Year 10
2019

Subject
Information
Year 10 in the new Senior assessment and tertiary entrance system

The State Schools Strategy 2017–2021 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 General or English Applied for the whole year.
  
  o Students may move from General to Applied after one semester if the coursework is too difficult and not required for their desired career pathway.
  
  o Students cannot move from Applied to General.

➢ All students must study either Mathematics or Mathematics Extension for the whole year.
  
  o 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.
  
  o Students cannot move from Mathematics to Mathematics Extension.

➢ All students must study two Science electives. These may occur in one semester or both semesters. Students are able to study more than two Science electives.

➢ All students will study Lifeskills over both semesters. This will include the Short Course in Career Education.

➢ Students are able to choose six 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 are not paid, students will not be able to study these electives.

Homework

Homework is set in every lesson and is to be recorded in the student diary. These diaries must be brought to every class.

If set homework is not provided for any one night, students should take the opportunity to use this time for reading, revision and study of concepts that have been covered in class.

Once assessment tasks have been distributed, it is expected students work on these, consistently, at home to be ready for monitoring and due dates.
Year 10 subjects at Biloela State High School in 2019

**Mathematics**
- Mathematics
- Mathematics Extension

**English**
- English General
- English Applied

**Humanities**
- Accounting Preparation
- Ancient History Preparation
- Business Studies Preparation
- Geography Preparation
- Legal Studies Preparation
- Short Course in Career Education
- Tourism Preparation

**Science**
- Biology Preparation
- Chemistry Preparation
- Earth & Environmental Science Preparation
- Physics Preparation
- Psychology Preparation

**Technologies**
- Food & Nutrition Preparation
- Building & Construction Preparation
- Engineering Preparation
- Hospitality Practices Preparation
- Industrial Graphics Preparation
- Rural Operations Preparation

**Health and Physical Education**
- Physical Education Preparation
- Fitness Preparation

**The Arts**
- Drama Preparation
- Media Arts in Practice Preparation
- Music Preparation
- Visual Arts in Practice Preparation
### Accounting Preparation

| Subject Description | Accounting deals with generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for effective decision making. Accounting has a practical and theoretical application in all areas. The semester course will look at developing various aspects of Accounting skills. The underpinning practises include the use of computer skills such as: Word, Excel, PowerPoint and MYOB in business contexts. |
| Assessment | Assessment could include theory and practical exams, assignments, folios, presentations, projects. |
| Next Subject | Accounting (General) |

### Art Preparation

| Subject Description | **UNIT 1 – Street Art vs Vandalism** – 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 using lettering and motif to produce a slap tag (sticker).  
**UNIT 2** – Students explore the stencilled artwork of street artists Banksy and develop a design for a skateboard deck. |
| Assessment | **UNIT 1** – A4 drawn tag, developed for slap tag.  
**UNIT 2** – Original design spray painted on to skateboard deck utilising stencilling. |
<p>| Cost | There will be a fee associated with this subject. |
| Next Subject | Visual Art (General) or Visual Arts in Practice (Applied) |</p>
<table>
<thead>
<tr>
<th>Subject Description</th>
<th>Biology Preparation (Science elective)</th>
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</table>
| Biology provides opportunities for students to engage with living systems. Biology aims to develop students':
- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge. |
| A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability. |
| Assessment | Research Investigation (Assignment)  
End of Semester Exam |
| Next Subject | Biology (General) |

* Students must study two Science electives during year 10.*
### Subject: Business Preparation

**Subject Description**

BCT offers students the opportunity to investigate the impact of consumer decisions on businesses and the techniques used by businesses to ensure their economic success. This success can be achieved through marketing, improving efficiency, integrating technology, and the ethical behaviour of businesses. BCT 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.

**Assessment**

Assessment could include theory and practical exams, assignments, folios, presentations, projects.

**Next Subject**

Business Studies (Applied)

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### Subject: Building and Construction Preparation

**Subject Description**

Building and Construction Preparation is a course of study that provides an opportunity for students to gain a basic understanding of the underlying concepts, principles and skills in the building and construction industry. Students will also have the chance to create a design solutions to a brief. The course may include the following topics:

- A general overview of vocations in the building and construction industry and skills related to those vocations
- Safety awareness and safe working practices
- Interpretation of drawings related to construction projects
- Manipulation of common hand and power tools to produce timber projects
- Materials and planning for construction projects
- Construction, fabrication and assembly of construction projects

**Assessment**

Assessment could include portfolios, assignments, theory exams, oral presentations, practical projects.

**Cost**

There will be a fee associated with this subject.

**Next Subject**

Building and Construction Skills (Applied)
### Subject Description

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.

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.

Career Education can also assist schools in the development of the Senior Education and Training (SET) Plans for students.

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.

As students consider their future directions and prepare to make successful transitions to work, career and further education and/or training, they explore career options that incorporate their interests and skills, set personal goals and implement initial stages of career plans.

**Pathways**

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.

**Objectives**

By the conclusion of the course of study, students will:

- demonstrate knowledge and understanding of self, work practices and career development processes
- select, analyse and apply information related to work and career development
- use oral and written language to communicate information
- plan, implement and adjust processes to achieve learning outcomes
- apply learning.

### Assessment

Schools develop two assessment instruments to determine the student’s exit result.

<table>
<thead>
<tr>
<th><strong>Topic 1</strong>: My current skills and attributes</th>
<th><strong>Topic 2</strong>: My options for the future</th>
</tr>
</thead>
</table>
| One assessment consisting of two parts:  
  - a spoken/signed presentation — workplace interview or survey  
  - a student learning journal. | One assessment consisting of two parts:  
  - an extended written response — a career investigation  
  - a student learning journal. |

The subject will be studied as part of the Year 10 Lifeskills course. Each student who completes this course satisfactorily will receive one QCE point.
| **Subject** | **Chemistry Preparation**  
(Science elective) |
|---|---|
| **Subject Description** | Chemistry is the study of materials and their properties and structure. Chemistry aims to develop students’:  
- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world  
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties  
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products  
- appreciation of Chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making  
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence  
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions.  
A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science. |
| **Assessment** | Experimental Investigation (Scientific report)  
End of Semester Exam |
| **Next Subject** | Chemistry (General) |

*Students must study two Science electives during year 10.*
<table>
<thead>
<tr>
<th>Subject Description</th>
<th>Drama Preparation</th>
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<tbody>
<tr>
<td>Student devise drama unpacking a document around a modern issue. Brechtian techniques are touched upon – use of forms other than realistic acting. 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 playtext discussing surrounding issues and character motivations, resulting in the launch of a large group public performance of an Australian play.</td>
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<table>
<thead>
<tr>
<th>Assessment</th>
<th>Presenting: Group performance of scripted text Forming: Individual lighting plan and justification Responding: Critique of live theatre performance</th>
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</thead>
<tbody>
<tr>
<td>Cost</td>
<td>This subject may have a fee attached.</td>
</tr>
<tr>
<td>Next Subject</td>
<td>Drama (General)</td>
</tr>
</tbody>
</table>
| Subject | Earth Science Preparation  
(Science elective) |
|---------|--------------------------------------------------|
| **Subject Description** | Earth & Environmental Science provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. Earth & Environmental Science aims to develop students’:
- interest in Earth and Environmental science and their appreciation of how this multidisciplinary knowledge can be used to understand contemporary issues
- understanding of Earth as a dynamic planet consisting of four interacting systems: the geosphere, atmosphere, hydrosphere and biosphere
- appreciation of the complex interactions, involving multiple parallel processes, that continually change Earth systems over a range of timescales
- understanding that Earth and Environmental Science knowledge has developed over time; is used in a variety of contexts; and influences, and is influenced by, social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate Earth and Environmental Science concepts, interpretations, claims and conclusions with reference to evidence.
A course of study in Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism. |
| **Assessment** | Research Investigation (Assignment)  
End of Semester Exam |
| **Next Subject** | Earth and Environmental Science (General) |

* **Students must study two Science electives during year 10.**
<table>
<thead>
<tr>
<th>Subject Description</th>
<th>Engineering Skills Preparation</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Engineering Manufacturing is a course of study that provides an opportunity for students to gain a basic understanding of the underlying concepts, principles and skills in the engineering industry. Students will also have the chance to create a design solutions to a brief.</td>
<td>The course may include the following topics:</td>
</tr>
<tr>
<td>• A general overview of vocations in the engineering industry and skills related to those vocations</td>
<td>• Safety awareness and safe working practices</td>
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<tr>
<td>• Safety awareness and safe working practices</td>
<td>• Interpretation of drawings related to engineering manufacturing projects</td>
</tr>
<tr>
<td>• Interpretation of drawings related to engineering manufacturing projects</td>
<td>• Manipulation of common hand and power tools</td>
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<tr>
<td>• Manipulation of common hand and power tools</td>
<td>• Operation of static machinery for basic operations used in engineering manufacturing</td>
</tr>
<tr>
<td>• Operation of static machinery for basic operations used in engineering manufacturing</td>
<td>• Materials and planning for engineering manufacturing projects</td>
</tr>
<tr>
<td>• Materials and planning for engineering manufacturing projects</td>
<td>• Preparation of surfaces and application of finishes.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment could include portfolios, assignments, theory exams, oral presentations, practical projects.</td>
</tr>
<tr>
<td>Cost</td>
<td>There will be a fee associated with this subject.</td>
</tr>
<tr>
<td>Next Subject</td>
<td>Engineering Skills (Applied)</td>
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<tr>
<td>Subject Description</td>
<td>English General</td>
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<tr>
<td>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.</td>
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</tbody>
</table>

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.

To be eligible to study English (General) students must have received at least a C in Year 9 English. Students planning to take English (General) in Year 11 must choose this subject.

Unit 1 – Poetry Power (Seen exam - Imaginative Transformation of a poem into a short story)
Unit 2 – Representations of youth in the media (persuasive speech)
Unit 3 – Shakespeare Lives on (Unseen exam – Analytical Essay)
Unit 4 – Shakespeare on film (Assignment - Feature Article)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment may include:</th>
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<tbody>
<tr>
<td></td>
<td>• Exams x 2</td>
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<tr>
<td></td>
<td>• Assignments x 1</td>
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<tr>
<td></td>
<td>• Spoken Speech x 1</td>
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<table>
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<tr>
<th>Next Subject</th>
<th>English (General)</th>
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<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Subject Description</strong></td>
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<tr>
<td><strong>English Applied</strong></td>
<td>Essential 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. 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.</td>
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<tr>
<td></td>
<td>Unit 1 – Poetry (Create, perform and explain own poem)</td>
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<td>Unit 2 – Analysing Satire (Exam)</td>
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<td>Unit 4 – Novel Study (Assignment - narrative fill a gap/silence)</td>
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<td>Unit 5 – Film Review Speech (Discussion: comparison to film)</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Assessment may include:</td>
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<tr>
<td></td>
<td>• Exams x 1</td>
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<tr>
<td></td>
<td>• Assignments x 1</td>
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<tr>
<td></td>
<td>• Spoken presentations x 2</td>
</tr>
<tr>
<td><strong>Next Subject</strong></td>
<td>Essential English (Applied)</td>
</tr>
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<tr>
<th><strong>Subject</strong></th>
<th><strong>Fitness Preparation</strong></th>
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<tbody>
<tr>
<td><strong>Subject Description</strong></td>
<td>Student will study outdoor recreation skills and event promotion including sports ethics, officiating and sociology. Students will participate in outdoor recreation activities and choose own sport.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assignment – Outdoor Recreation folio</td>
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<tr>
<td></td>
<td>Assignment – Event management sessions folio sociology and reflection</td>
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<tr>
<td></td>
<td>Physical Performance – Outdoor recreation skills and coaching.</td>
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<td><strong>Next Subject</strong></td>
<td>Certificate III in Fitness (VET)</td>
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# Food and Nutrition Preparation

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<tr>
<th>Subject</th>
<th>Subject Description</th>
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<tbody>
<tr>
<td><strong>Food and Nutrition</strong></td>
<td>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 solutions for a particular brief. \nThe course will develop student knowledge around: \n- Food science, technology and the consumer \n- Nutrition \n- Creating nutritious foods</td>
</tr>
</tbody>
</table>

| Assessment | Assessment could include folios, assignments, theory exams, oral presentations, practical projects. |
| Cost | There will be a fee associated with this subject. |
| Next Subject | Food and Nutrition (General) |

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# Geography Preparation

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<tr>
<th>Subject</th>
<th>Subject Description</th>
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<tbody>
<tr>
<td><strong>Geography</strong></td>
<td>From the river to the sea - This unit students will examine catchment areas and identify different features of rivers and streams. They will explain how rivers are formed and how they become an essential part of society. Throughout the unit students will also focus on how humans interact with the waterways around them, examining how agriculture, dams and mining can affect rivers using Mt Morgan as a case study. \nWellbeing And The World - Are you curious about how other people around the world live? Are you interested in understanding why poverty and war exist? Students will examine the wellbeing of people around the world; focusing on how developed and developing nations live such different lives. Students will analyse how poverty, conflict and food insecurity impact people and what can be done to solve some of the world’s most prevalent issues.</td>
</tr>
</tbody>
</table>

| Assessment | 1. 2 x short response tests \n2. Field Report \n3. Practical exam |
| Cost | This subject may have a fee attached. |
| Next Subject | Geography (General) |
### History Preparation

<table>
<thead>
<tr>
<th>Subject Description</th>
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<tbody>
<tr>
<td><strong>Crash Course</strong>: An intensive overview of the major events in the Ancient, Medieval and Modern Eras, along with skills that historians use in their investigations.</td>
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<tr>
<td><strong>Hollywood History</strong>: What’s real and what is “reel” in historical films? Students analyse and judge a range of films for their historical accuracy through researching the real life events and people portrayed.</td>
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<tr>
<td><strong>Independent study</strong>: Students choose an issue to investigate from any period of history.</td>
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</tbody>
</table>
| **Assessment** | 1. Extended response essay exam  
2. Written research assignment |  |
| **Next Subject** | Ancient History (General) |
### Industrial Graphics Preparation

**Subject Description**

Industrial Graphics Preparation is a course of study that provides an opportunity for students to gain a basic understanding of the underlying concepts, principles and skills in the graphic communication methods of industry. Students will also have the chance to create a design solutions to a brief.

The course may include the following topics:
- A general overview of vocations in the design and drafting sector
- Basic design concepts used in the manufacturing industry
- Interpretation and drawing of graphical presentations using manual drafting formats
- Drafting standards and conventions used in technical presentations
- 2D drawing production using computer-aided design and drafting systems
- 3D drawing production using computer-aided design and drafting systems

**Assessment**

Assessment could include portfolios, assignments, theory exams, oral presentations, practical projects.

**Next Subject**

Industrial Graphics Studies (Applied)

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### Legal Studies Preparation

**Subject Description**

**Who makes this stuff up? You can’t make me:**
Investigating how laws are made; by whom, for whom and for what reasons. Investigating own rights and responsibilities in regard to a range of issues and how the law really does impact on us all.

**Smooth criminals – how civil!**:
Investigating what constitutes a crime and how to differentiate it from a civil wrong. Learning the elements of crimes and offences, types of offences and consequences. Understanding the laws attempts to protect the rights of individuals with society’s need for order.

**Order in the court:**
Investigating the Court System. What do juries do? Are they fair? Is there a better way? What is justice and how do we get it? Watching and studying real and simulated cases to understand what really goes on in the courtroom.

**Assessment**

Short response exam, Extended response exam, Written Court report

**Next Subject**

Legal Studies (General)
<table>
<thead>
<tr>
<th>Subject Description</th>
<th>Lifeskills</th>
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<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td>The Year 10 Lifeskills program involves the initial stages of career planning: <strong>Self Awareness &amp; Career Investigation</strong>. Students complete a range of activities to develop resumes, application letters and Workplace Health &amp; Safety certification which culminates in a week of school organised Work Experience. Students also complete <strong>Senior Education &amp; Training (SET) Plans</strong> which are compulsory for students in the Senior Phase of Learning. Here students focus on pathways for completion of schooling, school-based apprenticeships/traineeships, work or further education. SET Plans are completed online through OneSchool. This program offers a variety of learning contexts to support the development of students to become lifelong learners. Lifeskills will implement a targeted and focused wellbeing program throughout the year which will encourage students to become active and informed 21st century citizens.</td>
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<tr>
<td><strong>Career Investigation</strong></td>
<td><strong>SET Plans</strong>: 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.</td>
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<tr>
<td><strong>SET Plans</strong></td>
<td></td>
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<tr>
<td><strong>Short Course in Career Education</strong></td>
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</table>

*The subject will also cover the Short Course in Career Education (page 8).*
<table>
<thead>
<tr>
<th>Subject</th>
<th>Mathematics</th>
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</thead>
</table>
| **Subject Description** | *Students in Year 9 who are *not* achieving a B or better* in Year 9 Mathematics *should select this subject.*  
Students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Topics they will study include:  
- Linear equations and simultaneous equations  
- Algebraic expressions  
- Applications of Pythagoras’ Theorem  
- Probability  
- Statistics  
- Perimeter, Area, Surface area, Volume of cylinders and prisms  
- Simple and Compound interest |
| **Assessment** | Assessment may include:  
- Exams  
- Assignment (Group work, Practical Activities or Investigations) |
| **Next Subject** | General Mathematics OR Essential Mathematics |

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mathematics Extension</th>
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</thead>
</table>
| **Subject Description** | *Students in year 9 who are *achieving a B or better* in Year 9 Mathematics *should select this subject.*  
Students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Topics they will study include:  
- Linear equations and simultaneous equations  
- Algebraic expressions  
- Quadratics and Parabolas  
- Applications of Pythagoras’ Theorem including Sine and Cosine Rule  
- Statistics  
- Surds |
| **Assessment** | Assessment may include:  
- Exams  
- Assignment (Group work, Practical Activities or Investigations) |
| **Next Subject** | General Mathematics OR Mathematical Methods OR Mathematical Methods and Specialist Mathematics |
### Media Arts Preparation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Description</th>
<th>Assessment</th>
<th>Next Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td>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. Students will study genre and how generic conventions impact the plot, mis-en-scene and editing of a film. Students will demonstrate their understanding of generic conventions by taking existing footage and by using editing techniques, will change the footage to contain the generic conventions of a different genre.</td>
<td>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. They will also create a mockumentary about a local issue.</td>
<td>Media Arts in Practice (Applied)</td>
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### Music Preparation

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<tbody>
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<td><strong>Subject</strong></td>
<td>An introduction to the three dimensions of ‘experiencing music’ as studied in the Senior Music course: analysing repertoire, composing and performing. 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. 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.</td>
<td>Solo/Duet Performance – students perform a song from the styles studied in class on a melodic instrument. 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. Arrangement – students arrange a given tune for a jazz or rock ensemble. Performance and Recording – students perform in a jazz or rock ensemble and produce a recording of the performance</td>
<td>Music (General) or Music in Practice (Applied)</td>
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</table>
### Subject: Physical Education

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<tr>
<th>Subject Description</th>
<th>Physical Education Preparation</th>
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<td></td>
<td>Students will study training programs and biomechanics. Students will participate in Touch Football &amp; Tennis. Analysing performance in tennis based on biomechanical principles and applying training techniques to improve performance Creating and implementing a training program to improve physical fitness and performance in Touch Football.</td>
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| Assessment | Assignment – Biomechanics report Assignment – Touch Football training program analysis Physical Performance – Tennis and Touch Football |

| Next Subject | Physical Education (General) |

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### Subject: Physics (Science elective)

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<tr>
<th>Subject Description</th>
<th>Physics Preparation (Science elective)</th>
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|                     | Physics provides opportunities for students to engage with the classical and modern understandings of the universe. Physics aims to develop students’:  
  - appreciation of the wonder of Physics and the significant contribution physics has made to contemporary society  
  - understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action  
  - understanding of the ways in which matter and energy interact in physical systems across a range of scales  
  - understanding of the ways in which models and theories are refined, and new models and theories are developed in Physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues  
  - investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence  
  - ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology. |

| Assessment | Experimental Investigation (Scientific report) End of Semester Exam |

| Next Subject | Physics (General) |

* Students must study two Science electives during year 10.*
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| Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Psychology aims to develop students’:
- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.  
A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education. |

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<th>Assessment</th>
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| Research Investigation (Assignment)  
End of Semester Exam |

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<tr>
<td>Psychology (General)</td>
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<td>Subject</td>
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| **Subject Description** | This subject is aimed at finding ways to improve productivity and sustainability for our rural industries while still maintaining our environment.  
The major areas of study may include; Beef cattle, Alpacas, Poultry, Pasture production and Tractors.  
This subject studies some theory in relation to 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. |
| **Assessment** | Assessment could include portfolios, assignments, theory exams, oral presentations, practical projects. |
| **Next Subject** | Certificate II in Rural Operations (VET) |

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<tr>
<th>Subject</th>
<th><strong>Tourism Preparation</strong></th>
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| **Subject Description** | Tourism is designed to give students a variety of intellectual, technical, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.  
1. **Introduction to Tourism**  
Students will learn about the components of the tourism industry, types of tourism and the reasons why people travel.  
2. **Planning a Travel Experience**  
Students will examine the process of planning and booking a travel experience for a client, providing a full service by sourcing and booking flights, accommodation, tours and attractions.  
3. **Sustainable Tourism**  
Students will investigate how the tourism industry contributes both positively and negatively to sustainability – economically and environmentally. |
| **Assessment** | Assessment could include theory and practical exams, assignments, folios, presentations, projects. |
| **Next Subject** | Tourism (Applied) |
Special Education Information

Identified students are able to follow various pathways depending on their individual needs. Most students will be fully included in high school classes, students who are working on a different curriculum level will have an Individual Curriculum Plan (ICP), these plans provide for individual learning goals for students and are signed off by parents. Currently these plans only cover the learning areas of English, Maths and Science. All students access and are taught the Australian Curriculum.

Identified students are allocated available teacher aide support in the mainstream classes, with safety being given highest priority. Teacher aides may provide support to the students by acting as a scribe, reader or note taker, especially during assessment times.

Students are assigned case managers who are responsible for liaising between parents, the school and specialists. They are also the point of contact for any concerns with regards to the student’s wellbeing. We encourage parents to join us in ensuring quality two way communication between home and school.

Senior Transition for Identified Students

Our vision for young people leaving school is that they will transition into a positive future which maximises their potential.

Senior transition begins in Year 10. Consideration is given to the young person’s interests and strengths when thinking about their options.

We provide quality support to assist senior students to transition into the world of work. Students will:

- Complete SET Plans
- Complete a Senior Transition Path Plan
- Choose either a QCIA (Queensland Certificate of Individual Achievement) or QCE (Queensland Certificate of Education) study path.
- Participate in extra Work Experience.
- Know and understand options for school subject selection as well as life after school.

Students in their senior years may be enrolled in certificate courses or begin a traineeship.

Through Senior Transition we aim to ensure that young people can pursue their chosen goals in work, further education, social activities, leisure and travel while enjoying an independent lifestyle.
Support Programs

Learning Support Program
Support is managed utilising the Whole School Student Support Model which identifies students requiring support. This is achieved through a layered approach. This layered approach consists of the following:
- Differentiated (classroom level)
- Targeted (classroom/small group level)
- Intensive (small group/individual level)

Gifted Education Program
Biloela State High is committed to an education program that recognizes individual student differences. Embodied in this commitment is a responsibility to Gifted and Talented (G&T) students to help them maximize their high potential.

Opportunities for higher order thinking are embedded throughout the curriculum, and further enriched through the various school and regional extra-curricular subject competitions and events such as ICAS, Opti-minds and Brain Bee. As well, students have the option in their senior years to extend their learning through University or TAFE offerings.

Indigenous Support Program
Biloela State High is committed to the needs and concerns of our Indigenous students and their families. To support these students, a teacher aide is on staff to work with indigenous students in and out of the classroom. The teacher aide supports the students by ensuring they complete their assignments, exams and class work.

As well, our school is a member of the Biloela Indigenous Education Group which has been involved in organising health checks, the annual NAIDOC week activities, TAFE based courses and community projects for the Indigenous community. This group also brings the indigenous students, parents and school staff together through community barbeques.

Instrumental Music Program
The Instrumental Music Program at Biloela State High School offers weekly tuition in Woodwind, Brass, Bass Guitar and Percussion instruments. Students have a group lesson and one band rehearsal each week. Acoustic Guitar, Piano and Strings are not available for individual lessons as part of this program.

All students will be a member of either the Senior Concert Band or the Intermediate Band. Students interested in the jazz idiom will also be able to be a member of the Stage Band. All bands perform at many local community events and the Senior Band may take part in Education Queensland’s band Festival ‘Fanfare’ and the Australian Academy of Music Band Festival in Brisbane.

Students pay an annual levy and occasionally need to contribute towards costs of competing in Festivals etc.