

Corinda State High School

Year 10

CURRICULUM HANDBOOK

CORINDA
SHS



Queensland
Government



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 SET Plan and 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.

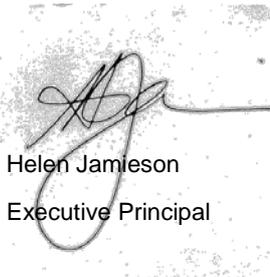
At Corinda we continue to produce a strong academic record with students being supported through Academic Coaching and a major emphasis on high performance. Corinda State High School continues to be a school of choice for the Sciences and our academic record in this field has always been strong.

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 booklet 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.

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.

The Australian National Curriculum (ACARA) is implemented (in English, Maths, Science and Humanities) in Junior Secondary. The year 11/12 subjects will be selected from-

- QCAA General and Applied subjects
- Vocational education and training (VET) courses
- School based apprenticeships and traineeships
- University subjects completed while at school.

Term 1 to 3, year 10 will consist of students completing the core subjects and their choice to 2 elective subjects. Term 4 will provide student's choice of both preparation courses for year 11/12 QCAA General Subjects as well as several VET (Certificate courses), TAFE Courses and/or School Based Traineeships of Apprenticeships.

- For term 4 students will have their choices matched as closely as possible to introduction subjects that support their SETplan developed during term 2 and the beginning of term 3. This is provide students with a taste for the content and assessment styles of the subjects they are wishing to study.

General Information for Senior Phase Learning

As a part of the Queensland Government's package of education and training reforms (The Youth Participation in Education and Training Act 2003) it mandated that-

Students must stay at school until they finish year 10 or turn 16, whichever comes first. After that, if not working at least 25 hours per week young people need to-

- stay in education or training for 2 or more years, or
- get a Queensland Certificate of Education (QCE), or QCIA
- get a Certificate III vocational qualification or higher, or
- turn 17, whichever comes first.

In addition to these guidelines, it was mandated that ALL year 10 students must develop a **SENIOR EDUCATION AND TRAINING PLAN (Set Plan)** that sets out their intended learning outcomes (ILO) or activities after year ten. This is recorded on their QCAA registration.

Students will also receive a **Senior Statement** and may be eligible to receive a **Queensland Certificate of Education (QCE)**



What is a Learning Account?

All year 10 students are individually registered with the Queensland Curriculum and Assessment Authority.

Their registration generates a LUI (Learner Unique Identification) and opens the students' learning account. The individual password given to each student in year 10 allows them to visit their learning account and access the Career Information Service. The Learning Account records all learning – what, where and when. As activities or studies are completed, the learning account grows, just like a bank account. Most banking will start in year 11.

The learning account stores information about the different types of learning that a student may undertake. The account records enrolments and achievements in contributing studies that may lead towards:

- a QCE
- a Senior Statement
- a Statement of Results
- a vocational education and training (VET) certificate
- a Queensland Certificate of Individual Achievement (QCIA)
- an ATAR

What is a Senior Statement?

The Senior Statement is a student's official record of learning. It records all the learning achievements in a student's Learning Account.

When do students receive the Senior Statement?

The Queensland Curriculum and Assessment Authority will issue the Senior Statement if a student: has met the requirements for the Queensland Certificate of Education; or is attending a state or non-state school; and has banked at least one achievement in their Learning Account; and is enrolled at a school until the prescribed date at the end of year 12.

What is the QCE?

The QCE is Queensland's senior schooling qualification that is now recognised by employers in the workplace. It acknowledges a broader range of learning options offering students flexibility in what, where and when they learn. The Queensland Curriculum and Assessment Authority (QCAA) will award young people a QCE when they complete the Senior Phase of Learning within certain guidelines.

The QCE attests to:

- a significant amount of quality assured learning
- learning at a set standard of achievement
- literacy and numeracy requirements.

To be eligible, students must bank at least 20 credits in their learning account. If there are less than 20 credits in a student's learning account at the end of year 12, it will remain open and the student can continue to bank credits.



What is the difference between the QCE and the Senior Statement?

The Senior Statement is a record of all learning achievements banked to a student's Learning Account. It records the details of where and when the learning took place and the level of achievement. The QCE, on the other hand, is

Awarded only when a specified study pattern has been achieved.

This study pattern requires:

- Completion of at least 20 credits of courses of study
- A set standard of achievement in these completed courses of study
- Completion of a literacy and numeracy component.

At Corinda our aim is that EVERY STUDENT will graduate with a QCE.

The completion of a SET Plan in year 10 is a perfect platform for this to occur.

QCE Planning Pathway

With the change in the whole QCE system in Queensland it is recommended that all parents and students check on the QCAA site for updates on the QCE and ATAR.

<https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/resources>

What is an USI?

The USI is a reference number made up of ten numbers and letters that:

- creates a secure online record of your recognised training and qualifications gained in Australia, from all training providers you undertake recognised training with
- will give you access to your training records and transcripts
- can be accessed online, anytime and anywhere
- is free and easy to create and
- stays with you for life.

Who needs a USI and why?

If you are a new or continuing student undertaking nationally recognised training, you need a USI in order to receive your qualification or statement of attainment. If you don't have a USI you will not receive your qualification or statement of attainment.

Your USI will give you access to an online record of the training you have done since 1 January 2015. You will also be able to produce a comprehensive transcript of your training. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

- If you are an international student studying offshore and do not intend on coming to Australia to do your study you do not need a USI. However, if you are an Australian expat or resident student studying offshore with an Australian training organisation, you will need a USI.

If you are an International student who will be studying in Australia you will require a USI. All international students in Australia will have been issued with an Australian Visa. Once you have arrived in Australia your visa will be activated and you will be able to apply for a USI.



What is a Set Plan?

A SET Plain is a 'Road Map' to assist young people in achieving their learning goals during the Senior Phase of Learning. It assists young people to examine options across education, training and employment sectors and allows them to communicate with personnel at the school who work collaboratively to achieve their goals.

Students at Corinda SHS are exposed to variety of programs from year 8, which enables them to develop their SET Plan into a dynamic document, of which they have the opportunity to revise and reflect at various stages. SET Plans are now recorded electronically on 'One school' so can therefore be accessed at any time by both students and parents.

Below is the process which is followed at Corinda:

Academic Coaching & Set Plan Process at Corinda State High School		
Stage	Year Level	Description
Learning Pathways Reviews	Year 8/9	Students have an interview with teachers, parents / guardians to discuss goal setting, strengths, academic reports and goals.
Work Education / Career Education Program	Year 10 Semester 1	Students will spend one lesson per week learning about work/ career, educational pathways.
My Future Options Day	Year 10 Term 2	Students will be engaged in a day of activities around pathway choices. Activities include an initial Set Planning consultation, Mini Careers Expo.
Set Plan Interview and Senior Selection Pathway	Year 10 End Term 2	Students along with their parent/ guardian are involved in a formal meeting to allow students to complete their Set Plan and select subjects for year 11.
Review and Consultation, and Academic Coaching	Year 11/12	At various stages, students reflect on their set plan and realign academic and career goals.

Planning your subjects

It is important to choose subjects carefully as your decisions may affect the types of occupations you can choose in the future. Your choices will also affect your success and the feelings you have about school. Changing subject's mid-term or semester IS NOT ideal and can often lead to more issues such as 'playing catch up' with your new subject. **SO CHOOSE CAREFULLY!! Remember... it's your future.... Not your friends!!**

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

- you enjoy
- in which you have achieved good results
- which reflect your interests and abilities,
- which help your career and employment goals
- which will develop skills, knowledge and attitude useful throughout life
- according to the steps on the preference sheets.

As outlined in the SET Planning overview, Corinda students study Careers and Work Education whilst at Corinda SHS. There is however many useful resources that students may use in addition. Some of these are -



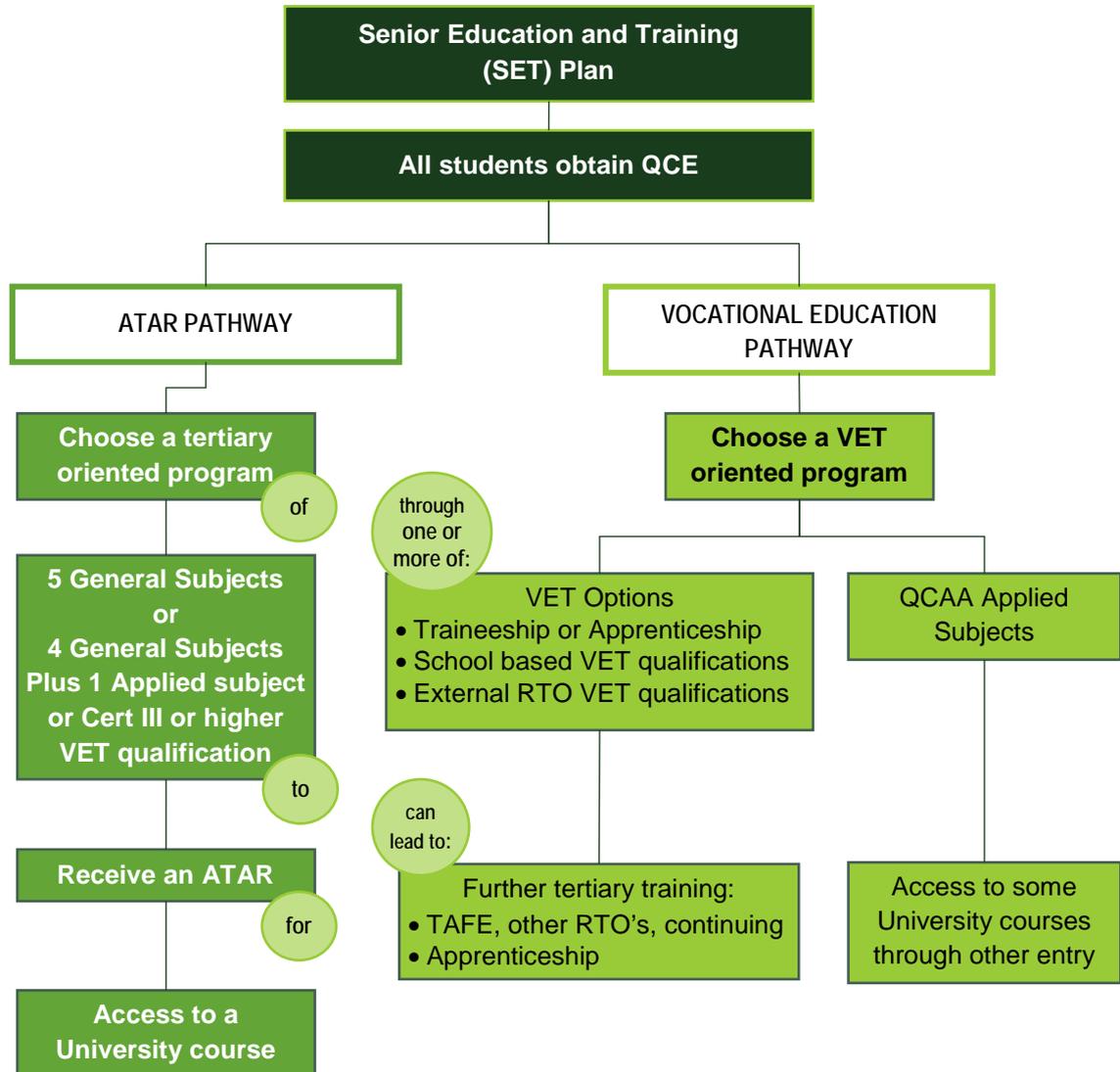
- www.myfuture.edu.au – Australia's National Career Information Service
- www.jobguide.deewr.gov.au – Is where you can find every out about any occupation
- www.tafe.qld.gov.au – Queensland TAFE Handbook
- The QTAC Guide is useful for information on tertiary courses offered through QTAC
- The Tertiary Prerequisites provided by QTAC to all year 10 students
- www.qtac.edu.au – Queensland Tertiary Admissions Centre website provides information required for students wishing to further their study after school
- Brochures from industry groups provide information on various pathways within industry
- <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/resources> is a useful publication by QCAA that focuses on available pathways for students entering the Senior Assessment Tertiary Entrance system.

Things to remember when choosing a PATHWAY

- Your greatest chance of success is choosing a pathway that is suited to your ability levels
- Find out everything you can about your possible career path and ensure you are covering any necessary prerequisites for this career
- Remember that with many occupations there is 'More than one way in'. Investigate which path is best suited to your abilities. YOU CAN enter many career pathways through Certificate courses in the form of TAFE and/or School Based Traineeships and Apprenticeships.
- Not ALL students are suited to a QCAA General Subject or ATAR Pathway.



Pathways





What is an ATAR?

- The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.
- The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.
- ATARs below 30 will be reported as '30.00 or less'.

Who is eligible for an ATAR?

A broad range of course can contribute to the ATAR

- Five General Subjects; or
- Four General Subjects, and one VET qualification at Certificate III or above; or
- Four General Subjects and one Applied subject
- A pass in an English subject, but your result will only contribute to your ATAR if it's one of your best five subject results.

University Entrance Procedures

Students become eligible for University entrance by selecting subjects that qualify for an ATAR

Students apply to Queensland Tertiary Admissions Centre (QTAC) for places in tertiary courses in Queensland (and in some cases, northern NSW). Information booklets are distributed through schools and assistance is available from the Guidance Officers at the appropriate time (usually mid-year 12).

Students lodge their QTAC preferences directly on line via the web. This electronic lodgement allows students to change or update their preferences more often and more easily than was previously possible. At the time of lodgement, students will not know their ATAR or Levels of Achievement in their subjects. However, they are able to change their preferences for a short period after this information becomes available in December of their year 12.

Corinda State High School

SUBJECT INFORMATION AUTHORITY AND AUTHORITY REGISTERED SUBJECTS



**Queensland
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ENGLISH

English

ENG

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/Assessment Outline:

	Year 10 Course Outline	Assessment Summary
Term 1	Hip Hop vs the Canon – the evolution of the Western literary canon	Formative poetry comprehension assignment Persuasive spoken presentation
Term 2	Novel study – To Kill a Mockingbird or Jasper Jones	Narrative intervention Formative analytical essay exam
Term 3	Drama – Romeo and Juliet	Analytical essay exam - Students to select response task according to selected pathway for Year 11 Formative dramatic performance
Term 4	Representations in news media	Spoken presentation



English Honours

ENG

ADMISSION INTO THIS SUBJECT IS BY INVITATION ONLY (PLEASE SEE HOD)

Brief Description of Subject

The purpose of the English Honours Program in Year 10 is to:

- challenge students to explore complex ideas and ethical issues
- develop a deeper theoretical basis for students to apply to their studies of Literature and Media
- practise high level written, spoken, and multimodal communication skills that can be applied to their learning and assessment in other Honours subjects

Links with the regular curriculum

The Year 10 English Honours course will simultaneously meet the requirements of the **Australian Curriculum: English (AC:E) at Year 10**, and work at an accelerated pace towards the standard of the **Year 11 General English and Literature programs**.

As per the Year 10 curriculum, students will:

- develop cohesive and logical arguments and articulate complex ideas
- achieve precision and develop their own style by experimenting with language features, stylistic devices, text structures and images
- make presentations and contribute actively to class and group discussions
- demonstrate understanding of grammar, vocabulary choices, spelling and punctuation.

Students in the English Honours program will also engage in Year 11 level coursework, including:

- formal literary criticism using the language of critical literacies learning
- a study of descriptive linguistics to support advanced precision and effect in creating and interpreting literary and non-literary texts
- Year 11 level text selection and assessment response length.

Sample course overview – subject to change

(the Honours program is custom-designed each year to meet the needs and interests of the class)

	Topic	Assessment Summary
Term 1	Reading Identity: students explore the ways that identity is expressed through literature and film	narrative writing task comparative multimodal presentation
Term 2	Reading Identity: students explore the ways that gender relationships are expressed through poetry. Reading literature: Othello or Julius Caesar	poetry interpretation – exam analytical exam
Term 3	Representations of adolescents in satirical and popular texts	satirical multimodal (spoken) analytical essay
Term 4	Reading literature: depth study – students apply critical skills to a combination of literary and media texts of their own choosing.	negotiated presentation of literary inquiry

Tangible benefits to participation in the Year 10 English Honours program

1. Prior experience of the content and skills of the Senior program
2. Entry to the Year 11 Literature course.



MATHEMATICS

Mathematics

MAT

Brief Description of Subject / Outline

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/Assessment Outline:

	Course Outline	Assessment Summary
Term 1	<p>Patterns and Algebra I – Indices, Algebra and equations</p> <p>Linear and Non-Linear Relationships I – Coordinate geometry, Simultaneous linear equations and inequations</p>	<p>During the course, students' performance will be assessed on two criteria:</p> <ul style="list-style-type: none"> • Understanding and Fluency • Problem Solving and Reasoning
Term 2	<p>Pythagoras and Trigonometry – Elevation and depression, Bearings</p> <p>Measurement – Surface area and volume</p> <p>Chance and Data – Probability, Univariate and bivariate data</p>	
Term 3	<p>Patterns and Algebra II - Quadratic expressions</p> <p>Linear and Non-Linear Relationships II – Quadratic equations</p>	<p>Written tests occur towards the end of each term.</p> <p>One written assignment is given each semester.</p>
Term 4	<p>Financial Maths – Simple and compound interest</p> <p>Deductive Geometry – proofs involving plane shapes</p>	



Mathematics Honours

MAT

ADMISSION INTO THIS SUBJECT IS BY INVITATION ONLY (PLEASE SEE HOD)

Pre-requisite Year 9 Mathematics A or High B

Brief Description of Subject / Outline

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.

Mathematics Honours is for the mathematically able student who requires more content to enrich their mathematical study whilst completing the year 10 Core content. It is not intended for all students.

In addition to the Mathematics Extension course, Mathematics Honours students may be further extended in each of their areas of study, and may:

- Define rational and irrational numbers and perform operations with surds and fractional indices.
- Factorise quadratic expressions and solve a wide 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/Assessment Outline:

	Course Outline	Assessment Summary
Term 1	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	During the course, students' performance will be assessed on two criteria: <ul style="list-style-type: none"> • Understanding and Fluency • Problem Solving and Reasoning Written tests occur towards the end of each term. One written assignment is given each semester.
Term 2	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	
Term 3	Patterns and Algebra II - Quadratic expressions Linear and Non-Linear Relationships II - Quadratic equations, exponential equations, polynomials, hyperbolas and circles	
Term 4	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

SCI

Brief Description of Subject / Outline

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the 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/Assessment Outline:

	Course Outline	Assessment Summary
Rotation 1	<p>Physical Science</p> <p>The motion of objects can be described and predicted using the laws of physics</p> <p>Energy conservation in a system can be explained by describing energy transfers and transformations</p>	Exam – Student-generated data is used to analyse motion and energy in closed systems.
Rotation 2	<p>Chemical Science</p> <p>The atomic structure and properties of elements are used to organise them in the Periodic Table</p> <p>Different types of chemical reactions are used to produce a range of products and can occur at different rates</p>	Student Investigation– Investigating the factors that affect the rate of a reaction.
Rotation 3	<p>Biological Science</p> <p>The transmission of heritable characteristics from one generation to the next involves DNA and genes</p> <p>The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence</p>	Research Investigation – Extended written response to address an issue or claim.
Rotation 4	<p>Earth and Space Science</p> <p>The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe</p> <p>Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere</p>	Exam - end of rotation exam based on all four rotations
ATAR Pathway	Students interested in studying Science in Year 11 and 12 are able to participate in the ATAR Science Pathway preparatory course which will allow students to embed their data literacy and scientific literacy to prepare them for the senior course.	Collection of work - folio of learning
Applied Pathway	Students who are considering Science in Practice or wishing to develop their knowledge or skills in real world situations are encouraged to participate in our Applied pathway which will provide students with a certificate course in Scientific practice.	Collection of work - folio of learning



Science Honours

SCI

ADMISSION INTO THIS SUBJECT IS BY INVITATION ONLY (PLEASE SEE HOD)

Brief Description of Subject

Science Honours allows students to consistently engage with higher order thinking tasks that are centred on problem based learning. The Honours program is designed for students who demonstrate high levels of achievement in science and mathematics and nurtures their ability through complex scientific processes, laying the foundation for further study in senior mathematics and science.

Brief Course / Assessment Outline:

	Course Outline	Assessment Summary
Term 1	Physical Science Describing and analysing the motion of objects and the forces that cause different types of motion. Analysis of different types of energy including thermal energy, in open and closed systems.	Data Test – Student-generated data is used to analyse motion and energy in closed systems.
Term 2	Chemical Science Reactions and the periodic table will form the basis of an extension into bonding, atomic mass, chemical equations percentage composition and compounds.	Student Experiment – Investigating the factors that affect the rate of a chemical reaction.
Term 3	Biological Science Genetics and evolution will form the basis of extension work covering stem cells, gene technology and adaptation.	Written Test
Term 4	Earth and Space Science The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe. Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.	Research Investigation – Extended written response to address an issue or claim.

Future Pathways

The Science Honours course supports students' futures in the following ways:

Creating new value – innovation to solve economic, social and cultural dilemmas – adaptability, creativity, curiosity and open-mindedness.

Reconciling tensions and dilemmas – developing the capacity to understand the needs and desires of others, thinking and acting in an integrated way – learning to be systems thinkers.

Taking responsibility – developing a sense of responsibility and moral and intellectual maturity – self-regulation, integrity and ethics.



HUMANITIES

Humanities

HUM

Brief Description of Core Humanities Subjects

The Humanities encompass knowledge and understanding of history, geography, the legal system, economics and reasoning. Through studying Humanities, students develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

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: World War II and Rights & Freedoms.

	Course Outline	Assessment Summary
Semester 1 (electives)	<p>Humanities - Senior Subjects Preview <i>Students preview one of the following electives:</i></p> <ul style="list-style-type: none"> ▪ Ancient History ▪ Economics ▪ Geography ▪ Legal Studies ▪ Philosophy & Reason 	<ul style="list-style-type: none"> ▪ Response to Stimulus Exam ▪ Extended Response (assignment)
Semester 2 (core)	<p>History: the modern world and Australia <i>Students complete these Australian Curriculum units:</i></p> <ul style="list-style-type: none"> ▪ World War II ▪ Rights & Freedoms 	<ul style="list-style-type: none"> ▪ Response to Stimulus Exam ▪ Research Investigation



Philosophy & Reason Honours

PAR

ADMISSION INTO THIS SUBJECT IS BY INVITATION ONLY (PLEASE SEE HOD)

Brief Description of Subject

Philosophy & Reason is concerned with the role of reasoning in developing coherent worldviews. Students who study Philosophy & Reason will develop the understanding, skills and processes of rational thought. The ability to think critically directly affects students' quality of life, not only in determining the rational nature of their own decisions but also their responses to the views of others. Critical thinking and logic enables students to examine and analyse philosophical ideas and issues, make rational arguments, espouse viewpoints and engage in informed discussion. In Philosophy & Reason, students will analyse arguments from a variety of sources and contexts, determining what constitutes effective reasoning.

	Course Outline	Assessment Summary
Term 1	Philosophy of Science	<ul style="list-style-type: none"> Extended Response (assignment)
Term 2	Moral Philosophy	<ul style="list-style-type: none"> Response to stimulus exam
Term 3 & Term 4	History: the modern world and Australia <i>Students complete these Australian Curriculum units:</i> <ul style="list-style-type: none"> World War II Rights & Freedoms 	<ul style="list-style-type: none"> Response to Stimulus Exam Research Investigation



HEALTH & PHYSICAL EDUCATION

Health Education Studies

HES

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 in depth study 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.

Brief Course / Assessment Outline:

	Course Outline	Assessment Summary
Sem 1	Resilience as a personal health resource	Research Report
Sem 2	Peers and family as a resources for healthy living	Unseen Written Exam
Sem 3	Community as a resources for healthy living	Analytical Response
Sem 4	Respectful relationships in the post-schooling transition	Unseen Written Exam



Physical Education Studies

PES

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/Assessment Outline:

	Theoretical Outline	Practical Outline	Assessment Summary
Term 1	Motor Learning and Skill Acquisition	Netball	Skill acquisition journal and Multimodal presentation Observation of performance
Term 2	Fitness Components and Energy Systems	Soccer / Touch Football Oztag	Unseen written exam Observation of performance
Term 3	Tactical Awareness	Volleyball	Multimodal presentation Observation of performance
Term 4	Biomechanics	Athletics	Short response and Extended response Exam Observation of performance



Football Specialisation

FEX

ADMISSION INTO THIS SUBJECT IS BY INVITATION ONLY (PLEASE SEE HOD)

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 about giving back to the community and engaging as a positive member of society.

Brief Course/Assessment Outline:

		Module of work	Assessment Instrument	Practical Focus
Sem 1	Term 1	Refereeing and Officiating	Performance	Futsal/Football
	Term 2	Individual Analysis	Project – Improve a Core Skill	Futsal/Football
Sem 2	Term 3	Team Analysis	Multimodal Presentation	Futsal/Football
	Term 4	Community Project	Journal Reflection	Futsal/Football

Costs

Those students eligible for inclusion in the Football Specialisation Program will be required to meet course fees of \$220 per year. This fee includes access to Leaders of Evolution Online Learning Platform, Program Training Shirt and Socks, and subsidy for Elite Pathways tournaments.



Tennis Specialisation

TEX

ADMISSION INTO THIS SUBJECT IS BY INVITATION ONLY (PLEASE SEE HOD)

Brief Description of Subject / Outline

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, students will be exposed to coaching 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.

During year 10, Tennis students will participate in a Leaders of Evolution sports leadership program. This program is specifically designed to support young sports men and women navigate to hurdles they may encounter as elite athletes.

Brief Course/Assessment Outline:

	Theoretical Outline	Practical Outline	Assessment Summary
Term 1	Individual Awareness	Tennis	Theoretical Assessment Observation of Performance
Term 2	Leadership	Tennis	Theoretical Assessment Observation of Performance
Term 3	Team Culture	Tennis	Theoretical Assessment Observation of Performance
Term 4	Communication	Tennis	Theoretical Assessment Observation of Performance

Costs

Those students eligible for inclusion in the Football Excellence Program will be required to meet course fees of \$2000 per year. This fee contributes to the following costs:

- Timetabled coaching sessions with QTC Coach and TEX Program Coordinator.
- QTC court usage during timetabled TEX lessons.
- Acceptance into the afterschool squad program at the Queensland Tennis Centre.
- Registration in the QTC match play program.
- Membership to the Queensland Tennis Centre which provides members with free use of QTC courts.
- Transportation expenses to the Queensland Tennis Centre during timetabled sessions.
- Program kit including playing uniform and sports bag.
- Accommodation and transportation costs associated to Regional, Interstate and National competitions.
- Access to the Leaders of Evolution Online Learning Platform.



LANGUAGES

Chinese

CHI

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 / Assessment Outline:

	Course Outline	Assessment Summary
Sem 1	Making Friends Chinese Festivals and Celebrations	Listening Exam Speaking Exam Reading Exam Writing Exam
Sem 2	Food and Nutrition Giving Directions	Reading Exam Writing Exam Listening Exam Speaking Exam

French

FRE

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 / Assessment Outline:

	Course Outline	Assessment Summary
Sem 1	Transport Relationships	Listening Exam Speaking Exam Reading Exam Writing Exam
Sem 2	Daily Routine and School Film and Media	Listening Exam Speaking Exam Reading Exam Writing Exam



German

GER

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 / Assessment Outline:

	Course Outline	Assessment Summary
Sem 1	Family Life and Relationships Saving the Environment	Listening Exam Speaking Exam Reading Exam Writing Exam
Sem 2	Advertising/Media Student Exchanges	Listening Exam Speaking Exam Reading Exam Writing Exam

Japanese

JAP

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 / Assessment Outline:

	Course Outline	Assessment Summary
Sem 1	Popular past times City and Country / School Excursions	Listening Exam Speaking Exam Reading Exam Writing Exam
Sem 2	Part time work Future Goals and Foreigners Visiting Australia	Listening Exam Speaking Exam Reading Exam Writing Exam



Spanish

SPN

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 / Assessment Outline:

	Course Outline	Assessment Summary
Sem 1	School life and routines Travel and past experiences Culture and media	Speaking Exam Reading Exam Writing Exam Listening Exam
Sem 2	Work experience Making plans The future	Reading Exam Speaking Exam Listening Exam Writing Exam



SERVICE INDUSTRIES & FOOD TECHNOLOGY

Agricultural Science

AGS

Brief Description of Subject / Outline

Agricultural Science 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 Science 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 Science 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 Science 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 / Assessment Outline:

	Course Outline	Assessment Summary
Term 1	<p>Animal Behaviours</p> <p>Investigate the innate behaviours of animals that can be used to minimise stresses when handling livestock.</p>	<p>Task 1: Multimodal presentation</p> <p>This assignment allows students to learn about a species of farm animal that interests them and build an interactive, annotated model, complete with working hydraulic parts, of equipment used to handle farm animals.</p>
Term 2	<p>Cloud based cattle technologies and pasture studies</p> <p>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.</p>	<p>Task 2: Collect and analyse data</p> <p>This investigation involves collecting and analysing data from the 'Moovement' cattle monitoring system used for the school's Droughtmaster cattle herd, as well as working with the animals themselves. Data will also be collected on pasture systems using the Epicollect 5 App.</p>
Term 3	<p>Coding and Wearable Livestock Technologies</p> <p>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.</p>	<p>Task 3: The project</p> <p>In this project, students need to understand the functions of the Micro:bit, how they can be coded and the practicalities of attaching them to an animal to obtain useful information.</p>
Term 4	<p>It's so good you can taste it</p> <p>Students will connect with industry, working with the school's bee hives and then assessing the quality of the honey and other products.</p>	<p>Task 4: A collection of work</p> <p>Students will work with the school bee hives in order to produce a sample of honey, wax or bee resin and then liaise with technicians from Capilano Honey to assess its value.</p>



Design Technology and Fashion

DTF

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/Assessment Outline:

	Course Outline	Assessment Summary
Sem 1	Accessories	Partnership Design and create a range of accessories
	Fashion history and skirts	Investigate past fashion design and produce skirt for your body shape
Sem 2	Upcycle / re-cycle / repurpose – on line tutorial	Plan, film, edit tutorial for YouTube
	Environmental impact of dyes and shopping bags	Investigate and dye fabric to design and produce reusable shopping bag

Food and Nutrition

FNT

Brief Description of Subject

The aim of this subject is to focus on the important roles that Nutrition, Food and related technology have in our lives. Students will be provided the opportunity to develop a deep understanding of the food system, use of technologies and the problem solving process to benefit individuals and communities in the areas of health and nutrition.

Brief Course/Assessment Outline:

	Course Outline	Assessment Summary
Sem1	Studies in nutrition and health. Students will explore the reasons behind and science of food preparation and compare a variety of cooking techniques Critically analyse factors such as sustainability considerations that impact on solutions for global preferred futures	Design project investigating the science and functional properties of ingredients. Practical investigation and product development.
	Modern food, meal and marketing trends. Ethical food issues. Students will analyse current issues around feeding the world population in a sustainable and ethical manner.	Modern trends in food production to meet adolescent needs project. Presentation on sustainable and ethical food related issues. Supervised written exam



Hospitality

HPT

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/Assessment Outline:

	Course Outline	Assessment Summary
Sem 1	Use basic methods of cookery	Cookbook design
	Espresso coffee and shakes	Freakshake – design and make
Sem 2	Food presentation	Magazine design
	Events and functions	Design and cook function menu for Year 9 Art show



THE ARTS

Dance

DAN

Brief Description of Subject

In this subject, students will engage with a range of dance styles and genres including from hip-hop, jazz and contemporary. The study of Dance is enriched by experiences in Choreography, Performance and Appreciation.

Through the creative process of **Choreography**, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories. The skills of communication, improvisation, personal problem solving, group decision-making, and planning and organising activities are fostered in this process.

In **Performance**, unique technical and expressive demands of dance are developed. Students develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self-confidence and physical capabilities through experiencing a variety of dance techniques.

Appreciation (Responding) of dance involves understanding how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The students learn to value their own and others' aesthetic responses to dance.

Brief Course / Assessment Outline:

	Course Outline	Assessment Summary
Term 1	Dance on Film	Responding exam
Term 2	Dance Careers	Choreography
Term 3	Art of Dance	Performance
Term 4	Choreography G.O.A.T's	Project (Responding, Choreography and Performance)



Drama

DRA

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 / Assessment Outline:

	Course Outline	Assessment Summary
Sem 1	Gothic Theatre: Conventions of style Elements of Drama Analysis of a Gothic text	Directing a Monologue Responding to Live performance Pair performance of Published text
Sem 2	Political Theatre: Brechtian Theatre: The Birth of Modern Theatre: Political context and conventions Analysis of Brechtian Conventions Analysis of Brechtian Text	Storyboard Analysis of Live performance Presenting published text



Introduction to Media

IME

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/Assessment Outline:

	Course Outline	Assessment Summary
Term 1	Music Video: An introduction to the key concepts of media focusing on hands on basic camera techniques and editing techniques using Adobe Premiere Pro to create a Music video.	Music Video
Term 2	Word Art: Introduction to Adobe Illustrator to create a Digital Art Design. Videos for Change: Students will create a video on a social issue they feel strongly about. They will work in groups to film and edit their video.	Word Art Artwork Videos for change Short Film Analysis Essay
Term 3	Character and Game Design: Students delve into visual effects and animation using Adobe software to create a presentation for their video game concept and character design.	Character Design Animation Presentation
Term 4	Genre Posters: Students explore different genres to create their own Movie poster using Adobe Photoshop and Illustrator. They will use green screens to create the imagery they need for their posters	Genre Movie Poster Short response Exam: Fake News



Music

MUS

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 / Assessment Outline:

	Course Outline	Assessment Summary
Term 1	The Roots	Composition Musicology
Term 2	Soundwave 1950 - 1990	Performance Musicology
Term 3	Soundwave 1990 - now	Composition
Term 4	Vocal Music	Performance



Visual Art

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.

This subject also forms the basis of further studies in Visual Arts in the senior school, with the option of one or more subjects in Year 11 and 12: Visual Art, Certificate II in Visual Arts, or Certificate II in Creative Industries (Media).

Brief Course/Assessment Outline:

	Course Outline	Assessment Summary
Sem 1	Objects of My Obsession Drawing techniques / Colour theory / Lino Printing / Abstraction	Drawing Folio Mixed Media Collage
	Encoding/Decoding Mixed media portrait showing the use of symbols and code in visual imagery	Portrait Analysis Exam
Sem 2	Art as Social Comment Sculpture techniques/making a social comment through art	Collaborative sculpture Written report
	Memories Concept related unit / Student directed media choice	Artists statement 400 words A resolved work in response to memory concept



INDUSTRIAL TECHNOLOGY & DESIGN

Introduction to Construction

ITC

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/Assessment Outline:

	Year 10 Course Outline	Assessment Summary
Term 4	Wooden Saw Horse	Practical Project Work

Introduction to Design

IRD

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 practised 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 / Assessment Outline:

	Course Outline	Assessment Summary
Sem 1	Unit 1: Design fundamentals Unit 2: Human centred design	Design Folio Exam
Sem 2	Unit 3: Design styles and movements Unit 4: Commercial design	Design Folio Exam



Introduction to Electrotechnology

ITE

Brief Description of Subject

Introduction to Electrotechnology encompasses the whole range of electronic products and services that make up the technological infrastructure of a modern society. Whether at work, home or play, these electronic systems, products and services are at the heart of any aspects of modern life. This course is vital to helping students understand and interact effectively with these systems and apply them in a practical context.

Brief Course/Assessment Outline:

	Year 10 Course Outline	Assessment Summary
Term 1	Electrical Safety, Tools required for Electronics, Soldering and De-Soldering, Electricity and the Electron, Voltage and Current	Project 1: Enclosure Research Project 1: Enclosure Construction
Term 2	Circuit Diagrams Circuit Wizard	Project 1: Circuit Construction Project 1: Wiring and assembly
Term 3	Quantities and Units in Electronics Ohms Law, Circuit Symbols	Project 2: Enclosure Research Project 2: Enclosure Construction
Term 4	The Breadboard	Project 2: Circuit Construction Project 2: Wiring and assembly

Introduction to Engineering

IEN

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 / Assessment Outline:

	Course Outline	Assessment Summary
Sem 1	Unit 1: Engineering fundamentals and society Unit 2: Emerging technologies	Project folio Examination
Sem 2	Unit 3: Statics of structures Unit 4: Machines and mechanisms	Project folio Examination



Introduction to Engineering Pathways

EPA

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/Assessment Outline:

	Year 10 Course Outline	Assessment Summary
Term 1	Carry all – sheet metal	Practical Project Work and Design
Term 2	Cannon - machining	Practical Project Work and Design
Term 3	Nut Cracker – fitting / fabricating	Practical project work
Term 4	Reciprocating Engine - fitting	Practical project work

Introduction to Furnishing

ITF

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/Assessment Outline:

	Year 10 Course Outline	Assessment Summary
Term 1	Carry all Introduction to biscuit machine, bandsaw and widening techniques	Practical Project Work and Design
Term 2	Designing and making tray inserts to fit inside the Carry all	Practical Project Work and Design
Terms 3 - 4	Chess / Coffee table (with drawer) Introduction to drop saw, router, drawer making and set out rods	Practical Project Work



DIGITAL TECHNOLOGIES & BUSINESS

Business Enterprise Studies

BES

Brief Description of Subjects/ Outline

Business Enterprise Studies is an innovative and engaging course designed to spark students into an entrepreneurial mindset using the Future Anything ACTIVATE Program. The aim of this subject is for students to design and develop innovative, scalable and sustainable youth-led solutions to real-world problems. While students will participate in core Australian Curriculum units of study in Business and Economics, Corinda State High School has partnered with Future Anything to create an opportunity for students to explore the world of business beyond the classroom walls.

The Future Anything programs encourage young people to embark on their own journey of self-discovery; using entrepreneurship as a vehicle to empower young people with the knowledge, skills, support, and partnerships to solve problems. Students have access to business leaders, tertiary mentors and industry partners to help build their network and develop their enterprise concepts.

Upon successful completion of this program, 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/ Assessment Outline:

	Course Outline	Assessment Summary
Term 1	Fair Trade and Corporate Social Responsibility Explore how fair trade economies operate and how they manage the complexities of balancing profitability with ethical trading practices	Task 1: TED Talk Presentation The aim of this assignment is for students to explore the B Corp Certification process and conduct a Case Study Analysis
Term 2	Market Day Venture Students plan and implement a small market day venture Future Anything Program Examine the concept of social enterprise and identify ways we can all make the world a better place	Task 2: Market Day Venture Planning documentation and practical application of venture Task 3: Future Anything Pitch – The aim of this assignment is for students to design and develop a social enterprise idea and pitch to an audience
Term 3	Developing your Business Students take their enterprise idea to a whole new level and develop a full working business plan. Their plans consider all aspects of the business, including marketing, financial plans, operational plans and human resource plans.	Task 4: The Business Plan Students develop a full working business plan for their enterprise idea. This business plan is entered into BEAQ's PYOE Competition and can be used to assist students who may be successful with the Future Anything ACTIVATE Competition.
Term 4	Introduction to Senior Business: <ul style="list-style-type: none"> Accounting (General) Business (Applied and Diploma of Business) <i>Note: subjects are offered as close as possible in accordance to SET Plan preferences.</i>	Short Response exam* (*exam structure aligned with senior syllabus requirements)

NOTE: There is a fee associated with this course of \$85 per student. This fee covers the costs of participating in the Future Anything ACTIVATE Program, entry to the state and/or national finals, excursion expenses and costs associated with running the Market Day Venture unit.



Digital Technologies

DIG

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, and communication. Students will be challenged to extend their technological literacy when they:

- design digital technology solutions
- use resources (e.g. data, information)
- 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/Assessment Outline:

	Course Outline	Assessment Summary
Term 1	<p>Modern Day Marketing!</p> <p>HTML and computational thinking Developing a prototype app or website.</p>	<p>Task 1: Technical Proposal</p> <p>The purpose of this assessment is to create a prototype app or website that addresses a data visualisation need, applying skills in defining, designing, implementing, evaluating, collaborating and managing</p>
Term 2	<p>Intelligent Systems in Society</p> <p>Students explore AI systems and the role they are playing in society. Students work with mentors from River City Labs to design an AI system that would be functional for the end-user.</p>	<p>Task 2: Digital Solution</p> <p>The purpose of this assessment is to define, design and evaluate a proposed AI system that benefits society. Students create a TED Talk to present their concepts</p>
Term 3	<p>Automating Tomorrow</p> <p>Students collaborate to design and build a prototype of their robot. They are to use the Design Thinking process and pitch their concept to a technical audience. Students work with mentors from River City Labs to design a robot that would be functional for the end-user.</p>	<p>Task 3: Digital Solution</p> <p>The purpose of this assessment is to define, design, implement and evaluate key components of a robot that solves a real-life problem. Students present their digital solution as part of a Shark Tank Competition.</p>
Term 4	<p>Introduction to Senior Digital Technologies:</p> <ul style="list-style-type: none"> • Digital Solutions (General) • Information, Media and Digital Technologies <p><i>Note: subjects are offered as close as possible in accordance to SET Plan preferences.</i></p>	<p>Project Portfolio</p> <p>(*assignment structure aligned with senior syllabus requirements)</p>

NOTE: There is a fee associated with this course of \$45 per student. This fee is to cover the costs of an excursion to River City Labs and the costs associated with running the Automating Tomorrow unit.



Corinda State High School

Year 10 Curriculum Handbook for 2022

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