



2023 YEAR 10

Curriculum Course Guide



**ALBANY
CREEK
STATE
HIGH
SCHOOL**

INNOVATIVE THINKERS - SUCCESSFUL LEARNERS - CONNECTED COMMUNITY

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WELCOME TO...



**ALBANY
CREEK
STATE
HIGH
SCHOOL**

Principal's Introduction

Our Curriculum Handbook – Year 10 provides general information about the pathways available to students entering Year 10, as well as specific information about the course content in each of the subjects offered. The wide range of subjects available to students is indicative of our commitment to engaging students in their Senior Secondary education as well as preparing them for a range of career pathways.

When choosing subjects it is important for students to consider building on their strengths and interests. Students are encouraged to think carefully about their choices and to ensure that they are making decisions which enable future possibilities.

Throughout each semester students will be required to complete all assessment tasks and maintain high levels of attendance in order to receive credit for their subjects. We encourage students to select subjects wisely ensuring that choices enable them to meet career and personal goals, provide academic challenge and experiences necessary for their future success.

Ms Janelle Amos

Principal

GENERAL SCHOOL INFORMATION

Office Hours	8:00am to 4:00pm
Location	Albany Forest Drive, Albany Creek
Postal Address	PO Box 40, Albany Creek 4035
Telephone Number	3325 6333
Student Absence Number	3325 6360
Fax Number	3325 6300
Enrolment Email	enrolments@albanycreekshs.eq.edu.au
Email	principal@albanycreekshs.eq.edu.au
Web Address	www.albanycreekshs.eq.edu.au
Absences Email	studentabsence@albanycreekshs.eq.edu.au

At Albany Creek State High School we believe that every member of our school community has a right to develop socially, emotionally and intellectually in a safe and supportive school environment. We believe that in respecting the rights of others, in enhancing confidence and esteem and by maintaining a safe and healthy environment, all learners will be supported in their educational progress and have opportunities for individual success.

OUR VISION

- INNOVATIVE THINKERS**
- SUCCESSFUL LEARNERS**
- CONNECTED COMMUNITY**

OUR MOTTO

- KNOWLEDGE**
- PRIDE**
- TOLERANCE**

OUR VALUES

- RESPECT**
- RESPONSIBILITY**
- RESILIENCE**

These values drive and influence all of our decisions.

- We provide a quality learning environment that meets diverse student and community needs
- We deliver quality teaching and professional development in all learning areas by promoting a community of learning
- We develop and embed a student-centred learning framework within a futures-oriented curriculum

The impact of this is maximised student potential, self-worth and personal growth.

KEY PERSONNEL - SENIOR SECONDARY

Executive Team	Staff Member	Telephone
Principal	Janelle Amos	3325 6333
Deputy Principal – Year 10 and Year 7	Mahoney Archer	3325 6333
Deputy Principal - Year 9 and Year 12	Kym Everett	3325 6333
Deputy Principal - Year 11	Greg McMahon	3325 6333
Deputy Principal - Year 8	Sandy Kane	3325 6333
Year Level Coordinator		
Year 10 Coordinator	Ros Volling	3325 6333
Year 11 Coordinator	Kate Box	3325 6333
Year 12 Coordinator	Alison Handfield	3325 6333
Senior Secondary Head of Department (Years 10, 11 and 12)		
Senior Secondary	Luke Martin	3325 6370
Heads of Department		
English	Wendy White	3325 6388
Mathematics	Jane Irvin	3325 6334
Science	Sheridan Townsley	3325 6318
Humanities	Troy Wheeler	3325 6384
Languages	Jamie Hooley-Campbell	33256343
Health and Physical Education / Sport	Adam Nicholson	3325 6372
Industrial Design and Technology	Alison Read-Marczak	3325 6379
Applied Technology	Natascha Counsell	3325 6357
The Arts	Deborah Ruellan	3325 6396
Learning Engagement	Helen Beasley	3325 6346
Learning Connections	Sandra Marx	3325 6391
Information Technology	Sue Swan	3325 6348
Teaching and Learning and Media	Shaun Cathro	3325 6324
Senior Schooling and Business	Luke Martin	3325 6370
Subject Area Coordinators		
Football Excellence	Kevin Swadling	3325 6374
Student Support and Services		
Guidance Officer	Nicole Turnbull	3325 6305
Guidance Officer	Deryck Anderson	3325 6304
Chaplain	David Sumpton	3325 6362
School Based Youth Health Nurse	Stella Field	3325 6306
Aboriginal and Torres Strait Islander Support Officer	Anita Evans	3325 6383
Defence Transition Mentor	Amy Rae	3325 6383
Uniform Shop	Tuesday and Thursday 8.00 am -10.30 am	3325 6368

For a more detailed list of staff and their contact details, please refer to the [ACSHS website](#).

GLOSSARY OF TERMS

ATAR: THE AUSTRALIAN TERTIARY ADMISSION RANK: is the primary criterion for entry into most undergraduate-entry university programs in Australia.

COMPULSORY PARTICIPATION PHASE: When a young person completes Year 10 or turns 16, they enter the compulsory participation phase of learning. During this phase they must participate in an eligible option (approved education or training, paid employment or a combination of approved education, training and paid employment) for a further two years.

LEARNING ACCOUNT: The Learning Account is opened for each student with the Queensland Curriculum and Assessment Authority and records all learning achievements earned by the student during their Senior Phase of Learning. The achievements of students at school will be recorded by the school in their Learning Account. Achievements by students through other learning providers such as TAFE or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student's Learning Account with QCAA.

LUI: LEARNERS UNIQUE IDENTIFIER: The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students are able to use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.

QCAA: QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY: QCAA issues the Senior Education Profile showing a student's subject results

QTAC: QUEENSLAND TERTIARY ADMISSIONS CENTRE: QTAC is responsible for the calculation of ATAR. This organization also handles tertiary-entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course they do so through QTAC for most courses.

QCE: QUEENSLAND CERTIFICATE OF EDUCATION: The QCE will be awarded to all students completing the requirements. The QCE is Queensland's senior schooling qualification. It is internationally recognised and offers flexibility in what is learnt, as well as where and when learning occurs.

QCIA: QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT: The QCIA recognises the achievements of students who are on highly individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socio-economic, cultural or linguistic factors. The QCIA is an official record that students have completed at least twelve years of education, and provides students with a summary of their knowledge and skills that they can present to employers and training providers.

SAT: SCHOOL-BASED APPRENTICESHIP and TRAINEESHIP: If a student takes up a SAT, their week could include school classes, time working with an employer and time with a trainer.

SEP: SENIOR EDUCATION PROFILE: At the end of Year 12, all school students will receive a Senior Education Profile which will list all of their learning achievements at school.

SET Plan: SENIOR EDUCATION AND TRAINING PLANS: A SET Plan will be worked through with all Year 10 students to ensure that all students are either "Learning or Earning" in the years immediately after the compulsory years of schooling. The aim of the SET Plan is to set out student's planned courses of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study after Year 10, they will still be flexible enough to allow students to make changes when and if needed.

TAFE: TECHNICAL AND FURTHER EDUCATION: is part of the tertiary education sector which provides vocational education and training at certificate and diploma levels.

USI: UNIQUE STUDENT IDENTIFIER: From 1 January 2015, all students doing nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) in schools, at TAFE or through a traineeship or apprenticeship.

VET: VOCATIONAL EDUCATION AND TRAINING: VET is a national system designed to skill workers to work in particular industries eg Business, childcare, computers and multimedia, hospitality, retail and creative arts. VET opportunities are available through school subjects, TAFE or school-based traineeships and apprenticeships.



HOW DOES THE QCE WORK?

To receive a QCE, you must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training qualifications
- non-Queensland studies
- recognised studies

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

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

Literacy and numeracy

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



WHAT CAN I STUDY?

The QCE lets you choose from a wide range of subjects and course. There are three categories of learning – Core, Preparatory and Complementary – and some subjects and course are worth more credit than others. The table below lists the types of courses, their QCE category, credit values and Australian Tertiary Admission Rank (ATAR) eligibility.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
Applied subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 General subjects
Short courses Short courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	Short courses do not contribute
Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	Only 1 may contribute at Certificate III or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	As recognised by the QCAA	Check with QTAC depends on course



VOCATIONAL EDUCATION AND TRAINING

VET is an important part of senior schooling for many students. Approximately 60% of Queensland senior students achieve VET qualifications. In recent years the most popular courses have been in business, information and communication technology (ICT), hospitality, construction, fitness, and sport and recreation.

EXAMPLE QCE PATHWAYS

There are hundreds of possible course combinations that may lead to a QCE. Your QCE pathway will depend on your goals, and the subjects and courses your school offers. These are just a few examples of subject combinations that meet QCE requirements:

Example 1

A student enrolls in six General subjects (Core category) over four semesters.

English

Mathematical Methods

Accounting

Biology

Digital Solutions

Dance

Example 2

A student enrolls in six Applied subjects (Core category) over four semesters and a short course (Preparatory category) for one semester.

Essential English

Engineering Skills

Industrial Graphics Skills

Visual Arts in Practice

Essential Mathematics

Sport and Recreation

Short Course in Numeracy

Example 3

A student enrolls in a combination of General and Applied subjects (Core and Preparatory categories) and completes learning as part of a school-based apprenticeship in Construction.

Essential English

General Mathematics

Certificate I in Construction

Science in Practice

Certificate III Sport and Recreation



ASSESSMENT AND RESULTS

Assessment

How you will be assessed in Years 11 and 12 depends on what you study:

QCAA General subjects

General subjects have three internal assessments (set and marked by schools) and one external assessment (set and marked by the QCAA). In most subjects, the external assessment contributes 25% to the final subject result. In Mathematics and Science subjects, the external assessment contributes 50%. Students in each subject will sit the external assessments at the same time in schools across Queensland.

QCAA Applied subjects

Applied subjects have four internal assessments (set and marked by schools). In Essential English and Essential Mathematics, one of the assessments is a common internal assessment (set by the QCAA and marked by schools).

QCAA Short Courses

Short Courses have two internal assessments (set and marked by schools).

VET

VET assessment will vary, depending on the type of course. It may include observation, written assessment, questioning, work samples or third-party feedback.

Other courses

Assessment in other courses will vary, depending on the course.

Access arrangements and reasonable adjustments (AARA)

If you have a disability, impairment and/or medical condition, or experience other circumstances that may be a barrier to your performance in assessment, [contact the school](#).

Results and reporting

Your final subject results and QCE can be accessed in the Student Portal via the myQCE website in December — at the end of Year 12. You will need your 10-digit LUI to access the Student Portal.



TERTIARY ENTRANCE

ATAR

The Australian Tertiary Admission Rank is used to select school leavers for tertiary entrance. It is used nationally and indicates a student's position relative to other ATAR-eligible students.

If you intend to go to university, your school can help you plan your senior studies to meet ATAR eligibility requirements and the QCE requirements.

The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for students at the end of Year 12. QTAC will calculate your ATAR based on your results in either:

- 5 General subjects, or
- 4 General subjects, plus one Applied subject, or
- 4 General subjects, plus one VET qualification at Certificate III or above.

To be eligible for an ATAR, you must successfully complete an English subject. In addition, the following subject combination rules apply:

- only General English subjects or Essential English subjects can be included in the ATAR, but not both
- only General Mathematics subjects or Essential Mathematics can be included in the ATAR, but not both
- if you complete the same Language subject (eg Chinese) as both an internally-assessed subject and a Senior External Examination, only one result can be included in your ATAR.

You will find more information on QTAC's website: www.qtac.edu.au.

Other tertiary entrance pathways

Each university has its own policies regarding school leavers without an ATAR.

If you are not eligible for an ATAR but wish to gain entry to a tertiary course, check with QTAC and/or the relevant university. Depending on the university, you may be able to gain entry with other qualifications.

The Albany Creek State High School Guidance Officer can also help you understand the different tertiary entrance pathways and the best options for you.

CHOOSING WHAT TO STUDY

Some of the most important decisions you make at school are choosing subjects to take in Years 8, 9 and 10, later leading to your selection of a course of study in Years 11 and 12.

These decisions are important since they may directly affect your success at school and how you feel about school. They may also impact on your career plans when you leave school.

Overall Plan

As an overall plan, it is suggested that you choose subjects which:

- you enjoy
- you have enjoyed some success in
- will help you achieve your chosen career goals or keep your career options open
- will develop skills, knowledge and attitudes useful throughout your life.

If you follow these guidelines and ask for help when you need it, you should come up with a study program that is appropriate for you and that you will enjoy.

Guidelines

Keep your options open

At the moment you may not know exactly what you want to do when you finish school. This is normal at this stage of your life and means that it's important for you to explore many options.

It is wise to keep your options open. This means choosing a selection of subjects that makes it possible for you to continue exploring your career options before making more specific decisions in the future.

Most schools require that your study program include the following subject areas:

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education.

These study areas provide excellent foundation skills for both your future career and your life.

In addition, you will be able to choose from a range of electives that are designed to develop your interests and practical skills.

Think about career options

It is helpful to have some ideas about possible career choices, even though these ideas may change when you learn more about yourself and the world of work.

Your school may have a program to help you with career exploration. If not, talk to your Guidance Officer and check the following sources of information on careers:

- myfuture – national career information service at <http://www.myfuture.edu.au>
- Career Information Service at <https://studentconnect.qcaa.qld.edu.au/careers.html>
- Look at the Guidance information on the school website at <https://albanycreekshs.eq.edu.au/Supportandresources/Studentservicesandsupportprograms/Pages/Guidance-Officer.aspx>
- Other career information such as brochures from industry groups which show the various pathways to jobs in these industries
- Google the industry you're interested in on the Internet to find current information
- Employers and other people who are working in the job you're interested in.

After checking through this information, it is likely that you will come up with a list of prerequisite subjects needed for courses and occupations that interest you. If you are still unsure, check with your Guidance Officer.

Find out about the subjects or units of study offered by your school

It is important to find out as much as possible about the subjects offered at your school.

The following ideas will help.

- Read the subject descriptions provided by your school.
- Talk to the Heads of Department and subject teachers at your school.
- Look at textbooks and resources used by students in the subjects.
- Talk to students who are already studying the subjects.
- Listen carefully at subject talks and subject selection nights.
- When investigating a subject to see if it is suitable for you, find out about the content (ie what topics are covered) and how it is taught and assessed. For example:
 - Does the subject mainly involve learning from a textbook?
 - Are there any excursions, practical work, or experiments?
 - How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?
 - Your choice of subjects may affect your choice of a study program in Years 11 and 12. For example:
 - It will be difficult in the future to take Mathematical Methods and Specialist Mathematics without a strong background in Years 8, 9 and 10 Mathematics.
 - Chemistry and Physics will be more manageable if good results are obtained in Years 8, 9 and 10 Mathematics and Science.
 - Music and Languages in the Senior years almost always prefer previous study in Years 8, 9 and 10.
 - Successful achievement in prerequisite subjects in Year 10 may be required to enrol in particular Year 11 and 12 subjects.
 - Subjects such as Design and Accounting are usually taken for the first time in Year 11, although it is useful (but not essential) to have taken related studies in Years 8, 9 and 10.

Make a decision about a combination of subjects or units that suits you

You are an individual, and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher
- you have heard that “all the boys or girls take that subject or unit”.

Be honest about your abilities and realistic with your occupational ideas. There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort.

Also, if your career choices require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help

If you need more help, then ask for it. Talk to your parents, teachers, Guidance Officer or Heads of Department. Make use of the school subject selection program.



ALBANY CREEK STATE HIGH SCHOOL – 2023 CURRICULUM MAP

LEARNING AREA	7	8	9	10	11	12
WAVE	Wellbeing and Values Education	Wellbeing and Values Education	Wellbeing and Values Education	Wellbeing and Values Education	Wellbeing and Values Education	Wellbeing and Values Education
ENGLISH	English	English	English	English	<i>Essential English</i>	<i>Essential English</i>
		English Extension*	English Extension*	English Extension*	English	English Literacy Short Course*
MATHEMATICS	Mathematics	Mathematics	Mathematics	Mathematics	<i>Essential Mathematics</i>	<i>Essential Mathematics</i>
		Mathematics Extension*	Mathematics Extension*	Mathematics Extension*	General Mathematics	General Mathematics
					Mathematical Methods	Mathematical Methods
					Specialist Mathematics	Specialist Mathematics
SCIENCE	Science	Science	Science	Science	<i>Science in Practice</i>	<i>Science in Practice</i>
		Science Extension*	Science Extension*	Science Extension*	Earth and Environmental Science	Earth and Environmental Science
					Biology	Biology
					Chemistry	Chemistry
					Physics	Physics
HUMANITIES	History Geography Economics Civics	History Geography Economics Civics	Legal Studies	Legal Studies	Legal Studies	Legal Studies
			Geography	Geography	Geography	Geography
			History	History	Ancient History	Ancient History
					Modern History	Modern History
					<i>Certificate III Tourism</i>	<i>Certificate III Tourism</i>
HPE	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	<i>Sport and Recreation</i>	<i>Sport and Recreation</i>
				Health and Physical Education Pathways	Health	Health
	Program of Excellence – Football*	Program of Excellence – Football*	Program of Excellence – Football*	Program of Excellence – Football*	<i>Certificate III Sport and Recreation</i>	<i>Certificate III Sport and Recreation</i>
LANGUAGES	Japanese	Japanese	Japanese	Japanese	Japanese	Japanese

TECHNOLOGIES	Digital Technologies (embedded in Science)	Digital Technologies	Digital Technologies	Digital Technologies	Digital Solutions	Digital Solutions
					<i>Certificate III Information Technology</i>	<i>Certificate III Information Technology</i>
	Food and Fibre Production	Food and Fibre Production	Food and Fibre Production	Food and Fibre Production	Food and Nutrition	Food and Nutrition
			Food Specialisations	Food Specialisations	<i>Certificate II in Hospitality</i>	<i>Certificate II in Hospitality</i>
					<i>Early Childhood Studies</i>	<i>Early Childhood Studies</i>
	Materials and Technologies Specialisations	Materials and Technologies Specialisations	Materials and Technologies Specialisations	Materials and Technologies Specialisations	<i>Certificate I Construction</i>	<i>Certificate I Construction</i>
					<i>Engineering Skills</i>	<i>Engineering Skills</i>
					<i>Furnishing Skills</i>	<i>Furnishing Skills</i>
			Design and Technologies	Design and Technologies	Design	Design
					<i>Industrial Graphics Skills</i>	<i>Industrial Graphics Skills</i>
BUSINESS			Economics and Business (<i>under Humanities</i>)	Economics and Business (<i>under Humanities</i>)	Accounting	Accounting
					Business	Business
					<i>Certificate III Business</i>	<i>Certificate III Business</i>
THE ARTS	Dance	Dance	Dance	Dance	Dance	Dance
					<i>Certificate III/IV Elite Dance Performance</i>	<i>Certificate III/IV Elite Dance Performance</i>
	Drama	Drama	Drama	Drama	Drama	Drama
	Music	Music	Music	Music	Music	Music
						Music Extension
	Visual Arts	Visual Arts	Visual Arts	Visual Arts	Visual Art	Visual Art
						<i>Visual Arts in Practice</i>
	Media Arts	Media Arts	Media Arts	Media Arts	Film, Television and New Media	Film, Television and New Media
<i>Media Arts in Practice</i>						<i>Media Arts in Practice</i>

*Subject by invitation only

General Subject

Applied Subject

Certificate Subject

Albany Creek State High School Inclusion Support Services

In the Senior school, SET Plans (Senior Education and Training Plans) with a transition focus are developed with students and parents in Year 10. These plans outline goals across areas of academic learning, personal dimensions and work-related areas. The SET Plan interviews are facilitated by experienced special education teachers with extensive knowledge of a range of pathways available to students with a disability. Additional support and expertise can be accessed through disability specific support personnel. Students leaving Year 12 aim to graduate having achieved these goals and be prepared for post-school life, with independence being an overall aim for students with disabilities.

Students have opportunities to study school-based subjects as well as subjects at university and TAFE and can undertake traineeships based on their interests, abilities and work ethic. Students may also participate in work experience placements to develop work readiness skills prior to undertaking a school-based traineeship. Each pathway is individually planned through the SET Plan process.

In the last six months of senior schooling, students may sign with a Disability Employment Service (DES) who can provide additional support finding casual or part-time employment with supportive employers. On completion of twelve years of schooling, our students have the opportunity to achieve either the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) if they meet the required prerequisites.

All students engage in mainstream classes with their peers for all or part of their program, with varying levels of support. Support is offered to students based on individual need and may include literacy and numeracy intervention programs, in-class support, study line assistance (tutorials), homework club and structured recess programmes. Students may also participate in mainstream classes with their peers and achieve individualised learning outcomes.

Possible Special Education Programs: dependent on class sizes and available resources

- QCIA pathway
- Tutorials (as an elective choice) – support with homework and assessment tasks
- Structured Recess Program

Contact for more Information

Sandra Marx

Head of Department – Learning Connections

Phone: 3325 6391

Email: smarx1@eq.edu.au

Wellbeing and Values Education

At Albany Creek State High School we consider the social and emotional wellbeing of our students to be as important as their academic development. The WAVE (Wellbeing and Values Education) program is an integral part of our daily routine. Students are assigned to a WAVE class upon enrolment. They stay with that WAVE class for the duration of their time with us and their WAVE teacher (where possible) from Year 8 to 12. WAVE takes place for the first ten minutes of every day, with one extended lesson per week.

Four strands underpin the WAVE program: Healthy Minds, Healthy Bodies, Healthy Life and Healthy Relationships. These touch on topics as diverse as Managing Stress, Social Media usage, Body Image and Financial Literacy.

The units are compiled based on the latest research, to ensure that our students are well-equipped socially, emotionally and academically for the world beyond school.

PREREQUISITES FOR SUCCESS IN SENIOR SUBJECTS

Prerequisites are requirements from each faculty for the successful completion of the subject. Whilst not mandatory, the school strongly recommends that students use them as minimum requirements for the required subject outcomes to be achieved.

QCAA GENERAL SUBJECTS		
Senior Subject	Prerequisites	Recommended
Accounting	B achievement in English	C achievement in Mathematics
Ancient History	B achievement in English	
Biology	B achievement in English B achievement in Mathematics C achievement in Science	
Business	B achievement in English	C achievement in Mathematics
Chemistry	B achievement in English B achievement in Mathematics B achievement in Science	
Dance	B achievement in English	Years 9 and 10 Dance study
Design	B achievement in English	C achievement in Design and Technologies
Digital Solutions	B achievement in English	
Drama	B achievement in English	Year 9 and 10 Drama study
Earth and Environmental Science	B achievement in English C achievement in Science	
English	B achievement in English	
Film, Television and New Media	B achievement in English	
Food and Nutrition	B achievement in English	
General Mathematics	B achievement in English C achievement in Mathematics	
Geography	B achievement in English	
Health	B achievement in English	C achievement in HPE
Japanese	B achievement in English B achievement in Japanese	
Legal Studies	B achievement in English	
Mathematical Methods	B achievement in English B achievement in Mathematics	
Modern History	B achievement in English	
Music	B achievement in English	Years 9 and 10 Music study / Grade 4 AMEB prac + theory
Physical Education	B achievement in English	C achievement in HPE
Physics	B achievement in English B achievement in Mathematics B achievement in Science	
Specialist Mathematics	B achievement in English B achievement in Mathematics	
Visual Art	B achievement in English	

QCAA APPLIED SUBJECTS	
Senior Subject	Prerequisites
Early Childhood Studies	No prerequisites
Engineering Skills	No prerequisites
Essential English	No prerequisites
Essential Mathematics	No prerequisites
Furnishing Skills	No prerequisites
Hospitality Practices	No prerequisites
Industrial Graphics Skills	No prerequisites
Sport and Recreation	No prerequisites
Science in Practice	No prerequisites
Visual Arts in Practice	No prerequisites
Media Arts in Practice	No prerequisites
STAND ALONE VET SUBJECTS	
Senior Subject	Prerequisites
Certificate III in Sport and Recreation*	No prerequisites
Certificate III in Tourism	No prerequisites
Certificate III in Information Technology	No prerequisites
Certificate I in Construction*	No prerequisites
Certificate II in Hospitality*	No prerequisites
Certificate III in Business	No prerequisites
Certificate III/IV in Elite Dance Performance	No prerequisites

*This course uses VETiS funding. If VETiS funding is used in another course, payment for this certificate course will be required.

YEAR 10 SUBJECT REQUIREMENTS

Subjects offered at Albany Creek State High School are:

Mandatory subjects

These subjects are required to be studied by all students for the entire year; English, Mathematics, and Science. The exception is History and HPE which will be studied each for one semester.

Elective subjects

Elective subjects are studied for 2 semesters (year-long)

Students should thoroughly read the descriptions of all subject offerings before completing the subject selection form. Particular note should be taken of the Senior subject prerequisites at the bottom of each subject description.

SUBJECTS OFFERED FOR 2023	
Mandatory Subjects	Elective Subjects
<i>English</i> English Extension English	Food and Fibre Production Food Specialisations Digital Technologies Design and Technologies Materials and Technologies Specialisations Health and Physical Education Pathways Football Excellence Program Economics and Business Legal Studies and Geography Japanese Dance Drama Media Arts Music Visual Art
<i>Mathematics</i> Mathematics Extension Mathematics	
<i>Science</i> Science Extension Science	
<i>Humanities</i> History (1 semester)	
<i>Physical Education</i> (1 semester)	

ENGLISH

Course Outline

In Year 10 English, students are given the opportunity to use the skills they have acquired in writing and speaking in Year 8 and 9, but to develop them further for formal occasions. They still complete personal writing and creative writing, but in Year 10, more emphasis is placed on writing analytically in examination conditions. In Year 10 students are introduced to a Shakespearean text.

To cope with work in Year 10, students need to have completed all units in Year 9 to the best of their ability.

Effective use of English is a life skill relevant to all aspects of employment and lifelong learning.

Assessment

In Year 10, students complete a minimum of three (3) written and one (1) spoken/ multimodal task. Year 10, is seen as a transition from Year 9 in semester one, whereas Year 10 Semester two, is a preparatory semester for Year 11.

All assignments must be accompanied by draft work which has been signed by the teacher at various stages during the writing process.

English Extension

English students at Albany Creek State High School participate in rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals. English Extension is a course that runs concurrently with English classes at the same year level. Extension students study the same curriculum and complete the same assessment; however, they tend to learn more rapidly and in greater depth than their peers do. Thus, learning occurs in a climate of inquiry, which promotes the creative exploration of ideas, reflection, higher order thinking and collaboration between like-minded students.

Participation in the extension program involves deep study of the learning area; in/excursions; visiting experts; additional experiences and participation in the ICAS competition.

Interested students submit an expression of interest. Several points are considered when applicants are successfully selected for the program. These include English subject achievement; NAPLAN score/s; effort and behaviour comments on school reports; written application; teacher confirmation (following submission of application).

Once accepted into the program, students are expected to maintain an acceptable level of achievement in the course and exemplary effort and behaviour. Each semester, data will be reviewed and students who do not maintain the required standard will be moved out of the class.

Senior Subject Prerequisites

Students considering studying English in Year 11 are required to achieve a minimum B in Year 10 English.

There are no prerequisites for the study of Essential English.

MATHEMATICS

Course Outline

Both courses are designed to continue previous studies in Mathematics from Years 1 – 9. The studies from the previous year/s are considered as the starting point for Year 10. Students are expected to have worked sufficiently well in previous years to retain a significant portion of the knowledge required as a foundation for the new work.

The areas of Mathematics studied are organised into three strands – Number and Algebra, Measurement and Geometry, Probability and Statistics. Courses are based on the Australian Curriculum. The Mathematics Extension course will provide students with complex problem solving opportunities.

Mathematics Extension

Mathematics students at Albany Creek State High School participate in rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals. Mathematics Extension is a course that runs concurrently with Mathematics classes at the same year level. Extension Mathematics students study the same curriculum and complete the same assessment; however, they also engage with the 10A curriculum. Thus, learning occurs in a climate of inquiry, which promotes the creative exploration of ideas, reflection, higher order thinking and collaboration between like-minded students.

Participation in the extension program involves deep study of the learning area; extended problem solving and participation in the ICAS competition. Interested students submit an Expression of interest. Several points are considered when applicants are successfully selected for the program. These include Mathematics subject achievement; NAPLAN score/s; effort and behaviour comments on school reports; written application; teacher confirmation (following submission of application). Once accepted into the program, students are expected to maintain an acceptable level of achievement in the course and display exemplary effort and behaviour. Each semester, data will be reviewed and students who do not maintain the required standard will be moved out of the class.

Assessment

Students are given a number of opportunities to demonstrate learning outcomes in a variety of contexts and should expect at least three tests and one investigation over the year.

Students should expect 30-40 minutes homework for each 70 minutes Mathematics lesson.

Senior Subject Prerequisites

Students considering studying Mathematical Methods or Specialist Mathematics in Year 11 are required to achieve a minimum B in Year 10 English and Mathematics.

Students considering studying General Mathematics in Year 11 are required to achieve a minimum B in Year 10 English and C in Year 10 Mathematics.

There are no prerequisites for the study of Essential Mathematics.

SCIENCE

Students will continue to undertake the Australian Curriculum Science program for the full year. There will be a focus on engagement in classroom activities that extend their knowledge in Science.

Course Outline

- Biology (Genetics and Natural Selection)
- Chemistry (Periodic Table and Water Chemistry)
- Physics (Energy Transfers and Transformations)
- Earth and Space Science (Universe and The Big Bang and Global Systems)

Science Extension

Students intending to enrol in the Senior Science subjects of Physics and Chemistry in Year 11 should take this class. Students who have completed Year 9 Science Extension or received an A in Year 9 Core are also welcome to complete Year 10 Science Extension. Students will apply for inclusion through an application process. Students will undertake extension components of the

Australian Curriculum program during Semester 1 and Semester 2. Students will read and summarise text materials, participate in class discussions, practical research and undertake research assignments.

Science Extension is a course that runs concurrently with Science classes at the same year level. Science Extension students study the same curriculum and complete the same assessment; however, they tend to learn more rapidly and in greater depth than their peers. Thus, learning occurs in a climate of inquiry, which promotes the creative exploration of ideas, reflection, higher order thinking and collaboration between like-minded students.

Participation in the extension program involves deep study of the learning area; in/excursions; visiting experts; additional experiences and participation in the ICAS competition.

Interested students submit an expression of interest. Several points are considered when applicants are successfully selected for the program. These include subject achievement; NAPLAN score/s; effort and behaviour comments on school reports; written application; teacher confirmation (following submission of application).

Once accepted into the program, students are expected to maintain an acceptable level of achievement in the course and display exemplary effort and behaviour. After each assessment, data will be reviewed and students who do not maintain the required standard will be moved out of the class.

Assessment

Assessment will be: Supervised Assessment (exam), Student Experiment, Student Research Claim and a Data Test.

Senior Subject Prerequisites

Students considering studying Biology in Year 11 are required to achieve a minimum B in Year 10 English and Mathematics, and C in Science.

Students considering studying Chemistry or Physics in Year 11 are required to achieve a minimum B in Year 10 English, Mathematics and Science.

Students considering studying Earth and Environmental Science in Year 11 are required to achieve a minimum B in Year 10 English and C in Science.

There are no prerequisites for the study of Science in Practice.

HISTORY

Course Outline

The study of History teaches students highly transferrable academic skills that are useful in preparing them for tertiary study. In Year 10 History students explore historical patterns and concepts from 1919 up to the 21st century. Students explore the end of the Great War and how the world hoped for a better future only to see it being dragged back into an even larger, more destructive conflict – World War 2.

This is followed by an exploration into Australian history including the migration years after the war, the Stolen Generations, the influence of American culture, and the Environment Movement. In this period there are many conflicting perspectives and memories of how things occurred, why, and what their effects were. History students evaluate a range of evidence from these different views and then draw carefully considered conclusions.

In Year 10 History students develop the following skills: essay writing, research, using online databases, referencing, data analysis, source evaluation including corroboration and exam

preparation. Whether students decide to continue to study history in future years or not, undertaking these units will help to develop essential academic skills that are transferrable to other subject areas.

Learning Experiences (*topics vary depending on whether students do History in Semester 1 or 2*)

- World War 2
- The Migration Movement
- The Stolen Generations
- The Environment Movement
- Popular Culture

Assessment

- Independent Research Assignment – Essay.
- Short Response Exam
- Essay in Exam conditions

Senior Subject Prerequisites

Students considering studying Modern History or Ancient History in Year 11 are required to achieve a minimum B in Year 10 English.

There are no prerequisites for the study of Certificate III in Tourism.

HEALTH AND PHYSICAL EDUCATION

Course Outline

The course is based on the Health and Physical Education Australian Curriculum which offers students the opportunity to:

- Learn to access, evaluate and synthesise information, make decisions, seek help and take actions to protect, enhance and advocate for their own and others' health, wellbeing and physical activity;
- Develop and use personal and social skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships;
- Acquire, apply and evaluate movement skills, concepts and strategic awareness in order to respond creatively, competently and safely in a variety of physical activity contexts and settings; and
- Analyse how personal, social, cultural, economic, technological and environmental factors shape understanding of and opportunities for health and physical activity locally, regionally and globally.

This one semester long course integrates theoretical elements within practical units and covers topics that develop the basic theoretical knowledge for Sport and Recreation and Certificate III in Sport and Recreation courses.

This course integrates theoretical elements within practical units and covers similar topics to Year 10 Health and Physical Pathways year long elective subject with a focus on allowing students to be prepared for future study in Senior Physical Education and/or Health.

Theory Topics covered in Year 10 include:

- Game Analysis (Football Focus)
- Psychology for Performance (linked to both Senior Physical Education and Senior Health Strands)
- Sociology in Sport (linked to Senior Physical Education Strand)
- Biomechanics in Sport (linked to Senior Physical Education Strand)

Assessment

Progress in Health and Physical Education is monitored by the student's continuous demonstrations of acquiring, applying and evaluating curriculum content learning in, about and through physical movements. Assessments could include research written reports, integrated tasks, and essay exams under supervised conditions, interactive oral and multimodal presentations, and practical tasks.

Senior Subject Prerequisites

Students considering studying Health and/or Physical Education in Year 11 are required to achieve a minimum B in Year 10 English. A C in Year 10 Health and Physical Recreation is also preferable.

There are no prerequisites for the senior study of Sport and Recreation or Certificate III in Sport and Recreation.

FOOD AND FIBRE PRODUCTION

Course Outline

This subject offers students the opportunity to develop knowledge, and process skills and attitudes necessary for making informed decisions about:

- promoting the health of individuals and communities – selecting and preparing healthier choices of food.
- product design and manufacture – operation of the sewing machine, to manipulate, design and construct with materials and fabrics.
- materials analysis

Students engage in learning through practical application and investigative tasks. Organisation and Management skills and Hygiene and Safety are emphasised throughout this subject. This subject is practically oriented and integrates theoretical components that are relevant to what the students are making in Cookery or Textile based units.

Units of work that may be studied include:

Dinner De-constructed

Students examine the 'Characteristics and Properties of Food'. They investigate how dishes can be deconstructed and modified to respond to future challenges.

Chocolate Factory

Students investigate chocolate production to understand how people working in the chocolate industry consider factors specifically to sensory and functional properties of food.

Eat Street

Students identify and explain food trends in the Hospitality industry. They apply these ideas to create and produce a design solution for an Eat Street event. Students evaluate the event using success criteria including sustainability.

Textiles and Fashion Units:

- *Fashionista*: create a complex fashion item using a commercial pattern
- *Textile products in our environment*: create a textile item for the built environment

Assessment

Students studying Food and Fibre Production are expected to complete work plans and organise ingredients for cooking each week.

- Weekly Practical Cookery (contributes to 40% of weekly lessons)
- Practical Cookery Tests
- Functioning Textiles articles
- Written Tests
- Written Assignments/Journals

Senior Subject Prerequisites

Students considering studying Food and Nutrition in Year 11 are required to achieve a minimum B in Year 10 English.

There are no prerequisites for the study of Hospitality Practices, Certificate III in Hospitality, or Early Childhood Studies.

FOOD SPECIALISATIONS

Course Outline

This subject offers students the opportunity to develop knowledge, and process skills and attitudes necessary for making informed decisions about:

- promoting the health of individuals and communities – selecting and preparing healthier choices of food.
- materials analysis

Students engage in learning through practical application and investigative tasks. Organisation and Management skills and Hygiene and Safety are emphasised throughout this subject. This subject is practically oriented and integrates theoretical components that are relevant to what the students are making in Cookery.

- Dinner De-constructed
- Chocolate Factory
- Eat Street

Dinner De-constructed

In this unit students will examine the 'Characteristics and Properties of Food'. They will investigate how dishes can be deconstructed and modified to respond to future challenges.

Chocolate Factory

In this unit students will investigate chocolate production to understand how people working in the chocolate industry consider design factors specifically to sensory and functional properties of food.

Eat Street

In this unit, students identify and explain Food Trends in the Hospitality industry. Students apply these ideas to create and produce a design solution for an Eat Street event. Students evaluate the event using success criteria including sustainability.

Assessment:

- Practical weekly cooking (contributes to 40% of weekly lessons)
- Practical cooking tasks
- Written assignment tasks
- Written tests/exams

Senior Subject Prerequisites:

Students considering studying Food and Nutrition in Year 11 are required to achieve a minimum B in Year 10 English.

There are no prerequisites for the study of Hospitality Practices, Certificate III in Hospitality, or Early Childhood Studies.

DIGITAL TECHNOLOGIES

Course Outline

Digital Technologies focuses on further developing understanding and skills in computational thinking such as problem solving and using modular approaches to solutions. It also focusses on engaging students with specialised learning in preparation for learning in the senior secondary years. The course focuses on the interaction between people and technology by enabling students to code and control devices and to design and develop solutions to complex problems.

Students use creative processes to develop solutions to technological problems. The emphasis is on students taking control of digital technologies and developing solutions to real life technological problems.

Digital Technologies is a futures oriented subject that helps students transition to a global knowledge economy and for students to gain knowledge and experience of a wide range of digital technology contexts.

Students will study the following units:

- Term 1 – Emerging Technologies
- Term 2 - Website design and development
- Term 3 - Audio/Visual design and development
- Term 4 - Coding/Programming

Assessment

As this is a skill building and problem-solving development subject, the majority of assessment items are practical in nature. Students undertake at least two assessment pieces per semester.

Senior Subject Prerequisites

Students considering studying Digital Solutions in Year 11 are required to achieve a B in Year 10 English.

There are no prerequisites for the study of Certificate III in Information Technology.

DESIGN AND TECHNOLOGIES

Course Outline

Design and Technologies is a course that develops skills in interpreting, generating and creating graphical communication. Students experience planning to production in simulated real-world contexts. The course engages students in making judgments and justifying decisions to achieve clear communication and compliance with standards and conventions that make graphics an international language.

Students will study the main forms of graphic communication used throughout the world.

Design and Technologies contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for educational and vocational aspirations.

Assessment

- Exam: Design Challenge
- Weekly Design and Technologies communication tasks
- Hand and computer generated designs, drawings and written communication formats.
- Portfolio including the design process and project management processes.

Senior Subject Prerequisites

Students considering studying Design in Year 11 are required to achieve a B in Year 10 English. A C in Year 10 Design and Technologies is also preferable.

There are no prerequisites for the study of Industrial Graphics Skills.

MATERIALS AND TECHNOLOGIES SPECIALISATIONS

Course Outline

This course exposes students to a large variety of materials, tools and experiences. Practical projects are incorporated in order to introduce students to ways of manipulating materials and the use of hand and power tools. It is also designed to encourage and teach students in the art of graphical communication and its many uses in both industrial and commercial areas.

Students design and produce products in a range of Industrial Technologies derived from wood, metal and plastics as well as explore motion, force and energy in electromechanical systems and the ways these systems can be manipulated and controlled in simple, engineered designed solutions.

Assessment:

Assessment is a combination of practical work-shop construction, written and visual communication, design, evaluation and project management and will include the following:

- Class work projects and practical tests will be used to assess hand skills
- Project journals assess understanding of project planning.
- Multi choice tests, short answer tests and assignments
- Completion of OnGuard WHS modules.

Senior Subject Prerequisites:

There are no prerequisites for the study of Certificate 1 in Construction, Furnishing Skills or Engineering Skills in Year 11.

HEALTH AND PHYSICAL EDUCATION PATHWAYS

Course Outline

The semester long course is based on the P-10 Health and Physical Education Australian Curriculum which offers students the opportunity to:

- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others
- Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations

Topics covered in year 10 include:

- Lifelong Physical Activity
- Games & Sport
- Relationships and Sexuality

Active engagement in physical activity is a major emphasis in Health and Physical Education learning area, as it promotes health and is a unique medium for learning. A significant amount of time is allocated to learning experiences that actively engage students in physical activity and personal development.

Health and Physical Education prepares students to continue study in the Applied Subject of Sport and Recreation and/or the Certificate 3 course in Sport and Recreation.

Assessment

Progress in Health and Physical Education is monitored by the student's continuous demonstrations of acquiring, applying and evaluating curriculum content learning in, about and through physical movements. Assessments could include research written reports, interactive oral presentations, and practical tasks.

Senior Subject Prerequisites

Nil

PROGRAM OF EXCELLENCE – FOOTBALL

The program is aimed at students who have a strong interest in the game and demonstrate a recognised level of ability and a desire to achieve their full potential.

Students are provided with the opportunity to improve to an advanced level of performance through carefully designed and structured practical sessions and age appropriate competitions.

This course integrates theoretical elements within football practical units and covers similar theory topics as the Year 10 Health and Physical Education Pathways course. Study in POE-Football allows students to be prepared for future study in Senior Physical Education, Health Education and/ or Certificate 3 in Sport and Recreation (Football class).

Practical Course Outline

The program is underpinned by our football philosophy and style, which is based on the FFA Curriculum guidelines of proactive, effective possession-based football and intelligent, collective defending. During year 10, the students will continue working through 'The Game Based Training' phase. Here the students are prepared for the 'performance phase' of football through learning how to apply the fundamental core skills in a team/game setting. Year 10 sees the introduction of football specific conditioning sessions. All practical lessons are designed with a holistic approach to instruction that aims to develop the students' technical, perception and decision-making skills. The lessons are structured around the four main moments of the game: being in possession of the ball (BP), the transition time of losing the ball (BP>BPO), the transition time of winning the ball back (BPO>BP) and when the opposition have the ball (BPO). In addition, students will have the opportunity to recognise and explain concepts and principles in, about and through movement. Plus, demonstrate and apply body and movement concepts to movement sequences and movement strategies

Theory Course Outline

The course is based on the Health and Physical Education Australian Curriculum. In addition, preparing students who are considering studying Senior Health and/or Physical Education in year 11 and 12 which offers students the opportunity to:

- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
- Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices
- Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time
- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences

Theory Topics covered in year 10 include, have focus in Football:

- Lifelong physical activities
- Mental health and wellbeing
- Health benefits of physical activity
- Games and sports

Assessment

Practical assessment is structured around teacher observations of student performance in modified and 11 v 11 game formats. Theory assessments include an analytical exposition, exam under supervised conditions, interactive oral and multimodal presentations.

Senior Subject Prerequisites

Students who wish to select the Certificate III in Sport & Recreation (Program of Excellence - Football) in Year 11 should achieve a minimum of a C in the Year 10 Program of Excellence - Football.

Students who are considering studying Health and/or Physical Education as a subject in Years 11 and 12 are required to achieve a B in English. Study in either POE-Football or Health and Physical Education Pathways in Year 10 is preferred but not essential.

ECONOMICS AND BUSINESS

Course Outline

Economics and Business offers students an insight into the world of business. The course content looks at recording financial transactions; providing financial reports to owners, shareholders and interested parties; starting and running a business including the development of a business plan; and the role businesses play in a changing economy.

Specific topics include:

- The accounting process
- Australian economy
- Financial reporting
- Business challenges in a changing economic environment
- Business ventures

The Economics and Business course is relevant to the personal development of all students and will assist them to make decisions regarding financial management and business planning and operations.

Assessment

Students will usually undertake at least two pieces of assessment per semester, one of which will be a test. Topics completed using a computer will be assessed based on practical applications.

Senior Subject Prerequisites

Students considering studying Accounting and/or Business in Year 11 are required to achieve a minimum B in Year 10 English. A C in Mathematics is also preferable. There are no prerequisites for the study of Certificate III in Business.

LEGAL STUDIES AND GEOGRAPHY (COMBINED COURSE)

Students who select this year-long subject will undertake one semester of Legal Studies and one semester of Geography. Both Legal Studies and Geography teach students highly transferrable academic skills that are that are useful in preparing them for tertiary study.

Legal Studies (1 Semester of the 2 Semester course)

Course Outline

In Year 10 Legal Studies students explore the fundamental concepts associated with law and government. They look at the key features of Australia's system of government and compare it to those of other countries. They also investigate Queensland's legal system including court hierarchy, along with civil and criminal matters. Students also look at the role of the High Court in Australia.

Finally, there is a research assignment that allows students to choose a topic related to a legal issue that impacts human rights. This involves students having a thorough understanding of international law and Australia's responsibilities in relation to matters concerning human rights.

In Year 10 Legal Studies students develop the following skills: essay writing, research, using online databases, referencing, data analysis, source evaluation including corroboration, and exam preparation. Whether students decide to continue to study Legal Studies in future years or not, undertaking these units will help to develop essential academic skills that are transferrable to other subject areas.

Learning Experiences

- Australia's democracy and system of Government
- Human rights and International law

Assessment

- Independent Research Assignment – Extended Response.
- Short Response Exam

Geography (1 Semester of the 2 Semester course)

Course Outline

In Year 10 Geography students will explore the management options that exist for sustaining human and natural systems into the future. They will look at how world views influence decisions on how to manage environmental and social change. This will involve drawing on studies at a range of scales, including the geographical contexts in Australia, India and across the world.

Students also carry out a geographical inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal. This unit in particular involves an excursion whereby students collect their own primary data from a natural and urban environment to use for their study.

In Year 10 Geography students develop the following skills: report writing, data collection, data analysis, referencing, research, source evaluation, and exam preparation. Whether students decide to continue to study Geography in future years or not, undertaking these units will help to develop essential academic skills that are transferrable to other subject areas.

Learning Experiences

- Geographies of Wellbeing
- Environmental Change

Assessment

- Response to Stimuli and Objective Exams

- Australian Geographical Inquiry Report (Primary Data Collection Report)

Senior Subject Prerequisites

Students considering studying Legal Studies and/or Geography in Year 11 are required to achieve a minimum B in Year 10 English.

There are no prerequisites for the study of Certificate III in Tourism.

JAPANESE

Course Outline

The Year 10 units are: My Neighbourhood; Milestones; Family, Friends and Work; Travel and Weather in Japan. Students are expected to review topics/units of work daily. Home tasks will be an extension or completion of class activities. Daily practice of kanji and katakana scripts is essential.

Students will gain an appreciation of cultural aspects relevant to the language units studied. This will provide the students with the language knowledge and cultural understanding to interact sufficiently with Japanese visitors to the school. Students also will extend their reading and writing skills to include the katakana script and some 90 targeted kanji.

The Year 10 course is a continuation of the study of Japanese language undertaken in Year 7, 8 and Year 9 at Albany Creek State High School. Students continue to develop their skills of listening, speaking, reading and writing.

Assessment

Students undertake a balance of composing (writing and speaking) and comprehending (listening and reading) summative tasks across the year. All summative assessment is done under exam conditions.

Assessment tasks will involve students in real-life or simulated activities. Each of the four skills are assessed twice across the year.

Senior Subject Prerequisites

Students considering studying Japanese in Year 11 are required to achieve a minimum B in Year 10 English and Japanese.

DANCE

Course Outline

In Dance, students experience rich and innovative challenges through written and practical assessments as well as numerous performance opportunities. The dance units provide opportunities for both individual and group assessment and learning experiences across the three learning areas: Performance, Choreography and Appreciation.

Semester One

Contemporary Dance Journey

- Performance: An introduction to Contemporary Dance
- Choreography: Creating movement from stimulus
- Appreciation: Written response to professional works

Semester Two

Dance and Technology

- Performance: Professional repertoire
- Choreography: Response to professional stimulus including technology
- Appreciation: Written response to professional works

Assessment

All units contain practical and theoretical components. Students are required to participate in all class activities, working individually, in pairs or groups. Students are assessed on their ability to choreograph, perform and appreciate Dance. Examples of typical assessment items include:

Choreography

- Responding to stimulus through creatively crafted movement sequences.
- Using dance knowledge to create symbolic representations of concepts.

Performance

- Perform developmentally appropriate movement sequences to develop technical and expressive skills.
- Perform extended sequences of both teacher and professional devised repertoire.

Appreciation

- Deciphering professional works in order to write a written analysis and evaluation of live and recorded performances.

All students must wear appropriate dance clothing for all dance classes.

Senior Subject Prerequisites

Students considering studying Dance in Year 11 are required to achieve a minimum B in Year 10 English. Study of Dance in Years 9 and 10 is also a distinct advantage.

DRAMA

Course Outline

In Drama, students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for Drama presentations. Students develop a sense of inquiry and empathy through exploring the diversity of Drama in the contemporary world and in other times, traditions, place and cultures.

Students discover and explore the elements of drama, applying principles while making and responding to drama in various forms. Although units are practically oriented, there is a written theory aspect in each unit. Students are required to participate in class activities working primarily in groups, as well as independently or with the whole class. In Year 10, students draw on, use and analyse Drama genres, forms and styles from a range of historical and cultural contexts. They begin with the drama in their immediate lives and community and identify the purposes of drama. They draw on the histories, traditions and conventions of drama from other places and times. In their drama, students use a variety of sources including stories, personal experience and historical and current events to create meaning through situations and characters.

Students need to bring a positive attitude and a high level of self-discipline to this subject and be willing to work co-operatively with students and teachers. Students need to be willing to rehearse outside of class time and attend live performances by professional theatre companies.

Assessment

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source for ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Through Drama, students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. Drama involves both making and responding to develop a practical and critical understanding of how the elements of drama can be used to shape and structure drama, engaging audiences and communicating meaning.

Senior Subject Prerequisites

Students considering studying Drama in Year 11 are required to achieve a minimum B in Year 10 English. Study of Drama in Years 9 and 10 is also recommended.

MEDIA ARTS

Media Arts involves creating representations of the world and telling stories through communications technologies. Through the study of Media Arts, students develop enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them. Creative and critical thinking skills are developed by exploring perspectives in media as producers and consumers. Students acquire aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences. This knowledge and understanding enables their active participation in existing and evolving local and global media cultures.

Semester 1 Unit: Blame it On the Edit: An Editing Intensive

Film editing is the process that turns individual scenes and shots into a coherent motion picture. Shots are cut or assembled to combine into the final movie. A film editor can be the difference between a cinematic disaster and a film production which is an absolute pleasure to watch. A great editor should have the ability to pull off the audience to a level where they are fully immersed in the film. It should give them a feeling that they are watching the movie unfolding in front of them. A film editor can make or break a movie.

Assessment

- Making – use editing software to master a suite of fundamental and some more advanced editing tasks as part of a 14-week editing intensive
- Responding – in a case study investigation, research, analyse and evaluate an innovative technology that has changed or has potential to change the filmmaking art

Semester 2 Unit: Ready For My Closeup: A Filmmaking Intensive

Genre film is the lifeblood of Hollywood. Genre conventions are instantly identifiable because they have become cultural touchstones after a century of refining genre languages and representations. Characters and their stories in genre films are constantly evolving to reflect the changing status and attitudes towards those traditionally marginalised by the Hollywood machine.

Assessment

- Making – use filmmaking technologies to master the art of the camera through the creation of a suite of common film scenes
- Responding – in an exam, explain, analyse and appraise representations of marginalised groups in Hollywood film over time

Senior Subject Prerequisites

Students considering studying Film, Television and New Media in Year 11 are required to achieve a minimum B in Year 10 English.

There are no prerequisites for the study of Media Arts in Practice.

MUSIC

Course Outline

Students develop their ability to read, write, listen to and perform a broad range of music. The course covers a variety of genres ranging from world music perspectives, to classical and contemporary popular music.

Each unit will be explored through Listening, Practical, Compositional and Theoretical activities. Students will have the opportunity to have 'hands on' experience with musical instruments such as keyboard and guitar as well as instruments that students currently play in the Instrumental Music Program and in private lessons outside of schools.

Students who choose to study Year 10 Music would have a distinct advantage if they were to complement the course by the study of an instrument through the school Instrumental Music Program or by having private tuition.

Assessment

Students are assessed in three areas that are equally weighted for exit assessment. They are Responding, Composing and Performing. Assessment takes the form of written, listening, compositional and practical activities. Students are expected to practice in their own time, as well as allocated time in class. Through music making and associated ensemble and solo performances, students develop social and co-ordination skills as well as artistic appreciation and self-discipline. It also helps to foster sound study skills, higher order thinking and reasoning skills.

Senior Subject Prerequisites

Students considering studying Music in Year 11 are required to achieve a minimum B in Year 10 English. Study of Music in Years 9 and 10, or a minimum Grade 4 in AMED practical and theory examinations is also recommended. It would be a distinct advantage to compliment the course with the study of an instrument.

VISUAL ARTS

Course Outline

Visual Art focuses on students making and responding to images and objects. Students develop a perceptual and conceptual understanding of visual language, enabling them to be visually literate in the symbol systems and visual communication of cultures and societies, past and present.

Students explore a range of two-dimensional and three-dimensional forms such as Drawing, Painting, Printmaking, Ceramics, Sculpture, Design, Installation and Electronic Imaging. In Year 10 students will be encouraged to develop and expand their creative potential and to experiment with a range of materials and develop technical expertise in making processes.

This subject is practically oriented and integrates theoretical components that are relevant to what students are making in Visual Art. Skills also include technical competence with materials, problem solving and analysis of Art.

Units of work undertaken in Year 10 may include:

Semester One

- *Looking In/Out* – Self Portraits with Drawing, Painting, Mixed Media and Printmaking
- *Me, Myself and Something Else* – Digital Imaging and Canvas Painting
- *Go Figure* – Metaphysical using Drawing, Sculpture and Mixed Media

Semester Two

- *Text and Message* – Photography and Digital Imaging
- *Object of my Obsession*

In Visual Art students are encouraged to develop individual viewpoints, problem-solving skills and acquire a knowledge of materials and an understanding of cultures, both past and present. Students work individually and collaboratively, and are provided with an excellent preparation for Senior Visual Art and/or Visual Arts in Practice in Senior years.

Assessment

All units contain practical and theoretical components. Students are required to participate in all class activities, working individually, in pairs or groups. Students are assessed on their ability to make and respond to artwork.

Senior Subject Prerequisites

Students considering studying Visual Art in Year 11 are required to achieve a minimum B in Year 10 English.

There are no prerequisites for the study of Visual Arts in Practice.

PROGRAM OF EXCELLENCE - THE ARTS

The Arts provides an opportunity for students to create, reflect, challenge, critique and celebrate. Learning involves students developing personal skills in listening, effective communication and the ability to work collaboratively in groups.

Learning experiences

Dance, Drama, Music and Visual Arts are offered as subjects. Students will engage in learning experiences that provide opportunities for making and responding in each Arts subject. Details of each Arts subject are provided under the subject headings in this handbook.

Assessment

Assessment in The Arts include performance and exhibition of artworks, the creation of artworks and responding to artwork and performance work in a range of social and cultural contexts.

SPECIAL EDUCATION PROGRAMS

Over the course of your child's education at Albany Creek State High School verified students will be supported by the Learning Connections Faculty. In Years 9 and 10, the following programs will be on offer in consultation with parents and students:

Year 9 and 10:

- In class support
- Co-teaching of some targeted Core classes in English, Mathematics, Science and Humanities for verified students with significant learning delays dependent on available resources and curriculum needs
- Tutorials – usually in place of an elective to provide assistance with homework, assignment tasks and individualised goals

Students may be assigned a case manager who has the responsibility of co-ordinating support for students, parents and class teachers. Case managers contact families at the start of the year to introduce themselves and establish a partnership that will be mutually productive in supporting the parents and student across their schooling at Albany Creek State High School.

2023 ADDITIONAL COSTS – YEAR 10

Costs in addition to the Student Resource Scheme.

Some subjects incur additional costs. These may include subject fees, in/excursion costs, course costs or competition entry fees. Please see information provided below to indicate costs associated with subject selection that is not included in the Student Resource Scheme.

Only the subjects with additional costs for 2023 have been listed.

Senior Subject	Additional Costs
APPLIED TECHNOLOGY	
Food Specialisations	Containers for take home products and 2 tea towels Eat Street Excursion \$30.00
Food and Fibre Production	Containers for take home products and 2 tea towels Eat Street Excursion \$30.00
BUSINESS	
Economics and Business	Excursion \$35.00
INFORMATION TECHNOLOGY	
Digital Technologies	Adobe Suite Site Licence for home \$10.00
ENGLISH	
English	ICAS English (optional) \$15.50 Somerset Writer's Festival (optional) \$30.00 Shake and Stir presentation \$10.00
English Extension	As above ICAS English (mandatory) \$15.50
MATHEMATICS	
Mathematics	ICAS Mathematics Competition (optional) \$15.50
Mathematics Extension	ICAS Mathematics Competition (mandatory) \$15.50
SCIENCE	
Science	ICAS Science Competition (optional) \$15.50
Science Extension	ICAS Science Competition (mandatory) \$15.50
HUMANITIES	
Legal Studies and Geography (Combined Course)	Excursion - \$20.00 to \$30.00
THE ARTS	
Dance	Dance Eisteddfod \$80.00 Black Leotard and tights \$70.00 Bangarra Dance Theatre \$40.00 Dance Night ticket (optional) \$15.00
Media Arts	Adobe Suite Site Licence for home \$10.00 32 GB USB \$12.00 SD Card 16 GB \$11.00
Music	QSO Music Excursion \$30.00 Kickstart Day: \$15.00 (Instrumental Music Students Only)
Visual Art	Art Gallery Excursion \$15.00 Adobe Suite Site Licence for home \$10.00
Drama	Drama Performance \$30.00
Instrumental Music	Subject Fee: \$150.00 Kickstart Day \$15.00 Hiring of instruments (if required)
PROGRAMS OF EXCELLENCE	
Program of Excellence - Football	\$460 Program Fee \$60 FEP Kit (training shirt, shorts, socks)
Program of Excellence - Dance	Subject Fee: \$220.00 Sydney Dance Eisteddfod \$650-\$750 (optional)
Program of Excellence - Drama	Subject Fee: \$220.00
Program of Excellence - Music	Subject Fee: \$250.00
Program of Excellence - Visual Art	Subject Fee: \$200.00