



# Upper Coomera State College

Year 10 2025

## Subject Selection Guide



Upper Coomera  
State College

*Learning Pathways to the Future*

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## Introduction

Dear Students, Parents and Guardians,

Students entering Year 10 are beginning an exciting time in their learning journey. It is their first year of study in the senior phase of learning and they are required to take on board our high expectations surrounding what it means to be a senior student. They will also start to make some decisions about their future.

Upper Coomera State College prides itself on providing our students with learning pathways for the future. We have processes in place to ensure that every student's progress is closely monitored. Students in Year 10 will work towards the compilation of a Student's Education and Training Plan (SETP), an important step in starting to identify potential pathways for their future. This leads to mapping of opportunities offered through the College which enable students to work towards attaining their goals after school.

We have provided information designed to assist students and their families in making good elective choices for Year 10 in preparation for planning in their pathway through the Years 11 and 12 component of the senior phase of learning at Upper Coomera State College. If there is an aspect of a particular subject on which you require further information please contact the Head of Department for that subject, the Guidance Officer, or members of the Administration team. Appointments can be made by phoning the College on 5580 7555.

We wish our new senior students success as they embark on their Year 10 studies in preparation for the endeavours they will undertake throughout their senior phase of learning. We challenge them to strive for excellence in their studies and encourage them to utilise effectively the very high quality programs, resources and facilities our College takes pride in offering.

Yours sincerely

Chris Kern  
College Principal

Kylie Gurney  
Secondary School Principal

## Upper Coomera State College Student Resource Scheme (SRS)

In accordance with the [Education \(General Provisions\) Act 2006, External link](#) the cost of providing instruction, administration and facilities for the education of students enrolled at State Schools who are Australian citizens or permanent residents, or children of Australian citizens of permanent residents, is met by the State, which means there is no cost to the parent/caregiver.

Parents/caregivers however are directly responsible for providing textbooks and other resources for their children, while attending school. In recognition that these costs can be high, Upper Coomera State College provides an optional service to assist parents/caregivers with the cost of these educational resources, known as a Student Resource Scheme (SRS).

The scheme is designed to offset the cost to you of the provision of educational resources associated with your child's education. These resources enhance your child's educational experience and assist them to fully engage with the curriculum.

Specific information about the 2025 Student Resource Scheme will be communicated to families in Semester 2, 2024.

## Textbook and resource allowance

The State Government Textbook and Resource Allowance provides financial assistance to parents/guardians to offset textbook and education resource costs for full-time and part-time students (with the exception of international fee-paying students) in:

- Years 7 – 12 attending approved State and non-State schools
- Registered home schooling (Years 7 – 12)
- Australian Agricultural College campuses in Queensland (in lieu of Years 11 and 12); and
- Special Schools (for students aged 13 from 1 January)

The Allowance is paid by the Department of Education and Training through the school except for registered home-schooling students where the allowance is paid directly to the parent/guardian.

Parents/guardians have the option to receive the allowance directly or as an offset of fees associated with participation in the school's Student Resource Scheme. This option is made available to each parent/guardian annually.

In 2025, the Textbook and Resource Allowance is \$155 for students in Years 7-10 and \$337 for students in Years 11 and 12.

## Year 10 Curriculum

### Compulsory subjects

English  
Mathematics  
Science  
History (semester one)

Humanities elective (semester two) – Ancient History, Modern History or Legal Studies

### Elective subjects

<b>Arts</b>	<ul style="list-style-type: none"><li>• Visual Art</li><li>• Drama</li><li>• Music</li><li>• Dance</li><li>• Film and Television</li></ul>
<b>Technologies</b>	<ul style="list-style-type: none"><li>• Food and Specialisations</li><li>• Materials and Technologies Specialisations</li><li>• Engineering Principles and Systems</li><li>• Digital Technologies</li><li>• Fashion and Design</li></ul>
<b>Humanities and Languages</b>	<ul style="list-style-type: none"><li>• Japanese</li><li>• Economics and Business</li></ul>

## Queensland Certificate of Education

The Queensland Government has introduced laws which required young people to be learning or earning. All young people are required to complete Year 10 at school and then go on to undertake a further two years of education and/or training. Young people are only exempt from these requirements if they gain full-time employment (employment must be guaranteed 25 hours per week or more). The aim of this legislation is to encourage as many young people as possible to complete 12 years of schooling or its equivalent.

During Year 10, all students are individually registered with the Queensland Curriculum and Assessment Authority (QCAA). Their registration generates a Learner Unique Identifier (LUI) number and opens their learning account to bank credits towards their QUEENSLAND CERTIFICATE OF EDUCATION (QCE).

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. To be eligible to receive a QCE, a young person must:

- **Attain 20 credits**
- **Achieve the required standard**
- **Meet literacy and numeracy requirements**

The following tables lists the types of learning that can contribute towards a QCE, their values and the standards required for students to bank credits towards their learning accounts.

CORE	CREDIT	PREPARATORY Up to maximum of 4 credits	CREDIT	COMPLEMENTARY Up to maximum of 8 credits	CREDIT
General or Applied subject Unit 1 or Unit 2 completed	1 per unit	VET Certificate I (only 2 can count)	2 - 3	QCAA Short Course in Career Education	1
General or Applied subject Unit 3 and Unit 4	2	QCAA Short Course in Literacy	1	University subject (1 or 2 sems) ***	Varies check student connect
General Extension subjects Unit 3 and Unit 4	2	QCAA Short Course in Numeracy	1	Diploma & Advanced Diploma qualifications	1 for each competency Max 8
VET Certificate II	4	Recognised studies in QCAA approved preparatory courses of study	As set by QCAA	QCAA Short Course in Aboriginal & Torres Straight Islander Languages	1
VET Certificate III or IV*	8				
School-based Apprenticeship or Traineeship**	4 - 8				

\* Some Certificate III and Certificate IV qualifications attract less than 8 credits, check Student Connect

\*\* A young person completes 30% - 50% as part of a school-based apprenticeship depending on the length of the apprenticeship (eg. 4, 3 or 2 years). QCE credits achieved are: up to 2 credits for the training and 2 credits for each 50 days of on-the-job hours each year (up to a maximum of 4 credits in total)

\*\*\* University subject studies achieved while still at school

REQUIRED STANDARD	
Course of Study	Set Standard
General Subject Unit 1 and Unit 2	Satisfactory
General Subject Unit 3 and 4	Grade of C or higher
Vocational Education & Training (VET)	Competence
University subjects achieved while at school.	Pass as defined by the course
Recognised studies, awards and certificates	Awarded
School-based apprenticeship or traineeship	All training associated with the school-based apprenticeship or traineeship must be fully completed, otherwise no points will be awarded

LITERACY AND NUMERACY	
Literacy	Numeracy
Satisfactory completion of Unit 1 or Unit 2 of General English or Essential English A grade of C or better at exit from Unit 3 and Unit 4 studies of General English or Essential English	Satisfactory completion of Unit 1 or Unit 2 of General Mathematics, Mathematical Methods, Specialist Mathematics or Essential Mathematics. A grade of C or better at exit from Unit 3 and Unit 4 studies of General Mathematics, Mathematical Methods, Specialist Mathematics or Essential Mathematics
Completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways	Completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
Grade of C or better in the QCAA Short Course in Literacy	Grade of C or better in the QCAA Short Course in Numeracy

To find out more about the Queensland Certificate of Education:

- Visit the website at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)
- Call the Queensland Curriculum and Assessment Authority on 07 3864 0299
- Email [gce@qcaa.edu.au](mailto:gce@qcaa.edu.au)

### QCE credit and qualifications from the same VET training package

When a student completes or partially completes multiple qualifications from the same VET training package, the highest level qualification in the Core category of learning will contribute credit to a QCE. A student who completes only a Certificate I from a training package accrues credit in the Preparatory category of learning. A student who completes a Diploma or Advanced Diploma accrues credit in the Complementary category of learning.

To ensure the requirements for breadth of learning for a QCE are met, a maximum of eight credits from the same training package can contribute to a QCE.

All completed qualifications are recorded on the statement of results.

The training packages that may be problematic for UCSC students are:

SIT Travel, Tourism & Hospitality Training Package	SIS Sport, Fitness & Recreation Training Package	BSB Business Services Training Package
SIT20316 Certificate II in Hospitality	SIS20115 Certificate II in Sport and Recreation	BSB30115 Certificate III in Business
SIT20116 Certificate II in Tourism	SIS30315 Certificate III in Fitness	BSB50215 Diploma of Business
SIT30616 Certificate III in Hospitality		
SIT30116 Certificate III in Tourism		

## **School-based Apprenticeships & Traineeships (SATs)**

School-based Apprenticeships and School-based Traineeships now allow students to begin and in some instances complete a traineeship or apprenticeship while still continuing to study at school. Students in Years 11 and 12 can apply for an advertised SAT opportunity at any time.

SAT students:

- Combine school, work and training.
- Usually attend at least one day or work per week and train with a registered training organisation (this may be either on-the-job, at another venue, or at the College).
- May have a reduced timetable (e.g. be studying 5 subjects plus their SAT).
- Certificates can be credited towards a QCE, further study and may articulate to a higher level certificate or diploma.

The amount of QCE points gained from the VET qualification component of a SAT may also be affected by the duplication of applied subjects & VET issues, and the maximum number credits allowed from the same training package situation. This must be considered before signing up to a SAT to ensure a student remains on track to achieve their QCE. QCAA's Student Connect website will enable a student to consider the impact of this on their QCE plan.

## **Work Experience**

Work experience or structured work placement involves a student working with an employer in an unpaid capacity to experience what it may be like to work in a particular job or industry. Structured work placement is always linked to a student being in the workplace to be able to demonstrate particular skills needed to complete a VET qualification. Work experience does not need to be linked to completion of study and may be accessed by students to try out different job opportunities. Students interested in signing up for a SAT may be required to complete work experience with an employer prior to the official SAT sign-up to ensure the student is sure they wish to complete the SAT.

Any student in Years 10, 11 or 12 can participate in work experience and/or structure work placement. All work experience or structure work placement, whether organised by students/parents/family MUST be formalised through the school. This ensures the students is protected by insurance and to meet workers compensation requirements and is mandated under Government regulations.

If you require more information on SATs or would like to arrange a work experience or structure work placement opportunity please contact the College's Industry Liaison Officer Natasha Di Stasi or by contacting College Administration on 07 5580 7555.

## What Subjects Should I Choose?

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

### OVERALL PLAN

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

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

### GUIDELINES

#### Find out about Career Pathways

It is helpful if you have a few career ideas in mind before choosing subjects. You will be guided through this process in Year 10 especially when you are required to complete your Student Education and Training Plan (SETP). If you are still unsure, then select subjects that will keep several career options open to you. The Guidance Counsellor and Industry Liaison Officer will be able to help get you started. You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know the different pathways, you can select the most appropriate one for you. The following resources are available and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

Queensland Tertiary Admissions Centre (QTAC) MyPath <https://www.qtac.edu.au/atar-my-path/my-path>

The QTAC Guide is useful for information on tertiary courses offered in Queensland, from [www.qtac.edu.au](http://www.qtac.edu.au)

Australia's national career information service, called My Future, available at [www.myfuture.edu.au](http://www.myfuture.edu.au)

The Job Guide, accessed at [www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

Brochures from industry groups provide information on the various pathways to jobs within their industries. Start with the Industry Skills Councils at [www.isc.org.au](http://www.isc.org.au)

Job and career planning information from the Department of Education, Training and the Arts website available at [www.trainandemploy.qld.gov.au/client/jobs\\_and\\_careers/job\\_career\\_planning/](http://www.trainandemploy.qld.gov.au/client/jobs_and_careers/job_career_planning/)

The Career Information Service accessed at [www.cis.qsa.qld.edu.au](http://www.cis.qsa.qld.edu.au)

The Queensland TAFE Handbook is available at [www.tafe.qld.gov.au](http://www.tafe.qld.gov.au)

Going to Uni: Higher Education for Students in Australia can be found at [www.goingtouni.gov.au](http://www.goingtouni.gov.au)

#### Find out about subjects offered by your school

The different types of subjects offered at the College are explained in the Pathways section of this booklet. It is important to know the difference between the Authority, Authority-Registered and VET subjects.

#### Check out each subject fully

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

- Read subject descriptions and course outlines provided in this booklet.
- Talk to Heads of Department and teachers of each subject.



- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students already studying the subject.

**Choose a combination of subjects that suits your needs and abilities**

**Traps to avoid:**

- Consider peoples' opinion of the subjects but do not make your decision on these only. Check the subjects for yourself.
- Do not select subjects because they are the same ones your friends are selecting.

**VET** – Consider taking subjects which lead to a VET qualification if:

The subject relates to or could provide a pathway to a job that attracts you.

Success in the subject may give you credit in a higher level course in which you are interested.

You are interested in the subject and think you would enjoy studying it.

**Be prepared to ask for help**

If you and your parent/guardians are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – teachers, Heads of Department, Guidance Officer, Industry Liaison Officer, Deputy Principals, Principals. Don't be afraid to seek their assistance. They are all prepared to help.

## Links Between Subjects and Possible Careers

ENGLISH	MATHEMATICS	SCIENCE - PHYSICS	SCIENCE - CHEMISTRY
Actor	Accountant	Aerospace Engineer	Agronomist
Administrative Assistant	Aerospace Engineer	Air Force Technician/Officer	Agricultural Scientist
Advertising Account Executive	Agricultural Economist	Aircraft Maintenance Engineer	Anaesthetist
Advertising Manager	Agricultural Engineer	Air Traffic Controller	Aquaculture Technician
Anthropologist	Aircraft Maintenance Engineer	Architect	Biochemist
Archivist	Air Traffic Controller	Architectural Technician	Biomedical Engineer
Art Critic	Architect	Army Soldier-Technician/Officer	Biotechnologist
Arts Administrator	Astronomer	Astronomer	Chemical Engineer
Civil Celebrant	Auditor	Audio Visual Technician	Chemist
Clerical Officer – Local Govt	Bank Officer	Boiler Maker	Chemical Plant Operator
Copywriter	Building Contractor	Broadcasting Technician	Conservator
Court Recorder	Cartographer	Cable Joiner	Dietician
Cultural & Heritage Officer	Civil & Structural Engineer	Cartographer	Dispensary Technician
Desktop Publisher	Computer Engineer	Civil Engineer	Ecologist
Editor	Data Processing Operator	Computer Engineer	Environmental Engineer
Education Aide	Economist	Electrician	Environmental Health Officer
Film Critic	Electrical Engineer	Electrical Engineer	Environmental Scientist
Film & TV Editor	Electronics Engineer	Electronics Engineer	Food Technologist
Film, Stage & TV Director	Financial Dealer & Broker	Engineering Pattern Maker	Forensic Scientist
Funeral Attendant	Financial Planner	Forensic Scientist	Forester
Funeral Director	Gaming Worker	Geodetic Surveyor	Geneticist
Health Promotion Officer	Hospital Administrator	Geographer	Geologist
Hansard Reporter	Importer and Exporter	Geologist	Geophysicist
Historian	Industrial Designer	Geophysicist	Geoscience Technician
Interpreter	Industrial Engineer	GIS Officer	Heat Treater
Journalist	Insurance Agent	Geoscience Technician	Laboratory Worker
Law Clerk	Inventory & Supply Officer	Gunsmith	Medical Practitioner
Lawyer	Investment Analyst	Hydrographer	Medical Laboratory Technician
Librarian	Logistics Clerk	Instrument Fitter	Medical Scientist
Library Assistant	Marine Surveyor	Kiln Operator	Metallurgist
Library Technician	Market Researcher	Laboratory Worker	Metal Surface Finisher
Literature Critic	Materials Engineer	Marine Engineer	Microbiologist
Marketing Officer	Mathematician	Marine Surveyor	Minerals Process Engineer
Media Presenter	Mechanical Engineer	Mechanical Engineer	Natural Resource Manager
Project/Program Administrator	Mechatronic Engineer	Mechanical Fitter	Nurse
Proofreader	Meteorologist	Metal Machinist	Nutritionist
Public Relations Officer	Mining Engineer	Mine Surveyor	Oceanographer
Publicity Agent	Naval Architect	Naval Architect	Patient Examiner
Public Servant	Optometrist	Navy Technical Sailor	Pathologist
Publisher	Physicist	Optical Mechanic	Pest & Weed Controller
Research Officer	Pilot	Petroleum/Gas Plant Operator	Petroleum/Gas Plant Operator
Secretary	Programmer	Physicist	Pharmacologist
Sociologist	Quantity Surveyor	Pilot	Pharmacist
Speech Pathologist	Radiation Therapist	Power Plant Operator	Physiologist
Stage Manager	Retail Buyer	Prosthetic/Orthotic Technician	Plastics/Composites Processor
Teacher	Sales Assistant	Radiation Therapist	Podiatrist
Theatre Critic	Ship's Master	Science Field Officer	Primary Products Inspector

ENGLISH	MATHEMATICS	SCIENCE - PHYSICS	SCIENCE - CHEMISTRY
Tour Guide	Software Engineer	Shipwright	Toxicologist
Tourist Information Officer	Sports Administrator	Sound Technician	Textile Technician
Transcript Typist Translator	Statistician	Surveyor	Tissue Culture Technician
Word Processing Operator	Stock & Station Agent	Telecommunication Technician	Veterinarian
Writer	Surveyor	Toolmaker	Veterinary Nurse
	Urban & Regional Planner	Welder	Water/Waste Water Plant
	Valuer		Winemaker

SCIENCE – BIOLOGY	HISTORY	PHYSICAL EDUCATION	THE ARTS
Acupuncturist	Administrative Assistant	Air Force General Entrant	Actor
Agricultural Engineer	Anthropologist	Ambulance Officer	Announcer
Agricultural Scientist	Archaeologist	Army Soldier	Artist
Agricultural Technical Officer	Archivist	Builder's Labourer	Arts Administrator
Animal Attendant	Arts Administrator	Dancer	Auctioneer
Aquaculture Technician	Conservator	Dietician	Audio Visual Technician
Audiometrist	Criminologist	Diver	Casting Director
Audiologist	Cultural & Heritage Officer	Firefighter	Choral Director
Biomedical Engineer	Editor	Fitness Instructor	Choreographer

Biotechnologist	Foreign Affairs & Trade Officer	Health Promotion Officer	Composer
Botanist	Historian	Jockey	Conductor
Cardiac Technologist	Industrial Relations Officer	Lifeguard	Dancer
Chiropractor	Journalist	Navy Sailor	Director of Photography
Dental Hygienist	Law Clerk	Nutritionist	Film Critic
Dental Technician	Lawyer	Police Officer	Film & TV Camera Operator
Dentist	Librarian	Physiotherapist	Film & TV Editor
Environmental Health Officer	Library Technician	Recreation Officer	Film & TV Lighting Operator
Environmental Scientist	Museum Curator	Sports Coach	Film & TV Producer
Farm Manager	Museum Officer	Sports Commentator	Floor Manager
Fisheries Officer	Parliamentarian	Sports Development Officer	Make Up Artist
Florist	Political Scientist	Sport & Exercise Psychologist	Model
Food Technologist	Public Servant	Sportsperson	Music Arranger
Forensic Scientist	Publisher	Sports Journalist	Music Critic
Forest Technical Officer	Records/Information Manager	Sports Medicine Practitioner	Musical Director
Greenkeeper	Religious Leader	Sports Physiologist	Musical Instrument Maker
Health Information Manager	Research Officer	Sports Scientist	Musician
Laboratory Worker	Sociologist	Stunt Performer	Piano Tuner
Landscape Architect	Tour Guide	Teacher	Producer's Assistant
Marine Biologist	Tourist Information Officer	Weight Loss Counsellor	Production Crew Member
Medical Imaging Technologist	Writer		Publicity Agent
Microbiologist			Scriptwriter
Medical Laboratory Technician			Set Designer
Medical Practitioner			Singer
Medical Scientist			Sound Technician
Natural Therapist			Stagehand
Nuclear Medicine Technologist			Stage Manager
Nurse			Teacher
Nutritionist			Theatre Critic
Obstetrician			Theatrical Costume Maker
Occupational Therapist			Wardrobe Supervisor

**LANGUAGES**

**INDUSTRIAL DESIGN**

Adult Migrant Teacher  
 Anthropologist  
 Archaeologist  
 Captioner  
 Customs & Border Protection  
 Customs Broker  
 Customs Clerk  
 Flight Attendant  
 Foreign Affairs & Trade Officer

Craftsperson  
 Technician  
 Musical Instrument Maker  
 Picture Framer  
 Product Assembler  
 Steel Fixer  
 Architect  
 Boilermaker  
 Building Contractor

Optometrist  
 Paramedic  
 Pathologist  
 Physiotherapist  
 Psychologist  
 Pest & Weed Controller  
 Radiation Therapist  
 Speech Pathologist  
 Sports Scientist  
 Taxidermist  
 Tissue & Culture Technician  
 Toxicologist  
 Veterinarian  
 Veterinary Nurse  
 Winemaker  
 Zoologist

Foreign Correspondent  
 Hansard Reporter  
 Historian  
 Hotel Manager  
 Immigration Officer  
 Importer & Exporter  
 Interpreter  
 Linguist  
 Police Officer  
 Ship's Master  
 Speech Pathologist  
 Teacher  
 Tour Guide  
 Tourist Information Officer  
 Medical Practitioner  
 Medical Scientist

Cabinet Maker  
 Carpenter  
 Engineer  
 Fitter  
 Glazier  
 Furniture Polisher  
 Industrial Designer  
 Jeweller  
 Joiner  
 Locksmith  
 Marine Engineer  
 Panel Beater  
 Roofer  
 Sheet Metal Worker  
 Mechanic  
 Welder

**TEXTILES & FOOD**

Butcher  
 Caterer  
 Clothing & Furniture Producer  
 Chef  
 Childcare Worker  
 Confectioner  
 Dietician/Nutritionist  
 Events Coordinator  
 Fashion Designer  
 Food Process Work/Technician  
 Interior Decorator/Designer  
 Kitchen Hand  
 Pastry Cook  
 Sewing Machinist  
 Teacher



# **COMPULSORY SUBJECTS**

**Subject: English**

**Faculty: English**

**WHY STUDY:**

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

**PREFERRED PREREQUISITES:**

There are no prerequisites for Year 10 English as it is a compulsory study area. Students must be able to construct an extended written text and perform an oral presentation.

**COURSE OUTLINE:**

SEMESTER 1	SEMESTER 2
<p><b>Unit 1: It's Alive! Gothic Literature</b> In this unit student will engage and explore elements of Gothic Literature and texts in preparation for students to create their own original narrative.</p> <p><b>Unit 2: In Someone Else's Shoes: 'Deadly Unna?' Novel Study</b> Through an Australian novel study students will uncover the author's deliberate techniques for positioning readers to recognise the destructive nature of prejudice and its devastating consequences.</p>	<p><b>Unit 3: Star Crossed Classics – Romeo &amp; Juliet (Play) &amp; The Great Gatsby (Film)</b> Students prepare to compare these infamous texts through reading and viewing, in order to discuss similarities of how gender roles and patriarchal beliefs are constructed in both texts.</p> <p><b>Unit 4: Power of the Media – Youth Issues</b> Classes will delve into issues most prevalent within adolescents and look at the role the media play's in fueling such issues before creating a persuasive presentation on a specific issue.</p>

**ASSESSMENT:**

Students undertake a variety of assessment tasks, which may include the following:

- **Written assessment:** Imaginative Short Story; 2 x Analytical Response (supervised exam conditions)
- **Spoken assessment:** Persuasive spoken response (VLOG)

**HOMEWORK AND STUDY:**

It is expected that students will need to complete approximately 3 hours of homework/study each week due to the demands of this subject.

**PATHWAYS:**

This subject provides the necessary preparation for General English in Year 11. Some students may choose to study Essential English (Applied subject). It also helps students develop the knowledge and skills needed for education, training and the workplace. Possible Career Pathways: Journalism, Advertising, Law, Teaching, Politics, Author, Librarian, Researcher, Personal Assistant, Marketing, Tourism, Trade. The possibilities are limitless with a good result in English.

**USER PAYS SUBJECT FEES: NIL**

Students may be required to attend excursions such as theatrical performances, which may incur a small cost for transport and/or admission.

**FURTHER ADVICE:**

Head of Department: Heidi Whitsed  
Phone: 07 5580 5524  
Email: hwhit103@eq.edu.au

## Subject: Mathematics

## Faculty: Mathematics

### WHY STUDY:

Mathematics is an integral part of general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. In Year 10 students will study Foundation Maths, Mathematics (Core) or Advanced Maths. Placement into one of these strands will be based on Year 9 achievement as well as future pathways into Year 11 and 12.

<b>STRAND</b>	Foundation Maths	Core Maths	Advanced Maths
<b>PREREQUISITE</b>	Year 9 Maths	Year 9 Maths – C	Year 9 Maths – B or A
<b>PATHWAY</b>	This strand is aimed at those students who wish to take an applied pathway in Year 11 and 12. Students are looking at going to TAFE or head straight into the workplace.	This strand is aimed at those students who wish to study General Mathematics in Year 11 and 12. General Mathematics allows for pathways to university, TAFE or work.	This strand is aimed at those students who wish to study Mathematical Methods in Year 11 and 12. It allows for pathways to university in areas of Maths, Science, Engineering or fields of study requiring a higher level of mathematics.
<b>YEAR 11 &amp; 12 SUBJECT SELECTION</b>	Essential Mathematics	General Mathematics	Mathematical Methods Specialist Mathematics
<b>COURSE CONTENT</b>	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Number</li> <li>• Measurement</li> <li>• Data</li> <li>• Trigonometry</li> <li>• Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Measurement</li> <li>• Data</li> <li>• Algebra</li> <li>• Trigonometry</li> <li>• Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra</li> <li>• Data</li> <li>• Functions – linear and non-linear</li> <li>• Trigonometry</li> <li>• Indices and logarithms</li> </ul>

### PATHWAYS:

Students results in these strands will determine subject selection choices in Year 11 and 12.

<b>YR 11 &amp; 12 MATH SUBJECTS</b>	ESSENTIAL MATHS (Applied)	GENERAL MATHEMATICS	MATHEMATICAL METHODS	SPECIALIST MATHEMATICS*
<b>PREREQUISITE</b>	Foundation Maths	Core Maths – C or above Advanced Maths – C or above	Advanced Maths – C or above	Advanced Maths – C or above  <i>Specialist elective recommended</i>

\*Students wishing to study Specialist Maths must also study Mathematical Methods  
Careers in most fields require a sound knowledge of Mathematics.

### ASSESSMENT:

Students will be required to undertake three written tasks each semester that will include exams and Problem Solving and Modelling Tasks (PSMTs). Students will be assessed against the four mathematical proficiencies:

- Understanding
- Fluency
- Reasoning
- Problem Solving.

### HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

### USER PAYS SUBJECT FEES: NIL

Students must have their own scientific calculator.

### FURTHER ADVICE:

Head of Department: Nichelle Harmon

Phone: 07 5580 7555

Email: [nbidn3@eq.edu.au](mailto:nbidn3@eq.edu.au)

**Subject: Science**

**Faculty: Science**

**WHY STUDY:**

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. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

**COURSE OUTLINE:**

<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
<b>Physical science:</b> Students will examine energy transfers and transformations and how the motion of objects can be described and predicted using the laws of physics.	<b>Biological science:</b> Students will study how heritable characteristics from one generation to the next involve DNA and genes.
<b>Chemical science:</b> Students will examine the science of molecular structure which aids in the understanding of chemical reactions.	<b>Earth and space science:</b> Students will study the universe which contains features including galaxies, stars and solar systems.

**ASSESSMENT:**

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. Students will be required to undertake written tasks, such as exams and reports, and extended experimental investigations.

**HOMEWORK AND STUDY:**

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

**PATHWAYS:**

This is a generic introduction to the specific sciences of Biology, Chemistry and Physics. These applied sciences afford students an excellent grounding in the understanding of real-world applications with a strong emphasis on cross curricular linkages.

**USER PAYS SUBJECT FEES: NIL**

**FURTHER ADVICE:**

Head of Department: Ryan Baldwin

Phone: 07 5580 7555

Email: [rjbal0@eq.edu.au](mailto:rjbal0@eq.edu.au)



**SUBJECT: Core Modern History**

**FACULTY: Humanities**

**WHY STUDY:**

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History has its own methods and procedures which make it different from other ways of understanding human experience. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

**PREREQUISITES:**

Students' performance in Year 9 history will determine their placement in Year 10. Students achieving a C will be placed in Core History. Movement between the levels of history in Year 10 is possible on review of academic results at the end of terms and semesters. This will occur at the discretion of the HOD and/or Deputy and with the anecdotal/observational feedback provided by the classroom teacher. All students will be expected to have a mature attitude to their studies and will need to complete regular homework and revision.

**COURSE OUTLINE: Semester 1 only**

Term 1	Term 2
<b>World War II</b> Students will explore the causes, course and significant events of WWII. They will analyse the experience of Australians throughout the war and consider the impact on home front. Students will also explore the significance of World War II on international relations in the 21 <sup>st</sup> century.	<b>Rights and Freedoms</b> Students will investigate rights and freedoms of peoples in Australia and around the world. They will explore the origins and significance of a range of events in Australia and globally, as well as various movements that seek to achieve change and secure rights and freedoms in Australia and throughout the world.

**ASSESSMENT:**

Students will complete a range of assessment pieces including a short response exam and an argumentative essay.

**HOMEWORK AND STUDY:**

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

**PATHWAYS:**

This subject provides students with the foundation knowledge and skills to be successful in senior History subjects. History is an excellent foundation subject for students wishing to pursue tertiary study as it develops the necessary skills of communication, research and analysis which underpin all university courses. It is preferable that students attain an A or B grade to be able to study a Senior Humanities subject.

**USER PAYS SUBJECT FEES: NIL**

Students may participate in enrichment activities.

**FURTHER ADVICE:**

Head of Department: Tam Higgins

Phone: 07 5580 7555

Email: [thigg44@eq.edu.au](mailto:thigg44@eq.edu.au)

## Subject: Advanced Modern History

Faculty: Humanities

### WHY STUDY:

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History has its own methods and procedures which make it different from other ways of understanding human experience. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

### PREREQUISITES:

Students' performance in year 9 History will determine their placement in year 10. Students achieving an A or B will be placed in Advanced History. Movement between the strands of mathematics in Year 10 is possible on review of academic results at the end of terms and semesters. This will occur at the discretion of the HOD and/or Deputy and with the anecdotal/observational feedback provided by the classroom teacher. All students will be expected to have a mature attitude to their studies and will need to complete regular homework and revision. The ability to work individually and with a group will also be an advantage.

### COURSE OUTLINE: Semester 1 only

Term 1	Term 2
<b>World War II</b> Students will explore the causes, course and significant events of WWII. They will analyse the experience of Australians throughout the war and consider the impact on home front. Students will also explore the significance of World War II on international relations in the 21 <sup>st</sup> century.	<b>Rights and Freedoms</b> Students will investigate rights and freedoms of peoples in Australia and around the world. They will explore the origins and significance of a range of events in Australia and globally, as well as various movements that seek to achieve change and secure rights and freedoms in Australia and throughout the world.

### ASSESSMENT:

Students will complete a range of assessment pieces including a response to stimulus exam and an argumentative essay.

### HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

### PATHWAYS:

This subject provides students with the foundation knowledge and skills to be successful in senior Humanities subjects. History is an excellent foundation subject for students wishing to pursue tertiary study as it develops the necessary skills of communication, research and analysis which underpin all university courses. It is preferable that students attain an A or B grade to be able to study a Senior Humanities subject.

### USER PAYS SUBJECT FEES: NIL

Students may participate in enrichment activities.

### FURTHER ADVICE:

Head of Department: Tam Higgins

Phone: 07 5580 7555

Email: [thigg44@eq.edu.au](mailto:thigg44@eq.edu.au)

## Subject: Foundation Modern History

Faculty: Humanities

### WHY STUDY:

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History has its own methods and procedures which make it different from other ways of understanding human experience. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

### PREREQUISITES:

Students' performance in year 9 History will determine their placement in year 10. Students achieving a D or E will be placed in Foundation Modern History. Movement between the strands of History in Year 10 is possible on review of academic results at the end of terms and semesters. This will occur at the discretion of the HOD and/or Deputy and with the anecdotal/observational feedback provided by the classroom teacher. All students will be expected to have a mature attitude to their studies and will need to complete regular homework and revision. The ability to work individually and with a group will also be an advantage.

### COURSE OUTLINE: Semester 1 only

Term 1	Term 2
<b>World War II</b> Students will explore the causes, course and significant events of WWII. They will analyse the experience of Australians throughout the war and consider the impact on home front. Students will also explore the significance of World War II on international relations in the 21 <sup>st</sup> century.	<b>Rights and Freedoms</b> Students will investigate rights and freedoms of peoples in Australia and around the world. They will explore the origins and significance of a range of events in Australia and globally, as well as various movements that seek to achieve change and secure rights and freedoms in Australia and throughout the world.

### ASSESSMENT:

Students will complete a range of assessment pieces including a source analysis folio and a response to stimulus exam.

### HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

### PATHWAYS:

This subject provides students with the foundation knowledge and skills to be successful in History subjects. It will provide them with writing skills that can be used across all subject areas in Senior school. Students will need to attain an **A or B grade in Core or Advanced History** to be able to study a Senior Humanities subject.

### USER PAYS SUBJECT FEES: NIL

Students may participate in enrichment activities.

### FURTHER ADVICE:

Head of Department: Tam Higgins

Phone: 07 5580 7555

Email: [thigg44@eq.edu.au](mailto:thigg44@eq.edu.au)

# **ELECTIVE SUBJECTS**

**Subject: Ancient History**

**Faculty: Humanities**

**WHY STUDY:**

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History has its own methods and procedures which make it different from other ways of understanding human experience. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

**COURSE OUTLINE: Semester 2 only**

Term 3	Term 4
<p><b>Ancient Egypt</b> Students will explore the ancient Egyptian rulers and how they were perceived by their followers. They will analyse how these rulers were represented through temples and sculptures and what this told us about their lives. The unit will highlight a particular ruler and how he affected change through his rule.</p>	<p><b>Pompeii and Herculaneum</b> Students will investigate the dominant beliefs and rituals of the Ancient Romans and how they influenced people. They will analyse the main social hierarchies and the role of women in society. The unit will also focus on developments in weaponry and warfare.</p>

**ASSESSMENT:**

Students will complete an independent source investigation and a response to stimulus exam.

**HOMEWORK AND STUDY:**

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

**PATHWAYS:**

This subject provides students with the foundation knowledge and skills to be successful in senior History subjects. History is an excellent foundation subject for students wishing to pursue tertiary study as it develops the necessary skills of communication, research and analysis which underpin all university courses. Taking Year 10 Ancient History will be of benefit to those wishing to take Ancient History in Year 11 and 12.

**USER PAYS SUBJECT FEES: NIL**

Students may participate in enrichment activities.

**FURTHER ADVICE:**

Head of Department: Tam Higgins  
Phone: 07 5580 7555  
Email: [thigg44@eq.edu.au](mailto:thigg44@eq.edu.au)

**Subject: Modern History**

**Faculty: Humanities**

**WHY STUDY:**

Modern History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History has its own methods and procedures which make it different from other ways of understanding human experience. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

**COURSE OUTLINE: Semester 2 only**

Term 3	Term 4
<p><b>POP CULTURE - IDEAS</b> Students will focus on the nature of popular culture in post-war Australia. Students will examine developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll. Students will also investigate Australia's contribution to international popular culture (music, film, television, sport) to determine how popular Australia has become internationally.</p>	<p><b>COLD WAR</b> During this Unit students will study the aftermath of WWII and look at the impacts on society after this. We will cover topics including the lead up to, during and after the Cold War the Berlin Wall, arms race, Treaties that were created and ignored, Vietnam war, Australia's involvement, war crimes, terrorism and finish with peace keeping</p>

**ASSESSMENT:**

Students will complete an independent source investigation and a short response exam.

**HOMEWORK AND STUDY:**

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

**PATHWAYS:**

This subject provides students with the foundation knowledge and skills to be successful in senior History subjects. History is an excellent foundation subject for students wishing to pursue tertiary study as it develops the necessary skills of communication, research and analysis which underpin all university courses. Taking Year 10 Modern History will be of benefit to those wishing to take Ancient History in Year 11 and 12.

**USER PAYS SUBJECT FEES: NIL**

Students may participate in enrichment activities.

**FURTHER ADVICE:**

Head of Department: Tam Higgins

Phone: 07 5580 7555

Email: [thigg44@eq.edu.au](mailto:thigg44@eq.edu.au)

**Subject: Legal Studies**  
**Faculty: Humanities**

**WHY STUDY:**

Legal Studies is principally intended to help students develop knowledge, skills and attitudes to enhance their ability to participate as informed, proactive and critical members of society. Students are encouraged to understand the impact of the law, legal system and legal processes in their daily lives. The immediate relevance of the course to students' lives should promote and motivate students to make constructive assessments and informed commentaries on the law, its system and processes, from practical and constructively critical social perspectives.

**COURSE OUTLINE: Semester 2 only**

Term 3	Term 4
<p><b>The Law and You</b> Legal Studies in term 3, Year 10 allows students to investigate issues that form the basis of our legal system and question whether the law provides just and equitable outcomes for society. Student learning will be assessed via a response to stimulus exam.</p>	<p><b>Social Media</b> In term 4 students will have the opportunity to investigate how social media is used both correctly and incorrectly and delve into how the law applies to the use of social media.</p>

**ASSESSMENT:**

Students will complete a response to stimulus exam and a case study report.

**HOMEWORK AND STUDY:**

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

**PATHWAYS:**

This subject provides students with the foundation knowledge and skills to be successful in the senior Legal Studies subject. Legal Studies is an excellent foundation subject for students wishing to pursue tertiary study as it develops the necessary skills of collecting, organising, analysing and synthesising relevant information which underpin all university courses. Taking Year 10 Legal Studies will be of benefit to those wishing to take Legal Studies in Year 11 and 12.

**USER PAYS SUBJECT FEES: NIL**

Students may participate in enrichment activities.

**FURTHER ADVICE:**

Head of Department: Tam Higgins  
Phone: 07 5580 7555  
Email: [thigg44@eq.edu.au](mailto:thigg44@eq.edu.au)

**Subject: DANCE**  
**Faculty: The Arts**

**WHY STUDY:**

Dance provides opportunities for students to critically examine their experiences and understandings of dance and dance forms, exploring the interrelationship between practical and theoretical aspects of dance. As they study and participate in various dance contexts, genres and styles, students develop as creative, complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world. Students learn to choreograph, perform and appreciate dance works. With a focus on the use of the body as the instrument of communication and expression, Dance education fosters the development of special interests and talents not emphasised in other educational areas.

**COURSE OUTLINE:**

<b>Unit Overview – Semester Course</b>	
<b>Musical Theatre</b> <ul style="list-style-type: none"><li>• Performance</li><li>• Written review of a live performance</li></ul> <b>Senses Choreography</b> <ul style="list-style-type: none"><li>• Exploring and investigating choreographic techniques, dance structure and spatial elements.</li><li>• Create a production journal</li></ul>	<b>TuTu's Turnout and Tradition – Ballet vs Contemporary</b> <ul style="list-style-type: none"><li>• Exploring ballet styles through history. Contemporary as a rebellion against strict ballet technique.</li><li>• Learning and performing ballet components concentrating on developing ballet and contemporary technique.</li></ul> <b>Seven Deadly Sins</b> <ul style="list-style-type: none"><li>• Collaborating to create and perform dance works for end of term year 10 performance.</li><li>• Becoming aware of the disciplines and organisational skills involved in working in the same nature as a dance company.</li></ul>

**ASSESSMENT:**

Assessable skills are: Creating, Presenting, Reflecting, Knowledge and Understanding. Students will complete practical performance, choreography and written theoretical tasks.

**HOMEWORK AND STUDY:**

Students are expected to work on their choreography and performances in their own time as well as class time. Students will also need to research for and draft dance essays.

**PATHWAYS:**

In Years 11 and 12 students can choose Authority Dance or Authority Registered Dance. This course is flexible as it is geared to University, TAFE, and occupations such as Choreographer, Performer, Critic, Teacher, Dance Therapist, Photography and Film industries, Music and Fitness Instructors.

**USER PAYS SUBJECT FEES: NIL**

**FURTHER ADVICE:**

Head of Department: Nicole Hughes  
Phone: 07 5580 7555  
Email: [nhugh21@eq.edu.au](mailto:nhugh21@eq.edu.au)



**Subject: DRAMA**  
**Faculty: The Arts**

**WHY STUDY:**

Drama is an art form that is highly accessible and relevant to young people. It challenges students to make meaning of their world. Through improvisation, role play and dramatic play, students develop their artistic and creative skills which are transferable to a variety of artistic, social and work-related contexts.

**COURSE OUTLINE:**

Unit Overview – Semester Course	
<p><b>ELEMENTS OF DRAMA</b></p> <ul style="list-style-type: none"> <li>• An introduction to the elements of drama and performance (role, tension, place and space, language mood and symbol)</li> <li>• How do we create drama?</li> <li>• Students train through a variety of improvisation games that boost their confidence as performers and as people.</li> </ul> <p><b>REALISM</b></p> <ul style="list-style-type: none"> <li>• Exploration of Realism</li> <li>• Study of the play 'Skate' by Debra Oswald involving mature themes and issues surrounding the youth of today.</li> <li>• Issues peer pressure, partying and rebellion, are discussed through drama activities where students step in and out or role.</li> </ul>	<p><b>CHILDREN'S THEATRE</b></p> <ul style="list-style-type: none"> <li>• Students study Theatre for young people (TYP)</li> <li>• They explore the elements of performance for a specific age group involving song and dance, exaggerated movements, humour, and morals/ messages.</li> </ul> <p><b>MONOLOGUES – The Box</b></p> <ul style="list-style-type: none"> <li>• Students take a personal journey from their childhood to the present in order to consolidate a sense of self and identity</li> <li>• Students study audition monologues and view a stimulus film to write and prepare one of their own.</li> <li>• Students perform 2 monologues.</li> </ul>

**ASSESSMENT:**

Students need to be aware that drama is a highly practical subject which involves performance before a teacher, peers and at times a wider audience. In addition, half the assessment is written, therefore sound skills in written communication or a willingness to build these skills is desirable.

There are three areas of assessment in drama.

- Forming: Students create short scripts or characters, improvisation
- Presenting: Students perform student devised or prepared scripts.
- Responding: Reviewing performances, dramatic elements exam.

**HOMEWORK AND STUDY:**

Students are expected to learn lines of script and create character profiles for homework. They will be required to study in small groups prior to performances and create short scenes.

**PATHWAYS:**

Drama will assist students in developing self-confidence and public speaking skills.

**USER PAYS SUBJECT FEES: NIL**

**FURTHER ADVICE:**

Head of Department: Nicole Hughes  
 Phone: 07 5580 7555  
 Email: [nhugh21@eq.edu.au](mailto:nhugh21@eq.edu.au)

**Subject: FOOD SPECIALISATIONS**  
**Faculty: Technologies**

**WHY STUDY:**

Catering encompasses nutrition, knife skills, basic cooking techniques, communication, decision making, problem solving and ethics. Students investigate the effects of food marketing as well as the influence of culture on food choices.

**COURSE OUTLINE:**

<b>Unit Overview – Semester Course</b>	
Things that make you go MMM... Food Marketing <ul style="list-style-type: none"><li>• Introduction to Baking Skills</li><li>• Food Marketing Skills</li></ul>	Around the world in 80 eats: <ul style="list-style-type: none"><li>• International Cuisines Dishes</li><li>• International cooking skills</li></ul>

**ASSESSMENT:**

A variety of assessment will be set including written examinations, work plans, practical cooking examinations and research assignments Practical cooking and multimodal presentations.

**HOMEWORK AND STUDY:**

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

**PATHWAYS:**

This subject leads into Year 11 and 12 Senior Catering, Certificate II in Hospitality in Years 11 and 12. Occupations that follow from this course include chef, health department officer, nutritionist and a range of positions within the hospitality industry.

**USER PAYS SUBJECT FEES: \$100 semester**

A levy of \$100 applies to this subject. The levy covers all food items and take-away containers for the entire year. Students will also need to purchase a display folder, stationary and A4 lined paper.

**FURTHER ADVICE:**

Head of Department: Heath White  
Phone: 55807555  
Email: [hwhite65@eq.edu.au](mailto:hwhite65@eq.edu.au)

**Subject: MATERIALS and TECHNOLOGIES SPECIALISATIONS 2 FASHION & DESIGN  
(TEXTILES FOCUS)  
Faculty: Technologies**

**WHY STUDY:**

The Textiles Design course has been designed to cater for students' interest in the design area. This subject focuses on students designing, making, displaying and appraising textile images and objects. Students learn to apply knowledge of design elements and principles to construct textile items that can be worn, displayed, used to carry items or used to decorate. Students with an interest in designing and creating textile articles should select this subject.

**COURSE OUTLINE:**

<b>Unit Overview – Semester Course</b>	
<b>“Youth Cultures”</b>	<b>“Textile Marketing”</b>
Students investigate a variety of past & present cultures then produce textile items inspired by these cultures.	Students investigate a variety of techniques to design and produce textile items suitable for sale at a charity auction or for public use.

**ASSESSMENT:**

Students will complete a variety of assessment including: written tests, research assignments and practical sewing fashion

**HOMEWORK AND STUDY:**

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

**PATHWAYS:**

Skills developed in this subject may assist in occupations such as fashion design, interior designer, craftsperson or teaching.

**USER PAYS SUBJECT FEES: \$60 (semester)**

A levy of \$60 is required. This covers all fabric, textile items and haberdashery for the entire year. Students will also need to purchase a display folder, stationary and A4 lined paper.

**FURTHER ADVICE:**

Head of Department: Heath White  
Phone: 55807555  
Email: [hwhite65@eq.edu.au](mailto:hwhite65@eq.edu.au)

## Subject : DIGITAL SOLUTIONS

Faculty: Technology

### WHY STUDY:

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. The Design and Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging Digital and Design technologies. In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems.

Learning in Design and Technologies provides students with opportunities to create, construct and repurpose solutions that are relevant in a world where technologies are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

### COURSE OUTLINE:

Unit Overview – Semester Course	
<b>Building Apps</b> <ul style="list-style-type: none"><li>This course uses JavaScript as the programming language, and App Lab as the programming environment to build apps</li><li>Make a simple game App</li></ul>	<b>Robotics</b> <ul style="list-style-type: none"><li>Learn to program a VEX V5 Robot for autonomous behaviours.</li><li>Work in teams to solve a challenge.</li></ul>
<b>Wearable Tech</b> <ul style="list-style-type: none"><li>Circuit Playground Express, a programmable micro-computer that can be used for all sorts of cool creations, from robots to musical instruments – the possibilities are endless.</li><li>Basics of programming and computer science</li><li>Design and create a wearable creation.</li></ul>	<b>E Sports - Handheld Arcade Games</b> <ul style="list-style-type: none"><li>Build a handheld console</li><li>Design retro arcade games in Javascript for your console</li><li>Upskill in both game design and coding in Javascript.</li></ul>

### ASSESSMENT:

Assessment is based on what products students make and what processes they use to make the product. The quality of the product and the calibre of the processes used, combine to provide an overall level of achievement.

### HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week in order to be successful in this subject. As assessment due dates approach it is expected students also use their own time to increase their chance of success.

### PATHWAYS:

This course has been developed as a foundation to Digital Solutions and Engineering subjects in Years 11-12, which enables students to become exposed to the vast number of pathways digital technologies can take you.

### USER PAYS SUBJECT FEES: NIL

There may costs associated with excursions.

### FURTHER ADVICE:

Head of Department: Heath White

Phone: 55807555

Email: [hwhite65@eq.edu.au](mailto:hwhite65@eq.edu.au)

**Subject: JAPANESE**  
**Faculty: HUMANITIES AND LANGUAGES**

**WHY STUDY:**

Learning additional languages widens horizons, broadens cognitive and cultural experience, develops communication and intercultural understandings and opens up new perspectives for students, not only in relation to other cultures and languages, but also to their own language and cultural practices.

**PREREQUISITES:**

Students considering Japanese **must have studied Japanese to Year 9** (either at UCSC or elsewhere) or have a comparable level of fluency (for example native speakers or students who may have lived or studied in Japan). Students must select Japanese for both semester one and two.

**COURSE OUTLINE:**

SEMESTER 1	SEMESTER 2
<b>FASHION</b> Students will explore fashion trends in Japan and Australia. They will focus on developing their language to describe and make comparisons of these fashion styles.	<b>TRAVEL AND LEISURE</b> Students will learn about travel and discuss what they do in their leisure time.
<b>BEST JOB IN THE WORLD</b> Students will develop language to discuss part-time work and future career choices. They will make an application for a suitable part-time position in Japanese.	<b>THE ENVIRONMENT</b> Students will develop their understanding of waste management practices and saving the environment in Japan and compare to Australia. Then they will create a brochure to promote ways to protect the environment..

**ASSESSMENT:**

Students will complete assessment in the four macro skills of reading, writing, listening and speaking.

**HOMEWORK AND STUDY:**

Students will be expected to complete approximately 2 hours of homework per week to cope with the demands of this subject.

**PATHWAYS:**

Japanese as a second language is highly valued by a diverse range of employers as the global nature of industry and the growth of Asian markets creates a high demand for multilingual employees. 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. Career pathways may include the tourism industry, international relations, translator, teacher, flight attendant, engineering, hospitality, foreign affairs or politics.

**USER PAYS SUBJECT FEES: NIL**

There will be enrichment activities and excursions for this subject which may incur minimal fees.

**FURTHER ADVICE:**

Head of Department: Tam Higgins

Phone: 07 5580 7555

Email: [thiqg44@eq.edu.au](mailto:thiqg44@eq.edu.au)

**Subject: MATERIALS and TECHNOLOGIES SPECIALISATIONS 1  
(Industrial Technology Manufacturing)  
Faculty: Technologies**

**WHY STUDY:**

Learn by Doing. This subject is a practical, hands-on workshop project-based learning for students who think they may be interested in working in the product manufacturing and trade industry. Students work independently and collaboratively in groups and will learn to read and understand drawing plans specifications. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial 21<sup>st</sup> century skills.

ITD students have the opportunity to use machinery and power tools to manipulate materials and produce their practical project jobs. Manufacturing tasks range from skill exercises focused on specific production procedures to the combination of 'Industry practices' and 'Production processes' needed to manufacture completed functional products to predefined specifications. Materials and Technologies Specialisations is the pathway from junior shop into the senior ITD (*Industrial Technology & Design*) senior subjects.

**COURSE OUTLINE:**

Unit Overview – Semester Course	
Safe Work Practice – WH&S <ul style="list-style-type: none"><li>Project - Folding Camp Stool</li><li>Practical demonstration - Sheet metal applications</li></ul>	Work-readiness Skills <ul style="list-style-type: none"><li>Timber Jewellery box</li><li>Wood Lathe Turning- <i>Hardwood Serving Dip Bowl</i></li></ul>

**ASSESSMENT:**

There will be some theory-based student workbook assessment; however, most of the assessment is based around practical in class projects.

- OH&S Induction and industry work practice
- Multimodal presentations & Student production pink logbooks
- Practical project class work

**PATHWAYS:**

Materials and Technologies Specialisations is based on preparing students to undertake Year 11&12 Manufacturing Studies; however, it does form a strong basis for students to move into Engineering Studies and Building Construction Studies as well.

**USER PAYS SUBJECT FEES: \$80 (semester)**

Materials Technology Specialisations incurs a \$80 surcharge per student per year to help cover the cost of consumable/materials and practical assessment jobs that the students get to take home.

**IMPORTANT INFORMATION:**

It is an OH&S requirement in the workshops that all students wear safety glasses and leather lace up shoes with substantial uppers (*no runners, canvas or slip on*) at all times. Students must be able to follow and act on the direct instruction from the teacher at all times. Failure to comply with this will lead to an OH&S retraining program and possible exclusion from the elective.

**FURTHER ADVICE:**

Head of Department: Heath White  
Phone: 55807555  
Email: [hwhite65@eq.edu.au](mailto:hwhite65@eq.edu.au)

## Subject: ENGINEERING PRINCIPLES and SYSTEMS

Faculty: Technologies

### WHY STUDY:

Design, Make Appraise- Design Technology Engineering offers students the opportunities to put design engineering skills into practice. Design Technology Engineering is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Design Technology Engineering can establish a basis for further education and employment in the fields of engineering, architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture. Students will have the opportunity transfer theoretical knowledge to practical activities across a range of projects using CAD (*Computer Aided Drafting*), CNC machines, 3D printers and vinyl & Laser cutters to produce engineering solutions in individual & group projects. Design Technology Engineering uses digital manufacturing process skills and has a strong emphasis on using the latest industry standard rapid prototyping and manufacturing techniques including FPR (*Fibre Reinforced Plastics*) and vacuum infusion moulding. The Design subject focuses on the application of design thinking Engineering problem solving to envisage creative products, services and environments in response to human needs, wants and opportunities.

### COURSE OUTLINE:

Unit Overview – Semester Course	
<p><b>Practical Work product –Mechanical Principles</b> <b>Design in practice Engineering Communication</b> (<i>Sketching Ideation</i>)</p> <ul style="list-style-type: none"><li>Experiencing design, sustainable design opportunities</li><li>Design process re-design /re- engineering</li><li>Emerging Technologies</li></ul> <p><b>Engineering principles and production systems</b></p> <ul style="list-style-type: none"><li>Autodesk CAD (<i>Computer Aided Drafting</i>) 2D &amp; 3D modelling design</li></ul>	<p><b>Aviation focus - Drone Design</b> <b>CAM - Computer aided manufacturing</b></p> <ul style="list-style-type: none"><li>Explore — client needs and wants</li><li>Develop — product engineering solutions</li><li>Evaluate &amp; refine – design ideation</li><li>Generate – Prototype and product</li></ul> <ul style="list-style-type: none"><li>Digital manufacturing production skills &amp; processes (<i>Rapid Prototyping 3D Printing, Laser Cutting, CNC machining</i>)</li></ul>

### ASSESSMENT:

- Workshop OH&S Induction and industry safe work practice
- Multimodal design folios & Student production logbooks, sketching ideation, digital folios, designs and evaluations
- Product Engineering - Practical process class work product assessment,

### HOMEWORK AND STUDY:

It is expected that students will need to complete approximately **30 min** of homework/assessment each week, however as this subject has a strong practical emphasis most study will be done in class at school.

### PATHWAYS:

Manufacturing Industry Skills is based on preparing students to undertake year 11 & 12 Design Technology, Manufacturing, practical subjects however it does form a strong basis for students to also move into Industrial Graphics in the senior years.

### USER PAYS SUBJECT FEES: \$60 (semester)

Manufacturing industry skills incurs a \$120 surcharge per student per year to help cover the cost of consumable/materials and practical assessment tasks. Students will build a drone that they will take home.

### IMPORTANT INFORMATION:

It is an OH&S requirement in the workshops that all students wear safety glasses and leather lace up shoes with substantial uppers (*no runners, canvas or slip on*) at all times. Students must be able to follow and act on the direct instruction from the teacher at all times. Failure to comply with this will lead to an OH&S retraining program and possible exclusion from the elective.

### FURTHER ADVICE:

Head of Department: Heath White

Phone: 55807555

Email: [hwhite65@eq.edu.au](mailto:hwhite65@eq.edu.au)

## Subject: FILM, TELEVISION AND NEW MEDIA

Faculty: The Arts

### WHY STUDY:

The course aims to develop the skills and understanding for both the practical and theory elements of media. Students are engaged in all aspects of the filmmaking process including the design of storyboards, creating scripts, editing, filming as well as building an appreciation for important film movements and genres. The course provides opportunities and challenges for students to develop their skills as critical analysers, users and producers of digital media.

### PREFERRED PREREQUISITES:

Successful study of Media in Years 8 & 9 is highly recommended but not essential. Students should be dedicated and committed to working in and beyond the scheduled classroom lesson and have a passion for creativity in the Film, Television or Media industries.

### COURSE OUTLINE:

Unit Overview – Semester Course	
<ul style="list-style-type: none"><li>• <b>Product Placement.</b> Students look at the world of advertising and how filmmakers are turning to product placement for funding.</li><li>• <b>Production.</b> Students learn important filmic codes and conventions through the production of a short scene and 30sec commercial.</li></ul>	<ul style="list-style-type: none"><li>• <b>MUSIC VIDEO.</b> A historic overview of the music video genre, analysing representations and associated symbolism. Students learn to direct their own music video with set lighting and design.</li><li>• <b>Rapid New Media.</b> Exploring social discourses within new media including video games, and the impact of such technologies on users.</li></ul>

### ASSESSMENT:

Assessment occurs under three areas Design, Production and Critique. Design: Scripts, storyboards, treatments and character profiles. Production: short films, TV Ads documentaries, animations and Music videos. Critique: reviews, film analysis and Auteur Studies.

### HOMEWORK AND STUDY:

It is an expectation that students will work on their design and filming for homework throughout the duration of the course.

### PATHWAYS:

This program gives students the skills and knowledge to successfully continue their studies in Years 11 and 12 in either Film, Television and New Media or Screen and Media Studies. It also allows students to then engage in tertiary education as well as the many careers where a course/degree in Film and TV can be advantageous such as Marketing, Business and Education. Other Career pathways include: Journalist, Film Editor, Film and Television Director, Producer, Screenwriter, Cinematographer, Production Designer, or Sound Designer.

### USER PAYS SUBJECT FEES: NIL

### FURTHER ADVICE:

Head of Department: Nicole Hughes

Phone: 07 5580 7555

Email: [nhugh21@eq.edu.au](mailto:nhugh21@eq.edu.au)



**Subject: MUSIC**  
**Faculty: The Arts**

### **WHY STUDY:**

If you enjoy all styles of music and want to learn more, music is for you! Students will perform, create and listen to a variety of musical styles from Classical to 21st Century music. This course is derived from the senior music syllabus and is presented as a precursor to both General Music and Music in Practice in years 11 and 12.

### **PREREQUISITES:**

Students in Year 10 music must be able to play an instrument or vocal. This is not a subject that you can start learning an instrument in Year 10. You must have ability on an instrument/ vocal already! To succeed in Music a C grade or higher in Year 9 Music Elective is recommended. Students who have not studied music before must audition to be accepted into this course. Students may also demonstrate musical competency through providing evidence of completion of AMEB exams grade 2.

### **COURSE OUTLINE:**

<b>Unit Overview – Semester Course</b>	
<p><b>World Music</b></p> <ul style="list-style-type: none"><li>In this unit students study genres of music from around the world and from different cultural backgrounds including Australian Indigenous culture, which will inform their performance for their assessment.</li></ul> <p><b>Vision and Sound</b></p> <ul style="list-style-type: none"><li>In this unit, students will begin looking at the instruments of the orchestra as most music written for film, theatre or video games is orchestral. Students will then compose an orchestral song using musical technology or traditional notation.</li></ul>	<p><b>Musical Theatre</b></p> <ul style="list-style-type: none"><li>In this unit students will study music from the Musical Hairspray. They will analyse a chosen piece, which will inform their performance or composition.</li></ul> <p><b>Film Music</b></p> <ul style="list-style-type: none"><li>In this unit students will study film music scores to prepare for their written analysis assessment.</li></ul>

### **ASSESSMENT:**

- Performance appraisal (progress and standard)
- Creativity project (presented as live or recorded presentation)
- Analysis Exams (including notation theory and genre identification characteristics)

### **HOMEWORK AND STUDY:**

There are weekly homework tasks set for music. It is an expectation that students will rehearse their performances and creative pieces in their own time.

### **PATHWAYS:**

This course leads to both the General Music subject and the Music in Practice subject. It is useful for those wishing to become performers when they leave school or have a genuine interest in music.

### **USER PAYS SUBJECT FEES: NIL**

Students must provide their own guitar picks, drumsticks and earphones for computer work.

### **FURTHER ADVICE:**

Head of Department: Nicole Hughes  
Phone: 07 5580 7555  
Email: [nhugh21@eq.edu.au](mailto:nhugh21@eq.edu.au)

**Subject: HEALTH & PHYSICAL EDUCATION**  
**Faculty: Health & Physical Education**

**WHY STUDY:**

Health and Physical Education is an elective subject with 3 x 70 minute lessons. Practical and Theory units are integrated with the weighting of assessment being 50% for theory and 50% for practical.

**COURSE OUTLINE:**

Option 1 Senior PE Focus – ATAR Pathway SEMESTER 1	Option 2 Sport & Rec Focus – Non-ATAR Pathway SEMESTER 1
<ul style="list-style-type: none"> <li>• Anatomy and Physiology</li> <li>• Skill Acquisition</li> <li>• Strength and Conditioning</li> <li>• Oz Tag</li> <li>• Training Principles</li> <li>• Sport and Rec Coaching</li> <li>• Cross Fit</li> <li>• Negotiated sport in line with coaching Theory Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Officiating</li> <li>• Negotiated sport in line with coaching Theory Unit</li> <li>• Coaching</li> <li>• Weights Training</li> <li>• Nutrition</li> <li>• Invasion Games</li> <li>• Training Principles</li> <li>• Skill Acquisition</li> </ul>

**ASSESSMENT:**

The assessment program will include a variety of assessment techniques which are integrated with the practical learning experiences. Students will be required to undertake research reports, essays, exams and practical assessments.

**HOMEWORK AND STUDY:**

Students will be expected to complete approximately 1 hour of homework per week to cope with the demands of this subject.

**PATHWAYS:**

**Option 1**

Students who study **Health and Physical Education – Senior PE** are encouraged to study Senior Physical Education in year 11 and 12. Students are encouraged to explore all elements of each unit as they provide a snapshot of Certificate III in Fitness in year 11 and 12 and Physical Education in Year 11 and 12 (ATAR Subject). It is strongly recommended that students study Physical Education in Year 10 to make the transition in to either of these options.

**Option 2**

Students who study **Health and Physical Education - Sport & Rec** are encouraged to study Senior Sport and Recreation in year 11 and 12. Students are encouraged to explore all elements of each unit as they provide a snapshot of Sport and Recreation in year 11 and 12. It is strongly recommended that students study Sport and Recreation in Year 10 to make the transition in to either of these options.

**USER PAYS SUBJECT FEES: NIL**

It is recommended that students Bring Your Own Device (BYOD) program to enable online collaboration, research and engaged learning.

**FURTHER ADVICE:**

Head of Department: Ryan Baldwin  
 Phone: 07 5580 7555  
 Email: [rjbal0@eq.edu.au](mailto:rjbal0@eq.edu.au)

## Subject: VISUAL ARTS

Faculty: The Arts

### WHY STUDY:

The visual images created through diagrams, pictures and symbols represent a powerful and persuasive means of communication. When students study Art they are learning to be visually literate. It is this visual literacy which enhances students' capabilities to think, create and question, and provide skills to interpret and express ideas.

### COURSE OUTLINE:

Unit Overview – Semester Course	
<b>Face to Face</b> <ul style="list-style-type: none"><li>Mixed media experimental folio</li><li>Written assignment – analytical colour essay</li></ul>	<b>Sense of Place</b> <ul style="list-style-type: none"><li>2D and 3D digital art forms</li><li>Body of work</li><li>Folio</li><li>Unseen exam</li><li>Digital presentation</li></ul>
<b>Face to Face</b> <ul style="list-style-type: none"><li>Resolved mixed media artwork - portrait</li><li>Digital presentation</li><li>Written assignment</li></ul>	<b>Sense of Place</b> <ul style="list-style-type: none"><li>2D and 3D digital art forms</li><li>Resolved wearable artwork</li><li>Unseen exam</li><li>Digital presentation</li></ul>

### ASSESSMENT:

Students are assessed on their making and appraising ability. Assessment includes folios of making, resolved artwork, written assessment and an exam.

### HOMEWORK AND STUDY:

It is expected that students will complete any unfinished class work and collect recyclable materials for homework. Written assessment will require research and preparation. Private study for exam is expected.

### PATHWAYS:

In Years 10, 11 and 12 students will extend their visual arts capacity and will be given the opportunity to explore their own passions in 2D and 3D art in their selected medium. Students must have a willingness to spend time practising Art beyond lesson time. It is advisable that Art be taken in Year 10 to build skills if they intend to study Art in Years 11 and 12.

Careers include: Architect, Interior Design, Advertising, Photography, Gallery Director, Fashion Designer, Layout Artist, Art Dealer, Window Dresser, Beautician, Illustrator, Graphic Design, Cartoonist, Digital Design for Games and Webpages.

### USER PAYS SUBJECT FEES: \$50

This fee covers the cost of consumable items used in art projects.

### FURTHER ADVICE:

Head of Department: Nicole Hughes

Phone: 07 5580 7555

Email: [nhugh21@eq.edu.au](mailto:nhugh21@eq.edu.au)

## Subject: ECONOMICS AND BUSINESS

Faculty: Humanities

### WHY STUDY:

Economics and Business engages learners in their senior phase of learning in a range of contemporary real-life contexts. Economics and Business learning involves a range of experiences that provide knowledge, processes and skills contributing to university and vocational pathways. Economics and Business Studies encourages the development of students in their role as active informed citizens. It will allow students to understand how aspects of a business function.

### PREFERRED PREREQUISITES:

To be successful in Economics and Business Studies it is recommended to have achieved a minimum result of C in English and Mathematics at the end of Year 9.

### COURSE OUTLINE:

Unit Overview – Semester Course	
<b>Business Ethics</b> Students will study Business Ethics Principles and how businesses conduct themselves. They will also investigate the Social Responsibility and the culture of business now compared to previous years.  Using PEST analysis, students will understand how external factors like politics, economics, society and technology impact businesses.	<b>Entrepreneurship</b> Students will Investigate a business issue, Pitch and present a business idea, create a minimal viable product, and apply economics and business knowledge.  Using SWOT analysis, identifying their Target Market and researching the best way to approach their audience, the aim will be to present a fully packaged idea to an audience of their peers.

### ASSESSMENT:

Assessment will range from objective and short answer responses, projects, non-written presentations and procedural applications.

### HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

### PATHWAYS:

On completion of this course students may wish to undertake Accounting, Business Communications and Technologies, Certificate II in Business or work full time in the Business industry. Taking Year 10 Economics and Business will be of benefit to those wishing to take Business in Year 11 and 12.

### USER PAYS SUBJECT FEES: NIL

Students may participate in enrichment excursions which will have a small fee. Print credit may also need topping up each term because of the nature of this subject.

### FURTHER ADVICE:

Head of Department: Tam Higgins

Phone: 07 5580 7555

Email: [thigg44@eq.edu.au](mailto:thigg44@eq.edu.au)

**Subject: SPECIALIST MATHEMATICS (Semester 2 only)**

**Faculty: Mathematics**

**WHY STUDY:**

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

**PREREQUISITES:**

Year 9 Mathematics – B or A

**COURSE OUTLINE:**

SEMESTER 2	
	<ul style="list-style-type: none"><li>• Algebra</li><li>• Vector and proof</li><li>• Complex numbers</li><li>• Trigonometry</li><li>• Functions</li><li>• Matrices</li><li>• Combinatorics</li></ul>

**ASSESSMENT:**

Students will complete one assignment and 2 exams for the Semester.

**HOMEWORK AND STUDY:**

It is expected that students will need to complete approximately 1-2 hours of homework/study each week due to the demands of this subject.

**PATHWAYS:**

Specialist Mathematics is a higher level of Mathematics aimed at those students who wish to go on and study Maths, Science, Engineering or similar at university. This Year 10 elective is aimed at those students who wish to study Specialist Mathematics and Mathematical Methods in Year 11 and 12.

**USER PAYS SUBJECT FEES: NIL**

**FURTHER ADVICE:**

Head of Department: Nichelle Harmon

Phone: 07 5580 7555

Email: nbidn3@eq.edu.au

## Gold Coast Institute of TAFE Schools Program

The Gold Coast Institute of TAFE (GCIT) Schools Program allows students in Years 10, 11 or 12 the opportunity to complete a one-year or two-year course with GCIT that will contribute points towards their Queensland Certificate of Education (QCE). More detailed information can be obtained from the Gold Coast TAFE website (<http://tafegoldcoast.edu.au>)

Students must see Natasha Di Stasi (Industry Liaison Officer) for a copy of the guide and enrolment information. A letter of endorsement from the College is necessary to enrol. Students must have own transport to and from the TAFE campus on the day classes are scheduled.

More detailed information, including a list of courses offered in the schools program for 2025, can be obtained from the Gold Coast TAFE website:

<http://tafegoldcoast.edu.au>

<http://tafegoldcoast.edu.au/course-search/search.php?q=school+programs>

**Please note: Costs for courses vary. Some courses may attract VETis funding (making the course free to students). Contact TAFE or Natasha Di Stasi for more information.**

Upper Coomera State College students may also access Schools Program courses and Diplomas at other TAFE colleges. Courses are also available at Metropolitan South Institute of TAFE, Southbank Institute of TAFE and Logan TAFE.

### **FURTHER ADVICE:**

Industry Liaison Officer: Natasha Di Stasi

Phone : 55807555

Email : [ndist1@eq.edu.au](mailto:ndist1@eq.edu.au)

## THE CREATIVE ARTS SIGNATURE PROGRAM

### Faculty: The Arts

### WHY APPLY

The Creative Arts Signature Program is a collaborative, innovative and industry relevant course of study for students who excel in the Creative Arts. With access to industry standard equipment and resources, students are provided with unlimited opportunities to excel in their creative field whilst being able to attain academic success. Designed for students who have a passion for The Arts our creative environment offers budding **dance**, **drama**, **music**, **art** and **film** students an opportunity to pursue their interests with other like-minded students.

### WHAT THE PROGRAM OFFERS STUDENTS:

- Individualised and differentiated instruction based on the Creative Arts
- An opportunity to experiment creatively, develop skills and communicate artistic ideas
- Increased participation and access to Creative Arts subjects and facilities
- Access to teachers who have industry experience
- Specialised learning environment for students in core subjects for optimal outcomes
- An individual mentor who will meet regularly with the student to offer advice and guidance
- Excursions to arts events throughout the year that will benefit the students' education of the Arts
- Mentor workshops with local artists in their specific field
- Participation in school events (e.g. Big Night Out) to showcase their talents

### STUDENT COMMITMENTS:

Students entering the program must be willing to:

- Respect teachers and fellow students
- Be punctual and prepared for all lessons.
- Maintain a high level of school attendance in order to maintain learning standards.
- Maintain high uniform standards in line with the UCSC dress code. Students are expected to wear full day formal uniform to any events held outside of the College (excursions, competitions etc.).
- Submit all assessment complete and by the due date.
- Display high levels of behaviour at all times, with all UCSC staff (teaching and non-teaching), contract and supply teachers.
- Be part of the Student Resource Scheme (allowing us to supplement many activities)
- Attend and or participate in all College/Arts events.

### SELECTION PROCESS:

Selection into the Creative Arts Program is achieved by completing an online application which can be found on the college website under 'Signature Programs'. Students will be required to audition / interview for the program.

### PREREQUISITES:

Students are to be undertaking Arts based elective subjects to be able to apply for the program.

### USER PAYS SUBJECT FEES: \$100

This fee covers academy shirt and some of the cost of excursions or workshops. Students in this program must participate in at least 1 excursion, 1 workshop and the annual arts event which alternates between Big Night Out and a School Musical.

### FURTHER ADVICE:

Program Manager: Nicole Hughes- Arts Head of Department  
Phone: 07 5580 7555

Email: [nhugh21@eq.edu.au](mailto:nhugh21@eq.edu.au)