Year 10
Subject Selection Guide
CHOOSING SENIOR SECONDARY SUBJECTS

YEAR 10 – 2017

When choosing senior subjects, it is important you choose carefully as it may have an impact on the type of occupation you choose in the future. It could also impact on your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

A SUGGESTION:
It is suggested that you choose subjects:

- you enjoy
- in which you have achieved good results
- which reflect your interests and abilities
- which help you reach your career and employment goals
- which will develop skills, knowledge and attitudes useful throughout your life

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

GUIDELINES

1. Find out about occupational pathways
It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you. The Guidance Officer will be able to help you get started.

You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways you can select the most appropriate one for you.

The following resources are available at school and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

The Jobguide book which can also be accessed from the Jobguide website at https://www.education.gov.au/job-guide

Brochures from industry groups provide information on the various pathways to jobs within these industries.

What Now? Is a publication by the Queensland Curriculum and Assessment Authority (QCAA) focusing on the pathways that are available for students who are studying Year 10.

The QTAC Guide is useful for information on tertiary courses offered through QTAC.

The Tertiary Prerequisites book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC.

Pathways to Further Education and Training is a handout which provides general information about the Australian Qualifications Framework. Ask your Guidance Officer about this handout.

Tertiary entry: Internal Year 12 students without OPs is a handout that is available from the QTAC website at www.qtac.edu.au. It explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses through QTAC.

2. Find out about the subjects offered
Goondiwindi State High School offers the following types of subjects:

Authority Subjects
These subjects, approved by the Queensland Curriculum and Assessment Authority (QCAA), are offered statewide in Queensland secondary schools and colleges. Achievements in these subjects are recorded on the Senior Certificate and are used in the calculation of OPs and selection ranks.

Students who do not achieve Sound Achievement or better in a Year 10 subject may find related Authority subjects in Years 11 and 12 difficult.

Your OP is dependent on how well you achieve in your subjects. You need to choose
subjects in which you have the best chance of doing well and which you will enjoy.

Many Authority subjects may be taken in Year 11 without prior study of similar subjects. It would be very difficult, however, to attempt subjects such as Mathematics B or C, Chemistry or Physics, without successful background study in related Year 10 subjects.

Authority-registered subjects

Authority-registered subjects are those based on QCAA developed Study Area Specifications. Achievements in these subjects are recorded on the Senior Certificate. They are not used in the calculation of an OP, but may be used in the calculation of a tertiary selection rank. Authority-registered subjects emphasise practical skills and knowledge relevant to specific industries.

Vocational Education and Training (VET)

Student achievement in accredited vocational education modules is based on industry-endorsed competency standards and is recorded on the Senior Certificate. The Senior Certificate is recognised within the Australian Qualifications Framework (AQF), and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations.

3. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in this booklet
- Talk to heads of departments and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students who are already studying the subject.

4. Choose a combination of subjects that suits your needs and abilities

Vocational education

Consider taking subjects with vocational education modules embedded in them if:

- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

Tertiary entrance

If you wish to study degree or diploma courses at university or TAFE after Year 12:

- Ensure you select the prerequisite subjects required for your preferred courses. These are listed in Tertiary Prerequisites booklet.
- Most students gain entry to university on the basis of an OP. To be eligible for an OP, in the 4 semesters of Years 11 and 12 you must complete 20 semester units of Authority subjects (the equivalent of 5 subjects). At least three subjects must remain unchanged throughout Years 11 and 12. You must also sit for the Queensland Core Skills Test.
- A small number of Year 12 students who are ineligible for an OP gain entry to tertiary courses on the basis of a selection rank. Most of these students apply for diploma and advanced diploma courses.

School-based apprenticeships and traineeships (SATs)

You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school.

Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements, as is your host employer.

Check all documents carefully with your Traineeship Coordinator and a trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement.

5. Be prepared to ask for help

If you and your parents / guardians are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – teachers, heads of departments, guidance officers, deputy principals and principals. Don’t be afraid to seek their assistance. They are all prepared to help.
The Australian Qualifications Framework (AQF) shows all the qualifications issued in post-compulsory education in Australia and how these qualifications relate to each other.

Credit transfer recognises previous formal study or training based on documented evidence of achievement. For instance, modules assessed as competent in Authority-registered subjects may attract credit towards study in a TAFE qualification.

Field Positions (FPs) rank order positions in a field against all other students eligible for a result in that field. These are dimensions of study that emphasise particular knowledge and skills. FPs are used for tertiary entrance only when there is a need to select students from within the same OP band.

Overall Position (OP) indicates student’s rank order position in the State reported in bands from 1 (highest) to 25.

Queensland Core Skills (QCS) Test is conducted over two days in Term 3 for Year 12 students. To be eligible for an OP and FPs you must sit the QCS Test. If you are not eligible for an OP or FP the test is voluntary. For students not eligible for an OP, sitting for the test may improve your selection rank.

Prerequisite. A subject or qualification required for eligibility for entry to a particular course of study or employment.

Queensland Tertiary Admissions Centre (QTAC) acts on behalf of universities, agricultural colleges, TAFE institutes and some private institutions to publish course information, to provide application materials, and to receive and process applications.

Recognition of prior learning (RPL) is the process used to assess the competencies a person has gained from past experience and training. RPL: is a form of assessment and each person is treated individually.

Recommended (or desirable) subjects are not essential, but are likely to make future courses easier to understand and increase chances of success.

Selection ranks are calculated for tertiary applicants who are not school leavers or are Senior students who are not eligible for an OP. The selection rank is determined by results recorded on the Senior Certificate and Queensland Core Skills Test. A rank is from 99 (highest) to 1 (lowest)

Overview of Year 10 subject organisation:

- Study 4 compulsory Core Subjects for the whole year. They are:
  - English (3 lessons per week)
  - Mathematics (Extension or Core) (3 lessons per week)
  - Science (3 lessons per week)
  - Health and Physical Education (HPE) (2 lessons per week)
  - Certificate II in Skills for Work and Vocational Pathways (work readiness program) (1 lesson per week) (Students will need a USI Number)

- Study 3 Core Subjects (part of the year)
  - Geography (1 Semester only)
  - History (1 Semester only)

- Choose 4 (four) other specialist subjects from a variety of elective areas. Each elective subject is studied for 1 Semester from the list below:

<table>
<thead>
<tr>
<th>Agricultural Practices</th>
<th>Drama</th>
<th>Information Communication &amp; Technology (ICT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Science</td>
<td>Designer Foods and Textiles</td>
<td>Industrial Technology &amp; Design (ITD)</td>
</tr>
<tr>
<td>Business Accounting</td>
<td>Graphics</td>
<td>Music</td>
</tr>
<tr>
<td>Creative Art</td>
<td>Hospitality</td>
<td>Visual Art</td>
</tr>
<tr>
<td>Business Studies (BCT)</td>
<td>Information Communication &amp; Technology Programming (ICP)</td>
<td></td>
</tr>
</tbody>
</table>
## Australian Curriculum – Core Subjects

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Australian Curriculum:</th>
<th>Content Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Language</td>
<td>Literature</td>
</tr>
<tr>
<td>Mathematics – Content</td>
<td>Number and Algebra</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>Mathematics – Proficiency</td>
<td>Reasoning</td>
<td>Understanding</td>
</tr>
<tr>
<td>Science</td>
<td>Science Understanding</td>
<td>Science as a Human Endeavour</td>
</tr>
<tr>
<td>History</td>
<td>Knowledge and Understanding</td>
<td>Historical Skills</td>
</tr>
<tr>
<td>Geography</td>
<td>Geographical Knowledge and Understanding</td>
<td>Geographical Inquiry and Skills</td>
</tr>
</tbody>
</table>

## Queensland Curriculum, Assessment and Reporting Framework

### Essential Learnings – Elective Subjects

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Essential Learnings:</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>Describes the essential concepts, facts and procedures of the Key Learning Area</td>
<td>Describes the essential processes that students use to engage in learning, and to develop and demonstrate knowledge and understanding</td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education – Core Subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
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</tr>
<tr>
<td>Business</td>
<td></td>
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<tr>
<td>ICT</td>
<td></td>
<td></td>
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<tr>
<td>Industrial Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
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<tr>
<td>Hospitality</td>
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</tr>
</tbody>
</table>

Delivery of modules will be subject to student interest; to the schools ability to meet physical and human resource requirements; and ASQA compliance.
Subject Overview
The year 10 course of study is aligned to the Australian Curriculum and the units of work that are developed are drawn directly from this curriculum. Extension classes are offered to Year 10 students. Students are given the opportunity to engage with a range of texts and further develop their understanding of the world in which they live.

**What skills are developed?**
Students continue to develop the skills necessary for the construction and deconstruction of a range of written, oral, and aural texts. These include speaking, listening, writing, reading, viewing, and creating.

**Study Expectations**
It is expected that students should willingly engage in all activities undertaken during class time and when working on assignments.
Reading and comprehension are important skills and students should be reading for at least 15 minutes each night.

**Topics Covered**
- Satire
- Novel study
- Romeo and Juliet
- Protest Poetry
- Stimulus Response Writing

**Assessment**
- Essay
- Imaginative Transformation
- Dramatic Recreation of a scene from Romeo and Juliet
- Composing an original poem
- Expository Writing Task
- Supervised Exam - Response to Stimulus

**Learning Experiences and Excursions**
Students will have opportunities to explore the English language in a range of settings and text types.
Subject Overview

HPE supports student development and application of strategies to maintain lifelong health for themselves and the wider community. They look at both the ongoing participation in physical activity as well as preventative health practices and optimal community health and wellbeing.

Students apply specialist movement skills and complex strategies in different practical environments. They evaluate the performance of themselves and others. Students analyse the role of physical activity in shaping culture and identity.

While the first semester is informed by the national curriculum, the second is aimed at preparing students for different pathways in senior schooling and is supported by the senior PE and Physical Recreation programs.

What skills are developed?

| Evaluation and reflection on being healthy, safe and active |
| Communicating and interacting for health and wellbeing |
| Planning, implementing and reflecting on contributing to healthy and active communities |
| Moving the body to perform, evaluate and develop strategies |
| Understanding movement through implementation and analysis of movement sequence |
| Learning through movement in new contexts |

Study Expectations

- Revising class notes - One hour per week
- Assessment work

Topics Covered

| Theoretical: |
| Managing Risky Behaviours |
| Community Health |
| Energy Systems |
| Components of fitness |

| Physical: |
| AFL |
| Striking Games |
| Touch |
| Personal Training |

Assessment

- Physical Performance
- Coaching session and report
- Supervised Written Response
- Research Assignment
- Response to stimulus

Learning Experiences and Excursions

Participating in practical sporting activities
Subject Overview
Year 10 Mathematics focuses on the development of knowledge and applications of mathematical concepts and processes, in a logical and purposeful manner. It also endeavours to give students an appreciation of mathematics in our culture and its application in society.

What skills are developed?
- Enhancement of mathematical techniques
- Application of Math to real life situations
- Group work skills
- Investigation, formulation and solving of mathematical problems

Study Expectations
- 1 hour homework with independent study per week

Topics Covered
- Patterns and Algebra
- Pythagoras Theorem and Trigonometry
- Linear and Non Linear Relationships
- Measurement, Data and Statistics
- Probability, Geometry and Finance

Assessment
- Supervised Exam (1 to 2 per Term)
- Investigation/Assignments

Learning Experiences and Excursions
## Subject Overview

Extension Math focuses on the development of knowledge and applications of mathematical concepts and processes. It develops an appreciation of the place of mathematics in our culture and its application to society. The focus of Extension Math is preparing students for Senior Math subjects (Maths A, B and C). Selection for extension is based on proven ability in maths concepts and applications in Year 9.

<table>
<thead>
<tr>
<th>What skills are developed?</th>
<th>Study Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement of mathematical techniques</td>
<td>1 hour of homework and independent study per week</td>
</tr>
<tr>
<td>Application of Math to real life situations</td>
<td></td>
</tr>
<tr>
<td>Group work skills</td>
<td></td>
</tr>
<tr>
<td>Investigation, formulation and solving of mathematical problems</td>
<td></td>
</tr>
</tbody>
</table>

### Topics Covered

- Patterns and Algebra
- Pythagoras Theorem and Trigonometry
- Linear and Non Linear Relationships
- Measurement, Data and Statistics
- Probability, Geometry and Finance

**NOTE:** Extension covers all content of Core topics with extension content pertaining to each topic

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervised Exams (1 to 2 per Term)</td>
</tr>
<tr>
<td>Investigations</td>
</tr>
</tbody>
</table>

## Learning Experiences and Excursions
Subject Overview

Year 10 Science is designed to develop practical and theoretical knowledge and skills in a range of science specialty areas. It exposes students to a variety of topics and assessment techniques.

<table>
<thead>
<tr>
<th>What skills are developed?</th>
<th>Study Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and skills across the science specialty areas and application of these knowledges and skills</td>
<td>1-2 hours of homework and independent study per week</td>
</tr>
<tr>
<td>Practical activities</td>
<td></td>
</tr>
<tr>
<td>Research skills</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Topics Covered</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Students will complete a variety of task-based assessment activities, including:</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Written exams</td>
</tr>
<tr>
<td>Physics</td>
<td>Extended Experimental Investigations</td>
</tr>
<tr>
<td>Earth Sciences</td>
<td>Assignments</td>
</tr>
<tr>
<td></td>
<td>Practicals</td>
</tr>
</tbody>
</table>

Learning Experiences and Excursions

- Teacher-led Demonstrations
- Practical Lessons - individual and group investigations
- Use of technology to research, develop and design tasks
- Groupwork Activities
- Field work
# CORE - History and Geography

<table>
<thead>
<tr>
<th>Faculty</th>
<th>SOSE</th>
<th>Additional Cost</th>
<th>Nil</th>
</tr>
</thead>
</table>
| **Contact Person** | Name: Melissa Smith  
Email: msmit843@eq.edu.au | **Senior Schooling Pathways** | Modern History  
Geography |

## Subject Overview

Studies of Society and Environment is divided into two core components - History and Geography. Students will study each component for one Semester in Year 9 and one Semester in Year 10. Students will develop a broad understanding of key historical and geographical events and issues through an inquiry based approach. In History students will study the making of the modern world from 1750 to 1918 with an emphasis on Australian perspectives. In Geography, students will focus on the impact of humans on our physical and human environments.

### What skills are developed?

<table>
<thead>
<tr>
<th>SOSE will focus on a number of skills including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>analysis and use of sources</td>
</tr>
<tr>
<td>cause and effect</td>
</tr>
<tr>
<td>historical questions and research</td>
</tr>
<tr>
<td>geographical questions and research</td>
</tr>
<tr>
<td>chronology, terms and concepts</td>
</tr>
<tr>
<td>evaluating and validating evidence</td>
</tr>
<tr>
<td>identifying and locating sources</td>
</tr>
<tr>
<td>identifying and analysing perspectives</td>
</tr>
<tr>
<td>empathy</td>
</tr>
<tr>
<td>communication</td>
</tr>
</tbody>
</table>

### Study Expectations

Students will be expected to spend 30 mins per night - reviewing and consolidating class work and/or working on assessment tasks.

## Topics Covered

<table>
<thead>
<tr>
<th><strong>HISTORY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>World War II</td>
</tr>
<tr>
<td>Rights and Freedoms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GEOGRAPHY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographies of Human Well-Being</td>
</tr>
<tr>
<td>Environmental Change and Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HISTORY</strong></td>
</tr>
<tr>
<td>Response to Stimulus Exam</td>
</tr>
<tr>
<td>Essay Response to Stimulus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GEOGRAPHY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Stimulus Exam</td>
</tr>
<tr>
<td>Research Assignment</td>
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</tbody>
</table>

## Learning Experiences and Excursions

Students will be exposed to a wide variety of learning experiences designed to enhance their understanding of SOSE. These may include excursions to local sites and guest speakers.
CORE - Certificate II in Skills for Work and Vocational Pathways (FSK20113)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Technology (Home Ec, ITD, Business, ICT)</th>
<th>Additional Cost</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Catherine Kerlin (2017) Email: <a href="mailto:ckerl4@eq.edu.au">ckerl4@eq.edu.au</a> Name: Nina Jobling (2016) Email: <a href="mailto:njobl1@eq.edu.au">njobl1@eq.edu.au</a></td>
<td>Senior Schooling Pathways</td>
<td>4 x QCE Points Literacy and Numeracy</td>
</tr>
</tbody>
</table>

Subject Overview

Designed to allow students the opportunity to investigate careers that may be of interest to them in the future. Within this course, students will participate in two one week blocks of work experience (one in May and one in August).

<table>
<thead>
<tr>
<th>What skills are developed?</th>
<th>Study Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>30 minutes per week when required</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Work Ethic</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Safety</td>
<td></td>
</tr>
</tbody>
</table>

Topics Covered

FSKDIG03 Use digital technology for routine workplace tasks
FSKLRG09 Use strategies to respond to routine workplace problems
FSKLRG11 Use routine strategies for work-related learning
FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM15 Estimate, measure and calculate routine metric measurements for work
FSKOCM07 Interact effectively with others at work
FSKRDG10 Read and respond to routine workplace information
FSKWGTG09 Write routine workplace texts
FSKLRG06 Participate in Work Placement
FSKRDG02 Read basic workplace signs and symbols
FSKWGTG01 Write personal details on basic workplace forms
FSKOCM02 Engage in basic spoken exchanges at work
BSBITU201A Produce simple Word Processed Documents
BSBWH5201A Contribute to health and safety of self and others

Assessment

Observations
Portfolio of documents
Assignment / Project based work
Activities, quizzes and questions
Role Play and Case Studies
Work Experience and Log Book

Learning Experiences and Excursions

Attending work experience for 10 days
Optionally participate in an externally run Certificate II in Hospitality
Career information and class discussion
**Subject Overview**

Agriculture Practice is designed to develop skills and knowledge essential for employment in the rural industry. Students will gain an understanding of the practical experiences and competency-style subject to provide a base in both practical and theoretical aspects linking into senior schooling pathways.

**What skills are developed?**

<table>
<thead>
<tr>
<th>Study Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of theoretical booklets and classwork</td>
</tr>
<tr>
<td>Review of theory each week</td>
</tr>
</tbody>
</table>

**Topics Covered**

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning - oral/written</td>
</tr>
<tr>
<td>Supervised Written Responses</td>
</tr>
<tr>
<td>Observations</td>
</tr>
</tbody>
</table>

**Learning Experiences and Excursions**

- Excursions to local industry
- Guest Speakers
- Using tractor
- Health and safety skills
ELECTIVE - Agricultural Science

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Agriculture</th>
<th>Additional Cost</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Alison Bishop Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a></td>
<td>Senior Schooling Pathways</td>
<td>Cert II Rural Operations Agricultural Science</td>
</tr>
</tbody>
</table>

Subject Overview
Agricultural Science is informed by, and amend according to, the latest Senior Agricultural Syllabus.

Agricultural Science provides opportunities for students to explore agricultural concepts and systems and to investigate agricultural issues and problems. Students engage with the agricultural industry through the integration of three areas of study: plant science, animal science and agribusiness. Sustainable resource management underpins the course of study as students consider factors impacting on agricultural production systems.

What skills are developed?
Agricultural Science enables inquiry-based learning as students conduct practical and research-based agricultural investigations. Students formulate questions, hypotheses and plans for agricultural investigations to collect, organise and analyse agricultural information. By comparing research results and agricultural industry standards, students simulate the work of agricultural scientists, managers and producers who attempt to meet and exceed industry standards. Students conclude investigations by evaluating information, making and justifying decisions and recommendations, and communicating with stakeholder audiences.

Study Expectations
Review class notes - One hour per week
Assessment Work as required

Topics Covered
- Plant Science
- Animal Science

Assessment
- Supervised Written Assessment
- Research Report
- Research Essay

Learning Experiences and Excursions
- Excursions to local industry
- Guest Speakers
ELECTIVE - Business Accounting

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Technology (Home Ec, ITD, Business, ICT)</th>
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<th>Nil</th>
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<td>Senior Schooling Pathways</td>
<td>Accounting Certificate II Business</td>
</tr>
</tbody>
</table>

**Subject Overview**

Business Accounting is a Junior Accounting subjects that covers a range of accounting units that relate to the Senior Accounting program. It also aims to give students a basic understanding of bookkeeping and stocktake so students understand the basics of working in an office.

<table>
<thead>
<tr>
<th>What skills are developed?</th>
<th>Study Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication using journals</td>
<td>1 hour of homework or independent study per week.</td>
</tr>
<tr>
<td>Reconciling accounts</td>
<td>During assignment time, students will be required to work on this at school and at home.</td>
</tr>
<tr>
<td>Report writing</td>
<td></td>
</tr>
<tr>
<td>Stocktake for a business</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topics Covered</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Journal, Ledger, Trial Balance</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Bank Reconciliation</td>
<td>Practical Exam and short written response</td>
</tr>
<tr>
<td>Stockcards</td>
<td>Practical Assignment</td>
</tr>
<tr>
<td>Ratio</td>
<td>Practical application and report writing</td>
</tr>
</tbody>
</table>

**Learning Experiences and Excursions**

Analyse source documents to prepare a general journal. From this, students will complete a ledger and extract a trial balance.

Students will also reconcile the accounts of a hypothetical business by completing a bank reconciliation.

Conduct a stocktake and prepare stockcards using FIFO and Weighted Average methods.

Calculate financial ratios to help decide if businesses are financially viable and help them make valuable business decisions about the future.

Prepare a written financial report.
ELECTIVE - Business Studies (BCT/LEGAL)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Technology (Home Ec, ITD, Business, ICT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Catherine Kerlin (2017) Email: <a href="mailto:ckerl4@eq.edu.au">ckerl4@eq.edu.au</a> Name: Nina Jobling (2016) Email: <a href="mailto:njobl1@eq.edu.au">njobl1@eq.edu.au</a></td>
</tr>
<tr>
<td>Additional Cost</td>
<td>Nil</td>
</tr>
<tr>
<td>Senior Schooling Pathways</td>
<td>Bus Comm &amp; Technology Cert II Business</td>
</tr>
</tbody>
</table>

Subject Overview

Business Studies is a Junior course in Business Communication and Technology (BCT) and Legal Studies. Junior BCT covers a broad range of administrative, legal and organisational skills that a business relies upon to run an efficient business office. With emphasis placed on both theory and practical aspects, students will develop skills in relation to running a business.

What skills are developed?

<table>
<thead>
<tr>
<th>Communication</th>
<th>Study Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groupwork</td>
<td>1 hour of homework or independent study per week. During assignment time, students will be required to work on this at school and at home.</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
</tbody>
</table>

Topics Covered

| Business Ownership (Environments, Marketing, HR) | Assignment (some groupwork) |
| Legal Studies (The Political System) | Short response supervised exam |
| International Business (Marketing) | Assignment (Brochure) |
| Legal Studies (Criminal and Civil Law) | Short response and response to stimulus supervised exam |

Learning Experiences and Excursions

Interview business owners about their businesses. This can be video recorded or done electronically if the student cannot get transport to the business. Discuss things such as type of ownership (Sole Trader, Partnership, Company etc), Marketing of their business, Quality practices (how does the business ensure high quality product or service) and Human Resource (HR) Management.

Reading and responding to case studies regarding legal and political issues

Research a chosen country and create an informational brochure based on its customs, etiquette, business practices etc.
ELECTIVE - Creative Art

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts (Art, Drama, Music)</th>
<th>Additional Cost</th>
<th>Students are asked to supply some materials specific to their own art work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Mrs Lesley Hawker Email: <a href="mailto:lhawk1@eq.edu.au">lhawk1@eq.edu.au</a></td>
<td>Senior Schooling Pathways</td>
<td>Visual Art</td>
</tr>
</tbody>
</table>

Subject Overview

Year 10 Creative Art engages students in creative thinking, critical analysis and problem solving processes involved in producing (making), displaying and appreciating (appraising) artworks. The inquiry model of researching, developing, resolving and reflecting is used. Students are given teacher developed focuses from which they develop visual concepts and ideas. Students go beyond content based learning and mere acquisition of facts to metacognition and development of concepts and focuses. Self esteem is enhanced through the development of intrinsic motivation which encourages students to take responsibility for their own learning. The Creative Art strand is more skill based and less theory oriented than the Visual Art strand.

What skills are developed?

<table>
<thead>
<tr>
<th>Term 1:</th>
<th>Study Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will apply techniques of metamorphosis, hybridising, transferring, abstraction, transforming, visual paradox, incongruous imagery, juxtaposition investigate the concept and focus through making art in a variety of media areas: drawing, painting, photomontage, sculpture, printmaking, mixed media Visualize, plan, design, compose, and exhibit visual works to express a variety of focuses and concepts Term 2: Visual coordinates Distortion of perspective Realism Abstraction Deconstruction/reconstruction Students will: Be required to complete both short term and long term homework in order to resolve experimental process work begun in class Students will be required to complete between 2.5 and 3 hours of homework per week Students are offered non-mandatory use of after school studio time to use specialised equipment and access resources required to complete artworks</td>
<td></td>
</tr>
</tbody>
</table>

Topics Covered

| Term 1: Fantasy and Illusion Students manipulate and alter reality using a variety of focuses: Interior, exterior, impossible realities, altering reality Term 2: Machines Students explore the influence of the industrial age and mechanisation on the twenty first century Investigate and experiment with mechanical objects as a source for visual design and imagery Objects and aesthetics - explore principles of stylisation, repetition, unity Introduction to perspective, drawing in the third dimension to create illusions Found object design Assessment Term 1: Making Folio (experimental and resolved work) Visual Journal (experimental and developmental work, stimulus response writing, documentation of resolved work) Term 2: Practical folio Visual Journal |

Learning Experiences and Excursions

Making (practical experiences, experimenting, developing and resolving), exhibition practice (participating in art shows, public/community projects, displaying own and others’ art work), access to professional art workers through events such as Expressive Arts Week, Public Art, Gallery visits (where and when appropriate)
**ELECTIVE - Designer Foods & Textiles**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Additional Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology (Home Ec, ITD, Business, ICT)</td>
<td>Provide all textile article requirements and all ingredients for weekly practical cookery lessons Wear fully covered-in shoes for all prac lessons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Senior Schooling Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Louise Dyer Email: <a href="mailto:pdyer1@eq.edu.au">pdyer1@eq.edu.au</a></td>
<td>Senior Home Economics Hospitality Practices SAS</td>
</tr>
</tbody>
</table>

**Subject Overview**

Year 10 Designer Foods and Textiles is a flexible course of study which can be adapted and negotiated from Semester to Semester, depending on the interests and skills of the individual class cohorts. It is designed to enhance students' knowledge, practical skills and understanding of Food & Nutrition, and Fashion & Textiles. The Textiles Unit allows students to produce individual textile items which reflect current textile trends, students' individual personalities and lifestyles. This Unit provides opportunities for experimentation with a range of embellishment and fabric decoration techniques. The Foods Unit investigates food patterns, eating habits and nutrition concepts, and the factors influencing individuals' food choices. This Unit ensures the understanding of basic cookery concepts, entertaining and food preparation and presentation for the well-being of individuals and families. Specialist cookery techniques reflecting cuisine and lifestyle trends are also studied. Designer Foods and Textiles places emphasis on both theory and practical components.

**What skills are developed?**

- Study Expectations
  - 2 hours of homework and independent study per week

<table>
<thead>
<tr>
<th>What skills are developed?</th>
<th>Study Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>Develop knowledge and understanding of Food Models</td>
<td></td>
</tr>
<tr>
<td>Generate and communicate ideas</td>
<td></td>
</tr>
<tr>
<td>Analyse food products - convenience and home-made</td>
<td></td>
</tr>
<tr>
<td>Plan, monitor and manage resources</td>
<td></td>
</tr>
<tr>
<td>Make products to specifications and standards</td>
<td></td>
</tr>
<tr>
<td>Organise, prepare and serve food</td>
<td></td>
</tr>
<tr>
<td>Reflect on and evaluate products and processes</td>
<td></td>
</tr>
</tbody>
</table>

**Topics Covered**

**FOODS**
- Nutrition and Lifestyle
- Basic Cookery Skills
- Labelling, Preservatives, Additives
- Convenience Foods
- Fad Diets & Body Image
- Other Cultures & Their Foods
- The Multicultural Nature of the Australian Cuisine

**TEXTILES**
- History of Fashion
- What is Fashion?
- Fashion Trends
- Marketing & the Media
- Elements and Principles of Design
- Investigate and Demonstrate Fabric
- Embellishment Techniques
- Fabric Manipulation
- Basic Sewing Techniques
- Design and Construct Fashion Accessories

**Assessment**

- Students will complete a variety of assessment activities, including:
  - Design, construct or create a textile article
  - Demonstration of Practical Cookery Skills following a Design Brief
  - Process Journal
  - Folio of Textile Techniques
  - Evaluation & Reflection of Activities
  - Research Assignment
  - Objective Theory Exam

**Learning Experiences and Excursions**

- Teacher-led Demonstrations
- Weekly Practical Lessons
- Use of technology to research, develop, and design products
- Groupwork Activities
- Investigations
- Experimental Work
Subject Overview
Involves forming, presenting and responding to drama as an art form - specifically Set and Costume Design, Improvisation, Clowning and Physical Theatre. Students learn through workshops and improvisation, the elements of drama, the design elements of stage and costume design and the fundamentals of clowning and physical performance.

What skills are developed?
Involves forming, presenting and responding to drama as an art form - specifically Set and Costume Design, Improvisation, Clowning and Physical Theatre Learning

Through drama, learners can explore and understand:
Their own social contexts, relationships, emotions and experiences
Their encounters with the natural world
Other learning from across the curriculum including language education, social education, science education, human relationships education

This can also assist and promote:
A sense of personal, communal and cultural identity
Functional competencies including oracy and literacy
Social competencies such as teamwork, communication skills, the ability to empathise with others, group problem solving and decision-making skills

Study Expectations
Students are expected to revise lessons learnt and prepare for assessment at home by way of scaffolding designs and preparing outlines for performance.

Topics Covered
Elements of Drama in Improvisation
Design in Drama - set and costume
Clowning and Physical Theatre

Assessment
Improvisation illustrating Elements of Drama
Set and costume design.
Clown performance and review.

Learning Experiences and Excursions
Peer performance and clowning as part of Expressive Arts Week.
# ELECTIVE - Graphics

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Technology (Home Ec, ITD, Business, ICT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Cost</td>
<td>Nil</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Name: Catherine Kerlin (2017) Email: <a href="mailto:ckerl4@eq.edu.au">ckerl4@eq.edu.au</a> Name: Nina Jobling (2016) Email: <a href="mailto:njobl1@eq.edu.au">njobl1@eq.edu.au</a></td>
</tr>
<tr>
<td>Senior Schooling Pathways</td>
<td>Cert I Engineering Industrial Technology &amp; Design (Manufacturing) Visual Art</td>
</tr>
</tbody>
</table>

## Subject Overview

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings and sketches. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

## What skills are developed?

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technology contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Understand the roles and responsibilities of people in design and technology occupations and how they contribute to society.

## Topics Covered

- Product Design
- Built Environment Design

## Study Expectations

- Design folios and workbooks are completed both in class and at home

## Assessment

- Design Folio
- Exam

## Learning Experiences and Excursions

- Develop skills in the design process
- Enhance skills in Computer Aided Drafting (CAD)
- Use 3D printing technology to realise designs.
ELECTIVE - Hospitality

Faculty
Technology (Home Ec, ITD, Business, ICT)

Additional Cost
Students are required to provide all ingredients for weekly cookery lessons
Students to wear fully covered-in shoes for all practical lessons
* Hospitality Black and Whites are required for ALL function work

Contact Person
Name: Louise Dyer
Email: pdyer1@eq.edu.au

Senior Schooling Pathways
Hospitality Practices SAS

Subject Overview
Year 10 Hospitality is designed to enhance students' knowledge and understanding of the Hospitality Industry and Catering Process with emphasis placed on both theory and practical components. Activities are linked with the Industry to make learning relevant, hands-on and real-life.

What skills are developed?
- Develop knowledge and understanding of the Hospitality Industry
- Generate and communicate ideas
- Plan, monitor and manage resources
- Make products to specifications and standards
- Organise, prepare and serve food and beverages
- Reflect on and evaluate products and processes

Study Expectations
1-2 hour of homework and independent study per week

Topics Covered
- The Catering Cycle
- Management
- Safety & Hygiene
- Menu Planning & Compilation
- Basic Principles of Cookery
- Basic Skills of Food Production & Service of Breakfasts, Lunches & Restaurants
- Production and Service of Espresso Coffees
- Customer Service
- Planning, Preparation, Presentation and Production of a Luncheon or Restaurant
- Students will complete a variety of task-based assessment activities, including:
  - Demonstration of Practical Skills
  - Major Practical Function: Application of the Catering Cycle to Plan, Prepare and Produce a Restaurant or Luncheon
  - Digital, multi-modal Evaluation & Reflection of Activities
  - Objective Short Answer Test

Assessment

Learning Experiences and Excursions
- Safety and Hygiene Procedures
- Excursion to local Coffee Shop and Restaurants
- Food Production and Presentation
- Teacher-led Demonstrations
- Weekly Practical Lessons
- Use of technology to research, develop, design and produce invitations and café-style menus
- Groupwork Activities
- Visits/Demonstrations by Guest Speakers & Chefs
- Major Practical Functions (day and night functions)
- Participation in functions both in and out of school hours
- Participation in bi-annual H.O.T.E.L study tour to SeaWorld Resort (if eligible)
Subject Overview

Students will develop their knowledge and skills in programming through the gaming genre. They will design, develop and evaluate 2 types of games, a maze game and a platform game. Late in Term 2, students will learn to program using Java - utilising codeacademy.org lessons to create a portfolio of small programs.

What skills are developed?

<table>
<thead>
<tr>
<th>Study Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly homework tasks - no more than half an hour</td>
</tr>
</tbody>
</table>

Topics Covered

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three assessment pieces for the semester:</td>
</tr>
<tr>
<td>Maze Game - due late Term 1</td>
</tr>
<tr>
<td>Platform Game - due early Term 2</td>
</tr>
<tr>
<td>Programming Exam end Term 2</td>
</tr>
</tbody>
</table>

Learning Experiences and Excursions

<table>
<thead>
<tr>
<th>Youtube clips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindmaps</td>
</tr>
<tr>
<td>Storyboard</td>
</tr>
<tr>
<td>Game reviews - written and multimedia</td>
</tr>
<tr>
<td>Drawing sprites</td>
</tr>
<tr>
<td>Writing instructions and user help</td>
</tr>
<tr>
<td>Creating animated sprites</td>
</tr>
<tr>
<td>Programming in Gamemaker</td>
</tr>
<tr>
<td>codeacademy.org or khanacademy.org lessons and practice sessions</td>
</tr>
</tbody>
</table>
ELECTIVE - Information Communication and Technology

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Additional Cost</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology (Home Ec, ITD, Business, ICT)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact Person

Name: Catherine Kerlin (2017)
Email: ckerl4@eq.edu.au

Name: Nina Jobling (2016)
Email: njobl1@eq.edu.au

Senior Schooling Pathways

Word processing and Spreadsheet skills benefit all learning areas
Information Communication and Technology (ICT -non OP)
Information Processing and Technology (IPT - OP)

Subject Overview

ICT aims to improve students' computing skills specifically around Microsoft programs such as Microsoft Access, Microsoft Excel and Microsoft Word. These skills will be used in the students' Senior schooling but are also valuable skills to assist them in any business workplace in the future.

What skills are developed?

Touch typing
Microsoft Word
Microsoft Excel
Microsoft Access
Adobe InDesign
Adobe Photoshop

Study Expectations

Excel Skills:
Formatting spreadsheets
Sorting
Filtering
Validation
References
Charts and Graphs
IF Function
Countif function

Word Skills:
Letters
Shortcuts
Indents and Margins
Hyperlinks
Mail Merge
Spreadsheet Merge
Mailing Labels
Stacking and grouping

Access Skills:
Data Entry
Forms
Queries
Reports
Charts

Topics Covered

Photoshop
Database
Cyber Crime

Assessment

Photoshop Assignment
Access Exam
Cyber Crime Brochure created using Adobe InDesign

Learning Experiences and Excursions

Typing practice
Mindmaps
Creation of:
- Letters
- Order forms
- Tables
- Databases

Youtube clips
Guided Internet searches

Excel Skills:
Formatting spreadsheets
Sorting
Filtering
Validation
References
Charts and Graphs
IF Function
Countif function

Word Skills:
Letters
Shortcuts
Indents and Margins
Hyperlinks
Mail Merge
Spreadsheet Merge
Mailing Labels
Stacking and grouping

Access Skills:
Data Entry
Forms
Queries
Reports
Charts
ELECTIVE - Industrial Technology and Design (ITD)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Technology (Home Ec, ITD, Business, ICT)</th>
<th>Additional Cost</th>
<th>Nil</th>
</tr>
</thead>
</table>
| Contact Person | Name: Terry Gleeson  
Email: tglee18@eq.edu.au | Senior Schooling Pathways | Certificate in Engineering  
Industrial Technology & Design |

**Subject Overview**
Learning in ITD builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.
In Year 10 students use design and technology knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

**What skills are developed?**
- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technology contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Understand the roles and responsibilities of people in design and technology occupations and how they contribute to society.

**Study Expectations**
- Students are expected to complete online safety training at home
- Design folios and workbooks are completed both in class and at home

**Topics Covered**
- Wood Technologies
- Metal Technologies

**Assessment**
- Design Folio
- Workbook of activities
- Projects

**Learning Experiences and Excursions**
- Understanding and practice of safe workshop procedures
- Develop skills with a wide range of hand tools
- Use workshop machines to fabricate various materials
- Develop skills in the design process
Subject Overview
Superheros and Villains - Students will explore the musical elements that create music for the superhero and the villain.

Music is an important part of society and culture. It allows students to develop creativity and self-expression while fostering self-discipline, concentration, listening skills and fine-motor skills. It also develops interpersonal skills and teamwork. Music at Goondiwindi State High School offers students an enjoyable and hands-on learning experience as they compose music, study musical styles and express themselves through performance.

What skills are developed?
- Effective Communication
- Listening Skills
- Self-Discipline
- Fine Motor Skills
- Interpersonal Skills

Study Expectations
- 1 hour of homework and independent study/practice per week

Study Expectations

Topics Covered
- Cultural Significance of Music
- Song Structure/Composition
- Performance Etiquette and Technique
- Genres of Western Music
- Technology in Music

Assessment
- Assessment in Music focuses on three core elements of musicianship:
  - Performance
  - Composition
  - Analysis (Exam)

Our assessment tasks strive to offer authentic learning experiences and help each student to become a well rounded musician.

Learning Experiences and Excursions
Exploring new music, performing to a live crowd, stagehand experience (setting up sound equipment), special selection for music workshops when available in the school, option to enter eisteddfod.
Subject Overview

Year 10 Visual Art engages students in creative thinking, critical analysis and problem solving processes involved in producing (making), displaying and appreciating (appraising) artworks. The inquiry model of researching, developing, resolving and reflecting emphasises processes of investigation as well as the production of an image or an object. Students are given teacher developed focuses from which they develop visual concepts and ideas. Students are encouraged to develop their higher order thinking skills which contribute to their abilities in creative problem solving using aesthetic processes. Students go beyond content based learning and mere acquisition of facts to metacognition and development of concepts and focuses. Self esteem is enhanced through the development of intrinsic motivation which encourages students to take responsibility for their own learning. The Visual Art strand creates a platform for Senior Art by increasing student experience in appraising artworks through researching, short response writing and oral discussions.

What skills are developed?

- Investigate the concept and focus through making and appraising art
- Develop visual language and expression through short response stimulus response writing
- Analyse, evaluate and justify a variety of artists' work as well as their own using processes both linguistic and non-linguistic to develop visual literacy
- Demonstrate increased knowledge, skills, techniques and processes in making, in a variety of areas such as: drawing, painting, printmaking, 3 dimensional studies, performance art, installation and digital imaging
- Visualise

Study Expectations

- Be required to complete both short term and long term homework in order to resolve experimental process work begun in class
- Students will be required to complete between 2.5 and 3 hours homework and independent research per week
- Students are offered non-mandatory use of after-school studio time to use specialised equipment and to access resources required to complete artworks

Topics Covered

<table>
<thead>
<tr>
<th>Term 1: Putting You In the Picture (Australian Art)</th>
<th>Term 2: Unconventional (Wearable Art)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of painting techniques: graffito, impasto, wash, glazing, hard edge and layering</td>
<td>Repurposing and recycling of found objects and materials</td>
</tr>
<tr>
<td>Meanings and symbols in Australian Art</td>
<td>Challenging function to redefine meaning and contexts</td>
</tr>
<tr>
<td>Practical folio</td>
<td>Practical folio</td>
</tr>
<tr>
<td>Visual Journal</td>
<td>Visual Journal</td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>Term 1:</th>
<th>Term 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Folio</td>
<td>Practical folio</td>
</tr>
<tr>
<td>Appraising/research</td>
<td>Appraising/research</td>
</tr>
<tr>
<td>Visual Journal</td>
<td>Visual Journal</td>
</tr>
</tbody>
</table>

Learning Experiences and Excursions

- Teacher directed learning (demonstrations etc)
- Making (practical experiences, experimenting, developing and resolving)
- Appraising Artworks (researching, investigating, analysing, evaluating, justifying)
- Exhibition practice (participating in art shows, public/community projects, displaying your own and others’ art work)
- Access to professional art workers through events such as Expressive Arts Week
- Individual student directed research and development
- Groupwork (public projects)
- Gallery visits (where and when appropriate)