Year 10 Semester 2
Senior Prep
Subject Selection Guide

Quality in All We Do

Make your choice the best choice for you!

Dear Year 10 students,

Semester 2 Year 10 marks a significant move forward in your education pathway. This time is an exciting opportunity to have a taste of senior subjects at Sunshine Beach State High School, while also equipping you with crucial core skills to be eligible to enter Year 11.

In 2019 a new system, ATAR, was implemented in Year 11 for those looking at a tertiary (university) pathway. Along with this, a range of new courses were introduced, others were updated and/or rejuvenated designed for you to gain real life skills for your future career.

At this point in your education two key factors should influence your subject choices for Semester 2:

- What you are good at and know you have the skills to be successful with, and
- what you are interested in and will remain engaged and passionate about.

It is never advisable to choose a subject based on reasons such as your friends' choices. Make a knowledgeable choice that is best for *you*. This handbook will outline the information you need to make the best choice for your Senior Prep.

Grab this opportunity to select your subjects with gusto and remember that it's these decisions that set you up for a successful final phase of schooling.

Parents and families,

At Sunshine Beach State High School, we are committed to creating a "futures" focused curriculum that aims to prepare your child for their future in a 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 students as an individual to allow them success, whilst creating platforms of learning that are relevant to the real world of work and life-long 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.

We look forward to continuing your student's journey into the future and supporting families' experiences at SBSHS!

Mr Grant Williams
PRINCIPAL

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Semester 2 Year 10 Subject Choices

Year 10 is the transition year preparing students for Years 11 and 12. In semester 1 students chose core subjects, Mathematics, English, Science, SOSE and HPE, along with two elective subjects.

In semester 2, only **Maths and English are core**. All subjects will have a preparatory senior focus. Subjects offered in semester 2 will follow and comply with Australian Curriculum requirements, while also reflecting core skills and learning that align to the QCAA senior syllabus courses. Four elective subjects can be studied in semester 2.

		Semester 2	
C O R E	English	ENG102	English
		PLT102	Literature (Prep)
	Mathematics	MAT102	Mathematics General (Prep)
		MAX102	Mathematics Methods (Prep)
		PSM102	Specialist Maths (Prep)
E L E C T I V E S	Humanities	PAH102	Ancient History (Prep)
		PBU102	Business (Prep)
		PGE102	Geography (Prep)
		PLG102	Legal Studies (Prep)
		PMH102	Modern History (Prep)
		PPI102	Philosophy (Prep)
	Science	PBI102	Biology (Prep)
		PCH102	Chemistry (Prep)
		PES102	Environmental Science (Prep)
		PMA102	Marine Science (Prep)
		PPH102	Physics (Prep)
	Health and Physical Education	ESU102	Excellence in Surfing
		PFI102	Fitness (Prep for VET)
		PHE102	Health (Prep)
		PPE102	Physical Education (Prep)
		PPS102	Psychology (Prep)
		PRE102	Recreation (Prep)
		PSR102	Sport & Recreation (Prep)
	LOTE	PIT102	Italian (Prep)
	Design and Technologies	PDS102	Design (Prep)
		PEH102	Early Childhood Studies (Prep)
		PEG102	Engineering General
		EGP102	Engineering Pathways
		PFA102	Fashion (Prep)
		PFN102	Food & Nutrition (Prep)
		PFU102	Furnishing Skills (Prep)
		PHO102	Hospitality Practices (Prep)
		PGI102	Industrial Graphics (Prep)
	The Arts	PDA102	Dance (Prep)
		PDI102	Digital Solutions (Prep)
		PDR102	Drama (Prep)
		PFT102	Film, Television & New Media (Prep)
		MED102	Media Arts
		PMU102	Music (Prep)
		PVA102	Visual Art (Prep)
		PVR102	Creative Arts (Prep for VET)
	Special Education & Teaching and Learning	LGS102	Learning Support Programme
		LNS102	Numeracy Support Programme

Student Resource Scheme

Dear Parents/Guardians,

This letter contains important information about the **2023 Student Resource Scheme (SRS)** including how the scheme operates and the annual participation fee.

The Queensland Government supports students' education by providing funding for:
- Instruction, e.g. teachers
- Facilities, e.g. buildings, amenities, furniture
- Administration, e.g. staffing and resources to administer the operations of the school.

Funding does not extend to individual student resources such as textbooks, computer or musical equipment for personal use, and many items used/consumed by the student in the classroom. Supply of these items is the responsibility of parents.

To provide parents with a cost effective alternative to purchasing textbooks and/or resources elsewhere, Sunshine Beach State High School operates a SRS for 2023 - **$280.00.**

The scheme ensures that students have the resources required for them to engage with the curriculum for their education, and saves parents time and money in sourcing the prescribed materials elsewhere. Savings are gained through the school's bulk purchasing practices and hiring arrangements. The scheme is not used to raise funds for other purposes, and revenue collected through the scheme is applied only to the resources and operation of the scheme.

The scheme's operation, resource inclusions and participation fees were approved by the school's P&C Association.

SRS Participation
The objective of the scheme is to provide a convenient and cost-effective way for students to access the educational resources necessary to enhance their learning experience at school. The Department encourages parents to participate in the scheme. Participation in the SRS is optional, and no obligation is placed on a parent to participate. Participation is for the duration of your child's enrolment at the school.

Student is new to the school…..

Parents are required to complete and return the SRS Participation Agreement Form when joining the scheme for the first time. If no participation form is received, the school will take the view that the parent has chosen to opt out of the SRS. The parent is then required to provide the educational resources listed in the SRS for their child by the start of the school year. A parent can opt in or out of the scheme in subsequent years by completing another Participation Agreement Form.

Continuing student of the school…..

A parent's participation or non-participation in the scheme will continue as per their previously completed Participation Agreement Form. A parent can opt in or out of the scheme in subsequent years by completing another Participation Agreement Form.

If a parent has opted out of the scheme the parent is required to provide the educational resources listed in the SRS for their child by the start of the school year.

Resource Inclusions
All resources included in the SRS are detailed in the SRS Resource list available on the school's website https://sunshinebeachhigh.eq.edu.au/ . This is a comprehensive list of all resources included in the scheme and their associated costs.

Parents must inform the school if items on the list of resources are not received by their child when resources are distributed.

Type of Resources provided

Generally, the three types of resources that could be included are:

Owned – these items are retained by the student and used as required (e.g. stationery, exercise books, student diary).

Used – these items are used/consumed in class by the student (e.g. industry technology/cooking/art supplies). Work/items produced from these resources will remain the property of the student.

Hired – these items are hired to the student for their personal use for a specific period of time (e.g. textbooks, musical instruments, laptops).

− Hired items must be returned to the school in good condition at the end of the hire period or if the student leaves the school.

A repair or replacement cost may be charged to the parent for any hired items that are damaged or not returned.

Costing Methodology

The schools SRS fee is calculated based on:

1. A flat fee for all students in the school, OR
2. A flat fee for a cohort group of students (e.g. a year level), OR
3. A fee determined by the subjects selected by the individual student.

Please refer to the SRS Resource list for the associated costings.

The Textbook and Resource Allowance

The Department of Education provides a Textbook and Resource Allowance (TRA) to assist parents with the cost of textbooks and other education resources for eligible Years 7 to 12 students. For those students who are eligible to receive the TRA, the TRA will be applied to reduce the cost of participation in the SRS. Information on the TRA can be found on the department's website (https://education.qld.gov.au/about-us/budgets-funding-grants/grants/parents-and-students/textbook-resource-allowance). (Correct as at 13/08/2020).

Year level	TRA Rate	Year level	TRA Rate
Years 7 to 10	**$146**	Years 11 to 12	**$317**

The SRS Participation Fee

The SRS fee payable for the year is available in the attached information and published on the school's website.

Financial Hardship

Parents experiencing financial hardship who are currently participating or wish to participate in the SRS should contact the school to discuss available options in confidence.

Payment Arrangement

Several payment options including a single payment for the full year's fee or term instalments are available. An instalment plan can also be negotiated with the school.

Any unpaid invoices, will be managed according to the department's Debt Management Procedure and may result in the student being excluded from the scheme and/or from participating in non-curricular activities until payment is made (http://ppr.det.qld.gov.au/corp/finance/accounts/Procedure%20Attachments/debt-management/debt-management.pdf).

Payment Method:

SRS payments can be made by QParent/BPOINT, BPAY, EFTPOS (Credit/Debit Card), Cheque, Cash, Centrepay.

• Payment may be made through the QParents portal using a credit card. Payment will be directed from the QParents portal to BPOINT where relevant outstanding invoice information may be selected.

• When paying by BPOINT, please use the Customer Reference Number (CRN) and invoice number printed on the invoice received from the school. If unsure of the CRN, please contact the school.

• Centrepay Deductions are available to pay the SRS fees. Use Centrepay to make regular deductions from your Centrelink payment. Centrepay is a voluntary and easy payment option available to Centrelink customers. Go to humanservices.gov.au/centrepay for more information on how to set up your Centrepay deductions.

Contact Us

For all queries regarding the SRS and its inclusions, please contact and arrange an appointment with Business Manager, Finance on 07 5440 4222

KEY STAFF

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When selecting your Year 10 Semester 2 subject choices it is important to know where the aligned senior subject leads to. There are two main categories of subjects in Year 11 and 12: Applied subjects which prepare you for entering the work force, and General subjects which prepare you for tertiary coursework. All subjects can assist you in achieving your Queensland Certificate of Education (QCE)

About the QCE

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.

Set amount 20 credits

Set standard achieved

Set pattern 12 + 8 credits

Literacy & numeracy requirement met

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount
20 credits from contributing courses of study, including:
- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern
12 credits from completed Core courses of study and 8 credits from any combination of:
- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard
Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy
Students must meet literacy and numeracy requirements through one of the available learning options.

● **Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

● **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

● **Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

QCE VERSUS ATAR

QCE	ATAR
Certifies learning, showing the individual has achieved a specific standard of education at senior schooling level and may be considered for further study and employment.	Tells us about a student's position (or ranking) compared to all other students in the state. The only intended purpose for the ATAR is to assist with selecting applicants for tertiary study.
Shows a set of results across QCE subjects. Your results in a subject show your performance in the subject against every student who took the subject.	Your ATAR measures your position (or ranking) against the whole Queensland Year 12 age cohort, where a variety of combinations of subjects have been studied. Is based on scaled results.
Is awarded and released by the Queensland Curriculum and Assessment Authority (QCAA).	Is calculated and released by QTAC.

UNIVERSITY BOUND

If you are considering a university pathway, you should consider how your subject choices best prepare you for this pathway. In order to apply for tertiary entrance, you need to select subjects that work towards receiving an ATAR.

The ATAR is a score from 0.00 to 99.5 that is used by universities for selecting applications for courses each year. The ATAR is a standard measure of a student's overall academic achievement in relation to that of other students.

The ATAR is a percentile rank, not a mark. This rank indicates a student's position relative to other students in their age group in any given year. It's expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. An ATAR of 80.00 does not mean a student got 80%. It indicates that the student placed in the top 20% of students in Queensland in their Year 12 age group.

WHAT ARE THE ELIGIBILITY REQUIREMENTS FOR AN ATAR?

To be eligible for an ATAR, a student must:

- complete five General subjects (Units 3 and 4); or

- complete four General subjects (Units 3 and 4) plus one Applied subject (at Units 3 and 4) or a VET course at AQF Certificate III level or higher; and
- accumulate results within a five-year period.

Students must also satisfactorily complete (i.e. achieve a minimum grade of C or higher) an English subject (one of English, English as an Additional Language, English and Literature Extension, or Literature).

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results.

For more information about scaling and the ATAR, refer to QTAC's website.

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 at SBSHS. 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 which may be the prerequisites for your study or career path. 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/or
- 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.

It is also important to note that some Semester 2 subject elective offerings require a minimum academic, behaviour and effort result from it's feeder subject in Semester 1.

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/are not taking it,
- you think it is easy or difficult, or
- you like or dislike the teacher.

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 the Guidance Officer 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, 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 handbook. Being informed is the best way to ensure you are making the best choice for you.

Independent Public School

English

Code: ENG   **Classification:** General   **Duration:** 1 semester

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.

Pathways:

This semester course provides a pathway to the subjects General English and Essential English in the senior school. This course is often a pre-requisite for university courses and tertiary study.

Objectives:

Students will:

- use patterns and conventions of imaginative and analytical genres,
- create and analyse perspectives and representations,
- analyse aesthetic features and stylistic devices in texts, and
- use aesthetic features and stylistic devices to achieve purposes in their own imaginative texts.

Structure:

- Unit 1: Reading and Responding to a Shakespearean Drama
- Unit 2: Exploring and evaluating representations of events and issues in news media texts

Assessment:

During the semester, 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.

Contact details:

Head of Department: Kara Grumetza   **Email:** kgrum1@eq.edu.au

English Faculty

Literature

Code: PLT   **Classification:** General   **Duration:** 1 semester

This general subject focuses on the study of literary texts. Students have opportunities to be independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence and challenge ideas and interpretations. Students analyse and create varied literary texts.

Pathways:

This semester course provides a pathway to the subject Literature in the senior school and will benefit students in their study of English. This course is not only a pathway to tertiary courses of Literature, but also to all critical thinking and creative industries.

Objectives:

Students will:

- use patterns and conventions of imaginative and analytical genres, create and analyse perspectives and representations,
- analyse aesthetic features and stylistic devices in literary texts, and
- use aesthetic features and stylistic devices to achieve purposes in their own imaginative texts.

Structure:

- Unit 1: Introduction to Literature - students will reflect on literature that has influenced them
- Unit 1: Literary Analysis - students will use a range of literary theories to analyse a variety of literary texts.
- Unit 2: Creative writing - students will construct narratives to demonstrate an understanding of the writing process.

Assessment:

Students will be assessed on three units of work:

Unit 1: Reflection or narrative
- 300—500 words
- Assignment conditions

Unit 2: Analytical Exposition
- 500—700 words
- prepared exam completed over two lessons

Unit 3: Narrative
- 700 –1000 words
- Assignment conditions

Contact details:

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Mathematics Faculty

Mathematics

Independent Public School

Mathematics General (MAT) / Mathematics Methods (MAX) / Mathematic Specialist (PSM)

Classification: General   **Duration:** 1 semester

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.

Pathways:

In Year 10 Semester 1, students are divided into two broad ability groups (general and extension) and are introduced to the full range of mathematical concepts. In Semester 2, students who have shown the greatest aptitude for Mathematics will study Preparatory Mathematics Methods and have the opportunity to add a second high level mathematics (Specialist) in preparation for the corresponding Year 11/12 courses. The remaining students will study Preparatory General Mathematics.

Structure:

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 Specialist topics include matrices, vectors, complex numbers and conics.

Assessment:

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

Contact details:

Head of Department: Justin Wilkie   **Email**: jwilk92@eq.edu.au

VET Faculty

Careers

Code: VWS   **Classification:** VET   **Duration:** 1 Year

Year 10 students continue to participate in the year long Careers subject with the intention of receiving a Certificate II in Skills for Work and Vocational Pathways (FSK20119). This course gives students practical, worthwhile skills to enter a range of workplace environments. In Semester 2, the course work is based on a work context. Students will select a 'dream career' and develop their project work based on working in this field. Students will continue to refine literacy and numeracy skills along with integral ICT and communication core knowledge. In Term 3, the course is based around preparing for their SETPLAN and making an informed decision when it comes to Year 11 subject choices. Students will finish the course in Term 4 by participating in workplace placement which they seek out and organise themselves and is an opportunity to practice the job skills they have attained in the course.

Pathways:

The Certificate qualification is designed for students to gain foundation skills to prepare for workforce entry or vocational training pathways. As a registered training organisation, Sunshine Beach State High School is able to provide qualified assessors to assess and certify our Year 10 students for this certificate.

Objectives:

The certificate allows opportunities for students to gain:
- a pathway to employment or vocational training,
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3,
- entry level digital literacy and employability skills, and
- a vocational training and employment plan.

Structure:

There are three projects to be completed over the semester, considering that students have completed the mandatory projects 1 – 4 in semester 1.
Project 5:   Marketing & Design
Project 6:   Workplace problems and employee health and well-being
Project 7:   Participate in Work Placement

Assessment:

The units of competencies addressed to work towards FSK20119 in Semester 2:

FSKWTG009	Write routine workplace texts
ICPSUP281	Use computer systems
FSKDIG002	Use digital technology for routine and simple workplace tasks
FSKNUM017	Use familiar routine maps and plans for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
SIRXWHS002	Contribute to Workplace health and safety
FSKLRG009	Use strategies to respond to routine workplace problems (ASCF level 3)
FSKRDG010	Read and respond to routine workplace information
FSKOCM007	Interact effectively with others at work
FSKLRG006	Participate in work placements

Contact details:

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Humanities Faculty

Humanities

Independent Public School

Ancient History (PAH) / Modern History (PMH) / Business (PBU) / Geography (PGE) / Tourism (PTU) / Philosophy and Reason (PPI) / Legal Studies (PLG) / Business Studies (PBU)

Classification: General

Duration: 1 semester

Humanities is particularly concerned with equipping students to adapt to rapid change, thinking critically and creatively. Students enquire 'What happened?' 'Why did it happen?' and 'What are the consequences?'

Pathways:
All Humanities subjects are preparatory for the Senior version of the subject and prepare them for the skills and knowledge needed for these.

Objectives:
Humanities students will:
- understand the implications of different forms of global interdependence,
- participate actively and effectively in a democratic society, and
- base decisions about issues and relationships on commonly-shared values that support equity and social justice.

Structure:

Ancient History	**Ancient Societies** **The Journey of Man:** An investigation into the discovery and extraction of artefacts, ownership, legislative processes and the role of museums in modern life. **Case Study: Emerging Leaders:** An in-depth study of emerging leaders of the ancient world. Investigation of education, political skills, military skills & leadership qualities.
Business & Business Studies	**Event Planning and Management** **Events in our region:** What makes a successful event? Is money the only way to judge success? **Event Feasibility Study:** Create an event idea and complete a feasibility study.
Geography	**Our Geography and Changing World** **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?
Legal Studies	**Introduction to Law** **On balance:** 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.
Modern History	**The Modern World and Australia** **Rights and Freedoms:** The major civil rights movements that have shaped the way we live today. The origins and development of the environment movement.
Philosophy	**Fundamentals of Reason** What are the foundational elements of an argument? How do we argue more effectively? What makes "Flat Earthers" so wrong and how do we prove this? Philosophical reasoning helps unpack the rationale behind bad arguments and gives us the tools we need to create logical ones.
Tourism	**Tourism in our Back** **The Great Barrier Reef:** Can tourism save the Great Barrier Reef? **Eco Tourism:** Finding the balance between tourist and the environment?

Assessment:
Assessment items will include instruments assessing knowledge, skills, critical thinking, research and written and oral expression.

Contact details:
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Science Faculty

Biology

Independent Public School

Code: PBU   **Classification:** General   **Duration:** 1 semester

Biology provides opportunities for students to engage with living systems. Biology is the study of the living world. If you are interested in how the human body works, studying plants and animals, delving into conservation and the environment then this is the subject for you. Students who progress into Senior Biology are also invited to attend a four day excursion to Heron Island to study and enjoy the Great Barrier Reef first hand.

Pathways:

Biology 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 Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, animal ecology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives:

Learning in context enables integration of the biological science concepts, systems and models of the areas of study:

- Field Sampling Techniques Ecology Field Trip
- Writing Student Experiments
- Microscopes
- Chicken wing and eye dissections
- Natural Selection

Structure:

Term 3	Term 4
• Biodiversity • Classification • Ecology & Populations • Microscopes	• Evolution • Fossils • DNA

Assessment:

Biology Student Experiment (40%)
The Rocky Shore Invertebrates are critical in providing ecosystem goods and services vital to the biosphere. This course introduces you to the incredible diversity, form and function of aquatic and terrestrial invertebrates. You will explore the evolution, anatomy and adaptions of different invertebrate phyla. Students will participate in a full day excursion to a local rocky shore ecosystem at Coolum. Data collected from the excursion will be analysed in your student experiment.

Biology Exam (60%)
Summative assessment assesses learning from both Term 3 and Term 4.

Contact details:

Head of Department: Martin Taylor   **Email:** mtayl137@eq.edu.au

Science Faculty

Chemistry

Independent Public School

Code: PCH   **Classification:** General   **Duration:** 1 semester

Chemistry is the study of materials and their properties and structure. Our world today relies on Chemistry. All the products we use, the food we eat and medicines we take require the knowledge and skills of Chemists. In Senior Chemistry you will learn how chemicals are made and how they impact on our life. Chemistry is extremely practical and you will be doing many interesting laboratory experiments and research activities.

Pathways:
Chemistry 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 Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Objectives:
Learning in context enables integration of the chemical science concepts, systems and models of the four areas of study are:
- Structure and properties of reactions,
- Molecular interactions and reactions,
- Equilibrium, acids and redox reactions,
- Structure, synthesis and design.

Structure:

Term 3	Term 4
• Organic Molecules • Structural isomers • Functional groups alcohols • Student Experiment	• Introduction to Unit 1 • Chemical Fundamentals • Periodic Tables • Atomic Structure • Precipitation Experiment • Chemical Reactions reactants, products and energy change • 2 Part Chemistry Exam

Assessment:
Student Experiment (Base) (30%)
This assessment requires students to research a question or hypothesis through collection, analysis and synthesis of primary data. A student experiment uses investigative practices to assess a range of cognitions in a particular context. Investigative practices include locating and using information beyond students' own knowledge and the data they have been given. Research conventions must be adhered to. This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Chemistry Exam Paper 1 (35%)
Chemistry Exam Paper 2 (35%)
Summative assessment assesses learning from both Term 3 and Term 4.

Contact details:
Head of Department: Martin Taylor   **Email:** mtayl137@eq.edu.au

Science Faculty

Environmental Science

Code: PES   **Classification:** General   **Duration:** 1 semester

Earth and Environmental Science provides opportunities for students to engage with the dynamic interactions in and between Earth systems. Throughout this unit, students will learn about the past, present and future trajectory of all life on earth. Students who progress into Senior are also invited to attend a five day excursion to Heron Island to study and enjoy the Great Barrier Reef first hand.

Pathways:
Earth & Environmental Science 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 Earth & Environmental Science can establish a basis for further education and employment in the fields of climate change, ecology, natural resource management, wildlife, geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, environmental chemistry, conservation and ecotourism.

Objectives:
As an introduction to Earth Science, term 3 will give students a foundational understanding of how different species adapt in order to survive. A field excursion will assist students in their understanding of their written research investigation. Students will learn about the mechanisms of evolution in order to evaluate the current threats to endangered animals. In term 4 students will cover topics that are related to the development of life on earth, as well as atmospheric changes and climate solutions. This subject includes a range of practical experiments.

Structure:

Term 3	Term 4
• Origins of the Universe • Origin of the Species • Natural Selection • Speciation • Evidence of Evolution • Invasive Species	• Development of the Biosphere • Origins of life on Earth • Theories of mass extinction events • Atmospheric composition • Climate and environmental solutions

Assessment:
Research Investigation
This assessment requires students to evaluate a claim (statement) by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim.

Environmental Science Exam (60%)

Summative assessment assesses learning from both Term 3 and Term 4.

Contact details:
Head of Department: Martin Taylor   **Email:** mtayl137@eq.edu.au

Marine Science

Independent Public School

Code: PMA   **Classification:** General   **Duration:** 1 semester

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. Marine Science enables inquiry-based learning, whereby students investigate marine environments, issues and problems in authentic and relevant contexts. Students who progress into Senior Marine are also invited to attend a four day excursion to Heron Island to study and enjoy the Great Barrier Reef first hand.

Pathways:
Marine Science 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 Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives:
Learning in context enables integration of the marine science concepts, systems and models of the four areas of study are:

*   Marine Biology,
*   Oceanography,
*   Marine Systems,
*   Ocean Issues & Resource Management.

Structure:

Term 3	Term 4
• Aquarium Care • Marine Biology; Classification & adaptations • Marine Science Exam	• Sustainable Use of Marine Resources • Fisheries & Aquaculture • Marine Student Experiment

Assessment:

Marine Student experiment (50%)
This assessment requires students to research a question through collection, processing and analysis of primary data. A student experiment uses investigative practices to assess a range of cognitions in a particular context. Research conventions must be adhered to. This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Marine Science Exam (50%)

Summative assessment assesses learning from both Aquaria and Marine Biology concepts.

Contact details:
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Physics

Independent Public School

Code: PPH   **Classification:** General   **Duration:** 1 semester

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. It is all about understanding how things work and gives students the opportunity to enhance their skills and knowledge of forces, motion and energy.

Pathways:
Physics is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work in Physics. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Objectives:
Learning in context enables integration of the physical science concepts, systems and models of the four areas of study are:
- Thermal, nuclear and electrical physics,
- Linear motion and waves,
- Gravity and electromagnetism, and
- Revolution in modern physics.

Structure:

Term 3	Term 4
- Electricity Circuits and Diagrams - Ohms Law - Student Experiment - Rocketry	- Forces - Bridge Building - Physics Exam

Assessment:

Student experiment (40%)
This assessment requires students to research a question or hypothesis through collection, analysis and synthesis of primary data. A student experiment uses investigative practices to assess a range of cognitions in a particular context. Investigative practices include locating and using information beyond students' own knowledge and the data they have been given. Research conventions must be adhered to. This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Physics Exam (60%)

Summative assessment assesses learning from both Term 3 and Term 4.

Contact details:
Head of Department: Martin Taylor   **Email:** mtayl137@eq.edu.au

Independent Public School

Excellence in Surfing

Code: ESU **Classification:** Applied **Duration:** 1 Semester

The program 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 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.

Objectives:
1) Physical Preparation
2) Tactical Preparation
3) Wave Usage Preparation
4) Technical Preparation
5) Psychological Preparation

Structure:
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; and
- surfing fitness and dietary requirements.

Assessment:
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. If unsuccessful, students will need to 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.

Contact details:
Head of Department: Ben Oliver **Email:** boliv43@eq.edu.au

Independent Public School

Fitness Prep for VET

Code: PFI   **Classification:** VET   **Duration:** 1 Semester

Year 10 Fitness is a preparatory course for students who are interested in studying Certificate III in Fitness in Years 11 and 12. It 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.

Pathways:
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.

Structure and Assessment:

	Term 3	Term 4
Theoretical	Anatomy and Physiology Energy systems and movement principles	Fitness Testing Designing fitness programs
Practical	Sports specific fitness for athletics and team sports	Fitness Testing Weight training Basic gym instructions
Theoretical	Journal/workbook – anatomy and physiology – energy systems and movement principles	Assignment task – gym program and evaluation
Practical	Practical participation and performance in sports specific fitness activities	Practical participation and performance in fitness testing, gym instruction

Contact details:
Head of Department: Ben Oliver   **Email:** boliv43@eq.edu.au

Health

Code: PHE **Classification:** General **Duration:** 1 Semester

Students have the opportunity to study Health focussing on the social or preventative view of health promotion. Students develop the critical skills to evaluate the issue, the cost to personal and community health and propose solutions to resolve the problem.

Pathways:
The subject strongly enhances essentials skills for students continuing into Years 11 and 12 ATAR subjects and aiming for university studies.

Objectives:
Health lessons are designed to teach and motivate students towards choosing healthy lifestyle practices. Students are provided with a general education about homelessness and nutrition.

Structure and Assessment:

	Topic	**Outline**	**Assessment**
Term 3	Introduction to Health	What is Health? Models of Health promotion Ottawa Charter	
Term 3	Homelessness	Cause, Effect, Consequences Preventative Measures	In-class Exam
Term 4	Diet and a Healthy Lifestyle	Dietary guidelines Exercise and diet balance Teaching others Excursion to local primary school	Integrated task educating primary school and evaluation

Contact details:
Head of Department: Ben Oliver **Email:** boliv43@eq.edu.au

Independent Public School

Physical Education

Code: PPE   **Classification:** General   **Duration:** 1 Semester

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).

Pathways:
Students in Year 10 have the opportunity to complete studies of an extension P 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.

Structure:

	Topic	Outline	Sport Choices
Term 3	Training for Sport	Energy systems Fitness testing Training Programs *Assessment:* *In class exam*	Direct Touch Football / Basketball
Term 4	Motor Learning	Evaluating skills in sport currently studied using motor learning theory *Assessment:* *Practical Folio / Personal Evaluation*	Indirect Badminton

Assessment:
Evidence will be collected from ongoing observation of physical performance and from theoretical assessment tasks specifically designed to allow students to demonstrate learning outcomes, with evidence predominantly focussed on the theoretical tasks.

Contact details:
Head of Department: Ben Oliver   **Email:** boliv43@eq.edu.au

Psychology

Independent Public School

Code: PPS   **Classification:** General   **Duration:** 1 Semester

Psychology develops higher order thinking and research skills to experiment and test theories in order to gain further knowledge about human behaviour. The subject also applies scientific methods in order to collect information and test scientific theories.

Pathways:

Psychology is a growing and upcoming field of interest assisting students to greater self-awareness, by helping students understand their actions and personalities. The area of psychology opens up a whole world of career options in the future. Despite stereotypes, not everyone who studies psychology ends up being a counsellor, which is a widely recognised career path, however there are also options such as neuropsychologists, social psychologists and industrial organisational psychologists.

Structure and Assessment:

	Topics	Outline	Assessment
Term 3	Human Behaviour	– Brain anatomy – Nature v's Nurture – Psychological debates	Test
Term 4	Individual Development	– Sleep – Human consciousness	Experiment

Assessment:

Evidence will be collected from the two assessment tasks which include an in class exam and an individual experiment.

Contact details:

Head of Department: Ben Oliver   **Email:** boliv43@eq.edu.au

Health & Physical Education Faculty

Recreation

Code: PRE   **Classification:** Applied   **Duration:** 1 Semester

Recreation includes a range of practical sports and recreational activities. This subject endeavours to increase students' skills and broaden their awareness of the recreational industry.

Pathways:
This subject prepares them for the necessary course skills to enter Year 11 Recreation.

Objectives:
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 investigation Recreation as a course of leisure activities, life skills, or as an avenue for further study.

Structure and Assessment:

Term 3		Term 4	
Theory	Practical	Theory	Practical
Coaching Principles	Large Ball sport	Training Principles	Aquathon

Contact details:
Head of Department: Ben Oliver   **Email:** boliv43@eq.edu.au

Italian

Independent Public School

Code: PIT   **Classification:** General   **Duration:** 1 semester

Italian provides students with the opportunity to reflect on their understanding of the Italian language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Pathways:
A course of study in Italian can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology, education, architecture, design, fashion, geography and history

Structure:
Unit 1: Italian Studies
Students will be investigating Italian aspects of Italian
literature and gauging its impact on Italy and the world. Students will gain an appreciation of the historical context and its place in Italian culture and literature.
Unit 2: International Studies
This unit opens up the horizons of students onto the world. Students will learn some new geographical, cultural and social aspects that make our world such a varied, colourful and multicultural place!

Assessment:
Speaking test (Oral presentation with slide show)
Written assignment (Poster on the circles of Dante's Inferno)
Reading Comprehension Test (A festival in the world)
Listening Comprehension Test (Documentary)

BOLOGNA EXCHANGE PROGRAM
The Bologna Exchange is a reciprocal arrangement with many schools in Bologna.
The students from Bologna come to Sunshine Beach in July for 2 weeks and are hosted by our students who will then visit Bologna in September and be hosted by the student they hosted in July. Students have the wonderful opportunity to visit places like Venice, Florence, Pisa, Rome and many more during their 3 weeks in Italy. It is an incredible experience for all to take part.

ITALIAN CIVIDALE IMMERSION PROGRAM
This program is an amazing opportunity for a smaller group of students to travel to Italy and be hosted by an Italian Family for two-three weeks and attend school at the Cividale Convitto. Students will be in classes where Italian is the only language spoken and it is a great opportunity for students to live as an Italian and really develop their language skills whilst learning. At this stage it is only open to senior students however we are in discussion with the Convitto to see if younger students (possibly Year 9 & 10 students) could participate in this program.

Note: Other languages can be offered via both Brisbane and Cairns Distance Education at a cost.

Contact details:
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Note: Information is current at date of publication and subject to change

Design & Technologies Faculty

Design and Technology

Preparatory subjects available

Investigating, designing, planning, managing, creating and evaluating solutions.
Creating designed solutions based on needs or opportunities.
Selecting appropriate resources to skilfully and safely produce high quality solutions.
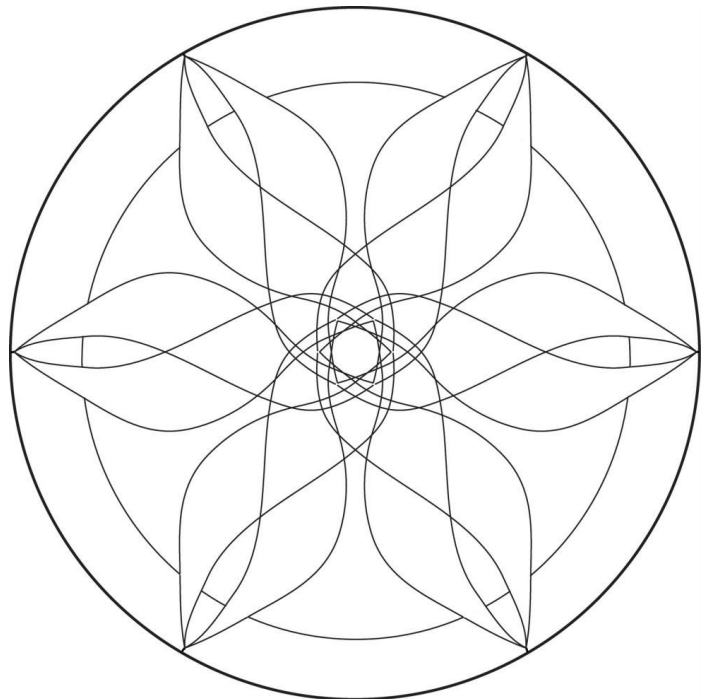
General Preparatory Subjects:

Design

Food and Nutrition

Engineering

Applied Preparatory Subjects:

Fashion

Industrial Graphics

Furnishing Skills

Hospitality

Early Childhood/Prep

VET Preparatory Subjects:

Engineering Prep for VET Certificate II

Contact details:
Head of Department: Diana Peeters   **Email:** dpeet3@eq.edu.au

Design & Technologies Faculty

Design

Independent Public School

Code: PDS | **Classification:** General | **Duration:** 1 semester

Introduce students to design fundamentals and practice through applying a design process. Students will learn about and experience design through exploring needs, wants and opportunities in simulated scenarios. They will develop ideas and concepts, use drawing and prototyping skills while evaluating and communicating design proposals to suit different audiences.

Pathways:

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives:

Unit specifics that will be covered:

- generate a range of possible ideas in response to design problems,

- evaluate ideas and design concepts using design criteria to judge how well solutions meet users' requirements,

- investigate design information and design problems and draw conclusions about the way forward to solving design problems,

- communicate design solutions using visual and written or spoken modes in a design folio.

Structure:

Each of the units in Design has a particular design focus, with associated knowledge and design skills. The units are structured to provide students with the opportunity to learn through a range of practical design experiences across the three units:

- Design In practice,

- Human centred design, and

- Sustainable design.

This subject is preparation for the senior General Design course.

Assessment:

Assessment will require students to complete classwork, homework, logbook and a major and minor design scenario in folio format.

Contact details:

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Independent Public School

Early Childhood Studies

Code: PEH   **Classification:** VET   **Duration:** 1 semester

Early Childhood Studies is the study of childhood development and education for children up to the age of 7. Early childhood education consists of a number of activities and experiences designed to aid in the cognitive and social development of children before they enter school.

Pathways:
Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts. Further pathways exist at university level to study teaching and other child related careers.

Objectives:
By the conclusion of the course of study, students will be able to:

- describe concepts and ideas related to fundamentals of early childhood,

- explain and apply concepts and ideas of practices of early childhood learning,

- use language conventions and features to communicate ideas and information for specific purposes, and

- plan, justify and evaluate play-based learning activities responsive to children's needs.

Structure:
- Developing an understanding of the Early Years Learning Framework (EYLF)

- Early Childhood will have a focus on addressing child health, development and play based learning.

Assessment:
- Design project based on the importance of play for childhood development.

- Project based on research and investigation of childhood learning.

Contact details:
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Engineering

Independent Public School

Code: PEG   **Classification:** General   **Duration:** 1 Semester

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions.

Pathways:
A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives:
Students will:
1) recognise and describe mechanical and structural problems, engineering technology knowledge, and mechanics and materials science concepts and principles in relation to engineering fundamentals and society
2) symbolise and explain ideas and solutions in relation to engineering fundamentals and society
3) analyse mechanical and structural problems, and information in relation to engineering fundamentals and society
4) determine solution success criteria for mechanical and structural problems
5) synthesise information and ideas to predict possible mechanical and structural solutions
6) generate mechanical and structural prototype solutions to provide data to assess the accuracy of predictions
7) evaluate and refine ideas and solutions to make justified recommendations
8) make decisions about and use mode-appropriate features, language and conventions to communicate development of solutions.

Structure:
Engineering history
The problem-solving process in Engineering
Engineering communication
Introduction to engineering mechanics
Introduction to engineering materials
This subject is preparation for the senior General Engineering course.

Assessment:
Assessment will require students to complete classwork, homework, a project folio and an examination.

Contact details:
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Independent Public School

Engineering Pathways

Code: EGP   **Classification:** VET   **Duration:** 1 semester

Prep Engineering focuses on giving students the procedural skills and declarative knowledge that could be utilised in an engineering related career. Students gain an understanding of workshop safety and practices, materials, machines and how they function.

Pathways:
The course structure and pathway for Prep Engineering gives students a basis for a Certificate II in Engineering Pathways, further study and/or a career in an engineering related industry such as construction, aviation, marine and automotive.

Objectives:
By the conclusion of the course students will be immersed in the following:

* interpreting technical drawings,

* using machinery in an engineering workshop,

* quality assurance and manufacturing to close tolerances, and

* Occupational Health & Safety Policies.

Structure:
* Project based assessment in a simulated workshop environment.

* Skills and knowledge relating to YR11 / 12 Cert II in Engineering Pathways.

Assessment:
Students will undergo an "Engineering Bootcamp" to gain early skills and knowledge relating to interpreting technical drawings and workshop safety. They then begin to use hand tools to shape and fit materials to tight tolerances. Students finally construct their main assessment project which incorporates the use of machinery typically used in an engineering workshop such as mills, lathes, pedestal drills and welders.
Students will be assessed on their safe working practices and accuracy of components as stated in plans and technical drawings.

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Fashion

Independent Public School

Code: EFA **Classification:** Applied **Duration:** 1 semester

This unit extends the functional and aesthetic qualities of textiles and examines more broadly the issues of fashion and design. Students explore decisions relating to the selection and production of textiles along with recent developments in textile technology and recycling to create a more sustainable environment.

Pathways:
A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Objectives:
Physical properties, use and care for fibres and fabrics:
– Investigate elements and principles of design,

– Analyse, evaluate and apply the elements and principles of design when solving practical design problems

– Contemporary developments in fashion and textiles,

– Examine socially just environmentally responsible choices that impact on the wellbeing of the textile and fashion industry,

– Ethics of sustainable fashion,

– Explore the idea recycling/reusing, textile items and embellishments to create fashionable textile/clothing items,

– Changing consumer demand and lifestyle impacts upon design and technology,

– Solve problems to produce textile products.
Management of resources in a design process to textile products:

– Develop and refine a range of practical techniques and skills required to produce a range of quality products,

– Use the design process to solve design issues.

Structure:

Design Project 1	Design Project 2	Design Project 3
Context: Textiles	Context: Sustainable Textiles	Investigation
Inspired Designs	BORN	Multi Modal Presentation
Clothing Item /shorts	Recycled Business Shirts	Elements and Principles of
Product and Process Journal	Product and Process Journal	Design

Contact details:
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Design & Technologies Faculty

Food & Nutrition

Code: PFN   **Classification:** General   **Duration:** 1 semester

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.
Food & Nutrition is a developmental course of study. Students develop an understanding of the chemical and functional properties of vitamins, minerals, protein, carbohydrate and fat, food safety, spoilage, preservation and food safety.

Pathways:
- This course gives students a pathway to the senior subject of Food and Nutrition which is a General ATAR subject.
- This course contains practical experiences that require students to bring cooking ingredients each week. Each practical activity is part of the assessment and is based on a different aspect of food science.

Objectives:
- Objective 1: Students will review and update their knowledge of food handling, measurement, safety and hygiene.
- Objective 2: Students will explore design thinking and use the design process to create a design challenge based on food science.
- Objective 3: Students will understand the role of nutrients in the concept of good health in different societies.
- Objective 4: Students will understand how nutrients react and behave in different situations and understand the scientific principles of food preparation.

Structure:
- Unit 1 Introduction: Updating students with latest information about food handling, measurement, safety and hygiene.
- Unit 2 Discovering Design: Design thinking
- Unit 3 Linking Healthy Eating to Good Health
- Unit 4 Nutrients

Assessment:
This subject is assessed by:
a) Weekly practical activities
b) Design challenge written and practical assignment
c) Project Folio
d) Exam

Contact details:
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Independent Public School

Furnishing Skills

Code: PFU   **Classification:** Applied   **Duration:** 1 semester

This subject aims to introduce students to the skills and knowledge required to enter the Furnishings or similar industry. Students will apply this knowledge to plan for the construction of timber products and implement skills to produce them in a simulated workshop environment.

Pathways:

The course leads into senior Furnishing Skills. A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives:

- Describe industry practices in manufacturing tasks.
- Demonstrate fundamental production skills.
- Interpret drawings and technical information.

Structure:

- Unit 1 Project : Coffee Table — Timber product construction with design folio
- Unit 2 Practical Demonstration: Candle Holder— Timber product construction
- Pathway to Senior Furnishing Skills
- Furnishing skills, addressing OH&S issues, planning & recording work processes, using workshop plans and drawings to produce timber products, designing product solutions to meet client needs

Assessment:

Students will be assessed in the workshop and in the classroom. Each Furnishing piece requires a production folio and evaluation. Assessments will also include a practical demonstration and an examination.

Contact details:

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Design & Technologies Faculty

Hospitality

Independent Public School

Code: PHO   **Classification:** Applied   **Duration:** 1 semester

This is a preparatory subject designed to introduce students to the demands of the hospitality industry. Areas explored will focus on the sectors of food and beverage, tourism events and accommodation.

Pre-requisites include an interest in food and the hospitality industry, marketing and business.

Pathways:
The course structure will be a combination of theory and practical experiences with a greater emphasis on current industry standards and expectations. Opportunities will be created that allow the students to experience real life catering demands.

Students will be immersed in industry experiences. This is a one semester course.

Structure:
- Practical cookery lessons [Note: students supply ingredients
- Theory and research lessons
- Catering for an event planning and execution

Assessment:
Students will need to prepare a folio of samples of food and drinks, practical experiences in cooking, plating and serving clientele, costing and event planning.

Contact details:
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Industrial Graphics

Code: PGI   **Classification:** Applied   **Duration:** 1 semester

Industrial Graphics focuses on industry practices and drafting processes used in manufacturing enterprises to manage and manufacture products from raw materials. Drafting in the construction, engineering and furnishings industries make up the primary contexts of drafting and technical skills. Modelling skills and industry digital manufacturing further explore the relevance and application of industrial graphics.

Pathways:
The course structure and pathway for Industrial Graphics can establish a basis for senior secondary and further education and employment in a range of roles in trades in the manufacturing industries. Potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter or in civil surveying.

Objectives:
By the conclusion of the course students will be immersed in the following:

* creating technical drawings from industry standards,

* drafting using CAD in several industry contexts,

* producing folios of printed work including 3D printing,

* modelling products and computer aided manufacturing.

Structure:
* Drafting Conventions
* Building and Construction Drafting
* Engineering Drafting
* Furnishing Drafting

Assessment:
Assessment techniques will comprise primarily of drawing folios. Student assessment will be extended responses over several classes and exams. This will be implemented both in class time and as home work.

Assessment will also include models manufactured and 3D printed.

Contact details:
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Technology Faculty

Digital Solutions

Independent Public School

Code: PDI **Classification:** General **Duration:** 1 semester

Digital Solutions in Year 10 is a one semester course designed to allow students to investigate and implement digital solutions in a variety of scenarios. The course consists of two main concepts, both delivered and assessed each term.

The programming component is primarily concerned with the Python programming language but will also focus on cross-platform programming procedures. Students will complete an online course supplemented by teacher-directed examples and support.

Objectives:

The robotics unit will allow students to develop design algorithms in a variety of challenges that will inform their practical design decisions and allow them to evaluate solutions in a digital environment. The course will utilise Lego EV3 robots as well as Raspberry Pi and Micro bit components to actively collect and use data.

Term 3	Term 4
An Introduction to Programming An online based study of *Python* and introduction to universal programming procedures. The course looks at methods and practices used across platforms and prepares students for assessment scenarios in Years 11 and 12.	**Robotics and Bits** An advanced study of robot design and programming using *Lego Mindstorms, Raspberry Pi, Micro bits* and *Python*. The course is challenge based, allowing students to compete and solve problems using algorithm techniques and practical digital components.
Course Objectives • Learn the basics of *Python* programming • Learn how to understand the *Python* programming terminology. • Develop and implement algorithms and pseudo-code to inform programming solutions • Learn how to write a script, use and understand data, variables and strings • Solve simple and complex problems with *Python*	**Course Objectives** • Learn the *Lego EV3* environment and block coding structures • Manipulate and improve set coding modules to improve robot performance and respond to design problems • Plan and implement robotic design ideas to compete in a multitude of robot challenges • Understand the collecting and manipulating of data and the different data types when using *Micro bits*.
Assessment On-line course completion as well as final in-class practical exam.	**Assessment** Solution-centred multi modal project based on a choice of scenarios.

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The Arts Faculty

Dance

Code: PDA
Classification: General
Duration: 1 semester

Dance embraces creative and expressive communication. The study of Dance in Semester 2 of Year 10 provides opportunities for students to engage in critical thinking, collaboration, citizenship and creativity through the lens of making and responding to dance. Students develop their literacy skills to identify, describe, analyse and evaluate meanings of dance works from a range of cultural and historic contexts.

Pathways:

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology. Semester 2 of Year 10 prepares students specifically for the study of Dance in the Senior years. Senior Dance is a general ATAR subject, therefore it contributes to the ATAR score and entrance to university.

Objectives:

- Demonstrate an understanding of dance concepts and skills
- Analyse and interpret dance concepts and skills
- Apply technical skills to contemporary performance
- Realise meaning through expressive skills in performance

Structure:

Unit One: Term 3: Movement Never Lies. This unit studies the pioneers of contemporary dance, modern dance technique and the social, cultural and historical impact of these choreographers. Students will be required to analyse a significant work and perform a piece of adapted repertoire from a specific choreographer.

Unit Two: Term 4: The Movement Solution. Students discover the level of Dance engagement in the Noosa community and connect with local groups to develop their own performance and choreography group project. The task requires students to explore their choice of style in their chosen context while documenting their journey.

Assessment

Task 1: Making (Performance):

Students perform a contemporary dance adapted from a significant Modern Dance Pioneer.

Task 2: Responding:

Written exam analysing and evaluating a modern dance work.

Task 3: Project:

Students undertake a dance project in groups in the local community, encompassing dance skills of Making (Performance and Choreography) and Responding to the collaborative project.

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The Arts Faculty

Drama

Independent Public School

Code: PDR **Classification:** General **Duration:** 1 semester

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Pathways:

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology. Studies in Semester 2 of Year 10 Drama are designed to be a preparation for Senior Drama studies.

Objectives:

Drama will allow students to:

- demonstrate an understanding of dramatic languages,
- analyse how dramatic languages are used to create dramatic action and meaning,
- apply literacy skills, and
- synthesise and argue a position about dramatic action and meaning.

Structure:

Unit 1 Term 3 'Theatre of the Oppressed'

Study of the many styles of theatre that make up Augusto Boal's 'Theatre of the Oppressed', beginning at the study of 'Newspaper theatre', we will work towards an in-depth analysis of the theatre style, 'Forum Theatre'. Students will complete a play-building task to create theatre of this style.

Unit 2 Term 4 'Greek Theatre'

Students will study 'Greek Theatre' and associated forms and conventions. Students will study extracts of both Greek and modern theatre and look at the ways in which 'Greek Theatre' conventions can influence and transform modern texts. Students will work within this style to transform a piece of theatre and present it for a 21st Century audience.

Assessment:

Assessment 1 Students will analyse and evaluate the conventions of 'Theatre of the Oppressed' in order to understand purpose and dramatic meaning in a live performance.

Assessment 2 Students will work as director to create a directorial vision through manipulating the elements of drama and conventions of Contemporary performance to transform a text.

Assessment 3 Students will present a piece of scripted drama.

Contact details:

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The Arts Faculty

Film, TV & New Media

Code: PFT   **Classification:** General   **Duration:** 1 semester

Film, Television & New Media promotes creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They will individually and collaboratively make moving-image media productions, investigate and respond to media content. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways:

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations. Semester Two of Year 10 prepares students specifically for the study of Film, Television and New Media in the Senior years.

Objectives:

Students in Film, Television & New Media Prep will:

- explain the features of moving-image media content and practices,
- construct proposals and construct moving-image media products,
- apply literacy skills, and
- analyse moving-image products and contexts of production and use.

Structure:

Unit One: Term 3:

The Language of the Moving Image.

This unit studies the building blocks of filmmaking and the specific language used to communicate and analyse media text. Students will be introduced to editing software and techniques to assemble audio, video and graphic elements of a media text.

Unit Two: Term 4:

Lights Camera Action.

Students conceptualise, design, shoot and edit a video production.

Assessment:

Task 1: Responding (Exam): Written exam analysing and evaluating a media text.

Task 2: Making (Design): Students will conceptualise and design a video production.

Task 3: Making (Production): Students will shoot and edit video production.

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Music

Independent Public School

Code: PMU   **Classification:** General   **Duration:** 1 semester

Music fosters creative and expressive communication. It allows students to develop musicianship through Making (composition and performance) and Responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music.

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Pathways:

A course of study in Music can establish a basis for further education and employment in the fields of performance arts administration, communication, education, creative industries, public relations and science and technology.

Objectives:

By the end of this unit, students will:

- perform music: demonstrate technical skills and communicate meaning to realise a performance,
- compose music: use music elements and concepts to compose music, and
- analyse and evaluate music: analyse music to examine and consider the constituent parts and the relationship between music elements, concepts and stylistic characteristics.

Structure:

Instrumental & Vocal Music: In this unit students explore the use of music elements and concepts in a range of instrumental and vocal styles and genres across musical history. They perform a piece of music in a style or genre of their own choosing

Program Music: In this unit students make and respond to music as they explore the ways music can be created to convey a story or image. Students engage with a variety of repertoire from a range of composers, styles and genres. They analyse and evaluate music, and create their own composition after studying the work of others.

Assessment:

- Integrated project: musicology and composing
- Performance

Contact details:

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The Arts Faculty

Independent Public School

Visual Art Prep

Code: PVR   **Classification:** VET   **Duration:** 1 semester

This course aims to assist students to:

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

Objectives:

This subject prepares students for studying Senior Visual Art (General). It involves both practical (drawing, painting, printmaking, sculpture) and theoretical work.

Assessment:

Students are assessed in the following areas:

- developing images and objects,
- researching images, objects and artists,
- responding to images, objects and artists, and
- resolving images and objects.

Assessment tasks:

- written response to artworks in exam conditions, and
- a practical folio/s developed from research.

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Independent Public School

Creative Arts Prep for VET

Code: PVR **Classification:** VET **Duration:** 1 semester

This course aims to assist students to:

- develop and articulate concepts to support their own artwork,
- apply essential drawing, design and composition skills,
- display an awareness of contemporary arts/crafts practices,
- explore information on history and theory in the Arts and apply to their own artwork, and
- produce a "portfolio" of art work for use in application/s for further training, or to seek work in the creative arts industry.

Pathways:

This subject is preparation for students who are interested in taking the Senior VET Certificate III in Visual Arts course.

Students will develop skills, knowledge and understanding in art making processes. Students will explore through a range of 2 and 3 dimensional tasks including drawing/illustration, and photography.

Assessment:

In this course students are assessed on their ability to:

- explore ideas, techniques and historical and contemporary art practice,
- access, manage and use resources required to complete chosen work,
- use combined techniques to create major works, and
- review and document the work process.

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