

"Honour Above Honours"

*Biloela State High School*

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# Year 10 2024

# Subject Information Booklet

Year 9 into Year 10

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## **Year 10 in the new Senior assessment and tertiary entrance system**

The State Schools Strategy underpins planning for teaching, learning and assessment, ensuring that students are purposefully engaged in learning and experience success.

During junior secondary, students engage in learning that extends them, moving them from concrete to abstract thinking and developing more sophisticated higher order thinking skills. This is developmental and continues into senior secondary.

Year 10 provides students with the foundation to make the best possible choices about their transition to senior studies. During Year 10 Biloela State High School helps students to recognise and build on their strengths and interests, and to identify areas where more support may be needed. Importantly, Year 10 is a time for making informed decisions about future pathways.

## **Continuity and coherence of learning**

The Queensland Curriculum and Assessment Authority (QCAA) senior syllabuses build on the expectations of the Prep to Year 10 Australian Curriculum. The syllabuses are grouped in the eight learning areas of the Australian Curriculum to highlight this continuity.

The best preparation for success in the new senior assessment and tertiary entrance (SATE) system is to teach, assess and report on the Prep to Year 10 Australian Curriculum prior to the commencement of senior studies. Success in senior secondary is dependent on the academic, social and personal learning undertaken in junior secondary.

The P–12 curriculum, assessment and reporting framework specifies the requirements for each Queensland state school in delivering the curriculum. The supporting document, *Providing the Australian Curriculum in Prep to Year 10 in Queensland state schools from 2017* explains how to deliver the Australian Curriculum in Years 7 to 10.

Teaching the Years 7 to 10 Australian Curriculum in each learning area supports continuity and coherence of learning and a seamless transition between Year 10 and senior studies by providing:

- appropriate time for students to develop the depth of knowledge, understanding and skills necessary for success in senior studies
- a clear line-of-sight for the development of students' cognitive skills across year levels
- the best possible foundation in the general capabilities which reflect the senior syllabus skills, behaviours and dispositions that prepare students to live and work successfully in the 21st century
- equitable access to the curriculum for all students at all state schools
- common parameters for delivery of the curriculum across schools.

## Transitioning to senior studies

As Year 10 is the culmination of students' learning in the P–10 Australian Curriculum it should also support them to transition to senior studies. Biloela State High School employs strategies to support students to transition and these include:

- delivering the Year 10 Australian Curriculum content in a way that highlights the links and continuities into senior studies
- packaging Year 10 content as an introduction to a specific senior subject
- selecting and modifying (where necessary) appropriate assessment technique/s from the corresponding senior syllabus to gather evidence of student learning of the Year 10 Australian Curriculum achievement standard
- accommodating individual learners through differentiation, including enrichment, extension and/or specialisation.

## Supporting informed student decisions about future pathways

Biloela State High School ensures every Year 10 student completes a Senior Education and Training (SET) plan to assist them to structure their learning in Years 11 and 12. This SET plan is based on students' abilities, interests and ambitions so they can work towards achieving their learning goals in Years 11 and 12, and beyond.

The SET plan is a key component of a school's career education program, and maps out a plan of action to put students on track for success in senior secondary, post-school education and work. The plan is developed in partnership with parents/carers and revised during Years 11 and 12.

SET plan interviews will occur in term 3 and will involve parents and students attending an interview with a Head of Department or the Guidance Officer.

All year 10 students will complete the Short Course in Career Education through the Lifeskills program which will assist them to plan their career pathway. Successful completion of this course will provide all students with 1 QCE point to open their Learning Account.

## Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

## Requirements:

- All students must study either **English** or **English Extension** for the whole year.
  - Students may move from Extension to English after one semester if the coursework is too difficult and not required for their desired career pathway.
  - Students cannot move from English to Extension unless permission is granted by the HOD.
- All students must study either **Mathematics** or **Mathematics Extension** for the whole year.
  - Students may move from Mathematics Extension to Mathematics after one semester if the coursework is too difficult and not required for their desired career pathway.
  - Students cannot move from Mathematics to Mathematics Extension unless permission is granted by the HOD.
- All students must study either **Science** or **Science Extension** for the whole year.
  - Students may move from Science Extension to Science after one semester if the coursework is too difficult and not required for their desired career pathway.
  - Students cannot move from Science to Science Extension unless permission is granted by the HOD.
- All students will study the **Short Course in Career Education, History and HPE**.
- Students are able to choose four other electives from any subject area.
- Electives are offered dependent on student numbers, staff availability and physical resourcing. All efforts will be made to cater for all student choices but this cannot be guaranteed.
- Some electives have a cost associated with them for resources that students will use and/or take home. Where fees have not been paid previously, students will not be able to study these electives.

# Year 10 subjects at Biloela State High School in 2024

Subjects	Pages
<b>Arts</b>	
<ul style="list-style-type: none"> <li>• Drama</li> <li>• Media Arts</li> <li>• Visual Art</li> <li>• Music</li> </ul>	6-7

Subjects	Pages
<b>Science</b>	
<ul style="list-style-type: none"> <li>• Science</li> <li>• Science Extension</li> </ul>	13-14

<b>English</b>	
<ul style="list-style-type: none"> <li>• English</li> <li>• English Extension</li> </ul>	8

<b>Technologies</b>	
<ul style="list-style-type: none"> <li>• Food Specialisation</li> <li>• Digital Technologies</li> <li>• Materials and Technologies Specialisation</li> <li>• Engineering Principles and Systems</li> <li>• Food and Fibre Production</li> </ul>	15-16

<b>Health and Physical Education</b>	
<ul style="list-style-type: none"> <li>• Health and Physical Education</li> </ul>	9

<b>CERT and Senior Preparation</b>	
<ul style="list-style-type: none"> <li>• Short Course in Career Education</li> <li>• Certificate II in Skills for Work and Vocational Pathways (FSK20119)</li> </ul>	17-18

<b>Humanities</b>	
<ul style="list-style-type: none"> <li>• History</li> <li>• Economics and Business</li> <li>• Geography</li> <li>• Civics and Citizenship</li> </ul>	10-12

<b>Wellbeing</b>	
<ul style="list-style-type: none"> <li>• Wellbeing</li> </ul>	19

<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Mathematics Extension</li> </ul>	12

**PLEASE NOTE:** Some Elective subjects may not run dependent on class sizes, and the school's available physical and human resources.

Subject	Drama
<p><b>Subject Description</b></p>	<p>Student devise drama unpacking a document around a modern issue. Epic (social issues) techniques are touched upon – use of forms other than realistic acting. These techniques include multiple role taking, breaking the fourth wall, narrator, song, multimedia.</p> <p>Study of a contemporary Australian play through various workshop activities to enhance knowledge of the elements of Drama, characterisation and production design (stage, costume, makeup, sound, lights) as applicable to the selected play text discussing surrounding issues and character motivations, resulting in the launch of a large group public performance of an Australian play.</p>
<p><b>Assessment</b></p>	<p><i>Presenting:</i> Group performance of scripted text  <i>Forming:</i> Dramatic concept changing one style of theatre to another.  <i>Responding:</i> Analysis of live theatre performance</p>
<p><b>Cost</b></p>	<p>This subject may have a fee attached to view live performances</p>
<p><b>Next Subject</b></p>	<p>Drama (General) or Drama in Practice (Applied)</p>

Subject	Media Arts
<p><b>Subject Description</b></p>	<p>Students will gain both creative and analytical skills. They will study editing techniques used in television and film and how these techniques create meaning for audiences.</p> <p>Students will study genre and how generic conventions impact the plot, mis-en-scene and editing of a film.</p> <p>Students will demonstrate their understanding of generic conventions by taking existing footage and using editing techniques, will change the footage to contain the generic conventions of a different style.</p>
<p><b>Assessment</b></p>	<p>Students will create a written response to a scene from a movie analysing how editing has been used to create meaning in the particular scene.</p> <p>They will also create a genre flip for a trailer of their choice – teacher allocated in some cases.</p>
<p><b>Next Subject</b></p>	<p>Media Arts in Practice (Applied)</p>

**PLEASE NOTE:** Some Elective subjects may not run dependent on class sizes, and the school's available physical and human resources.

Subject	Visual Art
<b>Subject Description</b>	<p><b>UNIT 1 – Street Art vs Vandalism</b> – During this unit students explore art on the street and define the similarities, differences and crossover between street ‘art’ and graffiti. Student develop a tag (street name in graffiti font) using lettering and motif to produce a slap tag (sticker).</p> <p><b>UNIT 2</b> – Students explore the stencilled artwork of street artists Banksy and develop a design for a skateboard deck. The final skateboard deck product will be authentically tagged in spray paint and students take-home product.</p>
<b>Assessment</b>	<p><b>UNIT 1</b>– A4 drawn tag, developed for slap tag.</p> <p><b>UNIT 2</b> – Original design spray painted on to skateboard deck utilising stencilling.</p>
<b>Cost</b>	<p>There will be a \$60 user pays cost associated with this subject.</p>
<b>Next Subject</b>	<p>Visual Art (General) or Visual Arts in Practice (Applied)</p>

Subject	Music
<b>Subject Description</b>	<p>An introduction to the three dimensions of ‘experiencing music’ as studied in the Senior Music course: analysing repertoire, composing and performing.</p> <p>Students will examine the development of popular music styles over time, becoming familiar with a range of Jazz and Rock styles, including current popular music. Students develop their performance skills through a solo or duet performance and their understanding of the evolution of rock music through an analysis assignment.</p> <p>Students will express their musical creativity by arranging an existing tune for a jazz or rock ensemble which may be presented as a recording or written composition. Students will also develop independence and skills in time-management and team-work through a student-directed project involving producing a recording of a group performance.</p>
<b>Assessment</b>	<p>Solo/Duet Performance – students perform a song from the styles studied in class on a melodic instrument.</p> <p>Analysis Assignment – students examine the evolution of rock by deconstructing and comparing the elements of rock songs as well as evaluating how well they fit into the style.</p> <p>Arrangement – students arrange a given tune for a jazz or rock ensemble.</p> <p>Performance and Recording – students perform in a jazz or rock ensemble and produce a recording of the performance</p>
<b>Next Subject</b>	<p>Music (General) or Music in Practice (Applied)</p>

**PLEASE NOTE:** Some Elective subjects may not run dependent on class sizes, and the school’s available physical and human resources.

Subject	English
<p><b>Subject Description</b></p>	<p><i>Students in Year 9 who are <b>achieving a C or less</b> in Year 9 English should select this subject.</i></p> <p>English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.</p> <p>The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.</p> <p>Unit 1 – Satire Unit 2 – Novel Study Unit 3 – Romeo and Juliet Unit 4 – Poetry</p>
<p><b>Assessment</b></p>	<p>Assessment could include exams, assignments and spoken presentations.</p>
<p><b>Next Subject</b></p>	<p>Essential English (Applied)</p>

Subject	English Extension
<p><b>Subject Description</b></p>	<p><i>Students in year 9 who are <b>achieving a C or higher</b> in Year 9 English should select this subject.</i></p> <p>The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.</p> <p>English 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 English promotes open-mindedness, imagination, critical awareness and intellectual flexibility.</p> <p>Students planning to take <b>English (General)</b> in Year 11 must choose this subject.</p> <p>Unit 1 – Satire Unit 2 – Novel and film comparison Unit 3 – Romeo and Juliet Unit 4 – Poetry</p>
<p><b>Assessment</b></p>	<p>Assessment could include exams, assignments and spoken presentations.</p>
<p><b>Next Subject</b></p>	<p>English (General)</p>

**PLEASE NOTE:** Some Elective subjects may not run dependent on class sizes, and the school's available physical and human resources.



<b>Subject</b>	<b>Health and Physical Education</b>
<b>Subject Description</b>	<p>Students will study One Semester of HPE. 3 units for 6 weeks each:</p> <ol style="list-style-type: none"> <li><b>1. Cultural Connections</b> Students examine how migration and cultural identity have influenced the physical activity choices of Australians and their communities. They examine characteristics of ethical decision-making and how it contributes to respectful relationships. They explore diversity and identify attributes of community wellbeing, and investigate how local physical activity groups support community connections and wellbeing.</li> <li><b>2. Be the Quarterback</b> Students will develop specialised skills used in gridiron, including apply criteria to evaluate and refine their own and peer performances.</li> <li><b>3. PT Yourself</b> Students propose and evaluate a workout which targets muscular endurance and cardiovascular fitness. They will monitor heart rates to determine changes during activities of varying intensities.</li> </ol>
<b>Assessment</b>	<ol style="list-style-type: none"> <li>Cultural Connections <ul style="list-style-type: none"> <li>Research investigation Blog -written 400-600 words</li> </ul> </li> <li>Be the Quarterback <ul style="list-style-type: none"> <li>Physical Performance – written reflection</li> </ul> </li> <li>PT Yourself <ul style="list-style-type: none"> <li>Folio – Fitness Programming (written)</li> </ul> </li> </ol>
<b>Next Subject</b>	Physical Education (General) Certificate III in Fitness (VET) Sports and Recreation (Applied)

**PLEASE NOTE:** Some Elective subjects may not run dependent on class sizes, and the school's available physical and human resources.

Subject	Economics & Business
<b>Subject Description</b>	<p>Business offers students the opportunity to investigate the impact of consumer decisions on businesses and the techniques used by businesses to ensure their economic success.</p> <p>This success can be achieved through marketing, improving efficiency, integrating technology, and the ethical behaviour of businesses.</p> <p>Business will provide students interested in accounting, finance, economics or starting their own business in the future with an understanding of the knowledge needed to be successful.</p> <p>Unit 1: Consumer and Financial Decisions Unit 2: Global Economy</p>
<b>Assessment</b>	Assessment could include theory and practical exams, assignments, folios, presentations, projects.
<b>Next Subject</b>	Business Studies (Applied) Tourism (Applied)

Subject	History
<b>Subject Description</b>	<p><b>Unit 1 World War 2</b> Students explore the causes and impacts of World War 2. Students also explore Australian experience during World War II, including home front experiences, international relationships, the fall of Singapore, POWs, involvement of indigenous Australians and the significance of the Kokoda campaign.</p> <p><b>Unit 2 Civil Rights</b> Students will explore the origin and significance of human rights as well as the background to the struggle of Aboriginal peoples and Torres Strait Islander peoples for rights and freedoms before 1965</p> <p><b>Unit 3 Pop Culture</b> Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century.</p>
<b>Assessment</b>	Response to Stimulus Exam x 2 Research Assignment
<b>Next Subject</b>	Ancient History or Modern History (General) – SDE only

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Subject	Geography
<b>Subject Description</b>	<p><b>'Environmental change and management'</b> focuses on investigating environmental geography through an in-depth study of a specific environment. Students investigate a specific type of environment and environmental change in Australia and one other country.</p> <p><b>'Geographies of human wellbeing'</b> focuses on investigating global, national and local differences in human wellbeing between places. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.</p>
<b>Assessment</b>	Assessment could include exams, assignments, folios, projects.
<b>Next Subject</b>	Geography (General) – SDE only

Subject	Civics and Citizenship
<b>Subject Description</b>	Students compare and evaluate the key features and values of systems of government, and analyse the Australian Government's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy.
<b>Assessment</b>	Response to Stimulus Exam x 2 Research Assignment
<b>Next Subject</b>	Legal Studies (General)

**PLEASE NOTE:** Some Elective subjects may not run dependent on class sizes, and the school's available physical and human resources.

Subject	Mathematics
<p><b>Subject Description</b></p>	<p>Students in year 9 who are <b>not achieving a B or higher</b> in Year 9 Mathematics should select this subject.</p> <p>Students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Topics they will study include:</p> <ul style="list-style-type: none"> <li>- Statistics</li> <li>- Probability</li> <li>- Algebraic expressions and equations</li> <li>- Linear equations, quadratic equations and simultaneous equations</li> <li>- Applications of Pythagoras' Theorem and trigonometry in 3d</li> <li>- Statistics</li> <li>- Perimeter, Area, Surface area, Volume of cylinders and prisms.</li> <li>- Heron's formula, Sine and Cosine rules</li> </ul>
<p><b>Assessment</b></p>	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>- Exams</li> <li>- Assignment (Group work, Practical Activities or Investigations)</li> </ul>
<p><b>Next Subject</b></p>	<p>General Mathematics (General) (<b>B grade required</b>) OR Essential Mathematics (Applied)</p>

Subject	Mathematics Extension
<p><b>Subject Description</b></p>	<p>Students in year 9 who are <b>achieving a B or higher</b> in Year 9 Mathematics should select this subject.</p> <p>Students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Topics they will study include. This subject has a particular focus on abstract situations and mathematics.</p> <ul style="list-style-type: none"> <li>- Statistics</li> <li>- Surds</li> <li>- Inequalities and simultaneous equations</li> <li>- Types of graphs including linear, quadratics, polynomials parabolas, hyperbolas and circles</li> <li>- Applications of trigonometry including Sine and Cosine Rule</li> <li>- Logarithms and indices</li> <li>- Algebraic expression and equations</li> <li>- Polynomial operations</li> <li>- Unit circles</li> </ul>
<p><b>Assessment</b></p>	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>- Exams</li> <li>- Assignment (Group work, Practical Activities or Investigations)</li> </ul>
<p><b>Next Subject</b></p>	<p>Mathematical Methods (<b>B grade required</b>) OR General Mathematics (General) <b>OR</b> Mathematical Methods and Specialist Mathematics (<b>B grade required</b>)</p>

**PLEASE NOTE:** Some Elective subjects may not run dependent on class sizes, and the school's available physical and human resources.

<b>Subject</b>	<b>Science</b>				
<b>Subject Description</b>	<p>Students in Year 9 who are <b>achieving a C or less</b> in Year 9 Science should select this subject.</p> <p>This subject covers the Australian Curriculum for Science with a focus on:</p> <ul style="list-style-type: none"> <li>the periodic table and properties of elements, factors effecting chemical reactions</li> <li>energy conservation and movement within systems as well as the relationship between force, mass and acceleration</li> <li>Earth sphere interactions, the origin of the universe and the diversity of life on Earth</li> <li>the models and theories that underpin heredity and evolution.</li> </ul> <p>In this subject student will analyse how models and theories have developed over time.</p> <p>Units include:</p> <table border="1" data-bbox="469 853 831 1003"> <tr> <td>Physics</td> </tr> <tr> <td>Earth &amp; Space</td> </tr> <tr> <td>Biology</td> </tr> <tr> <td>Chemistry</td> </tr> </table>	Physics	Earth & Space	Biology	Chemistry
Physics					
Earth & Space					
Biology					
Chemistry					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Supervised Assessment (Examinations)</li> <li>Research Investigations</li> <li>Experimental Investigations</li> </ul>				
<b>Next Subject</b>	<p>Students in CORE Science are not meeting prerequisites for Senior Science subjects (such as Biology, Physics, Chemistry, Psychology)</p> <p>Students achieving an A or B in this subject would require direct permission from the HOD of Science to select any Senior Science subject in Year 11 or 12.</p>				

**PLEASE NOTE:** Some Elective subjects may not run dependent on class sizes, and the school's available physical and human resources.

Subject	Science Extension					
<p style="text-align: center;"><b>Subject Description</b></p>	<p><i>Students in Year 9 who are <b>achieving a C or higher</b> in Year 9 Science should select this subject.</i></p> <p>This subject covers the Australian Curriculum with a focus on studying concepts at a quicker pace and a greater depth to develop a deeper understanding.</p> <p>Students will explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena, explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.</p> <p>They will also develop their understanding of atomic theory to understand relationships within the periodic table, understand that motion and forces are related by applying physical laws, 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. While providing opportunities for students to engage with concepts that explain behaviours and underlying cognitions.</p> <p>Units include:</p> <table border="1" data-bbox="469 1077 858 1308"> <tr><td style="text-align: center;">Physics</td></tr> <tr><td style="text-align: center;">Earth &amp; Space Science</td></tr> <tr><td style="text-align: center;">Biology</td></tr> <tr><td style="text-align: center;">Chemistry</td></tr> <tr><td style="text-align: center;">Psychology</td></tr> </table>	Physics	Earth & Space Science	Biology	Chemistry	Psychology
Physics						
Earth & Space Science						
Biology						
Chemistry						
Psychology						
<p style="text-align: center;"><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Supervised Assessment (Examinations)</li> <li>• Research Investigations</li> <li>• Experimental Investigations</li> <li>• Data Tests</li> </ul>					
<p style="text-align: center;"><b>Next Subject</b></p>	<p>Biology (General) (<b>B grade required</b>)</p> <p>Chemistry (General) (<b>B grade required</b>)</p> <p>Physics (General) (<b>B grade required</b>)</p> <p>Psychology (General) (<b>B grade required</b>)</p>					

**PLEASE NOTE:** Some Elective subjects may not run dependent on class sizes, and the school's available physical and human resources.

Subject	Digital Technologies Must be BYOD student to study this subject
<b>Subject Description</b>	<p>The course of study provides an opportunity for students to develop knowledge and understanding of the computational thinking. Students will also have the chance to create a design solutions to a brief.</p> <p>The course may include the following topics:</p> <ul style="list-style-type: none"> <li>• Coding – searching and sorting of algorithms</li> <li>• Implement and evaluate digital solutions such as database-driven websites and artificial intelligence engines and simulations</li> <li>• How humans interact with networked systems - how we access digital technologies, security and privacy of, data of various types.</li> </ul>
<b>Assessment</b>	Assessment could include portfolios, assignments, theory exams, oral presentations.
<b>Next Subject</b>	School of Distance Education. Digital Solutions (Applied)

Subject	Materials and Technologies Specialisation
<b>Subject Description</b>	<p>This subject prepares students for studies in Building and Construction Skills and Engineering Skills. The course of study provides an opportunity for students to gain a basic understanding of the underlying concepts, principles and skills in the senior technology subjects. Students will build wood and metal projects to gain:</p> <ul style="list-style-type: none"> <li>• Safety awareness and safe working practices</li> <li>• Interpretation of drawings related to projects</li> <li>• Manipulation of common hand and power tools to produce timber projects</li> <li>• Construction, fabrication and assembly of projects</li> <li>• Operation of static machinery for basic operations used in engineering manufacturing</li> <li>• Preparation of surfaces and application of finishes for both wood and metal projects</li> <li>• Familiarisation in both senior workshops</li> <li>• Students will also have the chance to create a design solutions to a brief.</li> </ul>
<b>Assessment</b>	Assessment could include portfolios, assignments, theory exams, oral presentations, practical projects.
<b>Cost</b>	There will be a fee associated with this subject.
<b>Next Subject</b>	Building and Construction Skills (Applied) Engineering Skills (Applied)

**PLEASE NOTE:** Some Elective subjects may not run dependent on class sizes, and the school's available physical and human resources.

Subject	Engineering Principals and Systems
<p><b>Subject Description</b></p>	<p>Students will investigate and make judgements on how design can be energy efficient in the context of carbon dioxide dragsters. Students look at sustainable materials, propulsion systems and use tools and equipment to design a solution. They will be challenged to explore how 3D printing can be manipulated and combine technology processes and production skills. Students are challenged to design and produce the fastest carbon dioxide racer with within strict racing parameters and design constraints.</p> <p>The course may include the following topics:</p> <ul style="list-style-type: none"> <li>• A general overview of design principles and the evolution of engineering to design efficient machines</li> <li>• Safety awareness and safe working practices</li> <li>• The physics of forces</li> <li>• Manipulation of common hand and power tools</li> <li>• 3D printing software, design and manipulation</li> </ul> <p>Students are challenged to extend their technological literacy when they:</p> <ul style="list-style-type: none"> <li>• design technology solutions (products, processes and services)</li> <li>• use resources (information, materials and systems)</li> <li>• manage technological processes (efficiently, appropriately and safely)</li> <li>• evaluate the appropriateness of solutions (aesthetic, cultural, economic, environmental, ethical, sustainable, functional and social).</li> </ul>
<p><b>Assessment</b></p>	<p>Assessment could include portfolios, assignments, theory exams, oral presentations, practical projects.</p>
<p><b>Cost</b></p>	<p>There will be a fee associated with this subject.</p>
<p><b>Next Subject</b></p>	<p>Engineering Skills (Applied)</p>

**PLEASE NOTE:** Some Elective subjects may not run dependent on class sizes, and the school's available physical and human resources.



Subject	<b>Food Specialisation</b>
<b>Subject Description</b>	<p>The course recognises the importance of a practical approach to solving everyday living problems, and of providing students with the opportunity to develop management skills and design management skills and design processes within food contexts. This subject prepares students for studies in Food and Nutrition and Hospitality.</p> <p>The course will develop student knowledge and practical application around:</p> <ul style="list-style-type: none"> <li>• Food science, technology and the consumer</li> <li>• Nutrition</li> <li>• Creating nutritious foods</li> <li>• Workplace health, hygiene and safety procedures in the hospitality industry</li> <li>• Hospitality event management (Food Production and/or Beverage production)</li> </ul>
<b>Assessment</b>	Assessment could include folios, assignments, theory exams, oral presentations, practical projects.
<b>Cost</b>	There will be a fee associated with this subject.
<b>Next Subject</b>	Food and Nutrition (General) Hospitality Practices (Applied)

Subject	<b>Food and Fibre Production</b>
<b>Subject Description</b>	<p>This subject is aimed at finding ways to improve productivity and sustainability for our rural industries while still maintaining our environment.</p> <p>The major areas of study may include; Beef cattle, Alpacas, Sheep, Poultry, Pasture production and Tractors.</p> <p>This subject prepares students for studies in Agricultural practices. Some practical work will accompany the associated theory where students will learn how to prepare and present cattle and alpacas for show. Depending on their ability and conduct, some students may then have the opportunity to represent the school at the local shows in the cattle team.</p>
<b>Assessment</b>	Assessment could include portfolios, assignments, theory exams, oral presentations, practical projects.
<b>Next Subject</b>	Agricultural practices (Applied)


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<b>Subject</b>	<b>Short Course in Career Education</b> Semester 1					
<b>Subject Description</b>	<p>Career Education is a one-unit course, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.</p> <p>It focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options and enable effective participation in their future study, working life and career.</p> <p>Career Education can also assist schools in the development of the Senior Education and Training (SET) Plans for students.</p> <p>Students explore career development and management strategies that help them plan for and shape their future, providing them with essential knowledge, understanding and skills for participation in a rapidly changing world of work. They come to understand what they need to adapt to multiple transitions in work, career and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.</p> <p><b>Pathways</b></p> <p>A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.</p> <p><b>Objectives</b></p> <p>By the conclusion of the course of study, students will:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of self, work practices and career development processes</li> <li>• select, analyse and apply information related to work and career development</li> <li>• use oral and written language to communicate information</li> <li>• plan, implement and adjust processes to achieve learning outcomes</li> <li>• apply learning.</li> </ul>					
<b>Assessment</b>	<p>Schools develop two assessment instruments to determine the student's exit result.</p> <table border="1" data-bbox="440 1480 1415 1771"> <thead> <tr> <th data-bbox="440 1480 927 1570"><i>Topic 1: My current skills and attributes</i></th> <th data-bbox="933 1480 1415 1570"><i>Topic 2: My options for the future</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="440 1579 927 1771">           One assessment consisting of two parts:           <ul style="list-style-type: none"> <li>• a spoken/signed presentation — workplace interview or survey</li> <li>• a student learning journal.</li> </ul> </td> <td data-bbox="933 1579 1415 1771">           One assessment consisting of two parts:           <ul style="list-style-type: none"> <li>• an extended written response — a career investigation</li> <li>• a student learning journal.</li> </ul> </td> </tr> </tbody> </table> <p><b>SET Plans:</b> Students are required to complete their plans to a high level. Parents are required to view their child's SET Plan, sign it and attend an interview before students are enrolled in senior school. SET Plans are invaluable in the subject selection process for Year 11 in ensuring students' career pathways are being met.</p>		<i>Topic 1: My current skills and attributes</i>	<i>Topic 2: My options for the future</i>	One assessment consisting of two parts: <ul style="list-style-type: none"> <li>• a spoken/signed presentation — workplace interview or survey</li> <li>• a student learning journal.</li> </ul>	One assessment consisting of two parts: <ul style="list-style-type: none"> <li>• an extended written response — a career investigation</li> <li>• a student learning journal.</li> </ul>
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Subject	<p style="text-align: center;"><b>Short Course in Career Education</b>  <b>Certificate II in Skills for Work and Vocational Pathways (FSK20119)</b>            Semester 2</p>
<p style="text-align: center;"><b>Subject Description</b></p>	<p><b>Qualification Description</b></p> <p>This qualification a national recognised certificate designed to further develop foundation skills to prepare for workforce entry or vocational training pathways at Biloela State High School and beyond. Skills studied include: work-related learning, WHS, marketing and design, accounts and payroll, purchasing and acquisitions, delivery and dispatch, numeracy and literacy components as well as health and wellbeing, and goal setting,</p> <p><b>Requirements</b></p> <p>The certificate comprises 14 competencies, embedded in 7 projects. Students are given ample time to complete each assessment during class, and are encouraged to complete each weeks' task during that week in order for them to have completed all competencies by the projected time of the end of term 1 2024.</p> <p>If using a BYOD, students will be required to submit digitally through the TEAMS app. If non-BYOD students will be using a school borrowed laptop for submissions during class time.</p> <p><b>Duration</b></p> <p>All students will study this subject in the second half of year 10, continuing in year 11 over the duration of the year, if required. Students have 2 years to complete the course. Upon successful completion of the course students will gain 4 points toward their Queensland Certificate of Education (QCE), the Certificate qualification and, may be eligible for a late start Wednesdays to use for study, if they have met those conditions.</p> <p><b>Mode/s of delivery</b></p> <p>All students will study this course face-to-face in a classroom with school-based Trainer and Assessors. Students are provided marking summaries after each assessment which provide details on successful components and others requiring further submissions. They are able to submit assessment multiple times to achieve a successful rating for that task.</p>
<p style="text-align: center;"><b>Assessment</b></p>	<p>Students are assessed through a variety of assessment methods which include:</p> <ul style="list-style-type: none"> <li>▪ Observations</li> <li>▪ Activity sheets</li> <li>▪ Oral</li> <li>▪ Assignments</li> <li>▪ Case studies</li> <li>▪ Short answer questions</li> </ul> <p>• Evidence contributing towards competency will be collected throughout the course.</p>
<p style="text-align: center;"><b>Pathways</b></p>	<p>It is suitable for individuals who require:</p> <ul style="list-style-type: none"> <li>▪ a pathway to employment or vocational training</li> <li>▪ reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3</li> <li>▪ entry level digital literacy, administrative skills and employability skills</li> <li>▪ a vocational training and employment plan.</li> </ul>

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<h1>Wellbeing</h1>	
<b>Subject Description</b>	<p>Students will participate in in a program that focuses on both adolescent development and physical and mental wellbeing.</p> <p>The Wellbeing focus will be embedded within HPE lessons with a focus on key Resilience Project GEM principles at key junctures through the year.</p> <p>This is based on the Social and Emotional Continuum of the general capabilities of the Australian Curriculum. The lessons and topics are underpinned by the research backed Resilience Project resources which are combined within the school diary.</p> <p>Students will study a range of topics including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Adolescent brain development</li> <li>• Mindfulness strategies</li> <li>• Healthy Sleep Habits</li> <li>• Study techniques</li> <li>• Healthy Eating Habits</li> <li>• How to deal with stress</li> <li>• Group work and team challenge skill development</li> <li>• E Safety</li> </ul> <p>For more information about the Resilience Project:  <a href="https://theresilienceproject.com.au/">https://theresilienceproject.com.au/</a> (or scan QR code)</p> 
<b>Assessment</b>	Embedded in HPE Theory assessment

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