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Independent Public School

Year 10 Subject Selection Booklet

31 May 2017

"Quality in All We Do"

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Independent Public School

Welcome to Sunshine Beach State High School

Choosing the school that “best” meets your child’s needs is one of the most important choices a parent can make.

We, at Sunshine Beach State High School, thank you for the opportunity to highlight the features of our school and our Vision for education and learning opportunities.

We are absolutely committed to creating a “futures” focused curriculum that aims to prepare students for their future in our global economy. Our school Vision is to “*Empower lifelong learners through a challenging and supportive school community*”. We aim to enhance relevant and real learning experiences that focus on the individual child and their success whilst creating platforms of learning that are needed in the real world of work and life learning.

We aim to provide core foundation subjects for all students to complete. Added to this we have an array of elective subjects providing experience and breadth of learning.

Attached you will find a brief overview of our school subject selections for 2017.

We invite you to be a part of the Sunshine Beach State High experience. We encourage you and your child to meet with members of Administration, Heads of Department and/or staff to support this subject selection process.

We look forward to partnering your student on their learning journey and will encourage them to live our motto, “*Quality In All We Do*”.

Working with you and for you.

Leanne Jensen-Steele
PRINCIPAL

SUNSHINE BEACH STATE HIGH SCHOOL

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CURRICULUM OVERVIEW

TRANSITION YEAR 10 SUBJECT CHOICES

Year 10 is the transition year preparing students for Years 11 and 12.

In semester 1, students must choose the CORE subjects: Mathematics, English, Science SOSE and HPE. These subjects are designed to reflect the national curriculum and the Queensland Curriculum Assessment Reporting (QCAR) essential learning and ACARA. Two elective subjects can also be studied in semester 1.

In semester 2, only Maths and English are CORE and subjects will have a preparatory senior focus. Semester 2 subjects offered will be designed around the national curriculum and the Queensland Study Authority (QSA) syllabus documents. Four elective subjects can be studied in semester 2.

Semester 1				
	Key Learning area (KLA)	School Subject Code	School Subject Name	No of lessons p/wk
CORE	English	ENG101	English	4
	Mathematics (choose 1)	MAT101	Mathematics	4
		MAX101	Mathematics Extension	4
	Science	SCI101	Science	4
	SOSE	SSE101	SOSE	3 lessons term 1 or 2
HPE	HPF	Health & Physical Education Foundation	3 lessons term 1 or 2	
ELECTIVES	LOTE	ITL101	Italian	4
	The Arts	ART	Art	
		DAN101	Dance	4
		DRA101	Drama	4
		MED101	Media	4
		MUS101	Music	4
	Technology	TXP101	Fashion Studies	4
		PEC101	Early Childhood Practices	4
		FDS101	Hospitality	4
	Technology (Manual Arts)	ITD101	Industrial Technology & Design	4
		GPH101	Graphics	4
	Technology (Business and Computing)	BST101	Business	4
		ICT101	Information Communication Technology	4
	HPE	HPE101	Physical Education	4
		ESU	Excellence in Surfing	4
Semester 2				
CORE	English	ENG102	English	
	Mathematics	MAT102	Mathematics	
		MAX102	Mathematics Extension	
ELECTIVES	Mathematics	MAC102	Mathematics C	
		SSE102	Study of Society and Environment	
	SOSE	GEG102	Preparatory Geography	
		HIP102	Preparatory History	
		MAP102	Preparatory Marine Studies	
	Science	CHP102	Preparatory Chemistry	
		PHP102	Preparatory Physics	
		BIP102	Preparatory Biology	
	Languages other than English	ILP102	Preparatory Italian	
	Technology	ITD102	Preparatory Industrial Skills	
		MAN102	Preparatory Technology Skills	
		HSP102	Preparatory Hospitality	
		CSP102	Preparatory Children's Services	
		TXP102	Preparatory Fashion Studies	
		BSP102	Preparatory Business	
		ENP	Preparation Economics	
		GTP02	Preparatory Graphics & Technology Studies	
		ITP02	Preparatory Information	
		ARP102	Preparatory Art (for QSA Art)	
	The Arts	ARV	Preparatory Art (for certificate course)	
		DNP102	Preparatory Dance	
		DRP102	Preparatory Drama	
		FTP102	Preparatory Film & Television	
		MUP102	Preparatory Music and Music Studies	
	Health and Physical Education	PEP102	Preparatory Physical Education	
		HPF102	Preparatory Health and Physical Education Foundation	
		HEP102	Preparatory Health Education	
ESU		Excellence in Surfing		
Study of Society and Education	SSE102	Study of Society and Environment		
Special Education & Teaching and Learning	LGS102	Learning Support Programme		
	LNS102	Numeracy Support Programme		

STUDENT RESOURCE SCHEME (SRS)

GENERAL INFORMATION AND PURPOSE OF THE SCHEME

The Sunshine Beach State High School Student Resource Scheme operates, under agreement, each year with the Parents' and Citizens' Association. The intention of the scheme is to reduce the financial outlay by parents on software, textbooks and materials, to provide a comprehensive range of resources for students and to ensure that all students have access to quality resources. The Student Resource Scheme operates at this school under the policy and guidelines of Education Queensland. Parents wishing to take advantage of the resources and services provided by the Scheme pay an annual flat fee with any additional subject specific fees (i.e. Marine Science).

A Student Resource Scheme Participation Agreement form is available outlining the conditions of the Agreement (attached). Please note this form needs to be signed stating either "I do wish to participate in the Scheme" or "I do not wish to participate in the Scheme". Parents/caregivers who join the scheme have entered into an agreement, and there is an obligation to pay these fees in exchange for the use of Certification student resources.

COST OF THE SCHEME

The cost for a student in Years 7, 8, 9, 10, 11 and 12 is \$240 per year.

Depending on subjects chosen there may be additional Subject Specific charges.

WHAT THE SCHEME PROVIDES

The scheme provides students with:

- access to the school's computer network internet system and software package
- student ID card and diary
- all textbooks and class sets of books required for both long (one year) & short term use, plays and novels (this will evolve to include eBooks)
- minor equipment
- reference books, library books, DVDs and videos used as resources
- materials used in practical classes (this may involve elective subject surcharges)
- photocopied resources and notes
- computer software and operating costs
- Sporting and HPE equipment
- curriculum information books and booklets
- Teacher prepared notes and student worksheets for all subject areas
- Microsoft Agreement
- Adobe/Acrobat site licence
- ACER testing
- National English competition
- National Math's competition
- NAPLAN and QCS pre and prep testing

A detailed list of items provided within each specific subject is available through the Business Service Manager.

WHAT THE SCHEME DOES NOT PROVIDE

The scheme does not provide:

- stationery items, personal equipment and consumables such as workbooks;
- most individual cooking ingredients;
- excursion, camp and transport costs;
- costs of outside venues in some subjects.

A detailed list of items provided within each specific subject is available through the Business Service Manager.

WHAT IF A STUDENT IS NOT IN THE SCHEME

When a parent elects not to join the scheme, the parent will be required to supply all of the books, materials and resources that can be purchased from booksellers etc. and also pay the school for the cost of those materials, resources, software site licences and services that the school uniquely provides. The student will receive basic requirements for the subject and will not be able to use any resources, materials or services that have been acquired from monies contributed to the Student Resource Scheme.

This means that the parent will be required to:

- locate and purchase all reference materials including software and books from class sets normally provided by the scheme
- pay to the school any additional subject specific fees
- pay a general resource charge to the school to cover the cost of the student ID card, diary, photocopying, computer software and operating costs, internet, calculators, and additional resources

The amount of the Government Textbook & Resources Allowance will be paid to parents of students not in the scheme. Parents may choose to have the cost of the additional subject surcharges and the reduced general resource charge deducted from the allowance prior to issue by the school.

Government Textbook & Resource Allowance

Years: 7-10 \$121

Years: 11-12 \$262

*Correct at the time of printing

INTERNATIONAL/MATURE AGE STUDENTS

Mature age and exchange students are required to pay the Student Resource Scheme charges plus an amount equivalent to the Government Textbook and Resource Allowance. International students do not pay any additional fees to those paid to Education Queensland International.

WHAT IF YOU ENROL DURING THE YEAR

Students enrolled after the end of February will be charged at a pro rata rate based on a 40 week school year. Students enrolling throughout the year from within Queensland are required to pay both the pro rata school charges and the pro rata Government Textbook and Resource Allowance. Interstate students pay only the school charges and the school will apply for a State Government Textbook and Resource Allowance on their behalf. These costs include GST.

BYO LPTOP PROGRAM

Students are able to take advantage of this program with a flat rate of \$50 per year. Entry to the program is reliant of the Student Resource Scheme and Subject Specific fees being paid in full.

HOW TO JOIN

All parents are required to complete and sign the Student Resource Scheme Agreement which indicates if parents wish to participate or choose not to participate in the scheme. Parents with continuing students will receive the Student Resource Scheme Agreement at the end of the year prior to the year to which the agreement applies. Parents enrolling students will complete the agreement on enrolment.

NON PAYMENT OF FEES

The school operates the Student Resource Scheme to benefit all eligible students. It is not viable for the school to provide this service if fees are outstanding. It is for this reason that students may be refused entry into the scheme if fees are outstanding from the previous year/s. Students with outstanding fees may be denied the opportunity to participate in non-compulsory school activities.

It is understood that some families can experience financial difficulties. Parents/caregivers in these circumstances are encouraged to contact the Business Service Manager or Finance staff on 5440 422 to discuss individual payment options. All discussions will remain confidential.

If there is any part of this scheme you do not understand or would like more information on, please do not hesitate to call.

WHAT HAPPENS IF MY STUDENT LEAVES DURING THE SCHOOL YEAR

All books must be returned. Refunds then will be calculated on a pro rata basis as at the date of departure over a school year period of 40 weeks. Parents are requested to get their student to obtain a Student Clearance Form, which is available from the Office. Once the pro-rata has been calculated a refund cheque will be posted to the mailing address indicated on the Clearance Form.

Refund calculations will be based on the pro-rata of the Student Resource Scheme payment, subject consumable fees and government textbook allowance. Any textbooks not returned or returned damaged, will have their replacement cost deducted from the refund amount.

Please direct further enquiries to Business Service Manager or Finance staff on 5440 422.

- All information correct at the time of printing, details may change.

KEY STAFF MEMBERS



Leanne Jensen-Steele
Principal



Karey Goodall
Deputy Principal



Paul Fitzgerald
Deputy Principal



Christopher Robinson
Deputy Principal



Steve Pilkington
Business Services Manager

CHOOSING YOUR SUBJECTS

There are three major educational decisions you have to make while at school. The first concerns your career choices which are an integral part of the Career and Educational Planning Program from Years 8 – 12. The second will be the subjects you choose in Years 9 & 10 to support these career choices. The third will be the subjects you choose for Years 11 & 12 if your career choices indicate that you must study beyond year 10. Each of these decisions is very important since it affects the type of job or tertiary study you can choose when you leave school. Your course selections also directly affect your happiness and success while at school. These are a number of guidelines to go by when choosing your subjects. Choose subjects:

- which will support your career options;
- which give you skill, knowledge, and attitudes useful to you in life;
- in which you can do well; and
- which you enjoy.

This may sound easy, but it should involve a lot of thought, discussion, and research. You need to find out about the different types of subjects and, in many cases, think further about career choices. Never assume you know all about a subject at a higher year level because you have done that subject before.

WRONG REASONS FOR CHOOSING SUBJECTS

Many students choose subjects for the wrong reasons and as a result are not happy at school or can't follow their career choice later. Do not take (or avoid) a subject because:

- one other person says it is a good or bad subject;
- your friends are, or are not taking it;
- you think it is easy or difficult;
- your like or dislike the teacher; and
- "all the boys or girls take the subject".

THINK ABOUT CAREERS

Our Career and Education Planning Program will ensure that you have some idea of career choices before choosing subjects. It is better that you consider a few careers, not just one. Try to choose a course that will keep career options open.

BE REALISTIC

Remember, however, there is no point in taking subjects for particular careers if those career choices are completely unrealistic. Similarly, avoid subjects you find too hard. You may need to see your Student Manager about these matters.

DON'T BE AFRAID TO ASK

Remember that your choice of career is only one of the aspects to consider when choosing subjects. Don't avoid subjects just because they are not related to your chosen career. Good performance in any subject will improve your results and help you gain employment. If you need more help then seek it – otherwise you may regret it later. Talk to your parents, your Student Manager, Career Education teacher, Guidance Officer, Heads of Department, Principal or Deputy Principals. Make use of the school subject program. Look at the resources suggested in this article. You'll be doing yourself a favour.

SUBJECT SELECTION

ENGLISH

ENGLISH (ENG)



Course Overview

In English, students learn to speak, listen, read, view, write and shape texts to make meaning with purpose, effect and confidence in a wide range of contexts. Students learn how language use varies according to context, purpose, audience and content. This knowledge develops their ability to talk about language and to reflect on and critique its use. Studying English helps students appreciate the social, imaginative and aesthetic uses of language. It helps them to enjoy language and empowers them as purposeful, critical and creative language users.

What students learn

Students in Year 10 English will be studying the Australian Curriculum. Students will communicate in a range of face-to-face and online/virtual environments. Students will engage with a variety of texts for enjoyment. They will interpret, create, evaluate, discuss and perform a wide range of literary texts as well as media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts.

Year 10 English (ENG10)

Semester 1

- Understanding and analysing satire in texts
- Experimenting with language and structural features to create a short story
- Evaluating how a novel provides insights into the human condition

Semester 2

- Reading and responding to a Shakespearean drama
- Exploring and evaluating representations of events and issues in news media texts

How students are assessed

During the year, students assemble a folio of assessment pieces which as a whole determines their level of achievement in the subject. Assessment pieces are both spoken and written and prepared under assignment conditions or in examinations. Throughout the course students will be assessed on their knowledge and understanding of English and their ability to interpret, construct and appreciate texts. Students reflect on their language and learning through the drafting process.

MATHEMATICS

MATHEMATICS (MAT) – Preparatory Mathematics A

MATHEMATICS EXTENSION (MAX) – Preparatory Mathematics B

MATHEMATICS C (Sem. 2 only) – Preparatory Mathematics C

In Year 10, the Mathematics courses aim to develop students' potential so that they are able to be competent in numeracy and the basic skills of mathematics as well as provide the opportunity for stronger students to deepen their appreciation of high level mathematics. Students gather, organise and process information for problem solving, communicate effectively using mathematical language, work independently and co-operatively.

Which Mathematics is right for you?

In Year 10, students will be divided into two broad ability groups. They will be introduced to the Years 11/12 subjects Mathematics A and Mathematics B via the respective preparatory subjects Mathematics and Mathematics Extension. Students who have shown the greatest aptitude for Mathematics will study Mathematics Extension in preparation for Years 11/12 Mathematics B and also have the option of the second high level mathematics in semester 2 - Preparatory Mathematics C. The remaining students will study Mathematics.

Each of the topics of Number & Algebra, Measurement & Geometry and Statistics & Probability is visited at least once per semester in Mathematics and Mathematics extension. Although all topics studied are similar, mathematics extension allows deeper understanding and applications with a focus on Algebra techniques.

Mathematics and Mathematics Extension topics

Topic	
Number	Count, order with whole numbers, fractions, decimals up to rates, ratio, direct and indirect proportion, some manipulation of positive/negative numbers. In addition, students study financial mathematics – simple and compound interest and budgeting
Algebra	Collection of like terms, the distributive law, factorising and solving of simple linear equations, study of simple quadratic functions
Measurement	Counting/measuring angles, perimeter, area and capacity, using appropriate formulae for length, area and volume of various figures. Students also study time zones, scale drawing and bearings
Geometry	Make drawings of both 2-D and 3-D shapes, analysing translations, reflections, rotations and enlargements including properties of similarity and congruence, geometry of triangles
Statistics and Probability	Distinguishes possible/impossible events, displaying/summarising data to show the relationship between the data

Preparatory Mathematics C topics include matrices, vectors, complex numbers and conics.

Assessment

Each semester, students are assessed with a mid-semester test, an assignment and an end semester test.

TECHNOLOGY

INDUSTRIAL DESIGN AND TECHNOLOGY (ITD)



Course Overview

All Industrial Technology and Design subjects have a product focus e.g. product design; product manufacture; graphical drawing; systems design; control; energy; safety; and social/environmental impacts of technology developments. Students are involved in technology challenges that develop their design, problem solving, decision making, task management, creative and practical skills.

What students learn

Semester 1	Semester 2					
<p>Year 10 ITD Foundation Studies: Advanced technology and design practices.</p> <p>Semester 1</p> <ul style="list-style-type: none"> • beach chair • step ladder 	<p>Year 10 Preparation Furnishing (FRP) A continuation of Semester 1 Industrial Technology and design skills and processes. Students advance their skills in preparation for SAS Furnishing skills:</p> <ul style="list-style-type: none"> • chopping board • occasional table 					
<p>Year 10 Graphics Year 10 Graphics has been primarily designed to mirror the assessment techniques and instruments outlined in the Senior Syllabus of Graphics. This provides the students with the underpinning knowledge and critical thinking skills required for Senior Graphics. Students will further develop their skills using traditional drawing, sketching and computer aided drawing techniques.</p>	<p>Year 10 Preparation Engineering (EGP) Foundation skills in engineering in preparation for Senior Certificate II Engineering Pathways. Workshop safety is paramount in this area.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Term 3</th> <th style="width: 50%; text-align: center;">Term 4</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • fitting (bottle opener) • oxy acetylene welding (cube) • thermal cutting (practice) • soft soldering </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • fabrication • plumb bob </td> </tr> </tbody> </table>		Term 3	Term 4	<ul style="list-style-type: none"> • fitting (bottle opener) • oxy acetylene welding (cube) • thermal cutting (practice) • soft soldering 	<ul style="list-style-type: none"> • fabrication • plumb bob
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	<p>Year 10 Preparation Technology Studies (TEP) This subject allows students to advance their design process skills combined with graphical drawing techniques.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Term 3</th> <th style="width: 50%; text-align: center;">Term 4</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • design folio 1 • CO2 dragster </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • design folio 1 • domestic product </td> </tr> </tbody> </table>		Term 3	Term 4	<ul style="list-style-type: none"> • design folio 1 • CO2 dragster 	<ul style="list-style-type: none"> • design folio 1 • domestic product
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How students will be assessed

Industrial Technology and Design

Workbooks, design folios, product manufacture, research reports and tests

Graphics:

Unit folios, class work, design assignments, tests



Course Overview

Learning in Home Economics can assist students to develop the knowledge and skills to make informed decisions, plan strategies, implement and evaluate outcomes, promote nutrition and dietary practices, use textiles creatively, and understand communities and individuals.

Food Strand: For students who wish to gain knowledge and skills in Food & Beverage Service, and who may want to study Hospitality in the Senior School. Some students may simply want to gain more knowledge and greater skills in the area of food preparation and presentation, coffee-making, food service. Students must be prepared to bring ingredients for practical classes.

Textiles Strand: The Fashion/Textiles strand is for students who enjoy the creativity and design aspects of fashion, as well as learning lifelong skills in sewing techniques. This strand may lead to **Senior Fashion Studies**.

Early Childhood Strand: This subject is for students who are interested in the area of Childcare. This is essential for students who would like to continue to study this subject in Senior. You must be outgoing and enjoy children.

What students learn

Year 10	
HEC – Preparatory Home Economics	FDS - Preparatory Hospitality / Tourism
This program is for students wishing to unit is for students wishing to study Authority Home Economics. Students will study both Textiles and Foods. This subject is very theoretical as well as practical.	This unit is for students who are interested in following a Hospitality course of study. Students will learn skills and knowledge relating to the Hospitality Industry. Study of a second language could be beneficial if seeking a career in Hospitality or Tourism.
PEC - Preparatory Children's services	TXT - Preparatory Fashion
This program is for students who are interested in following a career or course of study in Early Childhood Studies. Students will learn skills and knowledge relating to the childcare industry.	This program is designed for the fashion conscious student who would like to design and create original designs learning both skills and techniques required for successful clothes designing.

How students are assessed

This will be continuous over the semester, incorporating all areas of study in the unit.

The three assessment strands are: technology practices, information and materials.

Assessment will be based on any combination of the following:

- continuous practical activities;
- folio of work;
- major productions or café takeaway;
- research tasks;
- project productions.

Course Overview

This program is designed to develop students' potential through practical activities that focus on four areas: *Computer Systems; Technology; Communications and Applications*. These courses are designed to prepare students for senior study in the subjects Information Technology Systems (ITN) and Information Processing and Technology (IPT).

What students learn

Students will understand the importance of a safe and healthy work environment, and appreciate the social and ethical effects of computers. Students will integrate a number of programs and approaches to develop skills in computing, problem solving, group project co-operation, project management, reporting and communication.

Topic Timetable

- topology and internet components
- problem solving
- web design
- professional presentations
- document integration
- spreadsheets and databases
- internet information assembly
- programming

How students are assessed

A judgement of achievement will be made at the end of each semester of study. Most assessment will be competency based.

The type of assessment strategies used throughout the units will include:

- in-class assignments
- research assignments
- practical projects
- short response tests
- group presentations
- folio presentations
- individual research



LANGUAGES OTHER THAN ENGLISH

ITALIAN (ITL)



Course Overview

The Italian program at Sunshine Beach High School extends the individual's ability to communicate with a wider world. Students learn to transfer their knowledge from one language to another and in the process improve their communication skills. This knowledge transfer skill is the most sought after by employers of any kind.

The study of Italian is a sensible choice for students as Italian and English are related languages - both belong to the Indo-European family of languages with strong common roots to Latin. Italian facilitates access to other languages. Many Italian terms are internationally used in fields such as architecture, music, fashion, design and banking.

Italian is the second European language spoken in Australia after English. TV and radio programs in Italian are available in Australia on a national network. Knowledge of Italian provides easy access to other languages such as French and Spanish. Italian is a practical tool that can be combined with training and qualifications in professional and technical fields. Proficiency in the language provides further employment opportunities. The study of Italian can be used in career paths including commerce, tourism, medicine, teaching, foreign affairs, fashion industry, music and sport.

What students learn

The language will be explored at three levels across two semesters. The course is designed for students with or without previous knowledge of the language. Some topics will be treated in greater depth than others, with particular attention to commercial, artistic and cultural aspects of Italy. Frequent reference to the Australian context will highlight common elements and differences. The course provides a sensible balance between cultural and linguistic elements. Italian Studies and International Studies are the focus in Semester 2.

Students enrolled in this course are strongly encouraged to participate in the Italian Exchange Student Programme in place since 1994 at our school. It provides the opportunity for interested students to visit Italy every second year. This programme is unique to Australia for its success and consistency and has proved very successful outside school boundaries.

ITL10A/B – Applied Language

This course provides extension and in depth understanding of 10A/10B course.

Students undertake language projects and advanced tasks developed from 09A/09B. Competency in all prior units is required. This unit pre-empt's senior course requirements with applied language studies while catering for different levels.

How students are assessed

Task based assessment on reading, writing, speaking and listening as per unit requirement.

Course Overview

Physics is all about understanding how things work. This unit gives students the opportunity to enhance their skills and knowledge of forces, motion and energy. This unit is hands on and students will discover the many exciting careers that science can lead to such as Engineering, Robotics and Electronics. The activities in this unit are samples of such career activities.

Companion Subject

It is recommended students also take Prep Maths B (MAX)

What students learn**PHY10A/B***Bridges and structures*

Students: analyse the forces involved in construction of structures;
construct a bridge from the least amount of spaghetti possible and test its strength with a given load.

Electronics

Students: gain an understanding of electronics and electric motor design;
construct an electrical device.

Rocketry

Students: study the equations of motion, energy, gravity, and projectiles as related to rocketry;
construct and launch rockets using kits;
design, construct and launch rockets made from various materials.

Energy

Students: investigate current sources of energy;
present information about electricity supply in South East Queensland.

How students are assessed

- extended experimental investigations
- research tasks
- written tests

Course Overview

Careers in the marine industry are extremely diverse and qualified persons are in short supply. This “hands on” subject will give a greater understanding of the marine environment and the many associated careers. Students will learn about both the living and non-living aspects of the sea and how they depend upon each other. Students will gain an excellent insight into the wide variety of marine experiences and a sound preparation for Marine Science, Senior Biology and Aquatic Practices. Students will also gain real life knowledge and skills to help them enjoy their future recreation and career path.

What students learn**MAP***Unit 1*

- Marine Biology
- Aquariums
- Marine Adaptations
- Classification

Unit 2

- Boating Specialised Language
- Boating Design
- Planning and Construction of model
- Testing and reporting
- Evaluation and Discussion

Unit 3

- Recreational Fishing
- Fishing Skills
- Rules and Regulation
- Global Impacts
- Reef Guardian School Project

How students are assessed

- written exams x 2
- oral presentation
- extended experimental investigation
- group project

Course Overview

Chemistry seeks to explain the things that happen in the world around us at a chemical and molecular level. This course will focus on developing an excellent knowledge of basic chemical principles and experimental skills in order to prepare students for all senior sciences.

Companion Subject

It is recommended students take Prep Maths B (MAX) and achieve a minimum B result.

**What students learn***Introduction to Chemistry*

This unit introduces students to the periodic table and its trends, see types of reactions, stoichiometry and ionic bonding.

Career Chemistry (Introduction)

Focuses on the laboratory techniques and skills needed for both senior chemistry and in the workplace. Students learn correct techniques for measuring, mixing, recording and experimenting. EXPLORE these techniques in hands-on lab experiments.

Organic Chemistry

Students will look into the structure and form of organic compounds like oil, plastic and other useful hydrocarbons. The chemistry of wine will also be investigated.

How students are assessed

The assessment focuses on developing the skills students need to be successful in senior science subjects and includes:

- exams
- research tasks (assignments)
- extended experimental investigations and lab reports



Course Overview

Biology is the study of living things. Students will learn theory combined with practical skills in the field, dissection techniques and physiology experiments in preparation for Senior Biology.

What students learn

Brave New Worlds – Evolution & Natural Selection

Change is inevitable. In every aspect of our lives and our world, change continues to occur whether we like it or not. Humans have many impacts on the non-living world creating or influencing the level of change that occurs. Change in the living world occurs through organisms adapting to their environment over both short-term and long-term time scales. The ability to adapt to environmental conditions allows the survival of individuals and prevention of the extinction of the species.

Students will learn about: various evolutionary theories & natural selection.
 Students will explore: evidence that supports the theory of evolution & the impact of evolution on biodiversity.

Into the Wild – The Rocky Shore

Scientists use various techniques and equipment to gather information about ecosystems and the way they function. Field study skills are those necessary skills that biologists use to gather data about the environment. The main focus of this unit is observation, accurate data collection and analysis of this data.

Students will learn about: the abiotic & biotic factors affecting rocky shore environments, various methods of data collection and analysis, interactions and adaptations of organisms.
 Students will conduct: practical field studies of a local rocky shore ecosystem.

Doctor Doctor – Anatomy and Physiology

Understanding of how the human body functions is important and useful to everybody – we all have one! Students will explore several of the structures and functions that make the human body work so successfully.

Students will learn about: the skeletal-muscular system and the digestive system.
 Students will investigate: how various muscle systems control the movement of our bodies, how skeletal or muscle injury and poor digestion can all impact on health.

How students are assessed

The assessment focuses on developing skills students need to be successful in Senior Science subjects and includes:

- research tasks;
- exams;
- extended experimental investigations.

HEALTH and PHYSICAL EDUCATION

PREPARATORY PHYSICAL EDUCATION (HPE)

Course Overview

SEMESTER 2	TOPIC	OUTLINE	SPORT CHOICES
TERM 3	Biomechanics	Muscles, Bones, Actions 3 (max) biomechanical principles. Biomechanical analysis of the sport being studied. <i>Assessment: Exam</i> Biomechanical evaluation of a skill from the sport being studied.	Indirect Volleyball
	Psychology	Psychology and its place in sport and training Focus, Concentration strategies. <i>Assessment: Assignment</i> Analysis of current sport utilising the 9 principles and psychological strategies.	Direct (1) Basketball/Touch
TERM 4	Training for Sport	Energy Systems and testing Training Programs <i>Assessment: Assignment</i> Devise a training program to meet your needs for the current sport studied.	Performance (1) Biathlon
	Sociology	Evaluating the impact of personal involvement and skills in sport currently studied using Figueroa's sociological theory. <i>Assessment: Excursion Report</i>	Indirect (1) Badminton

What students learn

In Physical Education, teamwork and acceptance of individual's strengths and weaknesses is a major focus. To enable the development of intelligent performance, sport and theory are combined under the categories of similar tactical requirements i.e. Direct (intermingling), Indirect (across a net) and Performance (individuals racing).

Based on these selections, students in Year 10 have the opportunity to complete studies of an extension PE unit in Semester 2 with the emphasis on providing students with the skills to be able to participate in and enjoy these activities and develop physical and literacy skills to enhance their studies in Years 11 and 12.

How they are assessed

Evidence will be collected from ongoing observation of physical performance or from theoretical assessment tasks specifically designed to allow students to demonstrate learning outcomes.

HEALTH and PHYSICAL EDUCATION

(CORE) HEALTH and PHYSICAL EDUCATION FOUNDATIONS (HPF)

Course Overview

SEMESTER 1	TOPIC	OUTLINE	SPORT CHOICES
TERM 1 or 2	First Aid Certificate	Students will complete a Certificate 1 in First Aid gaining points for their Senior Certificate, a valuable tool for job applications and is a prerequisite for many Vocational Education Certificates completed in Senior.	Fitness activities

What students learn

Holding a Senior First Aid certificate is a valuable tool for the future both for personal knowledge and for Vocational Education Pathways. Students will study anatomy, the latest strategies to care for victims of heart attack, stroke, diabetes, stings and bites, burns, poisons etc. and complete CPR and bandaging skills.

How they are assessed

Evidence will be collected from

- a written Exam
- CPR tests
- bandaging test
- and ongoing observation of physical performance tasks specifically designed to allow students to demonstrate learning outcomes.

HEALTH and PHYSICAL EDUCATION

PREPARATORY HEALTH

Course Overview

SEMESTER 2	TOPICS	OUTLINE	ASSESSMENT
TERM 3	Introduction to Health	What is Health? Models of Health promotion Ottawa Charter	
TERM 3	Depression	Cause, Effect, Consequences Preventative Measures	Letter to the Principal
TERM 4	Diet and a Healthy Lifestyle	Dietary guidelines Exercise and diet balance Teaching others Excursion to local primary school	Integrated Task at Primary School and Evaluation

What students learn

Students also have the opportunity to study Health as a subject in its entirety focusing on the social or preventative view of health. Students develop the critical skills to evaluate the issue, the cost to personal and community health and propose solutions to resolve the problem.

The subject strongly enhances essential skills for students continuing into Years 11 and 12 OP subjects aiming for university studies. Health lessons are designed to teach and motivate students towards choosing healthy lifestyle practices. Students are provided with a general education of depression and nutrition.

Students participating in Health will receive the opportunity to develop skills for the Year 12 QCS exams and for further studies in the health industry.

How they are assessed

Evidence will be collected from a range of written, oral and integrated tasks throughout the semester.

Course Overview

The objective of Sunshine Beach State High School's Excellence in Surfing program is the development of five distinct training areas.



- 1. Physical Preparation** General physical preparation, specific physical preparation and perfection of specific sport abilities.
- 2. Tactical Preparation** Surfers learn to prepare and organize offensive and defensive actions in order to fulfil an athletic objective.
- 3. Wave Usage Preparation** Coaching surfers to make correct decisions to assist in superior surfing performances.
- 4. Technical Preparation** Surfers are coached to perform in a technically correct manner. Technique is taught to students by using a biomechanical sound/ physiologically efficient model.
- 5. Psychological Preparation** Goal setting, concentration, visualization and self-belief/self talk. The aim of this type of preparation is to raise confidence levels, self-esteem, motivation and persistence in the face of adversity.

Analysis of practical coaching sessions involves:

Group and Class Discussions	Viewing video footage	Analysing Individual Techniques
Research into overcoming faults in technique	Simulation training	Understanding current judging criteria

Theory lessons will revolve around the following:

- safe surfing - workbooks 1 & 2
- surfers environment - weather and predictions
- surfing fitness and dietary requirements

What they learn

The program within the HPE Department has been developed recognising that secondary schools in Queensland are playing an increasing role in the development of elite sporting programs. There is also a need to cater for students who wish to pursue long-term careers in sport and recreation. The school aims to provide students with the ability to enhance their opportunities in surfing.

The course offers students specialised coaching and instruction in the sport at which they wish to excel as competitors, coaches or officials. The theoretical components of the course are embedded in practical sessions because it is essential that along with skill development, young surfers must be progressively introduced into the theory of the sport. When a young athlete understands why a skill should be performed a certain way, they are more motivated to perfect that skill.

How they are assessed

Students will be required to complete a variety of assessment items based on their learning experiences including completing class workbooks, assignments, orals, i.e. weather report and physical performance.

Application Process

Students selected will need to meet a set of minimum standards. They will apply for entry through a written application to be submitted in the first week of October and complete a skills evaluation. This process will identify students to be offered a place in the course. Mark the space on the subject selection cards. If unsuccessful, you will need to still select an additional subject.

Code of Conduct

Students are required to abide by a strict behaviour, industry and attendance code as per the school standards of Behaviour Management Policy. Breaches of this code will result in removal from the programme.

What is Fitness

Year 10 Fitness is a preparatory course for students who are interested in studying Cert. III in Fitness in Years 11 and 12. Cert. III Fitness is a non-OP, nationally recognised course that can contribute 8 points towards your QCE on completion of Year 12.

Year 10 Fitness is aimed at students who have an interest in health and fitness as either a full or part-time career in the future, or students from specific sporting backgrounds who wish to further their knowledge and skills in this area for future employment opportunities within their sport.

Why we study Fitness

Current statistics are showing that health and lifestyle trends are changing and that future generations are facing certain epidemic in lifestyle related diseases such as obesity, diabetes, cancer and cardiovascular disease.

Developing a knowledge and understanding of how the body works, and what humans need to do to maintain their health and fitness now and in the future may help students themselves or place them in a position to help and advise others to achieve personal goals.

Students may study fitness in order to improve their performance in a specific sport by developing a greater understanding of energy systems and training principles.

Course Overview

SEMESTER 2 Year 10	Theoretical	Practical
Term 3	Anatomy and physiology	Sports specific fitness for athletics and team sports
	Energy systems and movement principles	
Term 4	Fitness Testing	Fitness testing Weight training Basic gym instruction
	Designing fitness programs	

Assessment Overview

SEMESTER 2 Year 10	Theoretical	Practical
Term 3	Journal/workbook – anatomy and physiology – energy systems and movement principles	Practical participation and performance in sports specific fitness activities
Term 4	Assignment task – gym program and evaluation	Practical participation and performance in fitness testing, gym instruction

Recreation includes a range of practical topics and basic qualifications. This subject endeavours to increase students' skills and broaden their awareness of ways to participate in physical activity.

What study Recreation

Students will begin to learn and understand the recreation industry's workplace culture and practices, and develop the skills, processes and attitudes crucial for making valid decisions about future career paths. This subject also enables students to investigate Recreation as a course of leisure activities, life skills, or as an avenue for further study.

Possible Course Overview

Term3		Term 4	
Theory	Practical	Theory	Practical
Anatomy	Athletics	Officiating	AFL
Physiology	Netball	Child Protection accreditation	Oztag
Planning training session	Fitness	Harassment/Discrimination accreditation	Softball

HUMANITIES AND SOCIAL SCIENCES

STUDY OF SOCIETY AND ENVIRONMENT (GEP/HIP)



Course Overview

Humanities is particularly concerned with equipping students to adapt to rapid change, think critically and creatively; What happened? Why did it happen? What are the consequences?; understand the implications of different forms of global interdependence; participate actively and effectively in a democratic society; base decisions about issues and relationships on commonly-shared values that support equity and social justice.

What students learn

- In Semester 1, all Year 10 students undertake one term of Humanities as a core unit.
- In Semester 2, students may elect to study one of the preparatory senior subjects.

Semester 1	Semester 2			
SSE10 Geography & History	Preparatory Geography	Preparatory Modern History	Preparatory Ancient History	Preparatory Legal /Economics
Overview: 'The Modern World Australia'	Overview: Our Geography and Changing World	Overview: The Modern World and Australia	Overview: Ancient Societies	
The Geography of Disease An introduction to the geographic patterns and management of diseases Popular Culture (1945-present) The shaping of Australian values through developments in film, music, television and sport	Megacities How can we sustain an ever growing global population? Our Creeping Coasts Our beaches are eroding, yet we keep building. Where to from here? Extreme Tourism We are travelling to more extreme places on earth. What impact are we having on the places we visit?	Rights and Freedoms The major civil rights movements that have shaped the way we live today. The origins and development of the environment movement.	Death and Burial in the Ancient World An introduction to the subject of death, burial and the afterlife in varied cultures, societies and ages. Case Study: Ancient Sparta An in depth study of Ancient Spartan Society and the Spartans' emergence as the most powerful force in the ancient Greek world.	Legal Studies investigates and explores knowledge of the legal system. Students build understanding of legal rights and responsibilities of individuals and within a community context to become informed citizens.

How students are assessed

Assessment items will include instruments assessing knowledge, skills, critical thinking, research and written and oral expression. Each semester unit will contain three or four of the following items of assessment: objective short answer content tests; response to stimulus tests; essay tests; written research assignment; spoken task.

ART (ART)

Course Overview



This course aims to assist students to:

- express ideas through observation, experience and research;
- develop ideas for making artworks by exploring the art of other cultures and artists;
- structure artworks by organising the elements of the visual arts and applying appropriate skills, techniques and processes;
- develop understanding of aesthetics and art criticism through analysis and appropriate use of language;
- show an understanding of the ways visual arts differ across social and cultural groups.

In Year 10 Art, the electives offer a combination of both two and three dimensional art practices. Year 10 Art is intended as an opportunity for tertiary bound/career oriented art students to update their achievement and extend their skills in preparation for Senior Art and Visual Art Studies.

Students can enrol in the Certificate II or III in Visual Arts in Senior which offers students an experience in the coursework of Photography and Visual Art Studies.

What students learn

Semester 1	Semester 2		
VISUAL ART	Possible to choose one of the subjects below:		
Object of Obsession	Prep for OP – Visual Art	Prep for VET – Photography	Prep for VET - Art
<p>TRANSFORMATION – DRAWING, PRINTMAKING & SCULPTURE</p> <p>Students will explore a wide range of art materials and techniques to find visual solutions to a theme or concept. Whilst drawing, printmaking and sculpture in their various forms are central to the course, students will be able to complete major 2D and 3D artworks based on a theme or concept. This course involves both theoretical and practical work.</p>	<p>This is preparation for OP Senior subject. This subject prepares students for studying OP eligible Visual Art in Senior. It involves both practical (drawing, painting, printmaking, sculpture) and theoretical work (Analysis Essay 600-800 words).</p>	<p>This is preparation for the Senior Certificate course. Students will develop skills, knowledge and understanding in photographic process. Students will explore through camera technique, composition, black and white photography, darkroom practices, digital photography, darkroom practices, digital photography and image manipulation.</p>	<p>This is preparation for Senior Certificate course. Students will develop skills, knowledge and understanding in art making processes. Students will explore through a range of 2 and 3 dimensional tasks.</p>

How students are assessed

Students are assessed in the following three areas:

- *Making images and objects:* Students design and create two-dimensional and three-dimensional forms using a variety of materials, processes and functions.
- *Making and displaying:* Students document the process of making and displaying in response to researched ideas. This involves written work and research of existing works. Students experience informal and formal display and exhibitions of images and objects in various contexts.
- *Appraising images and objects:* Students describe, analyse, interpret and evaluate their own and others' images and objects. They develop knowledge and understanding of art works in relation to cultural, social, historical, political and economic contexts.

MUSIC (MUS)

Course Overview



Reasons to learn music:

- I enjoy music and would like to learn about it in more depth.
- I enjoyed playing the instruments in Year 8 and would like to go further.
- I already play or learn an instrument and would like the opportunity to develop my skills.
- I may possibly consider a career in music. It's fun!

What students learn

<p>Semester 1: MUS101 The Keyboard / Jazz Music</p>	<p>Semester 2: MUS102 (Preparatory Music) Time Machine</p>
<p>Designed for students who are proficient on an instrument and/or who can read music.</p> <p>In Term 1, students will study piano/keyboard music. They will have the opportunity to perform, compose and analyse keyboard music. Term 2 will focus on Jazz Music.</p> <p>The course will consist of three dimensions:</p> <ul style="list-style-type: none"> • Performing - instrumentally, vocally, in ensemble and individually. It is intended to build upon existing proficiency. • Composing – developing skills necessary to write music in a variety of styles and genres and for a variety of instruments. • Analysis – critical analysis of works from a range of styles and historical contexts. 	<p>Designed for students who are proficient on an instrument and/or who can read music.</p> <p>The course will focus on Music throughout History, and include music from The Renaissance, Baroque, Classical, Romantic and 20th century periods (including popular music).</p> <p>The course will consist of three dimensions:</p> <ul style="list-style-type: none"> • Performing - instrumentally, vocally, in ensemble and individually. It is intended to build upon existing proficiency. • Composing – developing skills necessary to write music in a variety of styles and genres and for a variety of instruments. • Analysis – critical analysis of works from a range of styles and historical contexts. <p>These units are intended as a preparatory course for Senior Music.</p>

How students are assessed

Singing and Playing:

Performing individually and with others.

Reading and Writing Music:

Applying their knowledge of musical patterns, structures and elements to read and write music and to express themselves through composing and arranging. Students will also learn to compose music using a variety of music computer software.

Identifying and responding to music:

Identifying, analysing and responding to musical patterns, structures and expressive elements in music from various cultural and historical contexts.

DRAMA (DRA)

Course Overview



“Wherever there are people, there is Drama.”

To provide students access to and participation in this powerful and dynamic art form.

Students experience a range of dramatic forms and styles & develop acting skills & knowledge of the dramatic languages. In addition to this, drama helps build students’ creative, problem solving and interpersonal skills.

Students will work to develop roles, characters and relationships and strengthen their performance skills including voice, movement and gesture. Students will explore both realistic and non-realistic styles such as Commedia dell-arte, Realism, Theatre of the Oppressed and Documentary Drama. In order to develop students’ appreciation of the art form, attending a live theatre performance will be included in the course. Performing in front of an audience is an integral part of the course. DRA10A/B is intended as an opportunity for tertiary bound/career oriented drama students to update their achievement and extend their skills in preparation for Senior Drama.

What students learn

Semester 1: DRA101		Semester 2: DRA102 (Preparatory Drama)	
Unit 1	Light a match	Unit 3	Smell the Smoke
Focus	‘Burnt’ by Stephen Davis	Focus	Theatre of the Oppressed
Responding Task		Small Group Performance	
Polished performance extract			
Unit 2	Watch it Burn	Unit 4	Feel the Warmth
Focus	Commedia Dell’Arte	Focus	Issues Based Performance
Written scenario student devised presenting		Class production	

How students are assessed

Students engage in and are assessed in the following three dimensions:

- Forming* Students actively creating, shaping and managing drama. They apply knowledge and understanding of dramatic languages to experiment & make judgments as they create their own dramatic work.
- Presenting* Students perform their own and other’s work, displaying a range of polished acting and performance techniques.
- Responding* Students critically analyse, interpret, evaluate and reflect on a range of dramatic action

DANCE (DAN)

Course Overview

A study of dance gives the student an opportunity for success through fun, creativity and learning from each other. It fosters in students the self-confidence gained from contributing their own ideas and accepting others in group situations. Motor skills and coordination are developed as well as a healthy approach to fitness and a positive body image.

This course is offered as a supportive platform for the Senior Course in building skills and an awareness of dance and dance history. For a well-rounded study of and experience in dance, the course is divided equally across the objectives of dance: performance, choreography and appreciation (theoretical analysis tasks). Opportunities also exist for students to attend excursions and participate in workshops facilitated by professional artists. Year 10 Dance is intended as an opportunity for tertiary bound/career oriented dance students to update their achievement and extend their skills in preparation for Senior Dance.

What students learn

Semester One		Semester Two – Preparatory Dance	
<p style="text-align: center;">Unit 1: Introduction to Dance (Popular Dance)</p> <ul style="list-style-type: none"> • Students will study a comprehensive overview of Dance History. • Students will study safe dance practices pertaining to a variety of dance genres. • Students will experience technique classes from an area of teacher expertise. • Students will identify and master dance skills in area of teacher expertise.eg. Popular dance – hip hop, jazz. 	<p style="text-align: center;">Unit 2: Contemporary Dance</p> <ul style="list-style-type: none"> • Students will participate in a variety of contemporary technique workshops focusing on the introduction to contemporary dance. • Students will have the opportunity to choreograph in groups. • Students will partake in rehearsal processes. • Students will utilise ICTs in order to research contextual knowledge of chosen choreographer/s. • Individually in groups students will choreograph a sequence. • Students will individually within the group perform their whole class dance piece to an audience of their peers. 	<p style="text-align: center;">Unit 3: Contemporary Dance in Australia</p> <ul style="list-style-type: none"> • Students will utilise ICTs in order to research contextual knowledge of Bangarra Dance Theatre and its artistic director Stephen Page. • Students will interpret, analyse, and evaluate chosen dance work within context and consider audience, style, purpose and function with justification including cultural protocols. • Students will ascertain genre specific movements. • Students will participate in practical activities and identify the elements of dance using correct terminology. • Students will develop language skills pertinent to critical literacy including common curriculum elements. • Students may either perform a section of adapted repertoire from <i>Mathinna</i> or perform a teacher directed contemporary piece similar to this style. 	<p style="text-align: center;">Unit 4: Dance in Musical Theatre</p> <ul style="list-style-type: none"> • Students will study an overview of dance in musical theatre history and its impact within popular culture. • Students will participate in lyrical jazz technique classes. • Students will utilise terminologies associated with dance in musical theatre. • Students will notate and document choreographic intentions. • Students will choreograph a piece of dance in musical theatre choreography.

How students are assessed

Assessment in Junior Dance will concentrate on both practical dimensions of performance and choreography, and written tasks focusing on the analysis of students' own works and the works of others.

The assessment is divided equally among the three objectives:

- performance (performing in front of different audiences);
- choreography (creating and structuring dance works using choreographic tools and processes);
- appreciation (research, written work and analysis of own and others' dance works via oral presentations, debates, assignments and discussions).



Course Overview

The aim of this course is to improve a variety of skills including visual literacy, critical thinking and interpersonal communication.

The course aims to give students a basic understanding of the process of creating a video, the skills to operate a video camera and the ability to edit videotape using computer software.

In Year 9 and 10 students will work in both a theoretical and a practical component. FTV10A (Year 10) is intended as an opportunity for tertiary bound/career oriented Film and Television students to update their achievement and extend their skills in preparation for Senior Film and Television. Students interested in studying Photography in Years 11 and 12 will find this course will give them solid grounding on basic camera techniques

What students learn

Semester 1: MED101	Semester 2: FTM102 (Preparatory Film, Television & New Media)
<p>Topics to be covered include:</p> <ul style="list-style-type: none"> • Production design gives students the opportunity to generate ideas, research information, investigate issues, devise proposals and solve problems in the planning and organisation for the future construction of a film and television text. • Production practice allows students individually and within groups, to engage in experiences that involve production practises and experimentation with appropriate technologies and techniques. • Critique provides student, individually or in groups, the opportunity to describe, analyse and interpret films. 	<p>Topics to be covered include:</p> <ul style="list-style-type: none"> • Production Design gives students the opportunity to generate ideas, research information, investigate issues, devise proposals and solve problems in the planning and organisation for the future construction of a film and television text. • Production Practice allows students individually and within groups, to engage in experiences that involve production practises and experimentation with appropriate technologies and techniques. • Critique provides student, individually or in groups, the opportunity to describe, analyse and interpret films.

How students are assessed

This course will assess the students in the three dimensions listed below:

- Constructing* Gives students the opportunity to generate ideas, research information, investigate issues, devise proposals, seek alternatives and solve problems in the planning and organisation for the future construction of a film and television text.
- Producing* Allows students, individually and within groups, to engage in experiences that involve production practices and experimentation with appropriate technologies and techniques.
- Responding* Provides students, individually or in groups, the opportunity to describe, analyse, interpret, judge, value, evaluate, and challenge texts and ideas.