Subject Overview Handbook

Year 10 – 2018
MESSAGE FROM THE PRINCIPAL

Welcome to Year 10.

This booklet has been designed to provide students and parents/guardians with information, which we hope will assist you in your preparation for the course of study that you will follow in 2018.

We have provided you with an overview of the CORE and ELECTIVE subjects available at Chinchilla State High School so that our students and their families understand the general study requirements for each subject. If there are any aspects of a particular subject on which you require further information, please do not hesitate to contact our Heads of Department, Deputy Principals or subject area teachers.

Important information outlining the process for selecting ELECTIVE subjects has been included at the back of this book. Please ensure that you select subjects that meet your needs and interests.

At Chinchilla State High School, Year 10 is the foundation level of our Senior School, and we look forward to our students taking the many great learning and leadership opportunities that will be on offer in 2018.

Scott Rowan
Principal

STATEMENT OF PURPOSE

At Chinchilla State High School our School Vision is: Learning together for a happy and productive future.
Our main focus every day is: Teaching and learning in a safe, disciplined environment.

STATEMENT OF SCHOOL VALUES

Our School Vision is underpinned by our TEAM Core Values.
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<th>Curriculum Areas</th>
<th>Time allocation per week</th>
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<tr>
<td>English</td>
<td>3 x 70 mins</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 x 70 mins</td>
</tr>
<tr>
<td>Science</td>
<td>3 x 70 mins</td>
</tr>
<tr>
<td>History / Geography</td>
<td>3 x 70 mins</td>
</tr>
<tr>
<td>Junior Physical Education</td>
<td>2 x 70 mins</td>
</tr>
<tr>
<td>Elective 1</td>
<td>2 x 70 mins</td>
</tr>
<tr>
<td>Elective 2</td>
<td>2 x 70 mins</td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>1 x 50 mins</td>
</tr>
<tr>
<td>ELP</td>
<td>1 x 70 mins</td>
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</tbody>
</table>
## Future Options

Students who successfully complete this subject may select English in Year 11. University courses include Arts, Business, Commerce, Law, Education, Nursing, Medicine, etc.

## Description

Students studying English will learn to:

- examine a range of literary and non-literary texts in various modes and mediums across diverse cultures and time periods.
- interpret, analyse, evaluate, respond to & construct a range of texts through reading, listening, viewing, speaking & writing.
- communicate effectively in Standard Australian English for various social and cultural purposes and audiences.
- make choices about generic structures, language, textual features and technologies to convey meaning.
- control language (written or spoken) using grammar, punctuation, vocabulary and spelling.

## Term | Unit Description | Assessment
--- | --- | ---
1 | **Unit 1: Understanding & Analysing Satire in Texts**: Students read, view and analyse the text, language and visual features used in satirical texts. Students select a political cartoon and identify the point of view, attitude and assumption represented in the cartoon. Students analyse how the author positions the audience through the use of text, language and visual features. Included in the analysis is an explanation of the student’s personal response to the issue identified in the cartoon. | - Written Analytical Essay (500 – 650 words) |
2 | **Unit 2: Exploring Representations of Events and Issues in News Media Texts**: Students listen to, read and view a variety of news media texts exploring significant news events and issues. They compare the way in which included authors portray a selected event or issue. | - Written Short Response Exam (70 Minutes) |
3 | **Unit 3: Reading & Responding to Literary Texts Exploring Social Issues in Australia**: Students read a novel (e.g. Tomorrow When the War Began, Looking for Alibrandi, Boys of Blood and Bone) that explores a social, moral or ethical issue important to Australian society. Students will write a feature article responding to the stimulus novel. **Unit 4: Reading and Interpreting an Australian or Indigenous Film** Students view an Australian or Indigenous film to develop an understanding of the representations of social groups and the role of film codes in portraying this representation. Students present an opinion about the representations of Australia, its people and cultures, considering the use of cinematic codes in the film studied in class. | - Written Feature article (500 – 650 words) - Spoken persuasive speech (3 – 5 minutes) |
4 | **Unit 5: Responding to Poetry**: Students read and listen to a variety of poems to further their understanding of the issue or question that the poem explores, in addition to other social, moral and ethical issues. Students analyse a poem that addresses an issue of global or local concern. | - Written Analytical Essay (500 – 650 words) |
5 | **Unit 6: Evaluating Representations of Events or Issues in News Media Texts**: Students listen to, read and view a variety of news media texts (as stimulus), exploring significant news events and issues. They brainstorm to further develop these ideas, and practice transforming these into imaginative responses with a sustained social, moral or ethical message. In exam conditions, students write a personal imaginative response (short story) to address a social, moral or ethical issue. Students will also complete a language skills exam responding to spelling, grammar and punctuation questions. | - Written Short Story (400 – 650 words) - Language Skills Exam (70 minutes) |
### GEOGRAPHY

**Future Options**
Students who successfully complete this subject may select Senior Geography in Year 11. University courses include Engineering, Town Planning, Law, Travel, Arts, Education, Environmental Management, Social Sciences and Business.

**Description**
Geography involves the study of the Earth’s surface as a space in which people live. Geography includes studies of place and of people and their relationship with the environment. Geographic education is characterised by an inquiry based model of learning, where students develop skills in questioning, analysing, researching, evaluating and communicating. Geographers ask questions such as: What is being done and what could be done? Studies in Geography help us live our day to day lives by informing us about our local area and other parts of the world.

<table>
<thead>
<tr>
<th>Term</th>
<th>Unit Description</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Unit 1: Environmental Change and Management:</strong> Students investigate a significant environmental issue in Australia that has caused change over time and consider what strategies will best manage this environmental change into the future. Findings will be presented in a four part research-based assignment that involves data collection, interpretation of data, proposing and evaluating action and is finally presented in a written response report.</td>
<td>• Written research report (500 – 700 words)</td>
</tr>
</tbody>
</table>
| 2    | **Unit 2: Geographies of Human Wellbeing:** Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate. | • Written Short Response Exam On Data Analysis (150 – 250 words per paragraph)  
• Written Extended Response under Exam Conditions (400 – 500 words) |

### HISTORY

**Future Options**
Students who successfully complete this subject may select Senior Ancient History and Senior Modern History. University courses include Art History, Arts, Asian Studies, Education, International Relations, Law, Journalism, Peace and Conflict Studies, Philosophy, Political Science, Public Policy.

**Description**
The study of history focuses on key events, ideas, movements, developments and people that have shaped the ancient and modern world. It enables students to study the forces that have shaped today’s world and provides them with a broader deeper comprehension of the world in which they live. The focus of history in Year 10 is the examination of key events during the 21st centuries and how these events and people have left a lasting legacy in today’s society. Additionally this course sees the development of key historical skills including: source analysis, research and communication skills.

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</table>
| 3    | **Unit 1: World War II:** Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcomes and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement. Students view a cartoon and read an extract based on issues from WWII to answer short response questions. Students will also conduct an in-depth investigation of a selected World War II campaign. | • Written short response exam with stimulus (150 – 250 words per paragraph)  
• Extended Written Research Task (500 – 700 words) |
| 4    | **Unit 2: Rights and Freedoms:** Students investigate how human rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world. The rights of Aboriginal and Torres Strait Islander people is the main focus. Students will write an extended written response based on an unseen question in relation to the push for Indigenous rights and freedoms in Australia. | • Written extended response under exam conditions (70 minutes, 400 – 500 words) |
Future Options: Literacy skills are essential for success in all subjects studied throughout High School, and life beyond study.

Description: The Essential Learning Program focuses on reading and comprehending a range of texts, and writing, speaking, and creating different text types. The program is designed to cater to the specific needs of our students as well as adding to the skills needed for success in their core subjects, especially English, History, Geography and Science. The reading component focuses on the use of the SCORE framework—Skim and Scan, Connect and Question, Organise Your thinking, Read and Reflect, Be the Expert. In Writing, students learn and practise the Seven Steps to Writing Success (Planning for Success, and Sizzling Starts are the first two steps.)

<table>
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<tr>
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</table>
| 1 – 4 | **READING**  
- Reading comprehension – range of text types  
- Introduction of the **SCORE** framework  
- **QAR**—Question Answer Relationships (supports students to answer questions about their reading) | - Monitoring tasks |
|      | **WRITING**  
- Spelling, Sentence Structure, Punctuation, Paragraphing using **TEEL**  
- Developing skills to produce effective writing for various contexts |           |
### MATHEMATICS

**Future Options**
Students who successfully complete this subject may select Mathematics A and Prevocational Mathematics in Year 11.

**Description**
In Mathematics, students will develop an appreciation of the value of Mathematics to humanity. Real-life mathematical problems are used as often as possible. Students will have an understanding of mathematical terms and symbols so as to be able to communicate clearly and concisely. The aim is to give students an understanding of the methods of Mathematics and develop the ability to apply them in known and unknown situations.

<table>
<thead>
<tr>
<th>Term</th>
<th>Unit Description</th>
<th>Assessment</th>
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</thead>
</table>
| 1    | • Pythagoras’ Theorem and trigonometry  
      • Chance | • Mid-term examination (70 minutes)  
      • Mathematical Investigation |
| 2    | • Linear and non-linear relationships  
      • Patterns and algebra | • End-term examination (70 minutes) |
| 3    | • Data representation and interpretation  
      • Using units of measurement  
      • Geometric reasoning | • End-term examination (70 minutes) |
| 4    | • Money and financial mathematics  
      • Linear and non-linear relationships | • Mathematical Investigation  
      • End-term examination (70 minutes) |

### MATHEMATICS - ADVANCED

**Future Options**
Students who successfully complete this subject may select Mathematics A, Mathematics B and Mathematics C in Year 11.

**Description**
In Advanced Mathematics, mathematical skills are developed whereby students will aim to understand the methods and principles of Mathematics and develop the ability to apply them. They will be able to recognise when problems are suitable for mathematical analysis and find solutions. This subject includes aspects of both Mathematics A and Mathematics B which will be further developed in Year 11.

<table>
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<th>Term</th>
<th>Unit Description</th>
<th>Assessment</th>
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</thead>
</table>
| 1    | • Pythagoras’ Theorem and trigonometry  
      • Chance | • Mid-term examination (70 minutes)  
      • Mathematical Investigation |
| 2    | • Linear and non-linear relationships  
      • Patterns and algebra | • End-term examination (70 minutes) |
| 3    | • Data representation and interpretation  
      • Using units of measurement  
      • Geometric reasoning | • End-term examination (70 minutes) |
| 4    | • Money and financial mathematics  
      • Real numbers  
      • Linear and non-linear relationships | • Mathematical Investigation  
      • End-term examination (70 minutes) |
### Science

**Future Options**

Students who successfully complete this subject may select any of the Senior Science subjects.

**Description**

In Science, scientific knowledge and skills are developed whereby students will aim to understand the principles of four strands of Science which includes Chemistry, Physics, Biology and Earth Science. Each unit will include both theory and practical lessons. The subject matter covered in this subject will allow students to choose any of the Science subjects available to students in Year 11.

<table>
<thead>
<tr>
<th>Term</th>
<th>Unit Description</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Chemistry</strong></td>
<td>- Assignment – extended experimental investigation (400 – 500 words)</td>
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<tr>
<td></td>
<td>- Chemistry isn’t magic</td>
<td></td>
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<td></td>
<td>- Chemical reactions matter</td>
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<td>2</td>
<td><strong>Biology</strong></td>
<td>- End-term understanding examination (40 minutes)</td>
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<td></td>
<td>- Exploring heritable characteristics and DNA</td>
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<td></td>
<td>- Life evolves</td>
<td>- End-term Inquiry examination (60 minutes)</td>
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<td>3</td>
<td><strong>Physics</strong></td>
<td>- Extended Research Task (600 – 800 words)</td>
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<td></td>
<td>- Moving along</td>
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<td></td>
<td>- Energy of motion</td>
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<td>4</td>
<td><strong>Earth Science</strong></td>
<td>- End-term examination (70 minutes)</td>
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<td></td>
<td>- Global systems</td>
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<td></td>
<td>- The universe</td>
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### Essential Learning Program: Numeracy

**Future Options**

At the completion of this course, students will be better equipped to successfully complete the Year 10 Mathematics and Year 10 Advanced Mathematics courses. This will also assist them into Mathematics courses beyond this year.

**Description**

In the Essential Learning Program for Year 10 Mathematics and Advanced Mathematics, the aim is for students to revisit skills required for them to be successful in the Mathematics classes. The program extends to topics they have not been working with this year but may appear in their class work, and are expected to remember. It also extends to skills which appear in their current course of study. This body of learning is for one semester of study.

<table>
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<th>Term</th>
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<tbody>
<tr>
<td>1</td>
<td>- Order of operations</td>
<td></td>
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<td></td>
<td>- Integers</td>
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<tr>
<td></td>
<td>- Rules for rearranging equations and solving for an unknown</td>
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<tr>
<td></td>
<td>- Fractions</td>
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<td></td>
<td>- End-term examination (70 minutes)</td>
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<tr>
<td>2</td>
<td>- Order of operations, integers and decimals</td>
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<tr>
<td></td>
<td>- Index laws</td>
<td></td>
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<tr>
<td></td>
<td>- Rules for rearranging equations and solving for an unknown</td>
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<td></td>
<td>- Distributive Law</td>
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<tr>
<td></td>
<td>- Factorising</td>
<td></td>
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<tr>
<td></td>
<td>- Converting units of measurement</td>
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<tr>
<td></td>
<td>- Rates and ratio</td>
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<td></td>
<td>- End-term examination (70 minutes)</td>
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</tbody>
</table>
### HEALTH EDUCATION

**Future Options**
Students who successfully complete this subject may select Senior Health Education.

**Description**
Junior Health Education is an introductory unit to senior Health Education. It uses the Ottawa Charter to identify health issues within society and devise recommendations to improve health outcomes. This subject will help develop research and writing skills and encourage informed decisions about healthy lifestyle choices.

<table>
<thead>
<tr>
<th>Term</th>
<th>Unit Description</th>
<th>Assessment</th>
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</thead>
</table>
| 1.   | Introduction to Health  
- Risk taking behaviours in the Chinchilla community  
- Strategies to promote healthy living. | Group multimodal presentation (5 – 8 minutes) |
| 2.   | Obesity  
- Factors negatively affecting health.  
- Supportive networks and recommendations | Research report (700 – 1000 words) |
| 3.   | Illicit Drugs  
- Impacts of illicit drugs on society.  
- Recommendations to limit this problem. | Marketing Campaign  
Action research project (1 minute campaign and 600 – 800 word report) |
| 4.   | Sun Safety  
- Analysis of health issues associated with a lack of sun safety  
- Analyse campaigns and devise strategies to improve health | Exam (70 minutes) |

### PHYSICAL EDUCATION

**Future Options**
Students who successfully complete this subject may select Senior Physical Education.

**Description**
Junior Physical Education is an introductory unit to Senior Physical Education. There are both practical and theoretical components in the course. The practical units develop a wide range of skills through a range of different sports. The theoretical components make students evaluate their personal performance and develop recommendations to improve physical skills. This subject will help develop research and writing skills and encourage informed decisions about healthy lifestyle choices.

<table>
<thead>
<tr>
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<th>Unit Description</th>
<th>Assessment</th>
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</thead>
</table>
| 1.   | Figueroa's Framework and Volleyball  
- Identify their own stage of learning for volleyball  
- Impacts of feedback and practice on performance. | Research Report (600 – 800 words)  
Physical response (continuous assessment) |
| 2.   | Energy Systems and Soccer/Futsal  
- Identify the differences between the body’s energy systems.  
- Discuss the best training to improve energy systems | Exam (70 minutes)  
Physical response (continuous assessment) |
| 3.   | Biomechanics and AFL  
- Identify the impact of equity and access on participation.  
- Develop recommendations to improve participation | Multimodal presentation (3 – 5 minutes)  
Physical response (continuous assessment) |
| 4.   | Skill Acquisition and Golf  
- Identify the influences that biomechanics has on performance,  
- Use biomechanical principles to improve physical performance. | Research report (600 – 800 words)  
Physical response (continuous assessment) |
Junior Recreational Practices is an introductory unit to Senior Recreational Practices. There are both practical and theoretical components in this course. The practical units develop a wide range of skills through a range of different sports. The theoretical components make students evaluate their personal performance and develop recommendations to improve physical skills. This subject will help develop research and writing skills and encourage informed decisions about healthy lifestyle choices.

<table>
<thead>
<tr>
<th>Term</th>
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</table>
| 1    | Energy Systems, Oz Tag and Training  
- Identify the three different energy systems.  
- Devise strategies to improve energy systems. |  
- Research Report (400 – 600 words)  
- Physical response (continuous assessment) |
| 2    | Coaching, Basketball and Training  
- Identify, plan and implement coaching sessions.  
- Evaluate their coaching sessions to further improve. |  
- Integrated unit (400 words minimum)  
- Physical response (continuous assessment) |
| 3    | Training Sessions and Fitness/Futsal  
- Develop and participate in training sessions.  
- Reflect on the success of training and devise strategies to improve. |  
- Reflection Journal (600 words minimum)  
- Physical response (continuous assessment) |
| 4    | Sociology and Participation, Training and Racquet Sports  
- Identify the influence the media can have on participation.  
- Devise strategies the media can use to develop participation. |  
- Exam (70 minutes)  
- Physical response (continuous assessment) |
This course aims to provide students with a basic background in two primary strands of agriculture; plant production and animal production. Students will undertake an intensive animal production unit including an excursion to a local cattle feedlot. Students will gain knowledge in producing food sustainably and consider the benefits of fertilisers through trials. Safety in the agricultural industry will be an ongoing focus throughout the year.

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<tr>
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</table>
| 1    | **Safety in Primary Industries**  
      - Workplace health & Safety Certificate  
      **Animal production unit**  
      - Production cycle  
      - Factors affecting meat quality  
      - Pests and diseases  
      - Marketing  
      - Basic cattle handling and working in yards | **Supervised Short response exam (60 minutes)** |
| 2    | **Plant production unit**  
      - Forage and fodder crops  
      - Climate requirements  
      - Soil requirements | **Research report (600 words)** |
| 3    | **Plant production unit**  
      - Fertiliser trial  
      - Pasture production  
      - Fertiliser use  
      - Soil requirements  
      - Climate requirements | **Fertiliser trial report and PowerPoint presentation (800 – 1000 words)** |
| 4    | **Hydroponic Unit**  
      - Types of systems  
      - Types of media  
      - Nutrient solutions  
      - Nutrient deficiencies  
      - Care and maintenance of hydroponic systems | **Supervised short response exam (60 minutes)** |
**BUSINESS STUDIES**

**Future Options**
Students who successfully complete this subject may select Legal Studies, Tourism, Accounting and Business Studies, as well as Certificate courses in the same fields of study.

**Description**
Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. “Business” refers to enterprising endeavours undertaken to meet human needs and wants. Business, travel, economic and legal activities impact on and present a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs. The Year 10 Business course aims to provide students with a range of experiences that provide knowledge, processes and skills contributing to further studies, vocational pathways and their role as active informed citizens.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Employment Success: The focus of this unit is on students developing fundamental knowledge about the business environment from an employee/employer perspective.</td>
<td>Written Supervised Exam (60 minutes)</td>
</tr>
</tbody>
</table>
| 2    | Basics to Accounting: This unit is designed to give students a basic understanding of accounting and the recording of financial information. | Supervised Short Response Exam (60 minutes)  
Supervised Practical Exam (120 minutes) |
| 3    | You the Law and Society: This topic aims to create in students an awareness of the legal system and the court system within Australia. | Written Extended Response (500 words) |
| 4    | The Holiday Maker: The focus of this unit is on working with customers to investigate the meaning and importance of customer service as they assume the role of a travel agent. | Collection of Works (Portfolio) |

**GRAPHICS**

**Future Options**
Students who successfully complete this subject may select Senior Graphics. University courses include Engineering, Town Planning, Architecture, Draftsperson.

**Description**
The study of Graphics focuses on developing the student’s ability to communicate information through diagrams and drawings for the manufacture of everyday products and dwellings. Students will incorporate the elements and principals of design in the investigation and development of a variety of everyday products.

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>Unit 1: Introduction to Graphics: Drawing Analysis, Sketching, Manual Drafting. Applying these skills to produce drawings for Industrial Graphics.</td>
<td>Produce a Folio of work for Industrial Graphics using manual Drafting techniques</td>
</tr>
<tr>
<td>2</td>
<td>Unit 2: Built Environment Design: use of CAD (Autodesk Revit) to produce architectural drawings. These drawings will follow the Australian Standards for Building</td>
<td>Produce a Folio of work for Built Environment Graphics using CAD</td>
</tr>
<tr>
<td>3</td>
<td>Unit 3: Industrial Graphics Design: use of CAD (Autodesk Inventor) to produce mechanical drawings. These drawings will follow the Australian Standards.</td>
<td>Produce a Folio of work for Industrial Graphics using CAD</td>
</tr>
<tr>
<td>4</td>
<td>Unit 4: Built Environment Design: use of CAD (Autodesk Revit) to produce architectural drawings. These drawings will incorporate the Passive Design to develop solutions</td>
<td>Produce a Folio of work for Built Environment using CAD</td>
</tr>
</tbody>
</table>
### INDUSTRIAL TECHNOLOGY AND DESIGN

**Future Options**
It is recommended that students completing this subject successfully will be able to choose Senior Technology Studies.

**Description**
The aim of this course is to equip students with basic knowledge of Design. The course incorporates the fundamentals of Design principals, sketching techniques, Computer-aided Drafting (CAD) and Computer Numerical Control (CNC), workshop safety, use of hand tools and machinery, material properties for both wood and plastic and 3D printing. Students will develop their creative processes by analysing design problems, applying design factors and communicating those ideas in the way of written folios. Students synthesise and evaluate their designs and make recommendations on how they could improve the outcomes.

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<tr>
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<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Desk Tidy: Students investigate designs and through analysis of the design criteria design their own project. They then build the project in the workshop. Along with the practical component students must complete a design folio which outlines their thought processes and logs their production steps. This folio also includes and evaluation of the product and recommendations for improvement.</td>
<td>Produce a Folio of work which outlines the design process and complete the manufacture of the product.</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td>F1 Car: Students investigate the development of the F1 Car and look at ways to improve the design. They will develop an overall corporate image for their F1 racing team and design a suitable logo. They will produce a CAD model of an F1 Car, cut it out on a CNC, paint, finish and race it.</td>
<td>Produce a Folio of work for the F1 Car and Logo. Produce and race a model F1 Car.</td>
</tr>
<tr>
<td>4</td>
<td>Mobile Phone Holder: Students investigate and design a product which could be used to store and hold a mobile phone. They will make the product which may include plastic and 3D printed components. Their folio will include a log of the production process, an evaluation and any recommendations for improvement.</td>
<td>Produce a Folio of work for the Mobile Phone Holder and manufacture the product. There will also be a Report on the plastic industry and methods of plastic production.</td>
</tr>
</tbody>
</table>

### MANUAL ARTS

**Future Options**
Students who successfully complete this subject may select Senior Industrial Technology Skills (ISK), Building and Construction Skills (BSK), Cert II in Engineering Pathways, and Certificate I in Building and Construction.

**Description**
This subject focuses on developing students’ knowledge and skills of joins, finishes and safety through hands on experiences. Students will be provided with the opportunity to use a range of tools and machines as they create a wide range of wood and plastic based projects. There will also be an aspect of theory through the course which will require students to communicate their understanding of materials, processes and practices in both written and visual form.

<table>
<thead>
<tr>
<th>Term</th>
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<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td>Concrete Wood Float: Students manufacture a concreter’s wood float out of timber which introduces them to stop tenon joins and bridle joins.</td>
<td>Practical Project</td>
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<tr>
<td>2</td>
<td>Camp Stool: Students manufacture a camp stool out of pine and are introduced to a variety of wood work joins and finishing processes.</td>
<td>Practical Project</td>
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<tr>
<td>3 &amp; 4</td>
<td>Bedside Table: Students manufacture a bedside table with drawer which utilises many of the wood work joins and finishes learnt in previous projects. Students are also introduced to wood turning techniques and produce a turned timber product.</td>
<td>Practical Project</td>
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</tbody>
</table>
The course aims to provide students with a range of skills and experiences within the food and textiles areas. Students' will develop knowledge, skills and understanding of food properties, processing, preparation and consumption throughout the world. They will additionally evaluate food choices in a range of contexts. The textiles unit develops students' knowledge, understanding and skills to be creative, explore functional and aesthetic aspects of textiles and produce a textile product. They will investigate sustainability of the textiles industry. In semester 2, students will undertake units leading into Year 11 subjects.

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| 1    | **Cultural Exchange**: This unit develops students' knowledge, skills and understanding of the importance of food in other cultures. Students develop food skills and an understanding of food properties, processing, preparation, and consumption in a country of their choice. Students learn to evaluate food choices in a range of contexts. | • Practical cookery  
• Written Assignment (500 – 700 words) |
| 2    | **Patterns 4 Fashion**: This unit develops students' knowledge, understanding and skills to be creative, explore functional and aesthetic aspects of textiles and produce a textile article. They will create a design journal that formulates ideas for the product and evaluates the finished design. | • Practical Product  
• Written folio (500 – 700 words) |
| 3    | **Themed Functions**: This unit develops students' knowledge, skills and understanding of the hospitality industry. Students will investigate costing and catering to meet client needs. Students will learn to evaluate food choices and service techniques in a range of contexts. | • Practical Cookery  
• Written Folio (500 – 700 words) |
| 4    | **Upcycling**: This unit develops students' knowledge, understanding and skills to be creative, explore functional and aesthetic aspects of textiles and produce a textile item from a recycled item. They will create a design journal that formulates ideas for the product and evaluates the finished design. | • Practical Product  
• Written Folio (500 – 700 words) |
Future Options

Students who successfully complete this subject may select Senior Dance. Careers and university courses include Professional Dancer/ Performer, Choreographer, Teacher, Entertainment and Media industries, Arts Administration, Stage Engineers, Art Critics.

Description

Dance in Australia is a growing art form that reflects the increasing diversity of Australian society. It is a powerful and dynamic form of human expression. As students explore movement, responding to and making judgments about their experiences they develop their physical and sensory awareness and strengthen their personal understanding of themselves, as well as those from other cultures and backgrounds.

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| 1    | **Pop Royalty:** Through the study of Popular Dance students explore, manipulate, recognise, describe, interpret and evaluate movement components, technical skills, dynamic and spatial elements and non-movement components. | • Performance: teacher devised sequence performed in pairs (3 minutes)  
• Choreography: Group (1 minute per person) |
| 2    | **Beyond Our Backyard:** Through the study of Popular Dance students explore, manipulate, recognise, describe, interpret and evaluate movement components, technical skills, dynamic and spatial elements and non-movement components. | • Performance: teacher devised sequence performed in pairs (3 minutes)  
• Appreciation in-class essay (600 – 800 words) |
| 3    | **Dance Fusion:** Through the study of Slow Modern and Contemporary Dance students explore, manipulate, recognise, describe, interpret and evaluate movement components, technical skills, dynamic and spatial elements and non-movement components. | • Performance: teacher devised sequence performed in pairs (3 minutes)  
• Exam (70 minutes) |
| 4    | **A Leap of Faith:** Students complete an independent study where they will select stimuli, choreograph and write a choreographic intent individually. | • Choreography: Individual (3 minutes)  
• Choreography intent: support material (250 words) |
**Future Options**
Students who successfully complete this subject may select Senior Drama. University courses include Acting, Set Design, production or scriptwriting, Education, Arts Administration, Film and Television Industries, Media, Advertising, Law, Diplomatic Service, Travel, Journalism, Public Relations.

**Description**
Drama is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies. Students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Studying Drama promotes imagination, critical and creative thinking, problem solving and provides opportunities to share ideas with others through informal and formal performances.

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| 1    | **Commedia Dell Arte**: Students will explore the art of improvisation. Using their knowledge of improvisations students enter the world of Commedia. This unit builds ensemble skills and fine tunes improvisational abilities. This unit is the students' initial interaction with World Theatre. They take the everyday, the mundane and make it hilarious. | • Improvisation Forming (2 minutes per person)  
• Presenting (2 – 3 minutes) |
| 2    | **Verbatim and Documentary Drama**: Students study the purpose and conventions of Verbatim Theatre through the text April's Fool. Students identify and analyse the elements of drama and how these create dramatic meaning in written texts. Students explore the form, style and conventions of Documentary Drama. | • Responding Analytical Essay (500 words) |
| 3    | **Documentary Drama and Response to Live Theatre**: Students complete their exploration of Documentary Drama by researching an issue of their choice and using this as stimulus to create their own work. Students study play building techniques and the art of creative collaboration. Students view a live performance. | • Forming documentary drama script (2 x A4 page)  
• Presenting (2 minutes per person)  
• Responding Analytical Essay (500 words) |
| 4    | **Realism**: To prepare students for the vigour of senior drama in Year 11, students explore the most influential style of drama of the 20th century: Realism. Students explore a range of dramatic texts and learn how to interpret playwright's intentions and motivations of characters. | • Presenting (2 minutes per person) |
## MUSIC

**Future Options**
Students who successfully complete this subject may select Music in Year 11. University and Conservatorium courses include Music Performance, Composition, Musicology, Education, Arts, Creative Industries, Sound Engineering, Music Business Management.

**Description**
Students live in a world in which music has an important and pervasive presence. A study of music helps students to develop their practical and creative potential and to understand and heighten enjoyment of the arts. There are many intrinsic benefits to music education including being disciplined, learning a skill, being part of the music world, managing performance and being part of something you can be proud of.

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| 1    | **Arranging:** Through the focus on musical elements: duration, pitch, harmony, structure, dynamics and timbre; students will develop skills in writing melodies; musical accompaniments and arranging of given melodies for all instruments, including transposing instruments. They will continue to develop practical skills on chosen instruments. | • Composition: Writing an arrangement of a given song by adding harmony and rhythmical accompaniment to these melodies.  
• Performance: Students to work as soloists or in ensemble on music chosen through negotiation with teacher. |
| 2    | **Song Writing:** Through the focus on musical elements: duration, pitch, harmony, structure, dynamics and timbre; students will develop skills in writing songs. They will continue to develop practical skills on chosen instruments. | • Composition: Writing a song for voice, chosen instruments including keyboard, guitar and drums.  
• Performance: Students to work as soloists or in ensemble on music chosen through negotiation with teacher. |
| 3    | **Classics from the Past:** Through the focus on musical elements: duration, pitch, harmony, structure, dynamics and timbre evident in selected classics from past composers, students will develop skills in analysis. They will also learn basic conducting techniques and conduct musical excerpts. | • Exam: Based on analysis musical elements in studied and unstudied musical excerpts.  
• Performance: Students will conduct a musical excerpt from selected classics from the past. |
| 4    | **Jazz:** Through the focus on musical elements: duration, pitch, harmony, structure, dynamics and timbre evident in selected jazz compositions, students will study, analyse and compose using a variety of jazz styles. They will continue to develop practical skills on chosen instruments. | • Composition: Students will compose a musical work in a chosen jazz style.  
• Performance: Students to work as soloists or in ensemble on music chosen through negotiation with teacher. |

## VISUAL ART

**Future Options**
Students who successfully complete this subject may select Visual Art or Visual Art in Practice in Year 11.

**Description**
Visual Art provides students with the opportunity to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. It prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems. At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living.

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| 1    | **Ordinary into Extraordinary:** Students study the elements of drawing and create a folio by experimenting, researching different styles of drawing. | • Drawing – 2 x A1 or 4 x A3  
• Artist Statement |
| 2    | **Street Art:** In this unit, students research the numerous style of street art. Students create a skateboard and include approaches such as collage, lino and stencilling. | • Skateboard  
• Artist Statement |
| 3    | **Making the Connection:** Students research, analyse and interpret information about two artworks and compare them in terms of media and elements used and intended meaning. | • Essay – 600 – 800 words |
| 4    | **The Human Body:** Students research, experiment and plan using different materials and media to create a body of work reflecting the concept of the Human Body. This unit acts as a transition and mimics the creative process in senior art. | • Body of Work  
• Visual Diary  
• Artist Statement |
STUDENTS WITH DISABILITIES

Students who have a disability often require additional educational support needs. In E Block at Chinchilla State High School, we offer a range of learning options and support for students, which are highly individualised. The department of Education, Training and Employment adheres to the definition of a disability as outlined in the Disability Discrimination Act.

This legislation defines disability, in relation to a person, as:
- Total or partial loss of the person’s bodily or mental functions; or
- Total or partial loss of a part of the body; or
- The presence in the body of organisms causing disease or illness; or
- The presence in the body of organisms capable of causing disease or illness; or
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- A disorder, illness or disease that affects a person’s thought processes, perception of reality emotions or judgement or that results in disturbed behaviour.

All students covered under the DDA, are supported through a range of provisions at Chinchilla State High School including specialists (Occupational Therapists, Physiotherapist, Speech Language Pathologist), learning support staff, personal health support, behaviour and guidance support. Some students who have significant educational support needs meet the eligibility criteria for additional resource through the Departments’ Education Adjustment Program (EAP). These additional resources assist classroom and specialist teaching staff to deliver high quality educational programs that are designed to meet the individual program needs of students within an inclusive school setting. These resources are allocated to the school, not individual students.

If you would like to know further information or would like to discuss/plan individual programs, please contact Mrs Laura Higgins, Acting Head of Special Education Services.
COMMUNICATION

How can you keep up to date?
- School Website: www.chinchilshs.eq.edu.au
- QSchools App (download from App store or Google Play)
- School Newsletter sent home fortnightly with students
- Junior Secondary Email List (contact Miss Samantha Taylor)
- Contact class teachers by phone or email
- Contact administration: admin@chinchilshs.eq.edu.au
- Contact absence officer: absent@chinchilshs.eq.edu.au

NOTES