an English subject. However, a student's result in English will not be a mandatory inclusion in the calculation of their ATAR.

What is the best advice to give to students when they pick their subjects for 2019 to study in Years 11 and 12?

The ATAR indicates a student's overall position; therefore, a student can only maximise their ATAR by choosing courses they enjoy and do well in.

Will students be undertaking a Queensland Core Skills Test (QCST) like current OP students?

No - the QCST will no longer be undertaken by students.

Will students be subject to more assessment and high stakes exams?

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

These will not be 'one-shot' external exams where an entire course of study comes down to performance over a few hours. External assessments are designed to give an extra layer of information about what students have

learnt and can do in a subject. Queensland is introducing a progressive system that embodies the best of school-based and external assessment.

The following information has been sourced directly from the QCAA and provides a helpful comparison between the current OP System and the new ATAR System (as at August, 2017).

Curriculum

Current Queensland Certificate of Education (QCE) system	New QCE system starting with Year 11 students in 2019
<ul style="list-style-type: none"> • These subjects and programs count towards the QCE: <ul style="list-style-type: none"> – Authority subjects – Authority Extension subjects – Authority-registered subjects – Short courses – Recognised studies – Vocational education and training (VET) courses. • Students typically undertake the equivalent of six subjects. 	<ul style="list-style-type: none"> • These subjects and programs will count towards the QCE: <ul style="list-style-type: none"> – General subjects – General extension subjects – Applied subjects – Short courses – Recognised studies – VET courses • Students will typically undertake the equivalent of six subjects.

Assessment in Years 11 and 12

Current QCE system	New QCE system starting with Year 11 students in 2019
<ul style="list-style-type: none"> • Subject results are based on student achievement in internal (school-developed) assessments. • Students typically complete 5–7 summative assessments in Year 12. • Assessment programs are developed by schools for each subject. The QCAA approves these programs. Schools set the assessment and grade the student work in line with approved work programs. • QCAA’s system of external moderation includes processes for monitoring standards of assessment and verifying students’ proposed levels of achievement before certification results. 	<ul style="list-style-type: none"> • Subject results in General subjects will be based on student achievement in four summative assessments – three internal assessments and one external assessment that QCAA sets and marks. Subject results in Applied subjects will be based on student achievement in four internal assessments. • For most General subjects, the internal assessment will contribute 75% to the final subject result, except in mathematics and science subjects, where it will contribute 50%. • External assessment will be in all General subjects, but it will not be used to scale a student’s internal assessment result. Instead, the external assessment result will be added to the internal assessment result to arrive at a final subject result. • QCAA will endorse internal assessment instruments before they can be used for summative purposes in schools. • QCAA will confirm the grades schools award by reviewing a selected sample of student work for every subject in every school. • A network of trained assessors will ensure the quality and rigour of assessment and students’ results.

Queensland Core Skills (QCS) Test

Current QCE system	New QCE system starting with Year 12 students in 2020
<ul style="list-style-type: none"> All OP-eligible students sit the Queensland Core Skills (QCS) Test in Year 12. Group results from the QCS Test are used to help calculate Overall Positions (OPs). 	<ul style="list-style-type: none"> The QCS Test will no longer exist. The final QCS Test will be held in 2019.

Queensland Certificate of Education

Current QCE system	New QCE system applicable to Year 12 students in 2020
<ul style="list-style-type: none"> All students who complete Year 12 receive a Senior Statement, which is a transcript of their results. Eligible students also receive a QCE. Students are awarded a level of achievement in Authority and Authority-registered subjects from Very High Achievement (VHA) to Very Limited Achievement (VLA). 	<ul style="list-style-type: none"> All students who complete Year 12 will receive a Senior Statement, which is a transcript of their results. Eligible students will also receive a QCE. Students will be awarded an overall numerical score and a level of achievement (A–E) for each General subject. Applied subjects will be reported using a level of achievement only.

Tertiary entrance requirements

Current requirements	New requirements starting with Year 12 students in 2020
<ul style="list-style-type: none"> OP-eligible students receive a Tertiary Entrance Statement that shows their OP and Field Positions (FPs). The OP is a rank from 1 to 25, calculated by the QCAA. The calculation of OPs and FPs uses students' achievements in 20 semester units of Authority subjects (the equivalent of five subjects), including at least three subjects studied for four semesters, each scaled against group QCS Test results. Authority-registered subjects do not contribute to a student's OP. 	<ul style="list-style-type: none"> The QCAA will no longer issue Tertiary Entrance Statements. The Australian Tertiary Admission Rank (ATAR) will replace the OP. An ATAR is a number between 0.00 and 99.95. ATARs increase in increments of 0.05. The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs from students' results using a process of inter-subject scaling. An ATAR will be calculated from an eligible student's best five subject results, one of which may be an Applied subject or a competency-based VET certificate at a level III or above. Students must satisfactorily complete a QCAA English subject (C or better) to be eligible for an ATAR. However, a student's result in English will only contribute to their ATAR if it is one of their five best subject results.

Tertiary entrance processes

Current processes	New processes starting with Year 12 students in 2020
<ul style="list-style-type: none">• The QCAA calculates OPs.• QTAC manages entrance to most tertiary institutions in Queensland.• For OP-eligible school leavers, the OP is used for tertiary entrance in Queensland.• For OP-ineligible students, QTAC calculates a tertiary selection rank using schedules that consider results in the best 20 semester units of Authority, Authority-registered subjects and/or VET modules recorded on the Senior Statement.	<ul style="list-style-type: none">• QTAC will be responsible for tertiary entrance in Queensland.• The ATAR, calculated by QTAC, will be the primary mechanism used for school leavers seeking entrance to tertiary study in Queensland.• QTAC will no longer operate schedules for ranking students who are ineligible for an ATAR.

SOURCE: https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_school_comparison.pdf

Further information sources can be located at the following:

Queensland Curriculum & Assessment Authority (QCAA)

<https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/resources>

Queensland Tertiary Admissions Centre (QTAC)

<http://www.qtac.edu.au/atar-2020>

Queensland Government

<https://det.qld.gov.au/programs-initiatives/education/queensland-senior-assessment-and-tertiary-entrance-systems>

Year 10 Programs 2018

All students must study a subject choice from both the English Program and Mathematics Program.

Compulsory Programs

English

From 2018 Year 10 students will have three options for their study of English.

1. **English**
2. **English Literature**
3. **Everyday English**

The majority of students in Year 10 will study English.

Students who achieved an A in semester 2, year 9 will be eligible for Literature Studies. Students who require more time to consolidate the skills required for everyday life will be placed in Everyday English

English

English provides students with foundational knowledge for subject English in Year 11 (2019).

Course Outline

Semester 1 Areas of Study

- **News Media**
Students will respond to, and evaluate representations of events and issues in news media texts; including news images. They listen to, read, view and discuss a variety of news media texts that explore significant news events and issues. Students will deconstruct news reports and will examine influential news photographs to explore how meaning can be constructed to serve specific purposes.
- **Social, Moral, Cultural & Ethical Issues – Novel Study**
Students read a novel that explores social, moral, cultural and ethical issues. They also read, listen to and view a variety of other texts to support the close study of the novel.
Novel List: *The Boy in Striped PJs*, *Looking for Alibrandi*, *The Story of Tom Brennan*.

Assessment

- **Written news report (Supervised Conditions)**
Persuasive / Reflective
Students will write a news report on an issue prevalent in contemporary media (students provided with a choice of issues). (400 to 500 words)
- **Oral Presentation**
Analytical
Students will deconstruct an award winning news photograph to analyse the construction of various meaning/s. (3-4 minutes)
- **Textual Intervention - imaginative**
Students insert an additional scene or alter an existing scene in the novel from the perspective of a secondary character. (500 – 600 words)

Semester 2 Areas of Study

- **Shakespeare: Love & Tragedy and Exploring the tragedy of "Romeo and Juliet".**
Students will view and read versions of "Romeo and Juliet"
- **The Language of Persuasion**
Students will examine how language has been used to persuade across mediums for a variety of purposes. Students will be exposed to persuasion in advertising, speeches and political campaigns.

Assessment

- Multi-modal presentation - Analytical
A comparison of a key scene in two versions of the play on film. (3 to 5 minutes - plus film viewing)
- Unseen Analytical Essay. (400 to 500 words)

Literature Studies

Literature Studies provides students with foundational knowledge for subject Literature in Year 11 (2019).

Course Outline

Semester 1 Areas of Study

- **Novel Study**
Students will be introduced to underpinning theory in the field of Literature Studies. They will study the canonical text, *To Kill a Mockingbird*, examining its thematic preoccupations, character construction and social commentary.
- **Novel and Film Adaptions**
Students will build on knowledge from unit 1, and examine the Australian novel *Jasper Jones* as it explores the same themes as *To Kill a Mockingbird*. They will also study the film adaptation.

Assessment

- **Imaginative**
Perform a textual intervention and transformation of the novel, keeping the ideological underpinnings of the base text as the guiding themes for the response.
- **Analytical**
Analyse the way in which adaptation theory can be used to uncover the meaning of texts and analyse audience reception to adapted texts.

Semester 2 Areas of Study

- **Shakespeare: Love & Tragedy and Exploring the tragedy of "Romeo and Juliet".**
Students will view and read versions of "Romeo and Juliet" along with poetry and short stories that further explore the themes highlighted in Shakespeare's play.
- **Satire in Texts**
Students will examine how language has been used to persuade across mediums for a variety of purposes. Students will be exposed to persuasion in advertising, speeches and political campaigns.

Assessment

- **Imaginative Oral**
Students draw on their knowledge of the base text and intervene to develop a creative piece that reflects

the themes of the play.

- **Analytical**
Unseen Analytical Essay. (400 to 500 words)

Everyday English

Everyday English provides students with foundational knowledge for subject Essential English in Year 11 (2019) and is based on the QCAA Approved Short Course in Literacy. This course allows students to gain 1 QCE point in preparation for Senior Schooling and meet the Literacy requirement for the QCE.

Course Outline

Semester 1 Areas of Study

- **Communicating Effectively**
Students will explore the basics of communication in 21st century including; blogs, social media posts, emails, journal entries. They will examine the importance of non-verbal communication skills and practice listening and speaking effectively. They will write and follow instructions.
- **Crime Never Pays**
Students will explore a range of digital texts with a crime focus. These will include film, TV shows and true crime documentaries.

Assessment

- Communications Folio.
- Write and demonstrate a basic skill.
- Students will respond to some seen and unseen stimulus under exam conditions.

Semester 2 Areas of Study

- **Novel Unit**
Students will read a novel in class. They will explore plot, character, setting and theme.

Assessment

- Imaginative short story.

Mathematics

Mathematics is a compulsory subject for all students in year 10. Students must choose one of the following strands of Mathematics:

- Introduction to Mathematical Methods
- Introduction to General Mathematics
- Introduction to Essential Mathematics

It is essential that students enrol in a course of study appropriate for their chosen senior subject.

Introduction to Mathematical Methods

Introduction to Mathematical methods provides students with foundational knowledge for the subject of Mathematical Methods in Year 11 (2019).

Course Outline

Semester 1 Areas of Study

- Algebra (formulae, index laws)
- Pythagoras' Theorem and Trigonometry
- Algebra (equations with fractions, binomial expressions)
- Probability (independent and dependent events, conditional probability)
- Algebra (linear equations and gradients)

Assessment

- Mid-semester test
- End-semester exam

Semester 2 Areas of Study

- Simultaneous Equations
- Geometry including circle geometry
- Surface area and volume (including cones and spheres)
- Quadratics, Surds
- Exponential Equations and their applications (compound interest)

Assessment

- Modelling and Problem-Solving Task
- End-semester exam

Introduction to General Mathematics

Introduction to General Mathematics provides students with foundational knowledge for the subject of General Mathematics in Year 11 (2019).

Course Outline

Semester 1 Areas of Study

- Algebra (formulae, index laws)
- Pythagoras' Theorem and Trigonometry

- Algebra (equations with fractions, binomial expressions)
- Probability (independent and dependent events, conditional probability)
- Algebra (linear equations and gradients)

Assessment

- Mid-semester test
- End-semester exam

Semester 2 Areas of Study

- Simple simultaneous equations
- Geometry (Similar and congruent triangles)
- Surface area and volume
- Financial Maths
- Statistics

Assessment

- Modelling and Problem-Solving Task
- End-semester exam

Introduction to Essential Mathematics

Introduction to Essential Mathematics provides students with foundational knowledge for the subject of Essential Mathematics in Year 11 (2019).

Course Outline

Semester 1 Areas of Study

- Money Maths
(Percentages, discount, profit/loss, GST, rates)
- Travel Maths
(Scale factor, time zones, Measurements)
- Maths around the home
(Measurement, area, volume, rates, ratios)

Assessment

- Report
- End-semester exam

Semester 2 Areas of Study

- Math in Sport (statistics)
- Food Math
(fractions, decimals and percentages, Ratios, measurement)
- Earning and Spending Money
(income, taxation, credit, loans)

Assessment

- Modelling and Problem-Solving Task
- End-semester exam

Elective Programs

Analytical Sciences – Chemistry and Physics

Everything we know is either matter or energy. Understanding the ways in which matter and energy behave and interact is critical to an understanding of the universe at every level, from the submicroscopic constituents of matter to the macroscopic behaviour of galaxies and star clusters. This understanding comes through a mix of mathematical description, computational modeling and experimental investigations. These techniques are covered in Chemical & Physical Sciences.

Course Outline

Semester 1 and 2 Areas of Study

(May include)

- The atomic structure and properties of elements are used to organise them in the Periodic Table
- Different types of chemical reactions are used to produce a range of products and can occur at different rates
- Energy conservation in a system can be explained by describing energy transfers and transformations
- The motion of objects can be described and predicted using the laws of physics
- The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe

Assessment

(May include)

- Project
- Investigation
- Collection of Work
- Extended Response
- Examination

Business Studies

The Year 10 Business course combines both Accounting and Business Communication and Technologies that can be further studied in Years 11 and 12.

This course provides opportunities for students to participate more effectively and responsibly in a challenging business environment. Students engage in activities and learn relevant skills useful in the management of both business and personal finances. A range of business activities and technologies including: Microsoft Word, Microsoft Excel and Computerized Accounting Software are embedded in this course.

Course Outline

Semester 1 Areas of Study

Accounting

- The Role and Nature of Accounting

- Cash Accounting – Cash Budgets and Bank Reconciliations
- MYOB – Computerized Accounting Package

Semester 2 Areas of Study

Business Communication and Technologies

- Events Management – How to Manage and Run Small Scale Events
- International Business – Doing Business on a Global Scale
- Business Technologies – Word Processing, Spreadsheets and Electronic Communication

Assessment

(May include)

- Short responses
- Multi-modal presentation
- Folio of work
- Practical tasks
- Case studies

Dance

Dance involves using the human body to express ideas, considering specific audiences and specific purposes, by manipulating dance elements in genre-specific dance sequences.

Course Outline

Semester 1 and 2 Areas of Study

- Body Language
Technique and Jazz: Body Language focuses on the technical elements of dance. Jazz dancing is a form of dance that showcases a dancer's individual style and originality. Areas of Study
- Meaning in Motion
Contemporary Dance: *Meaning in Motion* - focuses on developing contemporary dance technique and increasing students' use of abstraction and application of choreographic devices and techniques.
- Urban Dance
Urban Dance (Hip Hop): Urban Dance looks at dance trends through the ages –students investigate and identify popular dance of youth culture and the changes in dance styles according to cultural and historical contexts.
- Motion
Motion Capture (Dance for Film): Students will explore the evolution of dance for film. They will discover how dance is used to reveal the central themes of a film, whether these themes be connected to narrative or story, states of being, or more experimental and formal concerns.

Assessment

- **Performance** – Students will learn, rehearse and perform a 2 minute routine.
- **Appreciation** – Students will analyse a dance piece. They will write an article describing, interpreting and evaluating the movement and non-movement components of a dance performance in the style of lyrical hip-hop. **Appreciation task** – 600-800 words.
- **Choreography:** Students will use choreographic skills in creating a contemporary dance piece in small groups.

Digital Solutions

Digital Solutions provides students with the foundational knowledge for the General subject of Digital Solutions in Year 11 (2019). The course prepares students for the computer science disciplines of computer programming and information system design.

Course Outline

Semester 1 and 2 Areas of Study

- Algorithms: Students will learn to solve problems using structures.
- Software programming: Students will create computer programs using code.
- Information systems: Students will create a database.
- SQL: Students will learn to retrieve information from databases using structured query language.

Assessment

- Programming folio
- Programming exam
- Database project

Students will also complete at least 2 modules from the internationally recognised Microsoft Office Specialist certification, with each successful module contributing 1 point towards the QCE. It is recommended that students choosing Digital Solutions obtained a C or better in year 9 Digital Technologies, or if the subject wasn't studied in Year 9, a 'C' or better in year 7 and 8 Digital Technologies.

Drama

Drama is a unique art form that re-presents and re-enacts experiences, ideas, stories and emotions. Engaging with drama in all its manifestations provides opportunities to experience, understand and communicate different perspectives on the world. Drama promotes imagination, critical and creative thinking, problem solving, cultural engagement and communication, providing opportunities to share ideas with others.

Course Outline

Semester 1 Areas of Study

- Performing a Play
Students will investigate and explore Realism through the fundamental Dramatic Languages – Elements of Drama, Skills of Acting and styles and forms.

Assessment

- Scripted Playtext Scene Performance - **Presenting Task (Practical: 2-3 minutes per student)**
- Scriptwriting - **Forming Task (Practical/Written):** Individually students will choose a character from *The Landmine is Me* with whom they identify to write a monologue which could be used as an extra scene in the play. (2-3 minutes of action - No specific word length)

Semester 2 Areas of Study

- Living Newspaper

Students will investigate and explore Socio-political theatre through the form of a Living Newspaper. Students will develop knowledge and understanding of the power of drama to communicate issues and encourage positive change in society.

Assessment

- Living Newspaper Performance - **Presenting Task (Practical)**: In groups students will write and present a Living Newspaper scene on an agreed socio-political issue/topic (2-3 minutes per student)
- Analysis and Evaluation of Live Theatre - **Responding Task (Written)**: Individually students will write a piece of socio-political theatre, interpreting the dramatic intent of the work and evaluating the use of socio-political theatre conventions. (600-800 words)

Early Childhood Studies

This course leads into the Certificate III in early Childhood Education and Care – CHC30113 for Years 11 and 12. **Baby and Toddlers Basics** 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 babies and toddlers.

Additional Notes - There is a \$20.00 subject fee to help cover the cost of practical activities and excursions to observe childcare worksites. This subject will enable students to explore Childcare studies and assist with entry into the Certificate III in Early Childhood Education and Care offered in Senior.

Course Outline

Semester 1 and 2 Areas of Study

- Human development
- The needs and rights of children
- The value of play
- Concepts of childhood
- The role and importance of families
- Behaviour management
- Nutritional needs
- Workplace, health and safety
- Industry practice and expectations
- Legislation and ethical issues.

Assessment

- Practical activities based on specific design briefs, such as provide a healthy lunch for a day care centre, or designing a toy for toddlers
 - In-depth study of a specific child or small group of children and plan an activities day for the group
- Writing and Folio Tasks

Engineering

This is a two semester course designed to develop knowledge, understanding and skills associated with the Engineering industries. It is a practical hands on subject aimed at developing transferable skills into a range of industries and future employment opportunities including sheet metal work, fabrication, welding, shed construction, trailer making etc. The course provides students with the opportunity to learn how to: interpret technical drawings with elements of design and industrial graphics; use hand/power tools; use machinery; weld and apply safe work practices. This course is designed to provide the knowledge and skills required if you are considering undertaking the Certificate II Engineering Pathways in Years 11 and 12.

Course Outline

Semester 1 and 2 Areas of Study

- General Safety which includes Machine & Power Tool Induction
- Practical projects developing skills in measuring, marking out and fabricating from technical drawings to required specifications
- Welding Practice including Arc Welding
- Work with sheet metal and mild steel
- Fitting

Assessment

- Mild steel project- Junior Hacksaw
- Welding project-Introduction to arc welding – Run Bead/Stop Start/Pad
- Sheet metal project- Cash Box
- Design and Make a metal project

Foundation Science – General and Earth & Environment Science

An in-depth inquiry of earth and environmental science will be undertaken during this course. Foundation science will provide a general understanding of a variety of topics over the course of a year.

Course Outline

Semester 1 and 2 Areas of Study

- Students will explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena.
- Students will explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the 'Big Bang'.
- Students develop their basic understanding of atomic theory to understand relationships within the periodic table.
- Students will understand that motion and forces are related by applying physical laws
- Students will learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Assessment

(May include)

- Project
- Investigation
- Collection of Work
- Extended Response
- Examination

Furnishings – Certificate 1 Furnishings and Certificate I Manufacturing (Pathways)

This is a one year course. Students are to design, plan and organise for the manufacture of their own job. This is a practical “hands on” subject designed to develop an understanding and knowledge of the furnishing/building industries. Students study and complete two certificates – Certificate 1 in Furnishings- MSF10113 and Cert 1 Manufacturing- MSA10107. This course is used to develop skills and knowledge in basic furnishing techniques that include a variety of employment-related skills and the qualification directly leads to a pathway in the Furnishing (Cabinet Making) Industry and also in the Construction Industry. You should choose this subject if you are considering doing Furnishings in year 11 and 12 or Industrial Graphics.

Course Outline

Semester 1 and 2 Areas of Study

Certificate I Furnishings (Competencies)

- Communicate in the workplace
- Work in a team
- Participate in environmentally sustainable work practices
- Operate basic woodworking machines
- Operate basic woodworking machines
- Construct a basic timber furnishing product
- Follow a design process

Certificate I Manufacturing Pathways (Competencies)

- Adapt to work requirements in industry
- Apply effective work practices
- Demonstrate care and apply safe practices at work Business
- Make a small furniture item from timber
- Make Measurements
- Operate basic woodworking machines
- Use furniture making sector hand and power tools
- Join solid timber
- Select and apply hardware

Health and Nutrition

This course is specifically designed to cater for students planning to study Senior Health Education. It is a theory based course. It will introduce students to the specific health concepts such as the determinants of health which will be applied to a research action project. This project will be focused on the level of inactivity in students at school. The student's role is to design and implement ways to increase student's participation in physical activity at TSHS to enable them to remain active now and in the future.

Course Outline

Semester 1 and 2 Areas of Study

- The Social View of Health: A Healthy You
- Peer Health
- Mental Health

Assessment

(May include)

- Short response/answer exam
- research reports
- multimodal presentations
- extended essays

Historical Inquiry: Through the lens of Ancient and Modern History

The course looks at the Ancient World and the Modern with a balance of politics, conflict, culture and everyday life. It takes themes from the 20th and 21st Centuries, looking at major events and ideas that have shaped the world today.

Course Outline

Semester 1 Areas of Study

Ancient History – Archaeology - Case Study: Pompeii and Herculaneum

- The methodology of archaeology
- Pompeii and Herculaneum

Semester 2 Areas of Study

Modern History - Ideologies: Studies of ideas and beliefs -The Cold War

- Ideas that shaped the 20th Century
- The Cold War

Assessment

- Short responses to historical sources
- Multi- modal presentation
- Historical essay based on research
- Independent source investigation

Hospitality

The unit provides students with an understanding of the role of the hospitality industry. It also provides a range of interpersonal skills with a general application in personal and working life as well as with specific knowledge and skills related to employment within the industry. This course can lead to the Certificate 1 or Certificate 11 in Hospitality. Students should undertake this course if they intend to study Hospitality in year 11 and 12.

Additional Notes

There is a \$60.00 Subject fee to help cover the cost of practical production demonstration activities. This subject will assist students with a better understanding of Hospitality in years 11 and 12.

Course Outline

Semester 1 Areas of Study

Term 1: Hospitality How to Make a Crust

- Participate in safe work practices
- Use hygienic practices for food safety
- Knife Skills & Pizza Making Techniques
- Write & follow work plans

Term 2: The Biggest Ever Morning Tea

- Work effectively with others
- Prepare and Present Sandwiches
- Basic Methods of Cookery
- Food Production, Portion and Quality control
- Write & follow work plans

Semester 2 Areas of Study

Term 3: Around the World with Rolls & Sandwiches

- Provide customer information and assistance
- Use food preparation equipment
- Food Production, Portion and Quality control
- Write & follow work plans
- Basic Methods of Cultural Cookery

Term 4: Flavour Forecast Recipe Challenge

- Basic methods of Cookery
- Use food preparation equipment
- Food Production, Portion and Quality control
- Write & follow work plans

Teamwork

- Conduct events or functions (demonstrate a flow of work from kitchen through food preparation to service and clean up)

Assessment

- Project – actual event
- Investigation

Japanese

Course Outline

As the global economy becomes more important in society, it is imperative that more Australians become fluent in a foreign language. Trade with Japan has increased over the years and as Toowoomba has a sister-city in Japan studying Japanese is very relevant at TSHS. This school is the only state school to offer Japanese in this area. Year 10 Japanese continues the foundations that were laid in junior Japanese especially in the use of Kanji.

Semester 1 and 2 Areas of Study

- **Travelling in Japan**
Schedules, place descriptions, future and holiday plans, invitations, festivals, directions, culture
- **Peace and Nature**
Health symptoms, clothing, seasons, shopping.

Assessment

(May include)

- Writing Tests
- Speaking Tests
- Listening Tests
- Reading Tests
- Assignment (written in Japanese)

Legal Studies

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Knowledge of the law enables students to have confidence in approaching and accessing the legal system, and provides them with an appreciation of the influences that shape the system. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

Course Outline

Semester 1 Areas of Study

- The Legal system
- Introduction to Civil Obligations

Semester 2 Areas of Study

- Criminal Law
- Family Law

Assessment

- Inquiry Report
- Argumentative Essay
- Oral
- Response to Stimulus Examination

Life Sciences – Biology and Psychology

The understanding of life comes from looking at all of life sciences together. The list of *life sciences* comprise the branches of *science* that involve the scientific study of living organisms – such as microorganisms, plants, animals, and human beings – as well as related considerations like bioethics. **Psychology is the study of the mind and behaviour in both humans and animals. This course introduces students to the scientific research: what psychologists do.**

The key to life sciences is to integrate knowledge across all areas to understand organisms and their place in the ecosystem.

Course Outline

Semester 1 and 2 Areas of Study

- Transmission of heritable characteristics from one generation to the next involves DNA and genes.
- The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence
- Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere
- The differences between psychology and pseudoscience and the importance of mental health, wellbeing and emotional intelligence.
- Beautiful minds, mind interrupted and brain chemistry

Assessment

(May include)

- Data Test
- Experiment
- Research Investigation
- Semester 1 and 2 Unit Exams

Media Arts

Media Arts give students opportunities to create and share media artworks that convey meaning and express insight through film, television, radio, print and web-based media, with flexibility to accommodate current and emerging technologies. Students are given the necessary knowledge, understanding and skills to explore self-expression, social, community and/or cultural identity and develop aesthetic skills and appreciation.

Course Outline

Semester 1 Areas of Study

Behind the Genre

- Students will examine the development of film and genre, analysing the influence of films from within contemporary society. They will construct meaning, considering specific audiences and specific purposes, by manipulating media languages and technologies to shape representations.
- Students explore a wide range of visual products, analysing and evaluating social values; discourse and contexts, both historically and in contemporary film. Students will investigate and research how the institutional and technological characteristics of different moving-image engage and sustain audience participation.

Assessment

- **600-800 words case study investigation.**
Students research and investigate how the institutional and technological characteristics of different moving-image engage and sustain audience participation.
- **400-600 word treatment.**
Students write and design a treatment that proposes their film genre concept.

Semester 2 Areas of Study

Lights, Camera, Genre!

Students discuss, analyse and evaluate concepts; genre and narrative structure; story elements; character development; film trailer and film conventions; story themes; persuasive language and dialogue

Students make productions for real audiences by planning, then using filming and editing technologies to manipulate and juxtapose images and audio to produce a film genre trailer.

Assessment

- **6-12 shot storyboard.**
Students design and make a storyboard for a film trailer for their genre film concept.
- **2-4 minute individual production.**
Students film, edit and make a film trailer for their genre film concept.

Multimedia Technology

Multimedia Technology provides students with the foundational knowledge for the Applied subject of ICT (Information Communication Technology) in Year 11 (2019). ICT focusses on developing web sites, creating and editing digital images and animations, and designing computer games.

Students will also complete at least 2 modules from the internationally recognised Microsoft Office Specialist certification, with each successful module contributing 1 point towards the QCE.

It is recommended that students choosing Multimedia Technology obtained a C or better in year 9 Digital Technologies, or if the subject wasn't studied in year 9, a C or better in year 7 and 8 Digital Technologies.

Course Outline

Semester 1 and 2 Areas of Study

- Web design: Students will create web pages.
- Multimedia: Students will learn to manipulate digital images and create animations.
- Game design: Students will create computer games

Assessment

- Multimedia and web folio
- Computer game project
- Practical exam

Music

Music allows for personal expression, the expression of intellect, imagination and emotion and the exploration of values, through the development of skills to compose, perform, improvise, respond and listen with intent and purpose. Music enables students to become creative and adaptable thinkers and problem solvers.

Course Outline

Semester 1 Areas of Study

Music Makes the World Go Around (10 weeks): Students examine the music of cultures around the world through listening, performing, composing and analysing. Includes Indigenous Australian Music, Balinese Gamelan and music from Africa, South America and the Middle East.

The Rise of Rock (10 weeks): Students explore music by studying rock music's rise and transformation from the 50's through to the 90's.

Assessment

- Composition using ethno music elements
- Performing a piece of rock music

Semester 2 Areas of Study

- **Stage & Screen (10 weeks):**
Students will explore music from stage and screen. Compositional techniques to enhance meaning and emotion will be investigated.
- **The Classics (10 weeks):**
Students will explore the development of Classical music through the eras by looking at famous composers and their techniques.

Assessment

- Multimodal Project combining either composition or performance with a presentation.
- Extended written response

Philosophy and Reason

Philosophy & Reason combines the discipline of philosophy with the associated skills of critical reasoning. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Course Outline

Semester 1 Areas of Study

- **Fundamentals of Reason**
Students will be introduced to deductive and inductive reasoning, and identify simple fallacies and faults in logic.
- **Philosophy of Science**
Students will explore and demonstrate how the fundamentals of reason are used within science to create new knowledge.

Semester 2 Areas of Study

- **Philosophical Schools of Thought**

In this topic, students will study the philosophical ideas of a selected school of thought. This affords students the opportunity to conduct an in-depth exploration of concepts encountered in previous units, or to inquire into ideas not otherwise encountered in the course of study.

The schools of thought to be examined are

- Free will
- Casual determinism
- Fatalism

Assessment

- Investigation — analytical essay
- Examination —short response
- Oral – analytical response
- Examination (unseen)

Physical Education

This course is specifically designed to cater for students planning to study Senior Physical Education.

Students must be enthusiastic participants with sound general sporting abilities, who are keen to improve their performances each week.

The course has strong theory content and practical activity components with equal weighting being given to both. Each of the term units link theory to the practical sessions of a selected sport. Both are linked very closely, e.g. Students will study a unit on Badminton and incorporate the theory of how we learn and consolidate skills through practice (Skill Acquisition). At least 50% of the course will be devoted to both theory lessons but will be dependent on access to facilities.

Students who choose to take this course will be expected to swim during the swimming unit if Aquathlon is selected. Our expectation is they swim consistently and participate to the best of their ability.

Course Outline

Semester 1 and 2 Areas of Study

- Touch / Basketball
- Energy Systems or Training Principles & Methods
- Badminton / Tennis (Singles game Play)
- Breaking down the Dimensions Matrix
- Aquathlon – swimming (students will be expected swim and participate to the best of their ability)

Assessment

(May include)

- Written/research reports
- Evaluative essays
- Exams
- Multi-modal presentations

Recreational Studies

This course is designed to cater for students planning to study Senior Physical Recreation Studies (Non-OP Course). It has a greater emphasis on practical games and sports; however it will cover indoor classroom theory units. Students must be enthusiastic with sound general sporting abilities. Students have to be physically active with a keen interest to improve their performances through participation. Students who choose to take this course will be expected to participate consistently and to the best of their ability. Swimming is a part of the course and therefore students selecting this subject will be expected to swim.

Course Outline

Semester 1 and 2 Areas of Study

- Sports Injuries & the management of them
- Team Modified Invasion Games
- Individual Game and Sport
- Aquatics/Swimming
- Risky Behaviours – Alcohol, Drug & Smoking Unit
- Team based Games and Sports

Assessment

(May include)

- Exams
- Interpretive feature article
- Research/practical reports
- Multi-modal presentations

Social and Community Studies

Social and Community Studies fosters personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community. In collaborative learning environments, students investigate the dynamics of society and the benefits of working with others in the community, allowing them to establish positive relationships and networks, and to be active and informed citizens.

Course Outline

Semester 1 Areas of Study

Introduction to Relationships: Personality Traits, Rights and Responsibilities and Managing Conflict

- What are my personality traits and how have they been shaped?
- How do I contribute to social interactions in different environments?
- What are my Rights and Responsibilities?

Today's Society: Social Roles in Our Community and Changes in the Family Unit

- What are my roles in society?
- How are social roles changing?
- What are current trends in popular culture?

Semester 2 Areas of Study

Australia's Place in the World: Resources, Economic Problems and Global Partnerships

- How do other countries affect the lifestyles of people living in Australia?
- How does Australia benefit from global partnerships?
- What current events are shaping Australia politically, socially and economically?

Science and Technology: Impact of Advances

- How does technology impact on my life and lifestyle?
- In what ways have science and technology created a global community?
- What are the effects of advancements in science and technology?

Assessment

- Project
- Exam
- Extended Response to Stimulus
- Investigation – Multimodal Presentation

Visual Arts

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts.

Course Outline

Semester 1 Areas of Study

- **'Scape': 2D Media** - Students could respond to the Concept through Drawing, Collage, Painting, Photography and Printmaking.

Assessment

- Making - Body of Work
- Responding - Exam (analysis of an unseen art work)

Semester 2 Areas of Study

- **'Abstraction': 3D Objects** - Students could respond to the Concept through Ceramics, Sculpture, Installation and Wearable/Useable Art.

Assessment

- Making – Body of Work
- Responding - Extended Written Task (Feature Article)