YEAR 10 SUBJECT INFORMATION 2019

Tully State High School

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Introductory Information

Carefully read the relevant sections of this handbook before selecting six subjects. Your choice of subjects will be dependent on the Year 10 timetable line structure.

SELECTING SUBJECTS

Above all, choose subjects that you will do well in and that you enjoy.

Research has shown that to get the highest results of which you are capable, you should study the subjects that you enjoy and at which you do well. It is all very well to keep all your options open by taking specific prerequisite subjects, however, by doing subjects that you find too difficult or that are not suited to, you may actually reduce your options in terms of your results and consequently future pathways.

IN SUMMARY

Choose subjects according to the following:

1 Subjects you enjoy.

2 Subjects in which you do well, e.g. gain the highest marks.

Do not choose your subjects for the following reasons:

1. 'Your friend is taking that subject.' Even if you are doing the same subjects as your friend, you won't necessarily be in the same class.
2. 'You do/don't like the teacher.' There is no guarantee that you will have any particular teacher.
3. 'Someone told you that the subject is fun.' It may be enjoyable for someone but not necessarily for you. Make up your own mind.
4. 'Someone told you that the subject is boring.' See point 3.
5. 'Someone told you that you do/don't need that subject for the course you want to take at university.' Check Tertiary Prerequisites or see the Guidance Officer.

Choose very carefully

At Tully State High School 'blocks' of subjects (i.e. groups of subjects that are programed at the same time on the timetable) are determined prior to students having chosen their subjects based on historical trends and data. Subject changes therefore are not always possible and in any case are only permitted at subject junctures.

ALTERNATIVE CURRICULUM is an option and must be

considered carefully.

Options include:

- SAT (School Based Apprenticeship or Traineeship)
- Distance Education Subjects

For more information see or contact:

Head of Department Senior Secondary – Mrs Sloan-Orlandi	Admin
eLearning Coordinator – Mrs Tenni	Room - SP
Senior Secondary Administration Officer – Ms Wilkes	Admin

Making Career Decisions

Step 1 Understand the basic concepts

- Career decision-making is not magic.
- No one else can make the decision for you.
- You must be actively involved in the process.
- It is never too late to start.
- There is not one 'ideal' occupation for you. There may be several occupations that will give you the satisfaction you want from work.
- In all likelihood you will have several occupations during your working lifetime. The career decision you are making now is not necessarily a lifetime decision.

Step 2 Look inwards – develop a profile of yourself

What do you want from a job? Think about it. Do you want to:

- Work with other people or by yourself?
- Work outdoors or indoors?
- Sit at a desk or be physically active?
- Work with ideas or apply ideas (hands on) or do both?
- Help people in some way?
- Make a lot of money?
- Be always learning on the job?
- Have lots of variety and activity?
- Have a structured, predictable workday?
- Feel that the job you have is a secure job?
- Work intensely on a project and see it through to the end?
- Feel you are contributing to the community?
- Work with particular things or people e.g. engines, animals, children, the elderly, etc.? What do you do best? What are your strengths? Are they in:
- Humanities, mathematics, science, etc.?
- Working with ideas, words, things, etc.?
- Working with people?
- Working with your hands?
- Working with computers or machines? What other things influence your decision?

Perhaps:

- The opinions of family and friends?
- The availability of employment?
- Your age?
- Staying in the local area?
- A physical or medical condition?

What occupational ideas have you already thought of? You can add to these ideas by completing a career questionnaire from one of the following websites.

- myfuture – My guide www.myfuture.edu.au
- Australian Careers – Career quiz
- http://jobsearch.gov.au/careerquiz/careerquiz.aspx?TextOnly=0
- Smart Future – Career wizard www.smartfuture.qld.gov.au

Step 3 Look Outwards – gather information

Read about the jobs in your occupational ideas list. The following resources will help you and explore the Guidance Officer website for more information.

- myfuture – The facts www.myfuture.edu.au
- jobguide website – www.jobguide.dest.gov.au
- Job Outlook – www.jobsearch.gov.au/joboutlook

Evaluate the information you are reading. Does it fit with the profile you have developed of yourself in Step 2?
Your eventual aim is to come up with three or four possible occupations that will give you satisfaction and will use your strengths.

Next you need to talk to people who are already employed in the occupations on your list. Do not be afraid to do this, as most people are prepared to help you with your career research if you are polite, prepared with questions, and do not waste their time. Use your own networks (parents' friends, your friends, parents, neighbours, etc.) and the Yellow Pages to contact people in jobs you are interested in. Develop questions to ask them. Some possible questions are:

- What do you do in a typical work day?
- What do you like and dislike about the job?
- What is the recommended training to prepare for the job?
- Are there alternative training pathways?
- Are there people in the same occupation who do different things from you?
- Is there someone else you think I should speak to?
- Where do you go from here in this job?

It is helpful to discuss your findings with some-one you feel comfortable talking with who knows you well. Other peoples' insights can sometimes help clarify our thinking. Talk to people – the Guidance Officer, teachers, relatives and friends. Attend Career Expos and Open Days.

Step 4 Prioritise the jobs

By this time you should be able to put the jobs you have selected in order of your preference.

Step 5 Plan a training pathway

Because of your research, you will already know the various pathways to obtaining your occupational goal. Select the pathway that best suits you. This information will now make it easier for you to start completing your Senior Education Training Plan (SET Plan).

Step 6 Act on your plan

Seek assistance from your Guidance Officer if you need help with this process.

Year 10 Subjects

Animal Husbandry

Purpose:

Students who complete a course of study in this subject become more informed about the technology and science associated with farm animal production systems. The school's agricultural department consists of a fully operational Droughtmaster Cattle Stud and a small scale Silver Spangled Hamburg chicken stud. Being actively involved with the management of the school's agricultural enterprises, students develop lifelong skills associated with all aspects of farm animal production. They also have the option to participate in stud cattle and chicken exhibits at regional shows. With a strong emphasis on safety, sustainability and animal welfare, students are well prepared for further studies in Agricultural Science in Years 11 and 12.

Course Overview:

- Breeding and Genetics
- Animal Health
- Poultry Production
- Alternative Enterprises

Assessment:

- Written examinations
- Practical research reports
- Practical skills

Career Opportunities:

This course of study may lead to careers such as a Veterinarian, Animal Scientist, Wildlife Ranger, Equestrian/stud Manager, Animal Behaviourist, Animal Welfare Officer, Quarantine Inspector, Veterinary Nurse and Farm Manager.

BSB10115

Certificate I in Business

Purpose:

This qualification allows students to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited. There are no pre-requisite skills required.

Course Overview:

1 year course in Year 10

The course comprises **one core unit** and a choice of **five elective units** from the following:

Code	Name	Core or Elective
BSBWHS201	Contribute to health and safety of self and others	Core
BSBIND201	Work effectively in a business environment	Elective
BSBITU211	Produce digital text documents	Elective
BSBITU212	Create and use spreadsheets	Elective
BSBSUS201	Participate in environmentally sustainable work practices	Elective
BSBWOR202	Organise and complete daily work activities	Elective

Assessment:

Assessment is competency based. Tasks include a range of practical tasks and observations.

Career Opportunities:

This subject leads to further opportunities in the business field.

SIT10216
Certificate I in Hospitality

Purpose:

The Tourism and Hospitality industries are important employment opportunities. This qualification provides the foundation for work readiness.

Course Overview:

1 year course – 2 semester units

6 Units (3 Core Units and 3 Elective Units) are required to attain the qualification.

Proposed units will include:

BSBWOR203	Work effectively with others	Core
SITXCCS001	Provide customer information and assistance	Core
SITXWHS001	Participate in safe work practices	Core
SITXFSA001	Use hygienic practices for food safety	Elective
SITHCCC001	Use food preparation equipment	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective

Assessment:

Assessment is competency based.

Assessment tasks include -

Written supervised tests
Observation
Practical Tasks

Career Opportunities:

Foundation entry for a range of jobs in hospitality and tourism career pathways.

Design and Technologies

Purpose:

Design Technologies is a subject where students work collaboratively in teams to purposefully seek to identify real world problems and use their suite of design thinking skills and production skills to produce hypothetical and workable solutions.

Course Overview:

Design Thinking is a set of skills that everyone should use on a daily basis to analyse problems and develop solutions. These skills include deconstructing complex problems down into the simpler components; how to follow and write design briefs; how to identify the critical components required to produce a successful solution; how to analyse and assess existing solutions, and how to adapt and modify existing solutions to better meet the needs of a client.

The units offered in the Junior Design Technologies course reflects the SATE/QCE senior Design subject offered from 2019. The course will have several contexts over the year. An example of one context is to 'Design a corporate logo' such as a fishing logo, clothes/fashion logo or car/boat decals. Current designs are evaluated and students then use CAD to create their own design and cut out their design using vinyl in our sticker cutter.

These contexts and projects develop the following skills:

- A suite of Design Thinking skills and strategies to tackle real wold problems for the rest of your life
- Using CAD programs such as Revit and Inventor to design and communicate ideas
- Hand sketching techniques for high output modelling
- Using the sticker cutter
- Using the plasma cutter
- Using the CnC router
- Creating work folios

Assessment

Students will be primarily assessed with folios of work that mimic the senior Design subject and assess their design thinking and collaboration skills. They will also be assessed with an exam at the end of the year.

Career Opportunities

The skills of Design Thinking are transferrable across all walks of life. You will use these skills of creating solutions to problems in every career. The more capable you are at doing these yourself, the less you will need to pay someone else to design solutions for you.
Direct careers include graphic and fashion design, architecture, drafting, all sciences, all trades.

Digital Technologies

Purpose:

DIGITAL Technologies is a subject where students work collaboratively in teams to purposefully seek to identify real world problems and use their suite of design and digital thinking skills to produce hypothetical and workable coded solutions.

Please note, while not compulsory, students are advised to sign up online to GROK which costs approximately $30 for a full one year subscription. GROK is an online, self-paced coding platform that allows students to work at school and home in all languages taught at school. There are no other costs associated with the course. (Search for GROK on Google for more info).

Course Overview:

DIGITAL Technologies teaches students fundamental computer languages such as Python, SQL, HTML and Arduino (C+).
Students are not required to come into this subject with any prior knowledge of computer code. In fact, the primary focus of digital technologies is about developing solutions to real world problems. The code is a tool for students to identify ways to develop solutions.

The units offered in the Junior Design Technologies course reflects the SATE/QCE senior Digital Solutions subject offered from 2019. The course will have several contexts over the year. An example of one context is to 'Design a database' (such as a fishing database). Students interview and survey client fishermen to identify the needs of the client; they evaluate existing databases/almanacs/apps to identify and collate ideas; then they identify the critical requirements of the client to prototype a database solution that meets the client's needs.

The contexts and projects throughout the year develop the following skills:

- A suite of coding languages such as Python, SQL, HTML and Arduino (C+)
- A suite of Design Thinking skills to tackle real wold problems for the rest of your life

Assessment

Students will be primarily assessed with folios of work that mimic the senior Digital Solutions and assess their digital and design thinking and collaboration skills.

Career Opportunities

Many careers in the future will require the ability to code. Your ability to code yourself will allow you to develop your own home and work solutions without having to pay others to do this for you – imagine being able to control you house with the 'Internet of Things' that you have coded yourself. Computer science is huge area of growth. Computer science careers are growing at 2x the national (US) average.
Careers include webpage developers, game developers, computer science, data science, software engineers.

Drama

Purpose:

In this subject students respond to, create and present dramatic works. Students explore Documentary Drama, Children's Theatre and Adaptation, developing their theoretical understanding of the dramatic arts along with their performing skills.

Course Overview:

The course of study for year 10 Drama examines:

1. Students study the Australian 'Juice' play
2. Students explore important issues and present a Documentary Drama using real documents.
3. Students create, produce and perform their own Children's Theatre performance for primary school students.
4. Students study the play 'Living with Lady Macbeth'

Assessment:

Task types include:

- Analytical essay
- Group performance
- Directing Task
- Dramatic Concept
- Response to stimulus exam

Career Opportunities:

Actor / Actress	Arts Administrator	Drama Teacher
Drama Therapist	Radio Presenter	Stage Manager
Television Production	Theatre Director	Sales Person
Writer	Presenter	Marketing

English

Explanation: Students who are below NMS will be working a differentiated program, English Foundation, based on QCAA short course in Literacy. Most students will be in English classes (ENG).

Purpose:

In studying English, students focus on developing understandings about Standard Australian English and how to use it appropriately, effectively and accurately for a variety of purposes. English helps students enjoy language and empowers them as creative and imaginative, purposeful and critical language users.

Course Overview:

Units may be studied in a different sequence to maximise resource use.
The novel unit explores devices and techniques for creative writing. This leads to an analysis of the film transformation of the novel, and a persuasive multimodal response. War poetry from the 20th Century is used to extend analytical skills. Shakespeare is introduced and the timeless stories and characters explored. Media studies centre on the use of satirical cartoons to capture the essence of news stories.

Assessment:

- Multimodal presentations
- Short answer exams
- Essay assignment
- Imaginative written assignment

Career Opportunities:

All citizens and workers need to be familiar with communicating across a range of modes using Standard Australian English.

Health & physical education

Purpose:

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices.

Course Overview:

Units undertaken reflect senior HPE faculty offerings (REC, PED, HED and Cert III)

Training programs and Strength & Conditioning

Coaching

Skill Acquisition

Risk Taking Behaviours

Classes undertake a variety of physical pursuits dependant on the written area of study.

Assessment:

Students are assessed on physical performances as well as through various written modes including reports, analytical expositions and presentations

Career Opportunities:

HPE is integral for those wishing to undertake HPE subjects in Year 11 and 12 and may lead to employment in exercise science, coaching, strength and conditioning, nutrition/dietetics, education and outdoor recreation.

History

Purpose:

The aim of the Year 10 History course is to enable students to get a greater understanding of the world in which they live and the factors that have shaped it.

Term 3 includes a unit on Legal Studies. This unit is designed to give students exposure of what Years 11 and 12 Legal Studies is all about. Aspects of the criminal justice system and what it entails are covered.

Course Overview:

- Australia and World War II
- The Cold War
- Rights and Freedoms
- Introduction to Legal Studies
- Changing the World 1900 to the present and pop culture

Assessment:

1. Investigation – historical research essay
2. Examination – essay response based on historical sources
3. Examination – combination response
4. Photographic essay

Career Opportunities:

Journalism	Social Work	Psychology	Law
Historian	Archaeology	Anthropology	Public Service

Industrial Technology & Design

Purpose:

To actively engage our students in technologies that relate to the subject area of industrial systems and control. This subject actively incorporates design and manufacture around the concept of industrial systems. This enables students to develop a deep understanding of the processes and practices involved in everyday problem solving, product development and manufacture.

Course Overview:

Students are challenged to extend their technological literacy when they

- Design technology solutions (products, processes and services)
- Use resources (information, materials and systems)
- Manage technological processes (efficiently, appropriately and safely)
- Evaluate the appropriateness of solutions (aesthetic, cultural, economic, environmental and ethically)

Assessment:

Theory Tests
Practical Projects
Design Projects

Career Opportunities:

Industrial Technology and Design provides insight into manufacturing industries based mainly in engineering trades, manufacturing trades, industrial work roles or craft related roles.

Mathematics

Purpose:

To prepare students for General and Essential Mathematics in Years 11-12

Course Overview:

Topics studied include: money and financial mathematics, patterns and algebra, linear and non-linear relationships, using units of measurement, geometric reasoning, Pythagoras and trigonometry, chance, data representation and interpretation.

Assessment:

Each semester there are generally two assessment tasks. These instruments assess students' performances in one or more of four distinct syllabus criteria:

1 Understanding
2 Fluency
3 Problem solving
4 Reasoning

Career Opportunities:

This subject will prepare you for General and Essential Mathematics which will prepare you for further study and training for professions and technical trades in a range of industries and employment areas including: manufacturing and processing, education and training, building and construction, health services, hospitality and tourism, retail services, administration and management, mechanics and engineering.

Mathematics Extension

Prerequisites: A minimum of High Level of Achievement (B) in the Year 9 Extension Mathematics course or a Very High Level of achievement (A) in Year 9 Mathematics

Purpose:

To prepare students for the study of Mathematics Methods and Specialist Mathematics in Year 11 and 12.

Course Overview:

Topics studied include: real numbers, patterns and algebra, linear and non-linear relationships, using units of measurement, geometric reasoning, Pythagoras and trigonometry, chance, data representation and interpretation.

Assessment:

Each semester there are generally three assessment tasks. These instruments assess students' performances in one or more of four distinct syllabus criteria:

1 Understanding
2 Fluency
3 Problem solving
4 Reasoning

Career Opportunities:

This subject will prepare you for Mathematics Methods and Specialist Mathematics which will provide you with a foundation for tertiary studies in disciplines which include: mathematics and statistics, mathematics and science education, natural and physical sciences, medical and health sciences, forensics, engineering sciences, economics and commerce, statistics and data analysis.

Media Arts

Purpose:

In this subject students design, produce and critique films and media texts.

Course Overview:

The course of study for 10 Media Arts examines:

1. Advertising and propaganda
2. Hollywood narrative structures
3. Print media production
4. Digital photography and videography

Assessment:

Assessment task types include:

1. Critique: Analysis and evaluation of media texts e.g. films, advertisements, media campaigns.
2. Design: Planning and preproduction for media artworks and texts e.g. scripting, storyboarding, design logs for short media texts.
3. Production: Shooting and editing short videos, photographing subjects and collating images according to a theme.
4. Exam: Assessing the key areas of study of the course.

Career Opportunities:

Journalism	Public Relations	Advertising	Marketing
Copywriting	Scriptwriting	Film Editing	Film Production
Sound Engineer	Camera Operator	Media Analyst	Game Designer

Music

Purpose:

Music involves the study of the musical elements and the world of music. Students study different styles and genres, instrumental techniques, and theoretical knowledge. They then create their own compositions and perform on a variety of instruments.

Course Overview:

1. Composition – students write musical arrangements and original compositions
2. Performance – students perform on chosen instruments
3. Knowledge and understanding of musical concepts
4. Responding to listening examples

Assessment:

1. Written assignments based upon composition and responding to music pieces.
2. Exams on listening and musical concepts
3. Practical performance

Career Opportunities:

Musician	Songwriter	Jingle Writer
Sound Technician	Record Engineer	Lyricist
Music Therapist	Band Management	

Any career which is associated in the music industry. There are specialist music industry – accountants, lawyers, sales, advertising, entrepreneurs, graphic designers, tradespeople . . . . . .

Rugby League Extension

Purpose:

To engage students who are passionate about rugby league and develop skills and knowledge associated with. This class runs based on students meeting baseline expectations in regards to attendance, behaviour and participation in school.

Course Overview:

Training programs and Strength & Conditioning

Coaching

Sports First Aid (2 QCE points)

This class will focus on Rugby League as written units will be integrated where appropriate.

Assessment:

Students are assessed on physical performances as well as through various written modes including reports, analytical expositions and presentations. Sports First Aid is delivered through an external provider (Binnacle Training) with assessment completed online.

Career Opportunities:

RLX leads students into Years 11 and 12 Certificate III in Sport and Recreation (NRL) and provides opportunities to work and volunteer in local clubs as an official, coach and first aider.

Science

Purpose:

To provide students with learning experiences that link relevant science concepts and practical activities with their daily lives and with local and global issues. To provide students with a good preparation for science subjects in Years 11 and 12.

Course Overview:

Forces – the physics of motion. Designing, building, flying and measuring the performance of bottle rockets.

Genetics and Evolution – biological issues how genes are passed on and change with time.

Chemistry – metals, their daily uses and their reactions with other chemicals

Cosmology – the universe, space and time.

Assessment:

Extended experimental investigations, written tests and research assignment.

Career Opportunities:

Provide students with a good preparation for science subjects in Years 11 and 12 all of which lead to a wide range of careers.

Visual Arts

Purpose:

Visual Arts requires students to respond to a subject or concept in a visual way by researching, problem solving, resolving and reflecting. Students explore and express concepts through a range of media- drawing, painting, sculpting, printing, photographing. They will describe, analyse, interpret and judge artworks made by themselves and prominent contemporary artists. Semester 2 provides students with a taste of Year 11 general and applied art subjects.

Course Overview:

1. 2D Drawing and painting - portraits
2. 3D Sculpting the human figure
3. Earth Art installations – including an excursion to Mission Beach
4. Post modernism - a taste of Year 11 Art

Assessment:

Making art

- In response to a selected concept, an experimental folio inclusive of research, development and resolved artworks
- Visual Art diary with preliminary drawings and development
- Community project, installation, environmental artwork

Appraising art

- Written reflection – artist statement
- Analytical essays

Career Opportunities:

This subject leads to further education and employment in fields of design, styling, decorating, illustrating, drafting, visual merchandising, make up artistry, advertising, game design, photography, animation, ceramics.

ELearning

Tully State High School has embraced the changing nature of Senior Secondary education with a designated area in the Senior Precinct to cater for the increasing number of students undertaking alternate curriculum offerings.

The eLearning Centre caters for students undertaking subjects through:

- Distance Education
- TAFE and other Registered Training Organisations (face-to face and online courses)
- SATs (School Based Apprenticeships & Traineeships)
- Flexible Learning Plans

Students attend the eLearning Centre where they work independently. It is highly recommended that students have sound literacy skills as they will be required to undertake a significant amount of reading and comprehension to complete work independently.

eLearning Centre Coordinator, Mrs Glenda Tenni supports and monitors students closely.

Students MUST:

- Show initiative to work independently
- Be organised and bring appropriate work to eLearning
- Progress with assessment for alternate course as required

NOTE: **LOTE** (Language Other Than English) must be approved during Term 4 as part of the subject selection process.

Notes