Spinifex State College  
– Senior Campus

YEAR 10  
2017

“Sharing Knowledge, Creating Our Future”

YEAR 10  
YEAR 11  
YEAR 12  
Post School Success

Literate  
Numerate  
Skillful  
Creative

University  
Apprenticeships  
Traineeships  
Employment  
Further Training  
Creative Pursuits

PROGRAM OF STUDIES
# Table of Contents

Our Vision, Purpose and Values .......................................................... Page 3
General Information ........................................................................... Page 4

**CORE SUBJECTS**

- English .................................................................................. Page 5
- Mathematics ........................................................................ Page 6
- Science ................................................................................ Page 7
- Health and Physical Education .............................................. Page 8
- History .................................................................................. Page 9
- Information, Digital Media and Technology – Certificate I ....... Page 10

**ELECTIVES**

- Business Communication and Technologies ....................... Page 11
- Drama ................................................................................ Page 12
- Drama Extension ................................................................ Page 13
- Early Childhood Studies ....................................................... Page 14
- Geography ........................................................................ Page 15
- Home Economics ................................................................... Page 16
- Hospitality ........................................................................ Page 16
- Industrial Metal Work .......................................................... Page 17
- Industrial Wood Work ........................................................ Page 17
- Literacy .............................................................................. Page 18
- Media Studies ...................................................................... Page 19
- Music .................................................................................. Page 20
- Physical Education ............................................................. Page 21
- Physical Recreation ............................................................. Page 21
- Reading .............................................................................. Page 22
- Visual Art .......................................................................... Page 23
- Visual Art Extension ............................................................. Page 24
Our vision, purpose & values

Our vision

To develop Clever, Skilled and Creative Spinifex Graduates

Our purpose

Our curriculum and training programs support the academic, physical and social development of students to achieve quality personal outcomes through multiple pathways.

Our values

✓ Respect
✓ Productive Relationships
✓ Excellence
✓ Co-operation
✓ Accountability
General Information

Throughout Year 10 students will study a planned, balanced program of learning. The core subjects that all year 10 students will study are:

- English
- A strand of Mathematics
- History
- Science
- Certificate I in Information, Digital Media & Technology
- Health and Physical Education
- Career Education Program (at various times throughout the year)

Students will also choose 3 elective subjects.

It is important to choose elective subjects carefully as your decisions may affect not only the choices you can make in the senior years of schooling, but also achievements and overall attitude towards school. Although there are many factors to consider, choosing your course of study can be simplified by going about the task calmly and methodically, and by following a planned procedure.

When choosing your subjects please remember the following:

- you must do English, History, a strand of Mathematics and Science.
- the semester in which you study History and electives will be determined by administration.
- students may be required to re-choose electives if their initial choices don’t proceed due to low numbers or staffing resources.
- all students will study Certificate I in Information, Digital Media & Technology; Health and Physical Education and a Career Education Program throughout the year.

OVERALL PLAN

As an overall plan, you are advised to choose strands and electives:

- you enjoy
- in which you have demonstrated some ability or aptitude.
- which help you reach your course and career goals.
- will assist in developing skills, knowledge and attitudes that will be useful throughout your life.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Spinifex State College – Mount Isa is committed to a technology rich curriculum. Our Information and Communications Technology infrastructure is continually being upgraded and enhanced to provide flexibility and increased integration across all curriculum areas.

COURSE COSTING

Under each course subject outline is a heading indicating extra costs payable for this subject/course. If meeting this cost causes a financial burden to your family, please discuss this with the school principal upon your enrolment.

CHECK OUT EACH SUBJECT CAREFULLY

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

- read subject descriptions and course outlines in booklet provided by your school
- talk to the Head of Department and teachers of each subject
- look at books and materials used in the subject
- listen carefully at subject selection talks
- talk to students who are already studying the subject

SUBJECT OFFERINGS

The offerings in the handbook are made subject to availability of teachers and resources.

The Principal reserves the right to withdraw any subject or form composite classes to meet the resourcing needs of the school.

Subject descriptions are listed in this booklet to assist parents and students with the understanding that final subject offerings will be dependent on enrolments, resources and staff availability.
A good grounding in English is essential to everyone, as this is our major means of communication. The skills of speaking, listening, reading, writing and viewing form the basis of all areas of study and are used extensively in the world of work. Students continue building on their knowledge of the English language through exposure to a wide variety of genre. In a society where the media is playing a more and more important role, career options based on the use of English are becoming more extensive.

**COURSE OF STUDY**

**SEMESTER ONE**

**LITERARY REPRESENTATIONS OF WAR**
- Reading and interpreting a novel
- Responding to a novel

**REPRESENTATIONS OF AUSTRALIA**
- Analysing and evaluating representations of Australia
- Creating a futuristic representation of Australia

**SEMESTER TWO**

**SHAKESPEAREAN PLAYS**
*‘Romeo & Juliet’ by William Shakespeare*
- Reading and interpreting a Shakespearean drama
- Responding to a Shakespearean play

**MEDIA AND SATIRE**
- Exploring representations of events and issues in news media texts
- Evaluating representations of events or issues in news media texts

**MODE OF ASSESSMENT**

Written pieces of extended length - 400 – 600 words.
Oral presentations of 4 – 6 minutes duration.

Some pieces may vary according to the nature of the item.

SPEAKING and LISTENING skills are incorporated into all of the lessons. Specific listening and speaking programs depend on needs.

Examples of the types of assessment undertaken in Year 10 English include: Text transformations, comparative analytical essay writing, reading comprehension, imaginative responses to texts and multimodal presentations

**WHERE TO AFTER YEAR 10**

High proficiency in English is necessary if a student wishes to study Authority English in Years 11 and 12.

**EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS FOR ALL ENGLISH SUBJECTS**
- The Resources & Materials Scheme charges apply
- Students not belonging to the Resources & Materials Scheme will need to buy a novel and a play (as designated by the teacher)
- A wide range of resources is provided by participating in the Resources and Materials Scheme so it is recommended that students join.
At Spinifex State College, we are able to place your student in a Maths class suited to their learning needs and goals. These decisions are made based on a student’s subject selections, diagnostic testing, case management, and teacher recommendations.

The three strands we offer are:

10A MATHEMATICS

The Australian Curriculum includes scope for Year 10 students to be extended in the field of Mathematics, by studying a broader range of topics.

These classes are for students who have demonstrated their ability in Mathematics. Students who wish to study Mathematics B or C in Senior School should select this option.

MATHEMATICS

In Mathematics, students will follow the course of study guided by the National Curriculum.

Students in this course are encouraged to study Mathematics A, Prevocational Mathematics or Practical Numeracy in Year 11.

It is also recommended that students select at least this level of Mathematics if wishing to gain an apprenticeship upon leaving school.

DEADLY MATHS

Spinifex State College now offers an alternate Mathematics Program for students who have struggled with Mathematics in previous years.

This program has been designed by the Queensland University of Technology to speed up the development of Mathematical skills in students who have previously missed out.

Students enrolled in this subject are encouraged to study Prevocational Mathematics or Practical Numeracy in Year 11.

COURSE OF STUDY: 10A Mathematics & Mathematics

SEMESTER ONE

Term 1 students focus on geometry – the study of shapes. Subject matter includes:
- Pythagoras’ theorem
- Trigonometry
- Angle relationships
- Similarity
- Congruence
- Volume
- Surface area

Term 2 students will learn about data, statistics and probability. Subject matter includes:
- Histograms
- Box and whisker plots
- Interpreting statistical reports
- Complementary events
- Tree diagrams

SEMESTER TWO

Term 3 studies build upon students understanding of algebra and linear modelling. Subject matter includes:
- Factorising and expanding
- Solving
- Graphing linear equations
- Finding simultaneous solutions
- Graphing linear inequalities

ASSESSMENT

Each term students will be assessed through the use of formal tests and assignments which cover the problem solving strategies needed to be successful in mathematics.

Assessment will be rated over two criteria; Understanding & Fluency and Problem Solving & Reasoning.

EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS
- The Resources & Materials Scheme charges apply
- Scientific Calculator, $20, available from the Maths Department
WHAT IS SCIENCE?
Humans are intimately curious about the world. Science – as a ‘way of knowing’ – is one framework people use to explore and explain their experiences of the phenomena of the universe. Science is part of the human quest for understanding and wisdom, and reflects human wonder of the world.

Science education involves students and teachers working together to develop new understandings with those in the scientific community. This provides students with challenge, passion and a sense of personal success on their journey of lifelong learning.

At Spinifex State College we offer classes which seek to look at many of the mainstream levels of science and its effects upon students, the community and the world. Students perform investigations, research and develop skills within the laboratory and classroom.

This subject is based upon the ACARA and C2C curriculum guidelines.

ASSESSMENT
Each Term students will be assessed through the use of written exams, assignments, practical reports and practical exams.

Assessment will be used to examine understanding, science as a human endeavour and science inquiry skills.

EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS
- The Resources & Materials Scheme charges apply
- Scientific Calculator, $20, available from the Maths Department

COURSE OF STUDY:

SEMESTER ONE

UNIT 1: Life blueprints
In this unit students investigate the importance of DNA and genes in controlling characteristics of organisms. They explore the ethics of genetic manipulation.

UNIT 2: Life evolves
In this unit students build on knowledge of genetics and inheritance gained in Unit 1. They use this to develop an understanding of the theory of evolution by natural selection, and biodiversity.

UNIT 3: Chemistry isn’t magic
In this unit students identify patterns in atomic structure that allows prediction of the product of chemical reactions and are reflected in the Periodic Table.

UNIT 4: Chemical reactions matter
In this unit students build on knowledge gained in Unit 3. They examine chemical reactions used to create products, and ways in which rates of reaction can be changed.

SEMESTER TWO

UNIT 5: Moving along
In this unit students explore the motion of different objects. They collect quantitative data and apply the laws of physics to describe motion.

UNIT 6: Energy of motion
In this unit students build on knowledge gained in Unit 5. They explore conservation of energy and energy-force relationships. They apply these to everyday objects.

UNIT 7: The universe
In this unit students examine the Big Bang Theory and features of the universe. They use secondary data to describe changes in astronomical phenomena.

UNIT 8: Global systems
In this unit students examine the cause and effect of changes in global systems and recognise the effects of human activity on the environment.
Health & Physical Education

Students in year 10 will use their experiences and skills of health and physical education to explore:

- How health issues are related, dynamic and mutually related.
- Health promotion in the community
- How active engagement in physical activity improves quality of life
- How they can develop skills and knowledge of health and physical education to
- The career opportunities in the health and physical activity area

WHAT IS STUDIED?

PRACTICAL ACTIVITIES

Term 1
Realise Your Potential – VOLLEYBALL/AQUATICS
Students will focus on enhancing their physical performance. They will participate in activities that enhance their:

- Skill Development
- Strategic development
- Reflection to improve performance

ASSESSMENT:
Evaluations & practical performance

Term 2
Spirit of the Game – AFL/SOCCER/SOFCROSSE.
Students will focus on enhancing skill in AFL, Soccer or Sofcrosse. They will participate in activities that enhance:

- Skill development
- Strategic development
- Team work and communication
- Leadership and fair play

ASSESSMENT:
Practical performance of AFL, Soccer or Sofcrosse skills and strategy

Term 3
PT Yourself – FITNESS
Students will learn the health-related fitness components, as well as the exercise / movements that need to be performed to improve them. The main focus of the unit is to understand the importance of working out at an appropriate level of exercise to be healthy.

ASSESSMENT:
10 minute exercise session development and reflection

Term 4
King/Queen of the Court/Floor – DANCE/FUTSAL/NETBALL
Students will focus on enhancing skills in Futsal, Netball or Dance. They will participate in activities that enhance:

- Skill Development
- Strategic Development
- Team work and communication

ASSESSMENT
Practical performance of Futsal, Netball or Dance skills and strategy

THEORETICAL UNITS

Cultural Connections
Students will examine what role the physical activities available within our community play in defining culture and cultural identities. They will analyse the impact attitudes and beliefs have on community connection and wellbeing.

ASSESSMENT:
Research Report

Looking After Myself and Others
Students will explore health concerns for teens and develop an understanding of the local health services in Mount Isa to assist youth who partake in risk taking behaviours and/or are suffering from a mental illness.

ASSESSMENT:
Multi Modal Paired presentation (oral).

I Can Influence Myself and Others
Students will investigate the implications and consequences of drug and alcohol use, the effects of binge drinking and poor party planning. Support services available in Mount Isa will also be identified through information sessions.

ASSESSMENT:
Response to Stimulus Exam (unseen) Short answer and extended response.

Excellence In Health
Students will demonstrate leadership and cooperation. To analyse health information, identifying health concerns in the community and apply problem-solving skills when taking action to enhance their own, and others, health, safety and wellbeing.

ASSESSMENT
Community health action plan; students will research and come up with a health plan to improve the health and wellbeing of the school community as a group. Individually evaluate its effectiveness of improving health after implementation

MODE OF ASSESSMENT
Students are given many opportunities within class to participate and demonstrate important learning outcomes. Assessment is continuous throughout each unit and focuses on practical concepts such as the students’ ability to demonstrate tactics and strategies to achieve identified goals in physical activities. Students are also assessed through written and oral tasks. Student overall results are attributed to 50% practical and 50% theoretical grades.

PARTICIPATION
All students are to participate in practical lessons unless a note from home is provided. A hat/cap and enclosed shoes must be worn.

*We are a sun-safe school and school hats are available from the Tuckshop ($20).
History

All Year 10 students will complete ONE semester of Modern History.

The students will work toward achieving the particular outcomes in each unit.

The outcomes come from ACARA’s interrelated history strands:
- Historical Knowledge and Understanding
- Historical skills

MODES OF ASSESSMENT

Students will continue to be assessed in 3 History based assessment types including:
- Research based assignments
- Response to Historical Stimulus Exam
- Short Response Content Exam

COURSE OF STUDY

WORLD WAR II

What were the causes, course and effects of World War II and how did it impact Australia?

World War II resulted in significant changes in Australian society and Australia’s International relationships. This had a profound effect on subsequent events and developments in the nation’s history.

RIGHTS AND FREEDOMS

How have rights and freedoms been ignored, demanded, and achieved in Australia, and the broader world, since 1945?

Human rights have a long but irregular history. Their origin can be traced back to the ancient world, but it was not until after the Second World War that they assumed an international presence. In this unit Human Rights are put into an historical and world context in order to frame the study on Australia.

POPULAR CULTURE

How has Australian society been affected by significant global events and changes since 1945?

Since 1945 Australian culture has constantly been changed due to significant events occurring globally. In this unit Australia’s popular culture is put into an historical and world context to explain how our culture has developed today.

Study of this subject in Year 10 will prepare students for History in Years 11 & 12.

The study of history provides students with the skills of research and critical thinking necessary across all curriculum levels as they prepare for their senior years of schooling.
This program of study is compulsory for Year 10 students. It provides them with the opportunity to obtain a Certificate 1 in Information, Digital Media and Technology. This is a nationally recognised certificate providing opportunities for students to develop transferable IT skills that will assist them with the use of computers and Microsoft Software both at home and in a work place environment. It serves as a support subject for study in other disciplines. The subject also provides an excellent foundation for the study of Information Technology Systems and / or Information and Communication Technology in Year 11 and 12.

An understanding an appreciation of the impact of technological advances is an asset in maximising the advantages information technology can provide.

**COURSE OF STUDY**

- **ICTICT101**: Operate a personal computer
- **ICTICT102**: Operate word-processing applications
- **ICTICT103**: Use communicate and search securely on the Internet
- **ICTICT104**: Use digital devices
- **ICTICT105**: Operate presentation packages
- **ICTICT106**: Operate spreadsheet applications

**MODE OF ASSESSMENT**

- Portfolios of Classwork
- Observations

**EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS**

- Nil
Business Communication and Technologies

This course focuses on introduction to business organisation, communications, technologies, business procedures and information systems. This subject provides the context for students to develop a unique repertoire of knowledge, practices and depositions.

Business Education brings together theoretical understanding and practical applications in a range of business activities. Students respond to business challenges by working responsibly while using business practices.

Understandings of businesses are drawn from the fields of management, communications, industrial relations, retailing, enterprise and international business.

At the completion of this course, students develop knowledge, practices and dispositions necessary to:

- Participate as informed and responsible citizens, consumers, workers and entrepreneurs.
- Record, report, design and create business information and product, and communicate relevant details to stakeholders.

This subject is particularly valuable and strongly recommended for students wishing to study Business Communication and Technologies in Year 11 and 12.

COURSE OF STUDY

TERM ONE

- Business Environments
- Business Meetings / Communication

TERM TWO

- Industrial Relations
- International Business

MODE OF ASSESSMENT

Theory and Practical tests / assignments, and oral presentations, addressing the Year 10 Business Ways of Working and Knowledge and Understanding criteria.

EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS

- The Resources and Material Scheme charges apply for textbook
Drama

All cultures have a need to perform whether it is to express their ideas and feelings, to help understand the world around them or simply to entertain others. Drama allows students to explore this art form and develop necessary skills and knowledge. Drama in the school curriculum develops students’ artistic and creative skills. These skills are transferable to a variety of artistic, social and work related contexts.

Those who choose drama should have genuine interest in performing arts. It requires commitment, discipline, motivation, initiative and sensitivity.

Please Note: As group work is an essential component of assessment, students must be willing to co-operate and collaborate with all class members.

COURSE OF STUDY

Unit 1 – THEATRE FOR YOUNG PEOPLE

In this unit students are immersed in the dramatic style of Theatre for Young People and its importance in primary education. Through practical workshops they will develop the skills of scriptwriting and how to incorporate an education message as a playwright. Furthermore, they will learn a range of performance skills to ensure that dramatic meaning is conveyed and the children are engaged. Students will have the opportunity to study professional examples of TYP and critically analyse the dramatic conventions and elements that are used in the production. By the end of the unit, the class will have devised a performance suitable for early childhood and tour the show around the local primary schools.

Assessment:
- Theatre for Young People Script
- Whole Group Performance

Unit 2 – AUSTRALIAN GOTHIC THEATRE

In this unit students are immersed in the dramatic style of Australian Gothic Theatre and its importance in uncovering the secrets of Australia’s history. Through practical workshops they will discover the gothic experience and develop transformational acting skills that assist in developing dramatic meaning. Students will have the opportunity to study professional examples of Australian Gothic plays and critically analyse the dramatic conventions and elements that are used in the production. By the end of the unit, the class will have performed scenes from Angela Betzien’s Children of the Black Skirt and written an analysis of Robert Kronk’s Ithaca Road.

Assessment:
- Small Group Performance
- Analytical Essay – responding to professional production

MODE OF ASSESSMENT

Assessment in drama is both practical and theoretical. Theory includes note taking on the social and historical context of the theatre styles and forms the Elements of Drama, and reflective questioning to develop knowledge and understanding of why we do what we do.

EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS

As specified in the Resources and Materials Equipment List, students must have a black T-shirt and black pants (no visible patterns or designs) for performance and assessment.
Drama Extension

Drama Extension is a highly practical and experiential subject that explores the role of drama in a political context. Although drama is entertaining, the importance of drama lies in its ability to be critical and echo the sentiments of the time period.

Those who choose Drama Extension must be committed and collaborative students. It is designed for students who learn best through experimental and kinaesthetic modes.

COURSE OF STUDY

Unit 1 – COMMEDIA DELL’ARTE

- Historical context of Commedia del’Arte
- Commedia characters, lazzis and burles
- Improvisational techniques – spontaneity, making, accepting and extending offers, yielding and blocking
- Recontextualising Comedia – modern political characters

Assessment:
- Commedia Improvisation

Unit 2 – DOCUMENTARY DRAMA

- Skills of Performance and Conventions of Documentary Drama; slow motion, placards, costume change, multiple role, music and projection
- Explore different types of political theatre e.g. Bertolt Brecht and David Hare
- Elements of Drama; symbol, mood, dramatic tension
- Conventions and format of stage and play scripts
- Stagecraft; blocking, interpretation of stage directions, characterisation, ensemble

Assessment:
- Documentary Drama Script
- Documentary Drama Performance

CAREER PATHS

Drama Extension is a highly practical and experiential subject that explores the role of drama in a political context. Although drama is entertaining, the importance of drama lies in its ability to be critical and echo the sentiments of the time period.

MODE OF ASSESSMENT

Assessment in drama is both practical and theoretical. Theory includes note taking on the social and historical context of the theatre styles and forms, the Elements of Drama and reflective questioning to develop knowledge and understanding of why we do what we do.

EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS

- As specified in the Resources and Materials Equipment List, students must have a black T-shirt and black pants (no visible patterns or designs) for performance and assessment.
- Students may be required to provide basic props and costumes to support their in-class drama.
- The Resources and Materials Scheme charges apply.
Early Childhood Studies

This Year 10 elective is a fundamental building block for senior Early Childhood Studies offered in Years 11 & 12.

**COURSE OF STUDY**

This course includes the following topics:
- Types of Families
- Human Reproduction
- Contraception
- Conception
- Nutrition during Pregnancy
- Antenatal screening
- Stages of Birth
- Birth
- Care of a Baby
- Childhood Development

**CAREER PATHS**

The study of Early Childhood Studies could kindle interest to work in areas like: Day Care, Kindergarten Management, Primary School Nursing, Maternal and Child Health, Physiotherapy, Speech Pathology, Occupational Therapy or Early Childhood Education.

**INSTRUCTION STYLE**

- Booklet
- Board Notes
- Discussions
- Demonstrations
- DVD
- School Nurse
- Visits from Day Care educators

**MODE OF ASSESSMENT**

- Exam
- Folio
- Story Book

**EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS:**

- A fee of $15 applies. This covers costs of equipment such as craft goods for practical activities.
Geography

Year 10 students have the opportunity to electively study ONE semester of Geography.

The content of this year level is organised into two strands:
- Geographical Knowledge and Understanding
- Geographical Inquiry and Skills.

The two units of study in the Year 10 curriculum for Geography are:
- Geographies of human wellbeing
- Environmental change and management.

The key inquiry questions for Year 10 are:

Geographies of human wellbeing:
- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

Environmental change and management:
- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

COURSE OF STUDY

The geography curriculum in year 10 seeks to accommodate the needs of learners through a much wider exploration of the world and ideas about it. There is a focus on citizenship, as students study local, national and global issues and identify actions that they could take.

One sequence of units focuses on environmental geography and introduces students to the basic elements of hydrology, geomorphology and biogeography. The Year 10 unit applies the knowledge gained from these three units to studies of environmental change and environmental management.

All units combine studies of both environmental and human processes and have an applied focus on the management of environmental resources. Sustainability is a continuing theme and is progressively developed to become the major focus in Year 10.

The second sequence of units focuses on some key aspects of human geography, including the liveability of places; spatial change in the distribution of populations; interconnections, with an emphasis on how people, including students, are connected to and have impacts on places and environments around the world; and the geography of human wellbeing at the local, regional and global levels.

*ACARA topics may be subject to change.

EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS

- Thick exercise book
- The Resources and Materials Scheme charges apply
Year 10 Home Economics focuses on a combination of both sewing and cooking skills. Students create a variety of textiles products from fabric, through hand and machine sewing, as well as building knowledge and practical skills for nutritious food preparation. Students can apply both contexts to their personal and family life, to make informed choices about wellbeing.

**COURSE OF STUDY**

*Unit 1: Recycling in Design*
Students plan, design and create embellished items like aprons, bags or cushion covers.

*Unit 2: Eating for Life*
Students investigate the different nutritional requirements for adolescents and compare options when selecting and promoting healthy food choices.

**MODE OF ASSESSMENT**
- Design Folio
- Practical Sewing
- Written Evaluations
- Practical Cooking

**RELEVANCE TO FURTHER STUDY**
- Tertiary studies in Food Science, Nutrition, Dietetics, Fashion Design, Interior Design etc.
- Study of Hospitality Practices in Years 11 & 12
- Study of Hospitality Studies in Years 11 & 12

**EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS**
A fee of $75 will be charged for this subject. This will cover the cost of cookery ingredients as well as textile requirements. Enclosed shoes must be worn during all practical lessons.

Hospitality is a course which gives students the opportunity to gain knowledge and experience in the preparation and presentation of food. Students will develop an understanding of work place hygiene, safety and work flow, which will prepare students for work in the Food and Beverage, Health and Tourism Industries.

**COURSE OF STUDY**

*Unit 1: Introduction to Hospitality*
Students investigate hygiene and safety procedures while demonstrating different cooking skills and food presentation techniques.

*Unit 2: Introduction to Multi-Cultural Cooking*
Students investigate a country of choice, with respect to culture and cuisine, and present their evidence based findings.

**MODE OF ASSESSMENT**
- Folio
- Practical Cooking
- Written Evaluations
- Research and presentation

**RELEVANCE TO FURTHER STUDY**
- Tertiary studies in Hotel Management, Event Management, Tourism
- Careers including Chef, Barista, Wait Staff and Bar Staff
- Study of Hospitality Practices in Years 11 & 12
- Study of Hospitality Studies in Years 11 & 12

**EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS**
A fee of $100 will be charged for this subject. This will cover the cost of all ingredients used by the student in their weekly practical lessons. Students are requested to wear covered in / leather shoes to all practical lessons.
Industrial Metal Work

Students will study Industrial Metalwork for one semester. Their course of study focuses on metal materials, products, tools, machinery and appropriate safety. Students become aware of the tradition and technology behind many of the products that have become part of our everyday lives. This subject builds heavily on Year 9 Industrial Metalwork and it is expected that students will possess prior knowledge regarding basic metalwork information.

Students work with a variety of materials and study appropriate processes and fastening methods. The use and names of tools and machinery are an integral part of this program. This is supplemented by the study of underlying principles of tools and equipment and the properties and characteristics of materials. A strong emphasis is placed on safety throughout the course and as a result, continual safety breaches will result in student removal from practical component. Students must undertake the safety and theory components to be eligible for the workshop. It needs to be stated that this is NOT a “workshop only” subject. A sound achievement in Mathematics is beneficial for success in this subject.

**MODE OF ASSESSMENT**
- Plan sketching
- Computer aided drafting
- Machine theory
- Safety
- Workshop practices

**CAREER PATHWAYS**
- Engineering
- Manufacturing
- Trade areas

**EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS**

Students will be charged a fee of $40 to cover the costs of materials used throughout the course. Students are required to wear sturdy, enclosed, non-permeable shoes – i.e. leather – for safety with tools, adhesives, solvents etc.

Industrial Wood Work

Students are able study Industrial Woodwork for one semester. Their course of study focuses on timber materials, products, tools, machinery and appropriate safety. Students become aware of the tradition and technology behind many of the products that have become part of our everyday lives. This subject builds heavily on Year 9 Industrial Woodwork and it is expected that students will possess prior knowledge regarding basic woodwork information.

Students work with a variety of materials and study appropriate processes and fastening methods. The use and names of tools and machinery are an integral part of this program. This is supplemented by the study of underlying principles of tools and equipment and the properties and characteristics of materials. A strong emphasis is placed on safety throughout the course and as a result, continual safety breaches will result in student removal from practical component. Students must undertake the safety and theory components to be eligible for the workshop. It needs to be stated that this is NOT a “workshop only” subject. A sound achievement in Mathematics is beneficial for success in this subject.

**MODE OF ASSESSMENT**
- Plan sketching
- Computer aided drafting
- Joining methods
- Safety
- Workshop practices

**CAREER PATHWAYS**
- Building
- Manufacturing
- Trade areas

**EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS**

Students will be charged a fee of $60 to cover costs of materials used throughout the course. Students are required to wear sturdy, enclosed, non-permeable shoes – i.e. leather – for safety with tools, adhesives, solvents etc.
A Short Course in Literacy

A Short Course in Literacy is accredited with the Queensland Curriculum and Assessment Authority and is designed to support students in their reading, writing and learning. Successful completion of this course will see each student receive one credit towards their Queensland Certificate of Education (QCE). They will also meet the literacy requirement for their QCE. Students must meet attendance and behaviour standards in order to study this subject.

In this course of study students will:
- learn a variety of strategies to develop and monitor their own learning
- select and apply reading and oral strategies to comprehend and make meaning in texts
- demonstrate the relationships between ideas and information in written, oral, visual or electronic texts
- evaluate and communicate ideas and information in written, oral, visual or electronic modes
- learn and use textual features and conventions, including vocabulary and grammatical structures.

COURSE OF STUDY

SEMESTER ONE

LITERARY REPRESENTATIONS OF WAR
- Reading and interpreting a novel.
- Responding to a novel.

REPRESENTATIONS OF AUSTRALIA
- Analysing and evaluating representations of Australia.

SEMESTER TWO

SHAKESPERIAN PLAYS
- Reading and interpreting a Shakespearean play.
- Responding to a Shakespearean play.

MEDIA AND SATIRE
- Exploring representations of events and issues in news and media texts.
- Evaluating representations of events or issues in news and media texts.

MODE OF ASSESSMENT

- Written pieces of extended length – 600 – 1000 words.
- Oral presentations – 3 – 5 minutes duration

TYPES OF ASSESSMENT

Examples of the types of assessment undertaken in this course include:
- Extended Response
- Multimodal Presentations
- Short Response Exams
- Portfolios
- Research Journals
Media Studies

Media Studies develops a young person’s ability to:
- Be critical of what they see, hear and read.
- Communicate information and ideas.
- Use and explore technology.
- Produce for an audience.
- Contribute to group situations.
- Be self-directed and self-assured.
- Be innovative and entrepreneurial.
- Explore and create new ideas and concepts.

To study Media Studies it is recommended that students have successfully completed Year 9 English.

COURSE OF STUDY

In 2017, the course available to Year 10 students who wish to enrol in media studies is:

MEDIA STUDIES – ARE YOU GAME ENOUGH?

Students will examine the representations, audiences, institutions and technologies involved with the video game industry.

Some topics of discussion over the course of the semester are:
- Australia’s current video game rating system.
- The evolution of the gaming industry.
- Gender stereotyping evident in games.
- Influence of violence and graphic content.

While Media Studies comprises of both theoretical and practical components; the majority of this unit will be theory based.

Given the nature of the topic being studied, some content shown will be of an M 15+ rating.

MODE OF ASSESSMENT

Students will be assessed through:
- Critique: Responding and discussing issues relating to existing mediums.
- Design: Generating own ideas for new media concepts.
- Production: Creating new media works.

WHERE DOES THE SUBJECT MEDIA LEAD?

Media Studies equips students with the skills they will need for senior Film, Television and New Media and will also help them develop skills for study in senior English.

Media Studies is also an excellent subject to kick start a career in a range of fields such as journalism, public relations, filmmaking and graphic design.

EXTRA EQUIPMENT / COST PAYABLE BY STUDENTS

A subject levy of $10 applies. This covers the cost of a workbook and a USB stick.
Music

The Music strand focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music, which are interrelated and complementary processes. This develops the ability to hear what is seen and see what is heard.

Students learn to recognise and interpret the emotional, spiritual and expressive content in the music they hear and perform. Meaning is constructed through engagement with music that is carefully chosen for its musical content, with the abilities, experience, needs and prior knowledge of students in mind. By singing, playing instruments, listening, moving, improvising and composing, students experience satisfaction and enjoyment as they learn.

PRE-REQUISITES

In order to achieve success in grade 10 music, studying music in year 9 is a pre-requisite for this course of study. It is highly recommended that the student enrolling plays an instrument.

COURSE OF STUDY

MUSIC

- Rock and Popular Music Styles

This is a unit which is relevant for all music lovers today. This course of study continues on from the learning which took place in year 9 music, and looks at the evolution of popular music today. The study of music in this course dates back to the music of the 1950’s and progresses through a variety of genres and styles (folk music, blues, rock, disco, motown, punk, heavy metal) to the music of today. The skills required to successfully complete this unit are those developed in year 9 music. As in all music units at Spinifex, singing forms the foundation of musical learning and is a big component of this course. A small component of this course will focus on developing basic piano and guitar skills.

MODE OF ASSESSMENT

Assessment Items:
- Performance
- Composition
- Musicianship tasks – small, weekly, in-class performance tasks
- Exams – theory, aural and visual analysis

WHERE DOES JUNIOR MUSIC LEAD?

In order to study Senior Music, it is recommended that students complete Music in grade 10.

The completion of the Junior Music Course will enable the student to continue to study music at the senior level. Music Education is expected to inspire students to be involved in music after secondary education whether for leisure interest or career.

EXTRA EQUIPMENT/COSTS PAYABLE BY STUDENTS

- Nil
Students in year 10 Physical Education and Physical Recreation will use the experiences and skills learnt in Health and Physical Education to extend their learning in preparation for subjects studied in the senior school. Students will gain an understanding of what is covered and required in these subjects at a senior level. Students may choose a either Physical Recreation or Physical Education or a combination of both.

Over the course of the Semester the students will participate in both Practical and Theoretical activities which are of equal importance.

**COURSE OF STUDY**

Participation in three chosen sports studied in conjunction with the theoretical units; learning these sports will give students the foundation to enter Senior Physical Education with confidence and knowledge of some of the sports to be studied.

Over the course of the semester the students will study the focus areas of:

- Motor Learning
- Sociology
- Exercise Physiology

Learning these focus areas will give students the foundation to enter Senior Physical Education with confidence and the knowledge of the conceptual understandings to be studied.

**MODE OF ASSESSMENT**

Students are given many opportunities within class to participate and demonstrate important learning outcomes. Assessment is continuous throughout each unit for practical concepts such as students’ ability to demonstrate tactics and strategies. Students are also assessed through written and oral tasks for theoretical concepts.

**PARTICIPATION**

All students are expected to participate in practical lessons unless a note is provided from home. A hat/cap and closed in shoes must be worn; ballet flats are not appropriate.

* We are a sun-safe school and school hats are available from the Tuckshop ($20).

**EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS:**

- Excursion costs to be advised if applicable.
**Reading**

*Reading, for selected Year 10 students, is designed to improve their reading to age appropriate levels.* Students will be informed if it is recommended that they do this subject.

**MODE OF ASSESSMENT**

Students are tested at the beginning of each term to ascertain their reading age.

**COURSE OF STUDY**

An individual reading program is constructed for each student with the following:

- the opportunity to expand the students use and appreciation of oral texts
- the opportunity for the student to learn and build their vocabulary for written assessment
- the chance for the student to improve their fluency in a structured and meaningful reading program
- the opportunity for the student to read and comprehend a wide range of books and other texts
- encouragement for the student to apply comprehension strategies as they reflect upon, and think critically about, what they read
- encouragement for the student to read, speak and listen for real life purposes, reading everyday texts
Visual Art

Pre-requisites: At least Year 9 Art completed to a satisfactory level (C) will ensure students have the necessary skills and knowledge to achieve positive results in Year 10 Art.

Students who undertake the visual arts will experience a series of enjoyable activities that aim at developing sensitivity towards the visual and tactile communication through practical skills which will add to the student's understanding of life.

Possible career opportunities available to art students are: Artist, Art Teacher, Fashion Designer, Stage Designer, Cartoonist, Craftsperson, Cinematographer, Architect, Graphic Designer, Photographer, Illustrator and Editor

COURSE OF STUDY

FACIAL / PROPORTION DRAWING AND CLAY HEAD SCULPTURE

Students will study theoretical and practical techniques related to drawing and sculpture. Students will learn step by step how to proportionately draw the human face they will then interpret their drawings into a three dimensional clay head sculpture. Students are expected to maintain a well presented visual journal of notes, in class activities, personal research, experimentation and reflection.

SELF PORTRAIT PAINTING AND ARTIST STATEMENT

Students will study theoretical and practical techniques related to painting. Students will work through the design process to create their self-portrait featured in their painting. Students will also explore and analyse varying two-dimensional artworks and styles using a four stage analysis structure to personally reflect on the art works viewed. This will be completed both in an in-class exam. Continued visual journal maintenance is required.

MODE OF ASSESSMENT

Students will complete items such as:-

- Visual Journal
- Minor Experimental Designs
- Produce Practical Artworks;
- Demonstrate presentation and skill through their visual journal;
- Artist Statement Essay
- Personal Reflection

EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS

- A $45 levy applies to cover course materials

Other essential equipment includes:

- HB pencils
- Soft eraser
- Sharpener
- Ruler
- Coloured pencils

Please note: this subject has 40% theory and 60% practical components.
Visual Art Extension

Pre-requisites: Students must have studied Visual Art in order to study Visual Art Extension.

Students who undertake the Visual Art Extension will experience a series of enjoyable activities that aim at developing sensitivity towards the visual and tactile communication through practical skills which will add to the student's understanding of life.

Possible career opportunities available to art students are: Artist, Art Teacher, Fashion Designer, Stage Designer, Cartoonist, Craftsperson, Cinematographer, Architect, Graphic Designer, and Photographer.

COURSE OF STUDY

TERM 1 – EXPERIMENTAL DRAWING
Students will study theoretical and practical techniques related to drawing and painting. Students will experiment with varying drawing and painting styles and mediums. Students will view art historical pieces as well as following the four stage analysis structure to personally reflect on the art works viewed. This will be completed both in class and as an individual personal artist statement. Students are expected to maintain a well presented visual journal of notes, in class activities, personal research, experimentation and reflection and resolution.

TERM 2 – CERAMICS AND EXHIBITION
Students will study theoretical and practical techniques related to drawing and sculpture. Students will explore the nature of positive and negative space as well as gain the understanding of what make a series, forming a tie between varying artworks. Continued visual diary maintenance is required.

MODE OF ASSESSMENT
Students will complete a variety of assessment items such as:
- Produce Practical artworks
- Demonstrate presentation and skill through their visual journal
- Analyse artworks and art history movements
- Personal artist statement essay
- Personal reflection

EXTRA EQUIPMENT / COSTS PAYABLE BY STUDENTS
- A $45 levy applies to cover course materials

Other essential equipment includes:
- HB pencils
- Soft eraser
- Sharpener
- Ruler
- Coloured pencils

Please note: this subject has 50% theory and 50% practical components.