

Corinda State High School
Year 10
CURRICULUM HANDBOOK





Disclaimer: The information in this handbook is subject to change without notice due to human and physical resource allocations.

Some courses identified in this handbook will attract a fee, where a fee applies it has been mentioned in the course brief throughout this handbook. All subject fees are outlined in the Student Resources Handbook which is available at the office.

Students may be asked to pay these fees direct to the external provider or to the school who will pay the external provider on behalf of the students enrolled.

Fees will be invoiced within the first month of course commencement, invoices will be sent home with payment instructions and due dates. Please note only financial students can stay enrolled in a course to receive a certificate of qualification.

Some courses will only proceed if sufficient numbers of students enrol at the time of Subject Selection process.



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Executive Principal's Welcome

Welcome to the Senior Secondary phase of your education. Corinda State High School prides itself on the ability to provide such a broad ranging curriculum. This is based on the philosophy that students can reach their potential through many and varied pathways. There is not just one way to reach your career goal.

Our school is committed to the pursuit of educational expertise in order to confront the challenge of educating young people in a constantly changing world

The curriculum seeks to reflect both traditional and contemporary aspects and its design takes into account current educational trends and societal issues such as changing employment patterns, skills shortages, technological advances and global influences.

All students at Corinda State High School are encouraged and supported to strive to achieve personal excellence. Our staff work hard to ensure students have a wide range of academic subjects as preparation for tertiary studies as well as embedded and stand-alone certification for Vocational Education and Training pathways.

At Corinda we continue to produce a strong academic record with students being supported through Academic Coaching and a major emphasis on high performance. Corinda State High School continues to be a school of choice for the Sciences and our academic record in this field has always been strong.

I encourage all students to take up these exciting opportunities through our curriculum offerings as they plan their desired pathways.

Corinda is a school for every student and central to our core business is the belief that all students can succeed and achieve their goals – our job being to steer them on this journey.

Every opportunity that will '*Exceed Your Expectations*'

At Corinda you can be what you want to be!

Helen Jamieson

Executive Principal



Introduction

This handbook has been compiled to assist students and their parents in making informed choices about senior subjects by providing general senior schooling information as well as specific subject descriptors.

It is our goal at Corinda that every student finds enjoyment in 'learning' and a pathway suitable to their abilities and interests and we trust this document will give you plenty of guidance to do so.

The Year 10 curriculum at Corinda provides students with a rich and challenging environment designed to prepare students for the senior curriculum. Students will be provided with the opportunity to complete core subjects and their choice of two elective subjects.

Entering the Senior Phase of Learning is an exciting time however there is a lot of information for you to take in. If there are any terms or concepts in this handbook that you still are not comfortable with, please ensure you approach any of the Guidance Officers and Senior Schooling staff who will be more than happy to clarify anything.

Subject selection

To assist in the decision-making process involved with subject selection, we recommend answering the following questions honestly

- Which subjects did I find most enjoyable during Junior school?
- In which areas did I perform well?
- What are my strengths and weaknesses as a learner?
- What are my main areas of interest?
- Do these subjects support where I want to be in the future?

Parents and caregivers play a crucial role in enhancing their child's success in their educational program. This can be achieved by creating a supportive atmosphere at home and displaying a keen interest in their child's academic endeavours. Additionally, parents and caregivers can contribute by:

Helping your child develop a sense of responsibility for their studies.

- Creating a good study spot at home where they can focus.
- Discussing with your child the answers found in the section above.
- Showing interest in your child's learning journey and encouraging them to share what they're learning.
- Making sure your child attends school regularly and is on time, and prepared for learning.



- Encouraging them to go over what they've learned in class and practice those skills.
- Checking their homework and knowing when assignments are due (you can find this on DayMap).
- Keeping in touch with their teachers regularly if there are any concerns.

Selection Guidelines

All students will study (1) English subject, one (1) science subject, one (1) humanities, and one (1) strand of mathematics. Students are required to select two (2) other subjects from the elective's choices. Students also need to be aware that availability of a particular subject is dependent upon a number of important factors, including availability of staff and physical resources such as specialist classrooms, and class size numbers.

ENGLISH



proposal for imp
SC: 1) Research to locate
2) Summarise and evaluate
of the information in a
3) Explain why your chosen pr
global fa

name whom the heroine had
cellar of her house. In some
with Pinny into the drawing room
exquisite, archaic. "I think,"
need not despair. Sometimes
think. Yes, something was
Pinny: who every night, wearing
more, the maid, had herself
roves with the Marchioness
fish shop in the Novik
maid? Anna now thought, as
to cut my hair?
One last memory rose before her:
not of her childhood. A recent one
at Mersham . . . of herself standing
desperately shaking out her damp
cover her naked shoulders, her breasts
And with this image came courage an
nation. She lifted her head.
"I am ready, monsieur," said Ann
begin."
Anna was not the only person from Mers
lens Over on the Wednesday before
who had business with



English

Brief Description of Subject

The language, literature and literacy strands of the Australian Curriculum: English provide students with the opportunity to:

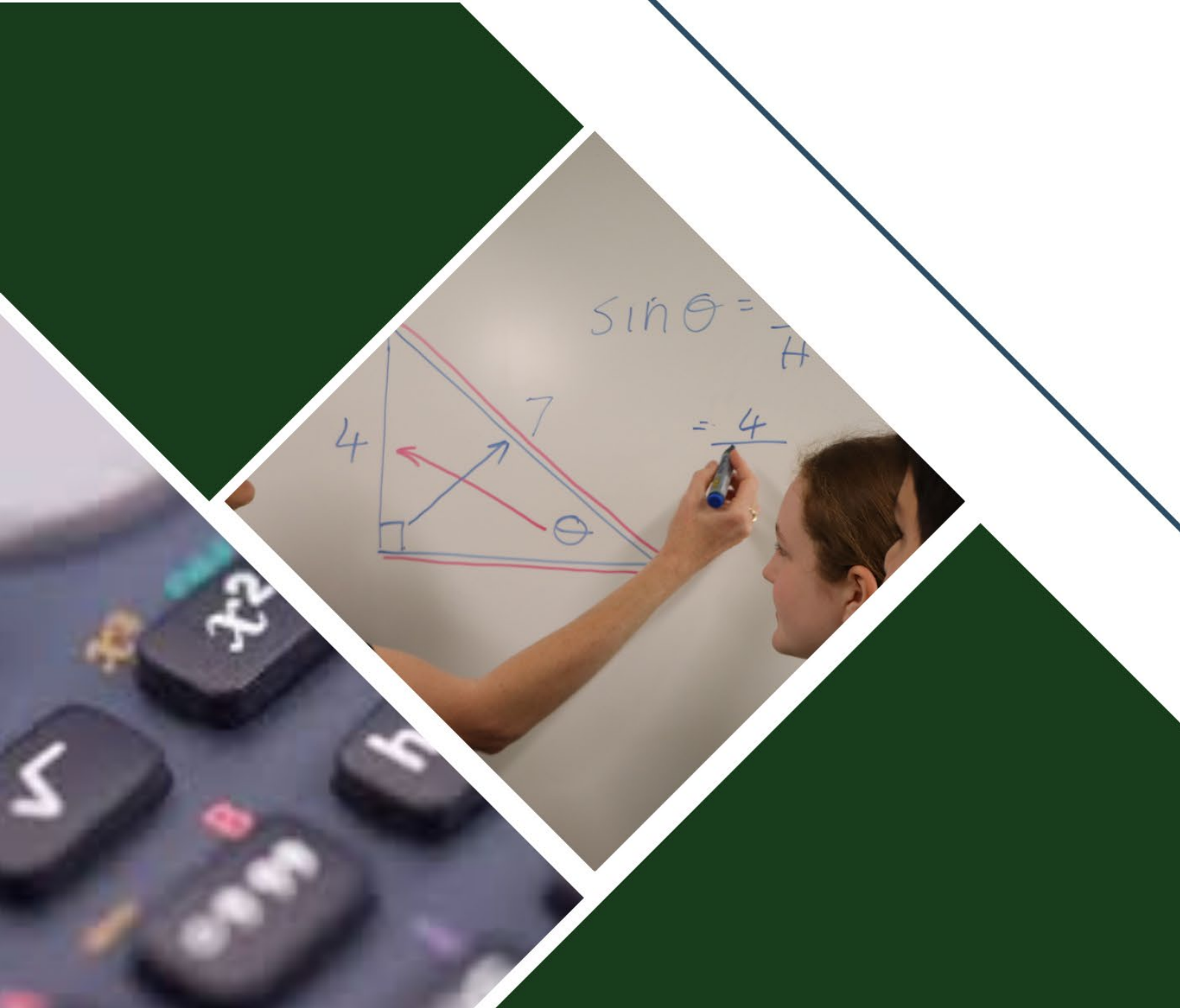
- understand and use Standard Australian English in its spoken and written forms and in combination with other non-linguistic forms of communication
- develop a sense of the capacity of Standard Australian English to evoke feelings, and to organise and convey information and ideas
- use language to inform, persuade, entertain and argue
- understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings
- develop interest and skill in inquiring into the aesthetic aspects of texts, an informed appreciation of literature, and an understanding of literary criticism, heritage and values
- develop proficiency in the increasingly specialised written and spoken language forms of schooling.

Brief Course Outline:

Lyrics & Poetry	Novel Study	Shakespeare	The Media
In this unit, you will study how poetry has been used across cultures to communicate ideas and represent issues in a way that is accessible for a wide variety of people. You will also explore how music lyrics employ aesthetic devices for effect when positioning an audience. Learning in this unit will also focus on persuasive speaking and writing.	In this unit, you will study the context and perspectives that are communicated within a novel and explore the social, moral or ethical dilemmas that are raised by characters. Learning in this unit will also focus on creative skills and imaginative writing.	In this unit, you will study a Shakespearean text of cultural significance and explore themes of human experiences, including interpersonal relationships and ethical dilemmas. Learning in this unit will also focus on analytical writing.	In this unit, students will examine and analyse representations of specific groups within media and film texts. Learning in this unit will focus on analysis of text structures and language choices, as well as how film and visual features position audience and privilege and/or marginalise perspectives.

MATHEMATICS

MATHEMATICS
ADVANCED MATHEMATICS





Mathematics

Brief Description of Subject

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems.
- recognise connections between the areas of mathematics and other disciplines.

The mathematical content of year 10 mathematics is organised by three content strands:

Number and Algebra Measurement and Geometry Statistics and Probability.

The actions in which students can engage when learning and using the content are organised into four proficiency strands describe:

Understanding Fluency Problem Solving Reasoning

Brief Course Outline:

Unit 1	Unit 2	Unit 3	Unit
Patterns and Algebra I – Indices, Algebra and equations Linear and Non-Linear Relationships I – Coordinate geometry, Simultaneous linear equations and inequations	Pythagoras and Trigonometry – Elevation and depression, Bearings Measurement – Surface area and volume Chance and Data – Probability, Univariate and bivariate data	Patterns and Algebra II - Quadratic expressions Linear and Non-Linear Relationships II – Quadratic equations	Financial Maths – Simple and compound interest Deductive Geometry – proofs involving plane shapes



Advanced Mathematics

Pre-requisite Year 9 Mathematics A or High B

Brief Description of Subject

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason across all content strands.
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

The mathematical content of year 10 mathematics is organised by three content strands:

Number and Algebra Measurement and Geometry Statistics and Probability.

The actions in which students can engage when learning and using the content are organised into four proficiency strands describe:

Understanding Fluency Problem Solving Reasoning

Advanced Mathematics caters for the mathematically able student who requires more content to enrich their mathematical study. Students are enrolled in the extension course based their achievement in previous years.

In addition to the standard Mathematics course, Advanced Mathematics students may:

- Define rational and irrational numbers and perform operations with surds and fractional indices.
- Factorise quadratic expressions and solve a range of quadratic equations in a variety of contexts.
- Solve problems involving surface area and volume of right pyramids, right cones.
- Prove and apply angle and chord properties of circles.
- Apply Pythagoras' theorem and trigonometry to solving three-dimensional problems.
- Calculate and interpret the mean and standard deviation of data and use these to compare data sets.



Brief Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Patterns and Algebra I - Indices, Algebra and equations Linear and Non-Linear Relationships I – Coordinate geometry, Simultaneous linear equations and inequations Geometric Reasoning I – Deductive geometry	Pythagoras and Trigonometry - 3D Pythagoras Measurement - surface area and volume of cones, pyramids and spheres Chance and Data – Probability, Univariate and bivariate data, Standard deviation.	Patterns and Algebra II - Quadratic expressions Linear and Non-Linear Relationships II - Quadratic equations, exponential equations, polynomials, hyperbolas and circles	Financial Maths – Simple and compound interest Real Numbers – Surds, fractional indices, logarithms Pythagoras and Trigonometry II – Sine and cosine rules, unit circle, trigonometric equations

SCIENCE





Science

Brief Description of Subject

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Brief Course Outline:

Unit 1 – Biology	Unit 2 – Chemistry	Unit 3 – Physics	Unit 4A – Earth and Space Unit 4B – Senior Science Preparatory Unit
Students will undertake a unit of study that enables them to understand heredity and genetics. Beginning with the origin of the universe and covering key concepts of evolution to investigate the vast biodiversity that exists on Earth today,	This unit will cover how elements are arranged and the properties of particular groups of elements in the periodic table. Students will learn how to represent chemical reactions as word, molecular and balanced chemical equations. Students will investigate the factors that affect rate of reaction and how the rates are measured. Students will be able to design/modify a student experiment from a mandatory practical, interpret results and draw conclusions	Students will be involved in experiential learning to investigate conservation of energy and Newton’s Laws. They will be able to describe the physics of motion and make predictions based on theories.	Students will be involved in preparatory activities and lessons that will advantage them should they have chosen to study a general science for year 11 and 12. If students have chosen Science in Practice or no Science, they will be involved in an applied science project for the term.

HUMANITIES





Humanities

Brief Description of Subject

Humanities subjects span the entirety of the human experience, including history, geography, law, economics, and critical thinking. By engaging with Humanities, students sharpen their ability to question, think critically, solve problems, communicate effectively, make decisions, and adapt to change. The year 10 program aims to provide a comprehensive foundation in these skills thereby preparing students for future academic and professional endeavours.

In Semester 1, year 10 students preview one of the following senior Humanities electives:

- Ancient History
- Economics
- Geography
- Legal Studies
- Philosophy & Reason

In Semester 2, year 10 students complete two core history units from the Australian Curriculum: *the Second World War* and *Building Modern Australia*.



Brief Course Outline:

<p>ANCIENT HISTORY: Unit 1 — The Age of Vikings</p>	<p>ANCIENT HISTORY: Unit 2 — Athens & Sparta</p>
<p>In this unit, students investigate the Age of Vikings through an analysis of relevant archaeological and written sources:</p> <ul style="list-style-type: none"> • The way of life in Viking society and the roles and relationships of different groups in society. • The significant developments and/or cultural achievements that led to Viking expansion, including their technological and engineering achievements, and the extent of their trade. • The nature of beliefs, rituals, and funerary practices in relation to Nordic mythology, including the adoption and gradual transition to Christianity. • The role of significant individuals within Viking political structures, with particular focus on Ragnor Lodbrok. 	<p>In this unit, students investigate Ancient Greece, with a particular emphasis on the dynamics between the city-states of Athens and Sparta:</p> <ul style="list-style-type: none"> • Overview of daily life and social hierarchies in Athens and Sparta • The significant causes, events and impacts of the Peloponnesian war • The relationship between the artistic, philosophical, military and religious beliefs of both cultures • Comparative analysis of Athenian and Spartan political systems • Exploration of gender roles and citizenship in ancient Greek society
<p>ECONOMICS: Unit 1 — It's All Economics</p>	<p>ECONOMICS: Unit 2 — Personal Economics</p>
<p>In this unit, students investigate economic fundamentals through a study of:</p> <ul style="list-style-type: none"> • The role of the dynamic economy • An introduction to key figures in economic thought such as Adam Smith and Karl Marx • Key economic concepts including: the economic problem, supply & demand (price mechanism), opportunity cost, economic growth, economic/ business cycle, circular flow, scarcity, factors of production, full employment, RBA and inflation. • Contemporary issues, events and case studies at different levels such as: personal, local, national, regional, global • Government strategies to manage economic performance such as: fiscal policy – taxation and welfare as well as monetary Policy and the cash rate. 	<p>In this unit, students investigate personal economics through a study of:</p> <ul style="list-style-type: none"> • The role of consumer in the circular flow • Key economic concepts including: earning and income, budgeting, finance, superannuation, political economy • The role of the financial sector particularly the share market including ASX • Investing options, plans and strategies such as shares, commodities and real estate





<p>GEOGRAPHY: Unit 1 — Geography of Wellbeing</p>	<p>GEOGRAPHY: Unit 2 — Environmental Change and Management</p>
<p>In this unit, students investigate global, national and local differences in human wellbeing between place, and will:</p> <ul style="list-style-type: none"> • examine the different concepts and measures of human wellbeing • examine causes of global differences in these measures between countries • explore the spatial differences in wellbeing within and between countries • evaluate the differences from a variety of perspectives. • assess programs designed to reduce the gap between differences in wellbeing 	<p>In this unit, students investigate environmental geography through an in-depth study of a specific environment, and will:</p> <ul style="list-style-type: none"> • examine the environmental functions that support life • analyse the major challenges to sustainability • assess how people perceive and respond to environmental challenges. • investigate a specific type of environment and environmental change – Oxley Creek. • analyse the causes and consequences of the change • evaluate and select strategies to manage the change
<p>LEGAL STUDIES: Unit 1 — Criminal Law</p>	<p>LEGAL STUDIES: Unit 2 — Law Reform</p>
<p>In this unit, students investigate criminal law through a study of Queensland’s criminal justice system:</p> <ul style="list-style-type: none"> • The differences between customs, rules and laws • Legal principles related to establishing criminal guilt including presumption of innocence, standard & burden of proof, elements of a crime, actus reus and mens rea • The role of key persons including the judge, jury, defendant and prosecution • Rights and protections afforded to defendants including defences, the right to silence and access to legal aid 	<p>In this unit, students investigate how laws can be reformed to better meet society’s needs:</p> <ul style="list-style-type: none"> • The principles and processes associated with Australia’s electoral system, including democracy and how representatives are elected to Parliament • How laws are made in Australia through parliaments (statutory law) • How citizens can participate in Australia’s democracy, including use of the electoral system, contact with elected representatives, use of lobby groups, and law reform bodies • Current legal issues where efforts are being made to reform the law





PHILOSOPHY AND REASON: Unit 1 — Philosophy of Science	PHILOSOPHY AND REASON: Unit 2 — Moral Philosophy
<p>In this unit, students will investigate reasoning through studying how to correctly form logical arguments:</p> <ul style="list-style-type: none">• Elements and structures of arguments• Deductive reasoning• Types of inductive reasoning• Critical thinking tools to evaluate arguments• The nature of scientific evidence• The distinction between science and pseudoscience	<p>In this unit, students investigate consequentialist and non-consequentialist philosophical theories of ethics to understand how people should live their lives:</p> <ul style="list-style-type: none">• Sources of morality: social, personal, theistic, reason• Ways of judging actions based on consequences through Jeremy Bentham's theory of Utilitarianism• Ways of judging actions based on duty through Immanuel Kant's ethical theories• Limitations and criticisms of Utilitarianism and Kantian ethics



HEALTH AND PHYSICAL EDUCATION

HEALTH EDUCATION STUDIES
PHYSICAL EDUCATION STUDIES
FOOTBALL SPECIALISATION
TENNIS SPECIALISATION





Health Education Studies

Brief Description of Subject

Health Education Studies is an elective subject that you may choose to study in year 10 for 3 periods per week. Health Education Studies aligns to the requirements of the Australian Curriculum: Health and Physical Education and aims to ensure that students will develop knowledge, attitudes, values and skills that are needed to promote health and to assist people to reach their health potential.

The course is designed for the student who wants to conduct in-depth studies into health and be involved in research, case studies, listening to guest speakers, collection and interpretations of articles, and group discussion. Students will also access health services within the community to help improve understanding and appreciation of health.

Additionally, Health Education Studies is designed as a recommended pre-study for those who are considering the Senior General subject of Health Education. It is also highly recommended for those students considering a future in the fast-moving Health Care and Social Assistance industry.

Health is a Theory based subject with no practical element involved.

Brief Course Outline:

Term 1: Introduction to Health and the expectations of the subject. Students will learn about the Health Inquiry model, the AIHW Determinants of Health Model and investigate issues surrounding the health status of Indigenous Australians.	Term 2: Students will continue learning about the frameworks used to investigate Health issues. They will focus on the AIHW determinants of Health and the Ottawa Charter, while applying these to the mental health and wellbeing focus area of Health Studies.
Term 3: Students continue to utilise the Health Models and Frameworks that were investigated during Semester 1. The RE-AIM Framework will also be introduced to analyse health issues. The focus on Term 3 is applying the theories to the topic of Alcohol and Other Drugs.	Term 4: Students will focus on the River of Life, along with previous taught Frameworks, to investigate a range of Health issues identified in Australian Society.



Physical Education Studies

Brief Description of Subject

Physical Education Studies is an elective subject that you may choose to study in year 10 for 3 periods per week. Physical Education Studies aligns to the requirements of the Australian Curriculum: Health and Physical Education and involves studying about physical activity and its effects as well as “doing” physical activity.

The course focuses on psychological, biomechanical and sociological factors that influence individual and team performances. The emphasis is on doing physical activity and understanding why and how we can improve our knowledge of its effects upon the body and society.

Additionally, Physical Education Studies is designed as a recommended pre-study for those who are considering the Senior General subject of Physical Education. It is also highly recommended for those students considering a future in the fast-moving Fitness and Physical Sciences industry.

Brief Course Outline:

Principles of coaching – Field sports	Energy & Training – Court Sport
Students engage with different approaches to coaching sessions: drills vs game sense/coaching styles introducing the role of the coach. Students will be planning an effective session/ Assessing risk in activities. Students will explore a variety of communication strategies. Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours within a team environment. Students will be introduced to teamwork focus and building rapport with classmates. Students will be participating in a range of sport coaching sessions to demonstrate expected standards and coaching styles. Students will demonstrate leadership, fair play and cooperation across a range of movement and health contexts. Students apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing throughout sessions. Students will apply and transfer movement concepts and strategies to new and challenging movement situations. Students apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. Students will work collaboratively to design and apply solutions to movement challenges. Students will provide a proposition and evaluation of coaching session to improve fitness and physical activity	Students engage with concepts, principles and strategies about energy, fitness, training and physical performance, using an inquiry approach. Students recognise and explain the concepts and principles about energy, fitness and training through purposeful and authentic learning about and in the selected physical activities. In the selected physical activities, students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies. Students apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of energy, fitness and training concepts. Students analyse and synthesise relationships between the energy and fitness demands of the selected physical activities and their personal performance. Students engage in physical activity through selected court sports to develop further understanding of fitness components and energy systems.



<p>levels in communities as well as demonstration of leadership, fair play and cooperation during coaching session</p>	
<p>Tactical Awareness – Net sport</p>	<p>Sport and Rec in the community</p>
<p>Students engage with concepts, principles and strategies about tactical awareness, ethics and integrity using an inquiry process. Students recognise and explain the concepts and principles about dynamic systems of motor learning and tactical awareness through purposeful and authentic learning about and in the selected physical activities. Students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies. They apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of tactical and body and movement concepts. Students analyse and synthesise relationships between the constraints of movement strategies and their personal performance. Students recognise and explain the concepts and principles about ethics and integrity in physical activity. In a range of physical activities, students explore the factors that influence fair play, ethical behaviour and integrity to gather data about engagement. Students devise a tactical strategy to optimise performance in Volleyball. Students evaluate the effectiveness of the tactical strategy and movement strategies and justify using primary and secondary data. They devise an ethics strategy to provide a course of action in response to one identified ethical dilemma in the interschool sport program. Students evaluate the effectiveness of the devised ethics strategy to optimise integrity and positive engagement for students in interschool sport.</p>	<p>Students engage with concepts relating to the sport, fitness and recreation industries. They investigate opportunities for engagement in a wide range of recreational activities in the community and analyse the impact that engagement in regular physical activity has on overall health. Students will also participate in a wide range of physical activities to promote lifelong engagement in P.A. which aims to create positive exercise habits leading to healthy lifestyles.</p>





Football Specialisation

Pre-requisite Year 9 Football Excellence or by invitation

Brief Description of Subject

The Football Specialisation Program is an elective subject that may be studied by Year 10 students who have displayed an aptitude and commitment to improve their Football skills.

Students will engage in a specifically designed program which will allow them to gain knowledge in technical aspects of the sport. Students will also learn about and participate in project-based learning that is centred around giving back to the community and engaging as a positive member of society.

Brief Course Outline:

<p>Term 1:</p> <p>Students participate in a range of activities to develop overall footballing ability and tactical awareness.</p> <p>Students will learn about refereeing and the laws of the game, participating in a course to become a qualified referee.</p>	<p>Term 2:</p> <p>Students participate in a range of activities to develop overall footballing ability and tactical awareness.</p> <p>Students will learn about the tactical elements of the sport and apply them to conduct a detailed player analysis, focussing on the key skills required of an elite player.</p>
<p>Term 3:</p> <p>Students participate in a range of activities to develop overall footballing ability and tactical awareness.</p> <p>Students also focus on the concepts related to Tournament Organisation and will contribute to the planning and delivery of a football-based competition.</p>	<p>Term 4:</p> <p>Students participate in a range of activities to develop overall footballing ability and tactical awareness.</p> <p>Students conduct a self-reflection on their playing ability and how they have developed as a player during their time in Football Excellence.</p>



Tennis Specialisation

Pre-requisite Year 9 Tennis Excellence or by invitation

Brief Description of Subject

The Tennis Program of Excellence and Specialisation Program are elective subjects that may be studied by students in Year 7 through to Year 12, who have displayed an aptitude and commitment to improve their Tennis skills. The Tennis Program of Excellence and Specialisation Program provide eligible students with alternative school-based learning experience that supports students at an elite level.

In partnership with the Queensland Tennis Centre and Performance Physio, students will be exposed to coaching and Strength & Conditioning of the highest quality to support exceptional Tennis performance. To be eligible for participation in the Tennis Program of Excellence and Specialisation Program, applicants must be of an acceptable standard across academic and Tennis achievements, and behaviour. An ideal applicant for this program will possess:

- a high standard of Tennis skills and ability;
- the ability to work productively in a positive team environment;
- the ability to achieve a satisfactory standard in other academic subjects at Corinda State High School;
- an exemplary record of attitude, industry and behaviour within a school community;
- the capacity to cover course costs; and
- a passion to pursue Tennis excellence and promote Tennis in all of its facets
- a desire to demonstrate cooperation, courtesy and commitment at all times.

Brief Course Outline:

Students will engage in practical sessions to develop their playing ability. These sessions include on a weekly basis 1 gym session with a qualified instructor to focus on rehabilitation exercises, 1 on court movement session with a qualified trainer as well as match play and technical sessions to develop their athleticism as well as skill execution.

LANGUAGES

CHINESE
FRENCH
GERMAN
JAPANESE
SPANISH





Chinese

Brief Description of Subject

Students are introduced to the language and culture of China and other nations that speak Mandarin. They use their developing understanding of Mandarin to explore the relationship between language and culture in China and other countries that speak Mandarin. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus, they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

Brief Course Outline:

Unit 1 — Making friends	Unit 2 — Chinese festivals and celebrations	Unit 3 — Food and Nutrition	Unit 4 — Giving directions
In this unit, students will learn how to greet people under different circumstances in Chinese (for example: how to greet new friend, close friends, or the people who you need to use polite form to, etc.), describe one's personal information, physical appearance, characters/personality, as well as hobbies. They will be required to complete a speaking assessment – Introduce family members and a close friend to a new friend (teacher's role); and a listening test – Listen to a conversation between two friends about their new friend and answer questions	In this unit, students will be learning about traditional Chinese festivals (e.g., Chinese New Year, Mid-autumn Day, Dragon Boat Festival and Chinese National Day), Chinese Lunar calendar, the customs, ways of celebrations, festival foods and the cultural significance behind the festivals. They will be required to complete a Reading assessment – an article about Chinese New Year, also known as Spring Festival; and a writing assignment – a blogpost to introduce an Australian festival to unknown Chinese audience.	In this unit, students will be learning about the Chinese foods and drinks, Australian foods and drinks for breakfast, lunch and dinner, food preparation and cooking techniques, nutrition, measure words for foods and drinks, healthy and unhealthy diet and habits. Students will be required to complete a reading assessment – Text 1 read the recipe and answer the questions; Text 2 read a letter and answer the questions; a writing assessment – write a letter to give suggestion for a healthy diet plan and weight control.	In this unit, students will be learning how to ask and give directions and to express near and far. Students will be required to complete a speaking assessment – roleplay: to ask and give directions; and a reading and listening combination assessment – Read a personal letter about neighbourhood and listen to a recording about giving directions.



French

Brief Description of Subject

Students use their developing understanding of French to explore the relationship between language and culture in France and Francophile countries. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus, they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture

Brief Course Outline:

Unit 1 - Partons en voyage ! (Let 's Travel!)	Unit 2 – Coup de foudre (Love at first sight)	Unit 3 — Le bahut (School and future plans)	Unit 4 — La famille et la communauté (Family and Community)
<ul style="list-style-type: none"> • Modes of transport • Buying tickets • Formal/informal register • Expressing a range of possibilities • Holiday destinations and activities • Prepositions for cities and countries (à, en, au, aux, à l') • The pronoun 'y' • The present tense (1st, 2nd, 3rd group & irregular verbs) • The near future tense (le futur proche) • Recognition of the past tense (le passé composé) • Recognition of the conditional mood (le conditionnel) 	<p>Asking for/giving advice on relationships</p> <p>Expressing feelings/emotions</p> <p>The imperative mood</p> <p>Direct object pronouns, (le, la, les)</p> <p>Indirect object pronouns (me, te, lui, nous, vous, leur)</p> <p>The imperative mood (l'imperatif)</p> <p>Present tense (1st, 2nd, 3rd group)</p> <p>PLAIRE (+ à), MANQUER (+ à)</p>	<p>Daily routine</p> <p>School exchanges</p> <p>Future plans</p> <p>Asking for and giving opinions</p> <p>The perfect tense (le passé composé)</p> <p>Reflexive verbs</p> <p>Reflexive verbs in the past tense</p>	<p>Family</p> <p>Community</p> <p>Youth issues</p> <p>Present tense (1st, 2nd, 3rd group)</p> <p>Expressing opinion</p> <p>Cognitive verbs and key words (in preparation for Senior)</p> <p>The perfect & imperfect tenses (le passé composé & l'imparfait)</p>



German

Brief Description of Subject

Students are introduced to the language and culture of Germany, Switzerland and Austria. They use their developing understanding of German to explore the relationship between language and culture in Germany and other German speaking countries. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus, they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

Brief Course Outline:

Unit 1 — Das ist mir so peinlich Family Life/Relationships	Unit 2 — Retter die Umwelt	Unit 3 Media and Advertising	Unit 4 — Wir machen einen Austausch School Life/Exchanges
In this unit students learn how to describe personal problems (Ich muss) ask about other people's problems (Hast du ein Problem?), State a point of view (Das ist nicht fair) Ask for and give advice (Was soll ich machen?) Negotiate with someone and make compromises (Darf ich ...) Ask for and give permission (Darf ich... Okay du darfst...) Describe people's appearance (Er hat ...), Structure an argument (Das verstehe ich, aber ...)	Talking about the environment	Media Students are learning about the history of East and West Berlin, how to express and ask for opinions about events/music/tv programmes, evaluate advertisements, describe television programmes and films, write a film critique	In this unit students learn how to say what they are interested in, talk about their daily routine, discuss the advantages and disadvantages of where they live, compare different types of housing and lifestyles, talk about statistics (land density, population density- Australia and German speaking countries, using statistics to back up an argument or opinion, saying where you would like to go on an exchange and why, structuring a presentation using palm cards as prompts



Japanese

Brief Description of Subject

Students are introduced to the language and culture of Japan. They use their developing understanding of Japanese to explore the relationship between language and culture in Japan. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture

Brief Course Outline:

みんなでワイワイ Leisure	とかいとうなか Town and country	修学旅行(しゅうがくりょこう) School Excursion	アルバイト Part time job	何になりたいですか。 What do you want to become?	オーストラリアでホームステイ
Unit Synopses: Students reflect on and compare the popular past-time activities of Japanese and Australians.	Unit Synopses: Students reflect on the differences between living in urban cities as compared to rural countryside areas.	Unit Synopses: Students compare Japanese and Australian school trips, and learn about places that Japanese students visit.	Unit Synopses: Students reflect on the differences and similarities between jobs that Japanese teenagers might have in comparison to Australian teenagers, their reasons for working and how they use their money.	Unit Synopses: Students reflect on the future aspirations of Japanese young people, and how this compares to the goals of young Australians.	Unit Synopses: Students reflect on how Japanese students visiting might react to aspects of Australian culture



Spanish

Brief Description of Subject

Students use their developing Spanish skills to explore their connection with the world, including describing their everyday activities, travel experiences, and plans for the future. They discuss roles and relationships, such as in the work place, and negotiate decisions.

Students develop their language skills to discuss culture and media in Australia and the Spanish-speaking world. They continue to develop their understanding of the relationship between language, culture and identity

Brief Course Outline:

Unit: 1 Unit Title: Mi Mundo / My world	Unit 2 Unit Title: La exploración de nuestro mundo / Exploring our world	Unit 3 Unit Title: Nuestra sociedad / Our society	Unit 4 Unit Title: Mi futuro / My future
Students build on previous language learnt to describe people and daily routines, including at school, extra-curricular activities and free time. Students also evaluate where they live, such as the city, neighbourhood or house/apartment.	Students use the preterite, imperfect and imperfect continuous to describe actions in the past, including daily routines, travel and the weather. Students also explain media preferences and habits, such as TV, books, social media.	Students discuss young people's roles at home and in the workplace (using the preterite and imperfect tenses). Students will also be able to make and negotiate plans with their peers using the conditional tense and building on the types of questions learnt in previous years.	Students discuss options for further study and career choices (short- and long-term plans) as well as what they consider important for their futures, using the future tense, conditional, conditional subjunctive, present subjunctive.

SERVICE INDUSTRIES &

FOOD TECHNOLOGY

AGRICULTURAL TECHNOLOGY
DESIGN TECHNOLOGY & FASHION
HOSPITALITY





Agricultural Technology

Brief Description of Subject

Agricultural Technology is an exciting and engaging opportunity to explore digital and design technologies in a real-world context – that of working with animals in an agricultural setting. The program seeks to work with project partners such as QUT and Capilano Honey to explore real world problems that exist outside the classroom.

Agricultural Technology aims to offer students the opportunity to handle and learn about animals and their care as well as improving the production systems of animal industries. This includes a study of pasture plant systems. The subject will largely be hands-on learning, using interactive platforms such as Microsoft Teams to collaborate with university researchers using coding, sensors and cloud based IoT Technologies to collaborate on projects. These opportunities involve working with livestock at school, travelling to Oxley Creek Common and excursions to other properties and businesses.

Another aspect to Agricultural Technology will be working with bees. Beekeeping is an integral part of horticulture and is seen as a crucial element of crop pollination. This is a broad topic on bees from honey tasting and processing. Students will work with Capilano Honey technicians to analyse Corinda State High School honey, and investigate technologies used to monitor bee hives.

Agricultural Technology is recommended for any student who has an interest in animals and using this love of animals to learn about technologies and problem-solving skills that can be applied to many different career pathways.

Brief Course Outline:

Unit 1: Animal behaviours	Unit 2: Cloud based cattle technologies and pasture studies	Unit 3: coding and wearable livestock technologies	Unit 4: it's so good you can taste
Investigate the innate behaviours of animals that can be used to minimise stresses when handling livestock.	This unit involves monitoring systems of livestock that collects useful data and uploads this to the cloud in order to increase efficiency. This will be connected to the animals' diets through a study of pasture crops.	This term focuses on the need for students to code and build a technology using Micro: bits. Coding will be done using Java Scripts Blocks and the technology will be used on cattle, sheep or alpacas	Students will connect with industry, working with the school's bee hives and then assessing the quality of the honey and other products.



Design Technology and Fashion

Brief Description of Subject

This course will encourage students to develop their creativity in design work by working through the technology design process and human centred design. Students will have the opportunity to develop skills to create a range of fashion and design products. Investigation and textile experimental work are strong components of this subject and provide the foundations for Senior Design.

Brief Course Outline:

Unit 1: Foundation Unit – What’s Trending?	Unit 2: Drafting your design brief	Unit 3: Technology and textiles	Unit 4: Future earth – dyeing
<p>This foundation unit is an introductory unit which explores the design process and its application within the textile industry.</p> <p>Students will investigate and practise a range of practical design and construction skills which will enable them to successfully produce products which meet design challenges. Students will individually and collaboratively participate in a range of learning experiences.</p>	<p>Students will investigate and make judgements on how the characteristics and properties of materials influence end use of products.</p> <p>Students will critique the “history of fashion” to develop and draft their own innovative design brief and produce a folio and product</p>	<p>This unit addresses emerging trend of online learning and a growing concern within society about the sustainability of the current methods used within the textile industry.</p> <p>Students will work flexibly to effectively select and justify and use appropriate technologies and processes to design and produce a textile item and video tutorial to teach other people how to make the item from upcycled pieces.</p>	<p>Students will investigate and make recommendations on how the textile trade is impacting the environment. They will experiment with alternative dye methods.</p> <p>Students will develop, modify and communicate design ideas by applying the design process and creativity to produce a textile item for a predetermined end use.</p>





Hospitality

Brief Description of Subject

This course offers an introduction to Hospitality.

This course offers a knowledge and awareness of key areas within the hospitality and tourism industry so that students may make more informed decisions regarding areas of further study or employment. This course is aimed at the service area and beverage production

Brief Course Outline:

Unit 1 – Cookery 101	Unit 2 – Cultural Influence	Unit 3 – HERO ingredient	Unit 4 — Festive Food and Beverages
<p>By the end of this unit students will:</p> <p>Introduction to Workplace Health and Safety</p> <p>Complete a WPHS course – DOFOODSAFELY</p> <p>Understand and demonstrate basic cooking techniques</p> <p>Evaluate processes and production skills</p>	<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> Apply Workplace Health and Safety Knowledge of different cultures and cuisines Teacher and student led teaching of cuisines – Italian, middle eastern, Vietnamese and Indian Recipe- follow and/or adaptations Food presentation Food photography Communication skills- folio Can link practical experience to theoretical knowledge <p>*Industry experience - Supply and market a food item to sell in the cafe</p>	<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> Apply Workplace Health and Safety Sustainable food practices- HERO Seasonal foods Produce food 'in season' 3 ways Recipe- follow and/or adaptations Food presentation Food photography Communication skills- folio & magazine article *Can link practical experience to theoretical knowledge <p>*Industry experience - Supply and market a food item to sell in the cafe</p>	<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> Apply Workplace Health and Safety Develop success criteria Mocktail production Service skills Event expectations-timing, guests etc Food presentation Communication skills- folio and service Can link practical experience to theoretical knowledge <p>*Industry experience - Supply and market Christmas food goods to sell</p>

THE ARTS

CERTIFICATE II IN DANCE (CUA20120)

DRAMA

INTRODUCTION TO MEDIA

MUSIC

VISUAL ART





Certificate II in Dance (CUA20120)

Brief Description of Subject

Corinda State High School RTO Number: 30464

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In this subject, students will complete a Certificate II in Dance (CUA20120) and participate in a range of dance genres including hip-hop, jazz and contemporary. This is an external qualification, run within class time at a discounted rate, that earns students 4 QCE points upon completion.

This course is perfect for any aspiring performing arts student who has a passion for Dance. Units are focused on developing basic Jazz, Contemporary and Hip-Hop movements that can be taught to any level. Although prior experience is preferred, you do not need to have formal Dance training.

This is a Practical based Certificate which allows students to immerse themselves in choreography, performance and short written tasks connecting to practical works. Students will be exposed to practical workshops with industry professionals across the course, enabling them to make connections with current working artists.

Brief Course Outline (competencies for certificate listed on following page):

Unit 1 — Dancer in Training	Unit 2 – Show Me Your Style	Unit 3 – Dance Night	Unit 4 – Composition
<p>Jazz dance skills project Students will learn what it is like to be a dancer in the professional industry.</p> <p>They will join a Dance company where they will be required to take weekly workshops with the director in a Jazz Dance style.</p> <p>Students will review their progress by completing a weekly logbook of their strengths and weaknesses.</p> <p>Students will have a question paper on safe dance practices.</p>	<p>Exploring genres of dance project Students will explore professional repertoire of the dance genres of Street Dance and Contemporary. Looking at two professional choreographers they will create a presentation of the two genres. This will develop their knowledge of the arts industry.</p> <p>Students will learn two professional repertoires and perform how to incorporate artistic expression.</p>	<p>Preparing for performance project Students will work on a performance piece for dance night. Developing their understand of performance and interpretative skills.</p> <p>Students will complete a fitness program for themselves to be performance ready.</p>	<p>Choreographic task. Students will choreography a dance piece either as a solo or a group in either Jazz, Contemporary or Street Dance. Students will keep a choreographic log and produce and statement of intent on assessment.</p>



Units of Competency

The Certificate II in Dance requires a medium level competency of reading, written, oral & numeracy skills, delivered over 10 units as set out below:

Core Units	
CUADAN211	Develop basic dance techniques
CUADAN212	Incorporate artistic expression into basic dance performances
CUAIND211	Develop and apply creative arts industry knowledge
CUAPRF211	Prepare for live performances
CUAWHS111	Follow safe dance practices
CUAWHS211	Develop a basic level of physical fitness for dance performance
Elective Units	
Group A	
• CUADAN213	Perform basic jazz techniques
• CUADAN215	Perform basic contemporary dance techniques
• CUADAN218	Perform basic street dance techniques
Group B	
• CUACHR311	Develop basic dance composition skills



Drama

Brief Description of Subject

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using elements and conventions of drama and emerging and existing technologies available to them.

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. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Brief Course Outline:

Unit 1 – Australian Gothic Theatre	Unit 2 – Theatre of Social Comment
<p>In this unit, students will explore the conventions of Australian Gothic Theatre. Looking at contemporary Australian issues and examining how this theatre style is used to represent them on stage. Students will study "Ruby Moon" and use it as a performance to illustrate the complex issues faced by Australians.</p> <p>Students will then explore the role of storytelling in Indigenous Australian culture, analysing and evaluating a performance of "Children of the Black Skirt". Students will be introduced to new cultures and find new purpose in how drama is performed on a stage.</p>	<p>In this unit, students will understand theatre's purpose to educate and challenge, as well as to entertain. Exploring contemporary issues faced by young Australians, students will engage in devising processes that allow them to present to an audience, a directorial concept. Students will be given a voice to present ideas on an issue they feel passionately about.</p> <p>Students will then be given an opportunity to perform these to an audience of their peer's showcasing skill in the conventions of modern and historical, Theatre of Social comment styles including Brechtian, physical and Political theatre.</p>



Introduction to media

Brief Description of Subject

Introduction to New Media provides opportunities for students to design, produce and critique products and their contexts of production develop higher-order cognitive and critical literacy skills related to moving-image media production and use generate and experiment with ideas by using technologies to express themselves as citizens, consumers, workers and imaginative beings:

Brief Course Outline:

Unit 1 — My Life in 1 Minute	Unit 2 – Videos for Change	Unit 3 — Game Design	Unit 4 – Movie Posters
<p>Students will develop the practical skills to utilise communication technologies by learning the skills necessary to operate a digital SLR camera and Premiere Pro for basic editing as part of their Making tasks.</p> <p>They will through their responding activities (formative) learn to be more critically aware of the way media is culturally used and negotiated.</p>	<p>This unit will allow students to generate and synthesise ideas and concepts around creating a short film to engineer social change.</p> <p>Students will continue to develop the practical skills including further developing their knowledge and understanding of Mise en Scene to utilise communication technologies. The skills that they gather they will use to create a short film that comments on a social issue that they feel passionate about. They will also complete an analysis of a short PSA</p>	<p>This unit will allow students to generate and synthesise ideas and concepts around Game and Character Design.</p> <p>Art and the principles of design are used in everything from printed books and flyers to websites and movies. The same animation used in games can be applied to the most advanced movies and web content. Simple animations used to create a game character can be applied to applications such as the creation of a web banner advertisement. High-tech tools used in game and character design are also very similar to those used to design architecture and machines in 3D. Artistic skills developed in the game industry can be easily transferred into many different fields and high-paying careers.</p>	<p>The study of Media allows students to explore and explain the world around them. This unit allows students to explore and examine how meaning is constructed. Students will develop the basic practical skills to utilise the Adobe illustrator and Photoshop software as an introduction to Graphic Design software and concepts. These are the skills that the need to develop going into yr. 11. Graphic design is everywhere and an important part of our daily visual communication.</p>



Music

Brief Description of Subject

Students will study musical characteristics of styles including Blues, Rock n Roll, Grunge, Dance music and the development of modern popular styles. The historical, cultural and political influences of these styles will be explored as students compose, perform and analyse iconic composers, performers and their contributions to the development of these styles. Students who study this course will be required to:

- Apply audition skills
- Practice using, creating and composing musical elements and compositional devices
- Refine and rehearse technical and interpretive skills of performance
- Perform, through playing, singing, conducting, improvising
- Aurally and visually analyse musical elements, compositional devices, and performance techniques and skills within contexts, genres and styles
- Reflect on their own learning, apply new understandings and make connections to inform future musical experiences.

Brief Course Outline:

Unit 1 — You're the Voice	Unit 2 — The Roots – Jazz and Blues	Unit 3 — Video Killed the Radio Star
Today, music is dominated by vocal conventions. Lyrical intent provides context for musical expression. Students evaluate the use of elements of music and defining characteristics from different musical styles that encompass the voice as the contextual priority and utilise through performed musical expression.	The Blues is a major turning point in the history of popular music. Influenced by African rhythms and the use of pitch brought to the new world by the slave trade, The Blues redefined western music. Jazz as an extension and refining of The Blues as iconic artists pushed musical boundaries developed sub-categories including Big Band Swing.	After the World Wars and The Great Depression, youth were in desperate need of an outlet for their energy, and Rock n Roll started a new focus on teenage life. With greater freedom came a new teenage market for record companies, and with a new market came pop music. The evolution of popular styles from the middle of the 20th century is as diverse as it is exciting. This unit looks at styles from 1950s Rock n Roll to 1990s Grunge and Dance music.



Visual Art

Brief Description of Subject

Visual Art introduces students to practical and theoretical practices. Students will gain experience of the varied role of the arts practitioner, including maker, presenter, technician and manager. Exhibiting your work, visiting exhibitions and making art works in different environments is important to the role.

All four units must be completed successfully to gain a pass in this subject. This subject is the foundation for studies in Visual Art in Years 11 and 12. Skills developed in making art extend your creative thinking and problem solving.

Brief Course Outline:

Unit 1 — Objects of my Obsession	Unit 2 — Encode / Decode	Unit 3 — Artists as Inquirers
<p>Initially in the unit students will develop representational drawing skills creating a folio of drawings in various media. Students will then progress to viewing these realistic drawings through different lenses with a view to abstracting sections of their drawings. They will learn photoshop skills and create an abstract composition using those skills. They will also study various Modernist styles of artmaking such as Cubism, Fauvism, Surrealism and Expressionism and apply this style to one of their drawings. Finally, from this folio of representational drawings students will select a drawing or a cropped section of a drawing to stylise. Focusing on positive and negative spaces within this section students will create 2 small lino blocks and print on various papers and surfaces. From these prints, students will create a collage that exploit Colour, Shape and Repetition, Balance and Unity.</p>	<p>Students will develop an understanding of how artists use signs and symbols to create meaning within their works. Although both spoken language and visual language vary by culture, visual language has the potential to transcend and communicate across cultures, time and geography. Through the making exercise students encode a portrait of a chosen Australian with universal and personal symbology. In a short appraising task students will provide an explanation of their portrait by decoding the symbols imbedded in the image. To prepare them for senior Art students will be asked to identify the influence of another artist in their work. As a part of this unit students will also complete an exam whereby they have to analyse artworks in response to how the artists have used symbols to create a broader picture of their subject</p>	<p>This unit aims to prepare students for Senior Visual Art (General) and many of the learning experiences and processes that will form their learning in year 11 and 12. The senior syllabus encourages students to engage with artworks and make in response to their understanding of the purpose, media and approach the artist has employed, whilst also employing and incorporating their own perspectives and processes. This process is referred to as Reverse Chronology in the Senior Syllabus. As the previous units have had a 2D focus, a 3D response is a requirement of this task to build the student's knowledge of media and processes in the sculptural domain. Students are encouraged to experiment with media and then select which media they will be able to employ to purposefully and effectively to communicate their ideas. Student will also be asked to document and present works as they would in Senior Visual Art (via PowerPoint)</p>



INDUSTRIAL TECHNOLOGY & DESIGN

INTRO TO CONSTRUCTION
INTRO TO DESIGN
INTO TO ENGINEERING
INTO TO ENGINEERING
PATHWAYS
INTRO TO FURNISHING





Introduction to Construction

Brief Description of Subject

This course is delivered to introduce students into the senior subjects in either Certificate I in Construction or Construction Skills, with the long-term view to employment in the trade of the student's choice.

Over the course of the program students will construct projects which will require a high degree of skill and processes necessary to fulfil the requirements of the course. Students will still be exposed to many of the traditional hand skills which this school maintains have significance in the fostering of quality workmanship. They will also start the paperwork process for enrolment with Bluedog Training if enrolling in the certificate course.

Brief Course Outline:

Unit 1 – Concrete Float – Carpentry and Joinery	Unit 2 – Carry All - Carpentry and Joinery	Unit 3 – Tool Box – Carcass Construction	Unit 4 – Tool Box Trays and Dividers – Design and Construction of their components.
<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> • Introduction to Workplace Health and Safety • Display competencies in drop saw, finisher use. • Understand and demonstrate basic carpentry and joinery techniques • Evaluate production skills 	<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> • Apply Workplace Health and Safety • Display competencies in Biscuit cutter, band saw, band saw, drill press • Knowledge and understanding of basic carpentry and joinery techniques • Develop an appreciation of materials and jointing methods. 	<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> • Apply Workplace Health and Safety • Display competencies in band saw, band saw, drill press, cordless drills etc. • Knowledge and understanding of basic carpentry and joinery techniques to produce a Carcass for their tool box. • Develop an appreciation of materials and jointing methods. 	<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> • Apply Workplace Health and Safety • Display competencies in workshop tools. • Knowledge and understanding of basic carpentry and joinery techniques including drawers, hinging, handles that apply to their design. • Develop an appreciation of materials and jointing methods. • Fundamental design and orthographical drawings to achieve their chosen components.



Introduction to Design

Brief Description of Subject

The subject focuses on the application of design thinking and graphical communication to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses thinking strategies and graphical conventions that can be practiced and improved.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. What the design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Brief Course Outline:

Unit 1: Design in practice •	Unit 2: Human-centred design
<ul style="list-style-type: none">• Design process• Design style Experiencing design	<ul style="list-style-type: none">• Designing with empathy<ul style="list-style-type: none">• Develop collaborative design



Introduction to Engineering

Brief Description of Subject

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

The problem-solving process in Engineering involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change.

Brief Course Outline:

Unit 1 – Engineering Principals - Mechanics	Unit 2 – Emerging Technologies	Unit 3 – Aerospace Design
<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> Apply knowledge to Engineering History Apply knowledge to Frames and Structures Apply knowledge to Crane Support (Levers and Cams, Gears and Pullies, Structures) Complete a Project Design Folio Construct a Tower Crane to given specifications Follow all relevant Safe Work Practices 	<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> Apply knowledge to Sustainable Futures Complete a Project Design Folio Construct a complete or partial prototype or a virtual presentation Follow all relevant Safe Work Practices 	<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> Apply knowledge to Forces Apply knowledge to Terminal Velocity Apply knowledge to Control Surfaces Apply knowledge to Stability Apply knowledge to Aspect Ratio Complete a Project Design Folio Construct a physical prototype Follow all relevant Safe Work Practices





Introduction to Engineering Pathways

Brief Description of Subject

This course is presented to better prepare students for further studies in senior in either Certificate II in Engineering Pathways or Engineering Skills. The course is also aimed at providing students with an insight into the skills required to better perform engineering, mechanical industries.

Students will fabricate projects throughout the year which will involve the introduction of thermal heating of steel and MIG welding, requiring a high degree of compliance of Workplace Health and Safety. Students will be exposed to learning experiences modelled on the senior certificate course. Along with many contemporary processes, students will be exposed to many of the traditional hand skills which this school maintains have significance in fostering quality workmanship.

They will also start the process for enrolment with Bluedog Training if enrolling in the certificate course.

Brief Course Outline:

Unit 1 – Carry All Toolbox – sheet metal fabrication	Unit 2 – Model Cannon – fitting and machining	Unit 3 – Nut Cracker – welding and fabrication	Unit 4 – Model Reciprocating Engine – fitting & fabrication
<p>By the end of this unit students will:</p> <p>Apply Workplace Health and Safety</p> <p>Display competencies with sheet metal hand tools, plant & processes – guillotine, pan brake</p> <p>Understand and demonstrate basic sheet metal fabrication techniques to produce a Carry All Toolbox</p> <p>Evaluate processes and production skills</p>	<p>By the end of this unit students will:</p> <p>Apply Workplace Health and Safety</p> <p>Display competencies with metal machining plant & processes – metal lathe</p> <p>Display competencies with metal fitting plant, hand tools & processes – pedestal drill</p> <p>Display competencies with precision fabrication hand tools & processes – hacksaw, hand filing & finishing</p> <p>Understand and demonstrate basic (precision) fitting and machining fabrication techniques to produce a Model Cannon</p> <p>Produce a portfolio of the production process for the Model Cannon using technical terminology</p>	<p>By the end of this unit students will:</p> <p>Apply Workplace Health and Safety</p> <p>Display competencies with GMAW plant & processes – MIG welder</p> <p>Display competencies with metal fabrication plant, hand tools & processes – Metal lathe, pedestal drill, thermal heating and forming, thread cutting</p> <p>Understand and demonstrate basic welding and fabrication techniques to produce a Nut Cracker</p> <p>Produce a portfolio of the production process for the Nut Cracker using technical terminology</p> <p>Evaluate processes and production skills</p>	<p>By the end of this unit students will:</p> <p>Apply Workplace Health and Safety</p> <p>Display competencies with precision metal fabrication plant, hand tools & processes – pedestal drill, thread cutting</p> <p>Display competencies with precision fabrication hand tools & processes – hacksaw, hand filing & finishing</p> <p>Understand and demonstrate precision fitting and fabrication techniques to produce a Model Reciprocating Engine</p>



Introduction to Furnishing

Brief Description of Subject

This course is delivered to better prepare students for further studies in in Furnishing Skills (Joinery and cabinet making), with the long-term view to employment in the trade of the student's choice.

Over the course of the program students will construct projects which will require a high degree of skill and processes necessary to fulfil the requirements of the course. Students will still be exposed to many of the traditional hand skills which this school maintains have significance in the fostering of quality workmanship.

Brief Course Outline:

Unit 1 — Jewellery box	Unit 2 — Chessboard table
<p>In this unit, students investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions They will apply design thinking as they develop a component of a jewellery box</p> <p>They will explore factors that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.</p>	<p>In this unit, students investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions They will apply design thinking as they develop a component of a Chessboard table.</p> <p>They will explore factors that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.</p>

DIGITAL TECHNOLOGIES AND BUSINESS

BUSINESS ENTERPRISE STUDIES
DIGITAL TECHNOLOGIES





Business Enterprise Studies

Brief Description of Subject

Business Enterprise Studies is an innovative and engaging course designed to spark students into an entrepreneurial mindset. The aim of this subject is for students to design and develop innovative, scalable and youth-led solutions to real-world problems. While students will participate in core Australian Curriculum units of study in Business and Economics, students will also complete the core units of competency for the *Certificate III in Entrepreneurship and New Business* qualification. This provides students a head-start with their Vocational Education Training studies, having completed four units of competency. Students have the option to complete the remaining units in Year 11 and 12 as part of the new **Business Enterprise and Innovation VET** subject, where they will be awarded with a *Certificate II in Workplace Skills*, *Certificate III in Entrepreneurship and New Business* and a *Certificate III in Business**.

As part of this subject, students have access to business leaders, tertiary mentors and industry partners to help build their network and develop their enterprise concepts. Students will present their concepts to a panel of industry experts. The top selected concepts will then be entered into a state and national 'Shark Tank' final where the best student led enterprises pitch against each other for the chance to secure the funding and support to take their ideas out of the classroom and launch them in the real world.

Business Enterprise Studies is highly recommended for any student considering a future in business.

Brief Course Outline:

Accounting in the Real World	Entrepreneurship and New Business - Finding your niche	Backing your business - Shark Tank	Legitimising your business - Making it real
Students develop an understanding of the essential role accounting plays in the successful performance of any organisation. Having studied Accounting in Year 10, you can transfer your knowledge, understanding and skills to Senior Accounting and Senior Business subjects.	Students investigate how entrepreneurs drive innovation and lead responses to changes in global and domestic economic conditions. In pairs or individually, students investigate business opportunities by conducting market research, identifying trends and finding the gaps in the market. Students apply critical and creative thinking skills to develop a feasible business proposal. To accompany their proposal, students design and/or create a prototype of their product concept, testing the market's initial response and capturing that data to make informed decisions.	This program launches students further into the real world by preparing them for our Annual Shark Tank Competition. This event allows students to pitch their enterprise concepts to a panel of industry experts, gaining valuable feedback, not to mention the chance to win prizes. Throughout the process, students engage with industry mentors to help prepare their pitches to the sharks. Refining their product design from Term 2, students manufacture their minimum viable product (MVP) to showcase during their pitch. They also develop financial plans used to guide a successful start-up and first year of operation.	Now that you have a greater appreciation of what goes into running your own small business, examine what you need to do to be a responsible taxpayer in Australia. Explore how fair-trade economies operate and how they manage the complexities of balancing profitability with ethical trading practices.





Certificate III in Entrepreneurship and New Business: Core Units of Competency

	BSBESB301 Investigate business opportunities BSBESB302 Develop and present business proposals	BSBESB303 Organise finances for new business ventures BSBESB305 Address compliance requirements for new business ventures	
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*Students are awarded these units of competency through Corinda State High School RTO 30464. Students who do not continue with their studies in the Business Enterprise and Innovation VET subject in 2026 will be awarded a Statement of Attainment for the units they successfully complete in this subject.



Digital Technologies

Brief Description of Subject

This subject is designed for students who are interested in Digital Technologies and wish to extend their learning in the area of Information Technology. Digital Technology draws on the disciplines of a number of areas including computer science, informatics, robotics and communication. Students will be challenged to extend their technological literacy when they:

- design digital technology solutions
- use resources (e.g., data, information, robotics)
- apply computational thinking, creativity and innovation to reach digital solutions
- manage digital technological processes
- evaluate the appropriateness of solutions.

This course is designed to prepare students for the senior General subject, Digital Solutions.

Brief Course Outline:

Web Development	Game Making and Robotics	Python Applications	Database Design
Students will learn the basics of HTML, CSS, and JavaScript to make simple interactive website. They will incorporate images, lists, tables, forms, and modify layout structures to develop user-friendly interfaces. Students will analyse existing websites to identify features that are effective, as well as those that require improvement.	Students make a 2-Dimensional game. They learn how to create characters, as well as enemy detection, platforms, boundary restrictions, and health/life tracking. Students will participate in a Robot Wars competition using Maqueen robots, attachments, and AI sensor. They will learn the basics of programming movement and constructing different attachments to use.	Students learn the fundamentals of programming in Python and making basic user interfaces. Students will develop programs to solve simple tasks such as mathematical calculations, checking words for certain characters or patterns, and randomly generating values.	Students will learn how to efficiently design a database that eliminates data redundancy. They will learn how to make a database into optimal normal form using the object-role modelling process. They learn how to query data using SQL and retrieve relevant data. They will also learn how to insert, modify, and delete data from a database using SQL. Students will be provided a user interface to add database functionality and connectivity to by designing a form interface to allow to data validation on input

HONOURS PROGRAM

QUANTUM
ACADEMIA





Year 10 Honours Program

Brief Description of Subject

The Year 10 Honours Program is designed to build a strong foundation for highly capable students in preparation for an academic ATAR-eligible senior pathway. Honours students are enrolled with their like-minded peers upon consideration of their suitability for the course, which encompasses results for diagnostic tests, academic records and a high standard of behaviour and effort.

Students undertake a customised program of study in subjects that are tailored to enhance, enrich and extend student's deep conceptual understanding across the curriculum. Upon entry into year 11, students will have experienced the discipline-specific learning styles and foundational understanding in these courses required for a strong transition into their senior years. This course pathway does not consistently cohere to the Australian Curriculum to provide the relevant extension and alignment required.

In undertaking Year 10 Honours, students are not fixed into certain subjects for Year 11 and 12 through SET planning. However, enrolment into the Honours course indicates that students would likely have a high degree of success if choosing to undertake the identified subjects below in their future course of study.

Two streams of the Year 10 Honours Program are offered, focussing on general academic core subjects (*Academia*), or a maths/science discipline specific approach (*Quantum*).

Brief Course Outline:

Honours: <i>Academia</i>	<i>Across the program of study, students will experience*:</i>	Honours: <i>Quantum</i>	<i>Across the program of study, students will experience*:</i>
<i>This class is designed to enrich student's learning across all core subjects, whilst also building the capability to pursue more than one language in senior.</i>	<ul style="list-style-type: none"> - Literature - Mathematical Methods - Chemistry - Physics - Economics - Philosophy - Language Selection 1 (French, German, Spanish) - Language Selection 2 (Other) 	<i>This class is designed to extend highly capable students who are passionate about perusing careers or senior courses of study that require advanced maths and sciences.</i>	<ul style="list-style-type: none"> - Literature - Mathematical Methods - Specialist Maths - Engineering - Physics - Chemistry - Economics - Philosophy - Language Selection (French, German, Spanish)

* Any student enrolled in Sporting Programs of Excellence will have a slight variation to their timetable in Honours to facilitate both programs.

ADMISSION INTO THIS SUBJECT IS BY INVITATION ONLY HOWEVER EXPRESSIONS OF INTEREST ARE ENCOURAGED VIA THE CORINDA SHS WEBSITE.



