



# **HELENSVALE**

**STATE HIGH SCHOOL**

## **Subject Selection Handbook: Year10 Subject Guide**



# **2026**

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## **TABLE OF SUBJECTS**

### **CORE SUBJECTS**

English  
Mathematics  
Science  
Humanities  
HPE

### **ACADEMY SUBJECTS**

Japanese Academy  
Sports Academy

### **ELECTIVE SUBJECTS:**

#### **One Semester**

##### **Subjects:**

Accounting  
Aquatic Practices  
Business  
Childhood Studies  
Drama  
English Literature  
Film, Television and New Media  
Food and Nutrition  
Horticulture  
Hospitality  
Industrial Technologies  
Legal Studies  
Media Arts in Practice  
Music  
Photography  
Specialist Mathematics  
Visual Art

## THE PURPOSE OF YEAR 10 IS TO:

- \* Continue to build foundation **Literacy** and **Numeracy** skills
- \* **Preparation** for subjects in Years 11 and 12
- \* **Sampling** for subjects in Years 11 and 12
- \* Building pathways to qualifications and further learning beyond school

## SELECTION RULES

- \* All Academy Subjects are ONE Year (two semester subjects)
- \* Students in Sports Academy are able to choose HPE extension
- \* Students must select compulsory subjects

## CONSIDER THE FOLLOWING WHEN CHOOSING YOUR ELECTIVE SUBJECTS

- \* What subjects sound interesting and I think I would like to try before I get to Year 11 and 12?
- \* Have I selected some subjects that I think I will enjoy?
- \* Have I considered my future learning pathways (University, TAFE or Work)?
- \* Do I need to build strengths in certain areas?
- \* Should I choose certain subjects that might relate to my career aspirations and my strengths?
- \* Students wishing to attend University past year 12 should choose subjects in years 11 & 12 (blue colour coded subjects)

### Disclaimer

*The subjects offered in this booklet are subject to:  
Sufficient numbers of students choosing the subject and appropriate physical  
and human resources being available.*

The Queensland Government has announced a steady and considered transition to revitalised senior assessment and tertiary entrance systems. Designed to meet the needs of current and future students, the features of these systems will be:

- A model that uses school-based assessment and common external assessment
- New processes that strengthen the quality and comparability of school-based assessment
- Introduction of the Australian Tertiary Admission Rank (ATAR) for University Entrance

In the new system, General subject results will be based on a student's achievement in three school-based assessments and one external assessment that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA).

These changes will improve the validity and reliability of subject assessments and increase confidence in the Queensland Certificate of Education (QCE).

For more information regarding these changes see the QCAA website:

**[www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)**

At Helensvale State High School, Year 10 is the last opportunity to 'try' subjects before choosing them for their QCE. Subject changes are VERY limited in Year 11 and will NOT occur in Year 12.

**In order to guarantee a place in your chosen subject, ALL student resource scheme fees and subject levies for 2025 MUST be paid and up to date.**

## Year 10 - 2026

COMPULSORY SUBJECTS	
CORE	General English, Essential English
CORE	Mathematics: Mathematical Methods or General Mathematics Or Essential Mathematics
CORE	Science: Students can choose from the following <ul style="list-style-type: none"> <li>- General Science (a maximum of 2 semesters of Science can be chosen)</li> <li>- Biology (one Semester only)</li> <li>- Chemistry (one Semester only)</li> <li>- Physics (one Semester only)</li> </ul>
CORE	Ancient History OR Modern History AND/OR Geography (completed <b>either</b> Semester One or Two)
CORE	Health and Physical Education <b>OR</b> Health and Physical Education Extension (completed either Semester One or Two)
ELECTIVE SUBJECTS	
One Semester	One Year
Accounting Aquatic Practices Business Childhood Studies Design Digital Technologies Drama English Literature Film, Television & New Media Food & Nutrition Horticulture Hospitality Industrial Technologies Legal Studies Media Arts in Practice Music Photography Specialist Mathematics Visual Art	Japanese Sport Academy Dance Academy

*Subjects are colour coded on this page to reflect their pathways in Year 11 and 12*

General Subjects

Applied Subjects

VET Subjects

# **CORE SUBJECTS**

## GENERAL ENGLISH/ESSENTIAL ENGLISH

### Core Subject – One Year Subject

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#### Head of Department

Mrs Chelle Krosby

English Department - Senior

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English is a core subject in Year 10. The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. Through the study of Australian Curriculum: English students learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. It also prepares students for studies of English or English Communication in the senior years.

#### Subject Pathway

The subject English is a pre-requisite for almost all tertiary courses. Its skills, processes and content all provide useful tools for life.

#### Year 10 Subject Outline

##### *Semester One*

Unit 1: Transformation: Navigating Narratives

Unit 2: Poetry: Amplifying Voices

##### *Semester Two*

Unit 3: The Blame Game: Romeo and Juliet

Unit 4: Representation Matters

#### Assessment

Student performance is recorded in two categories: spoken/signed and written. Assessment is completed in a range of genres for a variety of audiences and purposes. Conditions vary from process writing to test conditions.

#### Expenses:

Students may be invited to attend film and drama performances at certain times of the year.

#### SUPPORTED PROGRAMS:

##### Essential English:

Students who have not met a satisfactory level of achievement in Year 9 English may be recommended to complete Essential English.

It is a requirement if a student studies Essential English in Year 10, they will select Essential English in Year 11 and 12.

## ESSENTIAL MATHEMATICS

### Core Subject – One Year Subject

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#### Head of Department

Mrs Cathy Ellington  
Mathematics Department

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The Year 10 Essential Mathematics course is designed to relate to real-life problems involving Mathematics. This course is based on the Australian National Curriculum.

#### Careers

Mathematics is involved in a wide variety of areas. Please ensure you are aware of the level of Mathematics you require for your chosen career. Mathematics is compulsory at Helensvale State High School.

#### Subject Pathway

Essential Mathematics is a course recommended **ONLY** for students who are considering Essential Mathematics in Years 11 and 12 and aligns with most TAFE courses. This course is recommended **ONLY** for students interested in pursuing a non-ATAR pathway in Years 11 and 12.

NOTE: Please carefully check pre-requisites before choosing your Mathematics subject.

#### Year 10 Subject Outline

##### *Semester One*

- Linear equations
- Graphing
- Algebraic expressions
- Pythagoras and Trigonometry
- Probability

##### *Semester Two*

- Data presentation
- Surface area and volume
- Simple and compound interest
- Sketching graphs
- Problem solving

#### Assessment

- There will be two exams each term and one Problem Solving and Modelling Task per year.

#### Expenses

- A scientific calculator available from the Uniform Shop for less than \$30.00.



## GENERAL MATHEMATICS

### Core Subject – One Year Subject

Students can choose either:  
**Mathematical Methods**  
(MUST HAVE received a B level or above in Year 9 Mathematics)  
OR  
**General Mathematics**

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#### Head of Department

Mrs Cathy Ellington

Mathematics Department

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The Year 10 Mathematics course is designed to relate to real-life problems involving arithmetic and calculation skills. This course is based on the Australian National Curriculum.

#### Careers

Mathematics is involved in a wide variety of areas. Please ensure you are aware of the level of Mathematics you require for your chosen career. *Mathematics is compulsory at Helensvale State High School.*

#### Subject Pathway

This subject (Mathematics) is designed for students who are considering General Mathematics in Years 11 and 12. NOTE: Please carefully check pre-requisites before choosing your Mathematics subject.

#### Year 10 Subject Outline- General Mathematics course

##### **Semester One**

- Linear equations
- Non-linear equations
- Graphing
- Simultaneous equations
  
- Algebraic expressions
- Binomial and quadratic expressions
- Pythagoras and Trigonometry
- Probability

##### **Semester Two**

- Data presentation
- Geometric proofs
- Surface area and volume
- Simple and compound inter
- Sketching graphs
- Problem solving

#### Assessment

- There will be two exams each term and one Problem Solving and Modelling Task per year.

#### Expenses

- A scientific calculator available from the Uniform Shop for less than \$30.00.

## MATHEMATICAL METHODS

### Core Subject – One Year Subject

Students can choose either:  
**Mathematical Methods**  
(MUST HAVE received a B level or above in Year 9 Mathematics)  
OR  
**General Mathematics**

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#### Head of Department

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The Advanced Mathematics course is designed to develop the student's higher order thinking skills, based on a strong algebraic foundation. This course follows the Australian National Curriculum and is designed for students considering choosing Mathematical Methods and/or Specialist Mathematics in Years 11 and 12.

#### Careers

This level of Mathematics is aimed at Pure and Applied Sciences and Engineering. Mathematics is involved in a wide variety of areas. Please ensure you are aware of the level of Mathematics you require for your chosen career. Mathematics is compulsory at Helensvale State High School.

#### Subject Pathway

This subject leads to Mathematical Methods and/or Specialist Mathematics in Years 11 and 12 and eventually aligns with university courses such as Engineering.

NOTE: Please carefully check pre-requisites before choosing your Mathematics subject.

#### Year 10 Subject Outline – Mathematical Methods course

##### *Semester One*

- Linear equations
- Non-linear equations
- Graphing
- Simultaneous equations
- Inequalities Surds
- Substitution
- Quadratics
- Index notation
- Trigonometry
- Pythagoras
- Sine and cosine rules Trig functions and periodicity
- Probability

##### *Semester Two*

- Data presentation
- Geometric proofs
- Surface area and volume
- Compound and simple interest
- Index laws-fractional powers
- Sketching graphs
- Logs

#### Assessment

- There will be two exams (calculator and non-calculator) each term and one Problem Solving and Modelling Task per year.

#### Expenses

- A scientific calculator available from the Uniform Shop for less than \$30.00.

# BIOLOGY

## Core Subject - One Semester Subject

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### Head of Department

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Science Department

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### Preferred Necessary Foundation Skills

- EXCITE Science
- Minimum B grade in Mathematics
- Minimum B grade in Science
- Minimum C grade in English

Students must complete two semesters of science through Year 10. This can be a combination of General Science, Chemistry, Physics and Biology.

### Definition

Biology is the scientific study of life and all things living. This academic discipline encompasses study of the structure and function of organisms, their life cycles, and the different levels of organisation from the cell to the biosphere.

### Careers

Biology provides the core learning content for any of the health, medical (nursing, medicine, and medical research), veterinary, molecular biology and environmental sciences and dentistry.

### Subject Pathway

This subject is designed to prepare and expose students to some of the content that is studied in Biology through Year 11 and 12.

### Year 10 Subject Outline

Year 10 Biology covers the following topics:

- Cell biology
- Genetics and Evolution
- Inheritance

### Criteria:

- Science Understanding
- Science Skills
- Science as a Human Endeavour

### Possible Assessment

- Supervised Assessment (Exam) and Data Test
- Extended Research Task (Report)
- Extended Experimental Investigations (Practical and Research Report)

### Embedded Science Inquiry and Cognitive Skills

- Uses and developments of science
- Questioning and predicting
- Planning and conducting experiments
- Processing and analysing data and information
- Evaluating and communicating

### Expenses

Nil

# CHEMISTRY

## Core Subject - One Semester Subject

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### Preferred Necessary Foundation Skills

- EXCITE Science
- Minimum B grade in Mathematics
- Minimum B grade in Science
- Minimum C grade in English

Students must complete two semesters of science through Year 10. This can be a combination of General Science, Chemistry, Physics and Biology.

### Definition

Chemistry involves the study of matter. The branch of the natural sciences dealing with the composition of substances and their properties and reactions

### Careers

Chemistry covers the essential concepts for students who are considering further study in physical, geology, materials and medical sciences, engineering and related fields. It also emphasises the use of sound problem solving methods and the development of research skills.

### Subject Pathway

This subject is designed to prepare and expose students to some of the content that is studied in Chemistry through Year 11 and 12.

### Year 10 Subject Outline

Year 10 Chemistry covers the following topics:

- Atomic Structure and the Periodic Table
- Basic chemical nomenclature
- Stoichiometry
- Electron configurations
- Acid-base titrations

### Criteria:

- Science Understanding
- Science Skills
- Science as a Human Endeavour

### Possible Assessment

- Supervised Assessment (Exam)
- Extended Research Task (Report)
- Extended Experimental Investigations (Practical and Research Report)

### Embedded Science Inquiry and Cognitive Skills

- Uses and developments of science
- Questioning and predicting
- Planning and conducting experiments
- Processing and analysing data and information
- Evaluating and communicating

### Expenses

Nil

# PHYSICS

## Core Subject - One Semester Subject

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### Preferred Necessary Foundation Skills

- EXCITE Science
- Minimum B grade in Mathematics
- Minimum B grade in Science
- Minimum C grade in English

Students must complete two semesters of science through Year 10. This can be a combination of General Science, Chemistry, Physics and Biology.

### Definition

Physics involves the science of matter and energy and their interactions.

### Careers

Physics provides the essential background for further study in physical, medical sciences, environmental sciences or engineering. It leads directly to engineering (including micro-engineering, electronics and IT hardware. It emphasises the use of sound problem solving methods and the development of research and communication skills.

### Subject Pathway

This subject is designed to prepare and expose students to some of the content that is studied in Physics through Year 11 and 12.

### Year 10 Subject Outline

Year 10 Physics covers the following topics:

- Kinematic Equations and application
- Heat Processes
- Vectors - Motion and Forces in Two Dimensions

### Criteria:

- Science Understanding
- Science Skills
- Science as a Human Endeavour

### Possible Assessment

- Supervised Assessment (Exam)
- Extended Research Task (Report)
- Extended Experimental Investigations (Practical and Research Report)

### Embedded Science Inquiry and Cognitive Skills

- Uses and developments of science
- Questioning and predicting
- Planning and conducting experiments
- Processing and analysing data and information
- Evaluating and communicating

### Expenses

Nil

## Core Subject – One Year Subject

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### Head of Department

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Students must complete two semesters of science through Year 10. This can be a combination of General Science, Chemistry, Physics and Biology.

### Definition

Science is the study of the structure and behaviour of the physical and natural world through observation and experiment. Science is a full year compulsory subject in Year 10.

All levels are based on the **Australian Curriculum**. Science Foundation is designed for those who have an identified learning difficulty (or disability) to be given assistance in achieving success at the CORE grade 10 level.

### Subject Pathway

Science provides the basic skills required to continue into the senior sciences of Physics, Chemistry, Biology or Marine Science

### Careers

Science provides the core learning content for further study in any of the physical, geological, health, medical (nursing, and medical research), veterinary, molecular biology and environmental sciences as well as engineering and related fields.

### Year 10 Subject Outline

#### Semester One

##### Physics:

- Energy Conservation
- Transfers and Transformation
- Motion
- Newton's Laws

##### Biology:

- DNA
- Genetics
- Evolution

#### Semester Two

##### Chemistry:

- Atomic structure
- Periodic Table
- Types and rates chemical reactions

##### Earth and Space:

- The Big Bang Theory and the Origin of the Universe
- Global Systems

### Criteria:

- Science Understanding
- Science Skills
- Science as a Human Endeavour

### Assessment

- Supervised Assessments (Exam)
- Experimental Investigations (Practical and Research Report)
- Assignments/Projects

### Embedded Science Inquiry Skills

- Uses and developments of science
- Questioning and predicting
- Planning and conducting experiments
- Processing and analysing data and information
- Evaluating and communicating

### Expenses

Nil

# GEOGRAPHY

## Core Subject – One Semester Subject

### Head of Department

Ms Marlie Costan  
Humanities Department

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### Success Indicators

Due to the literacy and numeracy demands of this subject, students enrolling in Geography should have attained a strong C in Mathematics and English in Year 9. Studying Geography in Year 9 would also be beneficial.

Geography is the study of the human and natural characteristics of places and the interactions between them. Geography includes two vital dimensions:

- the spatial dimension, which focuses on where things are and why they are there.
- the ecological dimension, which considers how humans interact with environments.

Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world.

To meet the challenges of the future, a geographically informed citizen should be able to:

- know and understand facts, concepts and generalisations about Geography
- apply geographic skills to observe, gather, organise, present and analyse information
- use geographic perspectives to evaluate, make decisions about, and report on issues, processes

and events.

In short, **Geography is part of the solution to many of the problems we are facing today.**

### Subject Pathway and Careers

Studying Geography in Year 10 will be an advantage if you like to get outside and undertake fieldwork (including a camp in Year 12). It is also a great compliment to studying Science. There are many rewarding careers available to people who have a background in Geography. Some examples of careers related to geography:

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|--|--|
| <ul style="list-style-type: none"><li>• Aerial Photo Analyst – Drone operator</li><li>• Park Ranger</li><li>• Computer Mapper</li><li>• Surveyor</li><li>• Ecotourism Planners</li></ul> | <ul style="list-style-type: none"><li>• Geology</li><li>• Transportation Planner</li><li>• Urban and Regional Planner</li><li>• Cultural Heritage Manager</li><li>• Teaching</li></ul> |
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### Course Outline

Semester	Topic	Focus
This course will run for One Semester	Environmental Challenges	<ul style="list-style-type: none"><li>• What are some of the economic, social and environmental issues facing the Helensvale and the Gold Coast?</li><li>• How do human activities (such as water sports, transport, and waste removal) affect water quality?</li></ul> <p><b>Field Trip:</b> Students take a field trip to Surfers Paradise &amp; Q1 to analyse the human and natural impacts facing the Gold Coast.</p>
	Global Wellbeing: Conflict and Aid	<ul style="list-style-type: none"><li>• What are the factors influence global, regional and local wellbeing?</li><li>• How does war and poverty affect citizen's wellbeing in developing countries?</li><li>• How can humanitarian programs improve human wellbeing in developing countries?</li><li>• How effective is 'aid' in improving the wellbeing of citizens in conflict zones?</li></ul>

### Assessment

Assessment items used in Geography include: **A field trip and report**, short response tests, practical skills tasks and extended written responses.

### Expenses

Fieldwork for the purpose of practicing and demonstrating the skills of collection of primary source data is an essential component of this course. There may be one excursion costing approximately \$35.

## HISTORY (Ancient & Modern)

### Core Subject – One Semester Subject

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#### Head of Department

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History is a compulsory **semester** subject. It promotes debate and encourages thinking about human values, including present and future challenges.

Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding others and ourselves. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History, as a discipline, has its own methods and procedures, which make it different from other ways of understanding human experience.

**In Year 10 History, students must select one (1) of the following strands of history as part of their core studies:**

1. Ancient History (Ancient civilisations and people of the past)
2. Modern History (World War Two and Rights and Freedoms)

The subject is designed to prepare and expose students to content and skills in both Ancient History and Modern History for QCE.

#### Course Outline – Ancient History

Semester	Topic	Focus
This course will run for one semester	Becoming Human: <i>Studies of Palaeolithic and Neolithic Societies</i>	Studies of early human Palaeolithic and Neolithic societies assist students to learn about evolution and archaeology and to develop our understanding of who we are and where we come from. <ul style="list-style-type: none"><li>• Why is it important to study pre-history?</li><li>• What can the study of archaeology and pre-history teach us about the evolution of humans?</li></ul>
	Ancient Civilisations: <i>Examination of Ancient China, Egypt, Rome and Greece</i>	Through a focus of critical inquiry, including analysis, evaluation and synthesis of sources, students will develop their capacity to apply their historical skills. <ul style="list-style-type: none"><li>• Why is it important to study ancient civilisations?</li><li>• What were the geographical, social and cultural aspects of ancient societies?</li><li>• What was daily life like in ancient societies, and what significant changes occurred to daily life over time?</li></ul>

#### Course Outline – Modern History

Semester	Topic	Focus
This course will run for one semester	World War Two	<ul style="list-style-type: none"><li>• How did the nature of global conflict change during the twentieth century?</li><li>• What were the consequences of World War II? How did these consequences shape the modern world?</li><li>• How did Australians experience WWII?</li></ul>
	Rights and Freedoms: Human Rights Investigation	<ul style="list-style-type: none"><li>• What are human rights?</li><li>• What is the significance of indigenous civil rights and freedoms?</li><li>• What is the significance of the U.S civil rights movement?</li><li>• How have individuals/groups affected the development of human rights?</li><li>• What are impacts/developments that have come about due to human rights?</li></ul>

**Assessment may include:** Exam - short response to historical documents, in-class essay (exam) and a research assignment.

#### Expenses

One excursion may be offered. It is anticipated the cost would not exceed \$35.00 per student.



## HEALTH & PHYSICAL EDUCATION

### Core Subject (One Semester Subject)

#### One Semester

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##### Head of Department

Mr Alexander McKean

Health and Physical Education Department Telephone: 5573 8527

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#### Year 10 Health and Physical Education – Subject Selection Guidelines

- Students must choose either Health and Physical Education or Health and Physical Education (Extension)

##### Sport Academy Students

- Students who have selected one of the Year 10 Sports Academies, can additionally select the Health and Physical Education Extension only.

##### Rationale

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts.

**Course Length:** One (1) Semester

**Lesson Structure:** 50% Theory and 50% Practical

**Assessment Weighting:** 50% Theory and 50% Practical

Unit 1	Unit 2	Unit 3
<b>Theory:</b> First Aid and Managing Risks <b>Practical:</b> Pickleball	<b>Theory:</b> Identity Changes and Transitions <b>Practical:</b> Leadership Activities	<b>Theory:</b> Community Health <b>Practical:</b> Basketball

##### Subject Pathways

- Health Education (General Subject)
- Physical Education (General Subject)
- Sport and Recreation (Applied Subject)
- Certificate III in Sport, Aquatics and Recreation (Certificate Subject)
- Certificate III in Fitness (Certificate Subject)
- Certificate II/III in Health Support

##### Careers

- Health and Physical Education Teacher
- Strength and Conditioning Coach
- Athlete Management
- Sports Coach or Manager
- Sport Marketing
- Sport Development Officer
- Personal Trainer
- Group Exercise Instructor
- Events and Facilities Manager
- Outdoor Education
- Sports and Recreation Centres
- Sport and Recreation Officer

## HEALTH & PHYSICAL EDUCATION (EXTENSION)

### Core Subject (One Semester Subject)

#### One Semester

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##### Head of Department

Mr Alexander McKean

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This subject is recommended for students interested in studying Health (General Subject) and/or Physical Education (General Subject) in Year 11 and Year 12). Additionally, Year 10 Sports Academy students can select Health and Physical Education Extension.

##### Rationale:

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practice personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

**Lesson Structure:** 50% Theory and 50% Practical

**Assessment Weighting:** 50% Theory and 50% Practical

<b>Unit 1</b> <b>Theory:</b> Skill Acquisition and Sports Psychology <b>Practical:</b> Volleyball	<b>Unit 2</b> <b>Theory:</b> Community Physical Activity <b>Practical:</b> Badminton
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##### Subject Pathways

- Health Education (General Subject)
- Physical Education (General Subject)
- Sport and Recreation (Applied Subject)
- Certificate III in Sport, Aquatics and Recreational (Certificate Subject)
- Certificate III in Fitness (Certificate Subject)
- Certificate II/III in Health Support

##### Careers

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|---|--|
| <ul style="list-style-type: none"><li>• Teacher – Health and Physical Education</li><li>• Personal Trainer</li><li>• High Performance Coach</li><li>• Exercise Physiologist</li><li>• Sports Scientist</li><li>• Coach</li><li>• Recreation Manager</li><li>• Sports Promotion Marketing Officer</li><li>• Physiologist</li></ul> | <ul style="list-style-type: none"><li>• Podiatrist</li><li>• Dietician</li><li>• Nutritionist</li><li>• Food Specialist</li><li>• Health Promotion Officer</li><li>• Health and Welfare Services Manager</li><li>• Health Education Officer</li><li>• Researcher</li></ul> |
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# **ACADEMY SUBJECTS**

## JAPANESE

### Elective Subject – One Year Subject (both semesters must be selected)

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#### Head of Department

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#### Success Indicators

Students should have attained at least a B in Junior Japanese. Students who did not study Japanese in Year 9 OR achieved lower than a B in Junior Japanese may seek approval from the Head of Department.

The Japanese program offers students the opportunity to develop extensive linguistic skills for surviving and thriving when communicating with Japanese. It prepares them for possible tertiary studies in Japanese.

#### Subject Pathway and Careers

As with any foreign language study, Japanese

enhances the students' overall literacy and linguistic skills through contrasting grammar and sentence construction with English and requiring students to interpret, recall, and comprehend material in Japanese.

Studying Japanese compliments other subjects such as Tourism and Business Studies. Japanese also offers varied career pathways. In our globalised society, *a second language can give applicants an edge over the competition in any field*. In Japan, there are opportunities to work in various fields including English teaching, business and hospitality. Tourism and Hospitality, the Defence Forces and government departments all seek employees with excellent Japanese language skills. Language skills combine well with Arts, Teaching, Marketing, Journalism, IT, Commerce, Business, Law, Science and Engineering.

#### Year 10 Japanese Subject Outline

***\*Students must choose Japanese for the whole year\****

#### Semester One

- My Family, My Future: talking about families and future aspirations.
- Community Life: organising and planning social events with friends.

#### Semester Two

- Advertising in Action: exploring the power of persuasive texts.
- Leisure and Recreation: exploring popular culture in Australia and Japan.

#### Assessment

The majority of assessment is completed under exam conditions. Students are assessed on skills in comprehending and composing. Comprehending tasks include listening and reading. Composing tasks include speaking and writing.

#### Expenses

An optional study tour in Japan is also organised annually and provides the opportunity for students to immerse themselves in Japanese language and culture. The approximate cost for this study tour is \$3,500.00 - \$4,000.00 for those interested in going.

## SPORT ACADEMY

### Elective Subject – One Year Subject (both semesters must be selected)

Australian Rules Football Boys & Girls
Football (Soccer) Boys & Girls
Netball

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#### Director Sports Academy:

TBC

Telephone:

Email:

#### Head of Department

Mr Alex McKean

Physical Education Department

Telephone: 5573 8527

Email:

[amcke222@eq.edu.au](mailto:amcke222@eq.edu.au)



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#### Subject Requirements:

- Entry by Application, Parent and Student Interview and Fitness/Fitness Testing
- Need to demonstrate a high level of success in a selected sport
- Promotion from Year 9 based on performance and teacher recommendation
- Sign a Sports Academy Contract, purchase compulsory uniform and pay subject levy
- Can only choose Health and Physical Education – extension for one semester as an elective
- Meet and maintain minimum Academy standards

#### Definition

The Sport Academy is a sport specialisation subject that allows students to develop their skills, fitness and strategies to improve their performance. Understanding and application of factors underlying performance are also studied.

#### Careers

Preparation for high level club or representative competition. Careers in associated areas of coaching, officiating, training, umpiring, sports administration.

#### Subject Pathway

Preparation for Club or Representative Competition. Certificate Courses in Sport, Coaching, Fitness and Recreation, Physiotherapy, Sports Marketing/Manager/Commentator and Police Officer.

#### Year 10 Sports Academy Subject Outline

- Individual Skills
- Team Skills
- Fitness

#### Assessment

- Managing risks – responding to scenarios
- Nutrition Report

#### Expenses

Academy students are required to pay a sport specific levy to cover course resources including but not limited to competitions, professional coaching and mentoring and purchase a compulsory uniform. Unpaid fees may result in students not being allowed to participate in competitions, excursions and may result in not being invited to join the Sport Academy the following year.

#### Levies (per year)

\$250 – AFL Boys & Girls

\$250 – Football

\$250 – Netball

Go to <http://helensvaleshs.eq.edu.au> for an application form or contact the Sport Academy Director.

***\*Students must choose Sport Academy in their chosen field for the whole year***

## ARTS ACADEMY DANCE

### Elective Subject – One Year Subject (both semesters must be selected)

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#### Director Arts Academy:

Mr Brent Stockall  
Arts Department

Telephone: 5573 8546

Email: [bstoc20@eq.edu.au](mailto:bstoc20@eq.edu.au)

#### Head of Department

Ms Bek Shinn  
Arts Department

Telephone: 5573 8549

Email: [ranso4@eq.edu.au](mailto:ranso4@eq.edu.au)



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#### Necessary Foundation Skills

- Year 7,8 and 9 Arts Academy Dance program (if spaces exist, opportunities for students to audition will take place as determined by the Arts Academy Director);
- An A to C Level of Achievement (LOA) all non-academy classes;
- An A or B Level of Achievement (LOA) in their Academy Subject/s;
- 93% attendance rate;
- A Very Good or Excellent for Behaviour and Effort in all subjects;
- Skill in Dance or Acrobatics; and
- An ability to work collaboratively in groups

#### Entry into the program is by successful application or endorsement by your academy teacher

Dance is a unique medium for learning about ones self and the world. It is an essential component of artistic, aesthetic and cultural education, and develops creative potential through physical expression. The Dance Academy course is designed to offer students the opportunity to build on prior experience in Dance while encouraging a broad approach to performance, choreography and analysis. The course aims to foster student appreciation of a diverse world cultures and traditions as well as develops knowledge and awareness of the body through the mastery of various dance techniques, genres, styles, traditions and cultures familiar and unfamiliar.

#### Careers

The Arts Academy Dance program provides the foundation towards future careers such as:

- Teaching Dance
- Choreography
- Community Dance
- Dance Movement Therapy
- Technical Production
- Professional dancer/performer
- Administration/Management
- Journalism/Criticism

#### Units of Study and Assessment

Performance, choreography and analytical skills are mutually developed and valued whether the students are writing papers or creating and performing Dances. The four Units studied across the 12 month course include:

- Commercial Jazz
- Musical Theatre - Broadway
- Popular Dance – Hip Hop
- Contemporary Dance
- Lyrical Dance

#### Arts Academy Dance Pathway

The Dance Academy program provides the foundation for further study in Dance in Years 10, 11 and 12 through history, theory and practice. It also provides an enriching and valuable course of study for students who may pursue further education in Dance and other careers. This course provides all students with the opportunity to engage in the world of Dance as lifelong participants.

#### Expenses

A subject levy of \$130 applies. This needs to be paid before students can participate in the range of experiences, workshops and excursions. Students are required to purchase a suitable pair of black Dance active pants to be worn in all Dance classes this including a Dance Academy black t-shirt handed to students in Y7.

# **ELECTIVE SUBJECTS**

**One Semester**

## ACCOUNTING

### Elective Subject – One Semester Subject

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#### Head of Department

Mr Mark McKague

Business, International and Partnerships

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Accounting is an elective **semester** subject, which considers real-world applications of accounting to promote and develop an understanding of the role, purpose and uses of accounting. Students are introduced to accounting concepts through preparing and analysing financial statements for sole traders.

Accounting is the foundation to learning the skill on how a business records and reports financial data, including computerised accounting processes being introduced using a spreadsheeting to record and process transactions and financial statements.

#### Career Pathways

Bachelor of Business/Commerce – University

Careers: Accountant, Financial Advisor

#### Subject Pathways – QCE

Accounting is a skill development course which requires continuous learning for Year 11/12. Students should have attained a strong C in literacy and numeracy. It is advisable that students considering to choose Accounting as a senior subject, complete this course as a prerequisite.

#### Course Outline – Real Accounting

Semester	Topic	Focus
This course will run for one semester	<b>UNIT 1: Modern Accounting</b>	<ul style="list-style-type: none"><li>The ownership structure of the different types of Business Entities - Sole Trader, Partnership, Company (Private and Public)</li><li>Accounting records including general journal, ledger (with chart of accounts) and trial balance</li><li>Transaction analysis and double entry accounting principles to record transactions in the general journal for a service business.</li></ul>
	<b>UNIT 2: Financial Reports &amp; Ratio analysis</b>	<ul style="list-style-type: none"><li>Create and communicate responses that analyses and interprets accounting data &amp; financial ratios for a services business to business owners</li></ul>

#### Assessment

Examination – Short response and practical questions

Assignment – Business report

#### Expenses

Nil



## AQUATIC PRACTICES

### Elective Subject – One Semester Subject

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**Adrian Owen**

Aquatic Practices Coordinator

Telephone: 5573 8564

Email: [aowen52@eq.edu.au](mailto:aowen52@eq.edu.au)**Head of Department**

Mr Alex McKean

Health Physical Education Department

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**Necessary Foundation Skills**

Potential students should possess a strong interest in marine related issues, including water sustained environments, inland waterways and the ocean. No academic pre-requisites are required but students should be competent swimmers in both still and open water.

**Definition**

In Aquatic Practices, students will study the sea and inland water systems of the local area. It is the aim of this course that students will gain an understanding of the safety, commercial, environmental, recreational and cultural aspects of the marine environment. This course has a certain number of practical lessons where students must be prepared to get in the water, even if the water is cold. Practical lessons include safety skills in a pool situation, snorkeling, fishing and boating which are seen as compulsory. Safety and behaving in a safe manner are an integral part of this course. Students will be instructed on the safety issues, hazards and workplace health and safety issues in all situations and are required to demonstrate safe working practices at all times. Due to the nature of this subject, students will need to sign a contract stating that they will participate in all compulsory course unit activities.

**Careers**

This course combines vocational and life skills into a dynamic program of useful education. Possible career pathways would be a range of vocations requiring water safety, knowledge of the workings of waterways, and aquaculture and marine biology.

**Outcomes**

Students who successfully complete all practical and theoretical elements will have been introduced to the base concepts of Aquatic Practices as a senior subject in year 11 and 12.

**Year 10 Subject Outline****Term One:**

- Includes an introductory module focusing on the core theory and practical area of water safety.
- Investigates sustainable fishing practices and how water systems are affected by community behaviours.
- Students will work in a practical setting whilst constructing a fishing rod.

**Term Two:**

- Introduces students to theoretical components of boating and navigation in preparation for practical day out.
- Outlines the elements of snorkeling and offers a day out for students to apply learned knowledge in practical setting.

**Assessment**

Assessment will be based on performance in project-based material, written reports, practical demonstrations, written tests, portfolios and field activities.

**Expenses:**

**Upfront fee of \$160 for the semester:** This fee covers the access to swimming pool and for practical implementation of safety and snorkeling skills, fishing rod and lure construction, use and maintenance of power boats, and an end of semester excursion to South Stradbroke Island.

For specific units of work students will be supplied with the following equipment

- SNORKELLING: mask, fins, snorkel

## BUSINESS

### Elective Subject – One Semester Subject

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#### Head of Department

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Business, International and Partnerships

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#### Why Study Business?

The study of business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and non-profit sector. Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs for the future.

#### Subject Pathways

Students can use the foundation skills from this subject to help them with their studies in Business in Years 11 and 12.

Business is a General subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and non-profit sectors. A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

#### Year 10 Subject Outline

- **Business for Good**

Students investigate stakeholder expectations of businesses in the modern business environment and reflect on business practices in relation to a range of ethical issues.

- **Marketing**

Students are introduced to a range of marketing concepts and strategies. They are required to think critically about a range of case studies and develop valid marketing solutions.

- **ASX Sharemarket Game**

Students receive a virtual \$50,000 they can invest over a 10 week period, in 220 companies listed on the ASX. The prices students buy and sell at are the same prices as they would get in the live market, so this is as close to real life share trading as you can get. Students will develop their knowledge of the sharemarket, learn how to research companies, gain a greater knowledge of economic and world events and begin to learn more about investing.

#### Assessment

Students will be given a variety of assessment items, including an exam and feasibility study.

#### Expenses

Nil

## CHILDHOOD STUDIES

### Elective Subject – One Semester Subject

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#### Head of Department

Mr Michael Buchanan  
Design Department

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#### Definition

Early Childhood Studies provides Year 10 students with an introduction course to develop their knowledge and skills for the Childcare Industry. Students will be engaged in a variety of research based written, multi-modal and practical activities which will focus on the development of the child.

#### Careers

Studying Early Childhood Studies may lead to careers such as an early childhood educator, play group supervisor, family day care worker, childhood educator, childhood educator assistant, outside school hours care assistant, recreational assistant, nanny (both in Australia and Overseas).

#### Subject Pathways:

Year 10 Childhood Studies will enable students to develop foundation skills and knowledge which may lead into Early Childhood Studies (Applied Subject in Year 11 and 12) and/or a school based traineeship in childcare.

#### Year 10 Subject Outline

- Overview of development of children
- Children's wellbeing
- Analysis of development milestones

#### Assessment

##### Investigation & Project

- Planning and evaluation
- Play-based learning activity

#### Expenses

Nil

## DESIGN

### Elective Subject – One Semester Subject

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#### Head of Department

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Design Department

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#### Subject Pathway

This subject leads into Design Technology in senior and has useful applications in design-based curriculums. Senior Design is a general subject and will contribute to an ATAR score.

#### Necessary Foundation Skills

It is an advantage for any student wishing to participate in this subject to have successfully completed Design in Year 9. Design is an intellectually challenging subject that requires students to have an interest in investigation designs and sketching solutions based on identified needs and wants.

#### Definition

Design actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technology contexts. Students manage projects independently and collaboratively from conception to realisation. They apply the design process to investigate ideas through research and sketching.

#### Careers

Design occupations include:

- Architectural Designer
- Landscape Designer
- Industrial Designer
- Environmental Designer
- Interior Designer

#### Year 10 Subject Outline

It is recommended that students wishing to study Year 11 and 12 Design, choose the subject in Year 10

- Foundation of the design processes
- Sketching and investigating design principles
- Design processes & production skills
- Low fidelity prototyping (2D and 3D)

#### Assessment

- 2x Design Project

#### Requirements

- Access to a computer at home with the capacity to run the programs we use.

#### Expenses

- None

## DIGITAL TECHNOLOGIES

### Elective Subject – One Semester Subject

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#### Head of Department

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Science Department

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#### Necessary Foundation Skills

It is advisable that students who intend studying Digital Technologies have achieved a B or above in Year 9 Mathematics and English and intend to study General Mathematics / Mathematical Methods in senior schooling in order to achieve success in this subject. Students should also be aware that a considerable portion of the Digital Technologies course is comprised of theoretical work, **NOT** practical computer work.

#### Duration

Digital Technologies is a one semester subject. It provides all the foundation skills for continuity in Years 11 and 12 studies in this subject.

#### Definition

Students of Digital Technologies will learn to analyse, design and implement software solutions and information systems for simulated real life problems. This course provides opportunities to keep abreast of technology at the cutting edge. Student involvement in Digital Technologies relates more to the point of view of the student being the *maker* or *creator* of software, rather than the *end user*.

#### Careers

System designer, systems analyst, programmer, game developer, IT teacher, university lecturer and IT sales. Please refer to the Department of Education, Employment and Workplace Relations Job Guide at: <https://jobsearch.gov.au/careers> for more comprehensive information available to help you with your future career options.

#### Subject Pathway

This course of study provides entry into the senior general subject of Digital Solutions, which prepares students for further tertiary pathways within the Information Technology domain.

#### Year 10 Subject Outline

Topics covered in this course will include:

- Programming fundamentals C#
- Database design and development
- Developing solutions that integrate data and software concurrently

#### Assessment

- Project design and development
- Project portfolio

#### Expenses

Nil

## DRAMA

### Elective Subject – One Semester Subject

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#### Head of Department

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Arts Department

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#### Necessary Foundation Skills

- A minimum level of achievement of a C in English
- Highly recommended for students who excel in the area of Drama
- An ability to collaboratively work in groups
- An ability to perform in front of people

Drama is an exceptionally engaging and dynamic area of study, which explores and celebrates the human presence within real, imagined and mediated worlds. The Drama course connects students to their own creative processes and provides opportunities for students to imagine themselves as others, exploring beliefs, feelings, behavior's and relationships across diverse situations, cultures and contexts.

The Drama course challenges students to develop knowledge, understanding and skill of Drama, which can be transferred to a variety of vocational and academic pathways. Throughout the course, students will actively participate in a multitude of units that span many dramatic styles, including movement, storytelling and scripted texts.

#### Units of Study and Assessment

The Drama course focuses around the components of making, performing and responding. Throughout the course of study, students will develop the valuable skills of:

- Evaluating a range of diverse performances
- Creating and presenting performances
- Reflecting on their own development in theatre through continual self-evaluation
- Interpreting play texts and other types of performance texts
- Analysis of live theatre performances and plays
- Knowledge and understanding of the Dramatic Elements
- Developing initiative and perseverance in both individual and group projects

Skill development in making and responding to drama are mutually established and valued whether the students are writing extended analytical essays or forming and presenting Drama. The possible Units studied across the course include:

- Australian Origins:- Children of the Black Skirt
- Political Origins:- Theatre with a Message
- Theatre of the Absurd

Students are assessed on:

- Making/Creating
- Presenting(group and/or solo)
- Responding through analysis, interpretation and evaluation of Live Theatre

#### Drama Pathway

The Drama program provides the foundation for further study in Drama in Year 11 and 12 through making and responding. It also provides an enriching and valuable course of study for students who may pursue further education in Drama and other careers. This course provides all students with the opportunity to engage in the world of Drama as lifelong participants.

#### Careers

The Drama program provides the foundation towards future careers such as:

Entertainer, Production Manager, Director, Theatre Administration, Stage Manager, Designer, Theatre Maker and Casting Director to name a few.

#### Expenses

There is no subject levy for students to study Drama, however it is expected that students pay to attend live theatre performances at school and possibly participate in excursions to see live theatre at a professional venue as part of their assessment. These opportunities will be an additional expense that will have to be paid at the Finance Department. For performance, students are responsible for providing their own costumes and prop requirements for assessment.

## ENGLISH LITERATURE

### Elective Subject – One Semester Subject

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#### Head of Department

Mrs Chelle Krosby

English Department

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English Literature is an elective subject in Year 10. The study of English Literature is focused on the study of literary texts, designed to develop the learning and critical thinking skills of students who enjoy and appreciate the English language, have the ability to effectively analyse perspectives and critically challenge ideas and interpretations through the analysis and creation of varied literary texts.

Australian Curriculum: English Literature aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The Australian Curriculum: English Literature also helps students to engage imaginatively and critically with literature to expand the scope of their experience. It also prepares students for the Literature course offered in Year 11 and 12.

#### Year 10 Subject Outline

##### *Semester One*

Unit 1: Illuminating Literature: Introduction to Innovation and Style

Unit 2: The Literary Greats: Paying Homage through Mimicry

##### **Assessment**

Student performance is recorded in two categories: spoken/signed and written. Assessment is completed in a range of genres for a variety of audiences and purposes. Conditions vary from process writing to test conditions.

##### **Course Pre-Requisite**

Students wishing to select English Literature as an elective subject in Year 10 must be achieving at least a B standard in General English due to the academic rigour of the course

## FILM, TELEVISION AND NEW MEDIA

### Elective Subject – One Semester Subject

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#### Head of Department

Ms Bek Shinn

Arts Department

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#### Necessary Foundational Skills

- A minimum level of achievement of a C in English
- Previous experience in the use of video cameras and basic editing technologies would be beneficial

The Film, Television and New Media course aims to prepare students for the artistic and analytical requirements of the Year 11 and Year 12 Film, Television and New Media course. The study of Film and Television allows students to explore the different components of the storytelling process in terms of film language, technology, art and reflection, and employ through camera and editing technologies in the production of media products.

The Film, Television and New Media course focus and outcomes enables learners to:

- acquire an understanding of the variety of ways in which film creates meaning
- develop an understanding of and be able to apply appropriate film language effectively
- effectively develop an idea through the various stages of film-making, from conception to finished production
- apply technical skills and an appropriate use of available technology
- draw together knowledge, skills, research and experience, and apply them analytically to evaluate film texts in terms of:
  - cinematic elements and storytelling techniques
  - historical, theoretical, socio-cultural, economic and institutional contexts of film in more than one country, time and environment
- reflect upon and evaluate film production processes and completed film texts.

#### Units of Study and Assessment

Creative and analytical skills are mutually developed and valued whether the students are writing papers or creating productions. The Film and Television course provides students with the opportunity to work with camera and editing technologies in the production of films that operate within documentary and narrative film codes. The students produce both an information giving documentary and an original film trailer over the duration of the course.

Students are assessed on:

- Storyboard Design & Treatment
- Documentary Production
- Written Analysis
- Film Trailer Production

#### Film & Television Pathway

The Year 10 Film, Television and New Media program provides the foundation for further study in Film, Television and New Media in Year 11 and 12 through design, production and critique. It also provides an enriching and valuable course of study for students who may pursue further education in Film and other careers. This course provides all students with the opportunity to engage in the world of Film and Television as lifelong participants.

#### Careers

The Film, Television and New Media program provides the foundation towards future careers such as:

- Journalist
- Director
- Marketing Researcher
- News Reporter
- Studio Lighting Technician
- Design
- Special Effects and Costume
- Film & Television Editors
- Film & Television Producer
- Scriptwriter
- Act

#### Expenses

Students may borrow equipment on the completion of a parental signed Borrowing Equipment Form, acknowledging that any damage to the equipment is repaired or replaced at the parent's expense.



## FOOD AND NUTRITION

### Elective Subject – One Semester Subject

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#### Head of Department

Mr Michael Buchanan

Design Department

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---

#### Definition

In Food and Nutrition, students learn transferable skills that support creative thinking, teamwork, communication and collaboration. These skills enable students to work in the fields of science, technology and health.

Year 10 Food and Nutrition provides a range of learning opportunities for students in the area of Food Science and Nutrition through working with contemporary and emerging technologies. It encourages development of research and problem solving skills, higher cognitive levels of processing information and practical skills. The learning is unique because it provides the development of these skills in practical, real life situations.

#### Careers

Studying Food and Nutrition may lead to careers in:

Health Science, Medicine, Nutrition and Dietetics, Food Styling, Food Technology and Analysis, New Food Product Development, Food Marketing, Community Health and Nursing.

#### Subject Pathway

Year 10 Food and Nutrition is an introduction and sets the foundation skills for the Year 11 and 12 Food and Nutrition General subject.

#### Year 10 Subject Outline

##### Topics and learning experiences:

- Nutrition and food nutrients.
- Focus on Protein
- Food science experiments detailing the principles behind why foods behave and interact the way they do.
- Problem based learning to trial and develop food solutions.
- Consumer Drivers and the development of new food products.

##### Assessment includes:

- Theory exam
- Project Folio

#### Expenses

The school will provide ingredients and materials for all classwork activities and the practical assessment task.

## HORTICULTURE INTRODUCTORY COURSE

### Elective Subject – One Semester Subject

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#### Head of Department

Mr Chris Lockett  
Science Department

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Year 10 Horticulture students will participate in an introductory one semester subject. This will include a safety induction in the use of tools and equipment, and an explicit practical focus on student work ethic and building work skills.

#### Subject Pathways

An introduction to Horticulture will provide participants with grounding knowledge and skills in preparation for a Horticulture Qualification.

#### Year 10 Subject Outline

The theory component of the course further builds on work readiness. Students commence work towards the “Work Safely & Responsibly” cluster which prepares them for Horticulture in Year 11 and 12 if they participate in Certificate II in Horticulture.

Included in this cluster is work health and safety processes, participating in an environmentally sustainable work practices, working in the industry, workplace communications and daily journal recordings.

#### Term 1

- Safe Practices in Horticulture
- Garden Maintenance
- Environmental Practices
- Teamwork

#### Term 2

- Horticulture Production Practices
- Introduction to Nursery Work
- Communication within the Industry

#### Assessment

- Workbook Completion
- Portfolio of Work
- Practical Tasks
- Exam

#### Expenses

Nil

## HOSPITALITY

### Elective Subject – One Semester Subject

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#### Head of Department

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Design Department

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#### Definition

Year 10 is the introductory year to Hospitality, with students being able to develop basic kitchen skills for the preparation and presentation of food as well as gaining an insight into the Hospitality Industry. Students will also learn about appropriate Hospitality work ethic and expectations.

#### Careers

Studying Hospitality may lead to careers as a: Qualified Chef, Food and Beverage Manager, Catering Assistant, Restaurant Owner / Manager, Mobile Catering Operator, Function and Banquet Co-ordinator, Pastry Chef and Hotel Management.

Any work undertaken in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, clubs, pubs, cafes and coffee shops.

#### Subject Pathways

Year 10 Introduction to Hospitality will enable students to develop foundation practical skills and knowledge, which will lead into:

- **Certificate II in Cookery**  
This is a 2 year course studied in Year 11 and Year 12. It is a VET subject that is a nationally recognised program of study.
- **Hospitality Practices (Applied Subject)**  
This is a 2 year course studied in Year 11 and 12.

#### Year 10 Subject Outline

- Introduction to Health Safety and Workplace Hygiene
- Food preparation, presentation and service skills
- Introduction to the Hospitality Industry

#### Assessment

- Theory Exam
- Project and practical cookery exam

#### Expenses

\$65 levy – covers the cost of all ingredients used for class practical cookery.

## INDUSTRIAL TECHNOLOGIES

### Elective Subject – One Semester Subject

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#### Head of Department

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Design Department

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#### Necessary Foundation Skills

Industrial Technologies is a practical subject and requires students to have an interest in using their hands, tools and machinery to create high quality products. Due to the nature of the subject and the exposure to hand and power tools, machinery and various potentially harmful materials, students must be able to follow instructions.

#### Definition

Industrial Technologies is an elective subject which focuses on developing students' problem solving, technical and practical skills. During the course, students will have the opportunity to work with materials and productions processes when constructing projects in the areas of Woodworking and Furniture Construction.

#### Careers

This subject can lead to a career in a construction and trade. These careers range from being a carpenter, ITD Teacher and other trade related industries.

#### Year 10 Subject Outline

##### Semester Outline

- WHS – workshop & Safety Induction
- Knowledge and understanding of tools, machines and safety
- Production skills

#### Assessment

- Project
- Investigation

#### Requirements

- Signed contracts and completion of Safety induction and continual display of appropriate workshop conduct.
- Safety glasses to be worn at all times whilst in the workshop.
- Leather lace up shoes to be worn at all times as per school uniform policy.

#### Expenses

\$60 levy – covers the cost of all materials supplied for practice samples and projects.

## LEGAL STUDIES

### Elective Subject – One Semester Subject

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#### Head of Department

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Legal Studies is an elective **semester** subject, which focuses on the interaction between society and the discipline of the law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Students also explore the foundations of the legal system, the criminal justice system and examine current legal issues.

#### Subject Pathways

In Year 10 it is advisable that students considering to choose **Legal Studies** as a senior subject, complete this unit as a prerequisite.

Legal Studies is a course which requires continuous learning for Year 11/12. Students selecting this subject should have attained **AT LEAST** a strong C in English/Humanities.

#### Course Outline – Legal Studies

Semester	Topic	Focus
This course will run for one semester	<b>Legal Studies – Topic One</b>  Foundations of Law	<ul style="list-style-type: none"><li>• Introduction to Legal System</li><li>• The purpose of laws within society</li><li>• Concept of law and sources of law, the process of law making</li><li>• Effective laws</li><li>• Differences between rules and laws</li><li>• Onus of proof and standard of proof</li><li>• Court hierarchy, the role of the courts</li><li>• The process of changing the law/current issues</li><li>• Trial by judge &amp; jury</li><li>• Court rules of evidence</li></ul>
	<b>Legal Studies – Topic Two</b>  Introduction into Criminal Law	<ul style="list-style-type: none"><li>• Criminal Law, what is criminal law?</li><li>• Criminal offences &amp; consequences</li><li>• Current &amp; law reform issues</li><li>• Rights &amp; protections</li><li>• Criminal offences &amp; consequences</li><li>• Elements of a crime</li><li>• Aims of punishment &amp; sentencing</li><li>• Drug Laws</li><li>• Youth Justice</li></ul>

#### Assessment to Date:

Assessment 1 – Combination exam (short & extended) response – Legal Foundations

Assessment 2 – Inquiry report on law reform regarding Criminal Law

#### Career Pathways

Bachelor of Law

Bachelor of Criminology

Careers in the court system/police force.

#### Expenses

Nil

## MEDIA ARTS IN PRACTICE

### Elective Subject – One Semester Subject

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#### Head of Department

Ms Bek Shinn

Arts Department

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#### Necessary Foundation Skills

- Previous knowledge and/or experience in Adobe Photoshop and Procreate would be beneficial

The Year 10 Media Arts course focuses on enhancing a student's computer and artistic skills in the making, creating and appropriation of digital imagery, and understanding of how to target and engage audiences through media productions. With an emphasis on the art and design principles of composition, colour and perspective, students will begin this course learning basic image manipulation, moving image and content creation skills. Media Arts will introduce students to current technology and students will learn the skills needed to operate the Adobe Photoshop software. As an Arts subject, this course is concerned with developing students' understanding of visual expression and communication in a practical manner. This course will also develop students' understanding of visual literacy, reading comprehension skills, spelling and vocabulary knowledge.

#### Units of Study and Assessment

Creative and analytical skills are mutually developed and valued whether the students are writing reflections on their Designs or creating and producing responses to design briefs. Students will apply their knowledge and understanding of the Adobe Photoshop and moving image production software to create a portfolio of work across the 6 month course. They will be required to manipulate images to form persuasive campaigns, original graphic and moving image productions, and realistic photo effects.

Over the course of the semester, students will produce multiple artworks and develop their own original print and moving image products for various contexts to persuade audiences.

The Media Arts in Practice course provides students with the opportunity to work with design, Adobe Photoshop, Procreate and moving image software through the Design Briefs of:

- Mural for a public space
- Greenpeace print activism campaign
- Moving image production commenting on a social issue

Students are assessed on:

- Analysis of social and cultural values portrayed in artworks.
- Evaluation of media conventions to make representations and meaning.
- Manipulation of media conventions and technical/symbolic elements.
- Application of design processes.
- Production of representations that communicate points of view in media artworks for different contexts.

#### Media Arts in Practice Pathway

The Year 10 Media Arts in Practice course provides the foundation for further study in the Applied Media Arts in Practice course in Year 11 and 12. With the digital world developing at such a fast pace, the course also provides an enriching and valuable course of study for students who may pursue further education in Graphic Design and other careers. This course provides all students with the opportunity to engage in the world of digital media as lifelong participants.

#### Careers

The Media Arts in Practice program provides the foundation towards future careers such as:

- Advertising
- Marketing
- Photo-Journalism
- Social Media Manager
- Graphic Design
- Event Management and Planning

#### Expenses

Students are required to maintain print credit

## MUSIC

### Elective Subject – One Semester Subject

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#### Head of Department

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Arts Department

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#### Necessary Foundation Skills

- Recommended for students who have an interest in the area of Music and play instrument/s or sing (including electronic media)

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study. Music, and all of its associations, may vary considerably from one musical culture to another: yet music may share similarities. Such richness offers a variety of ways to encounter and engage with a constantly changing world.

The Music program at Helensvale State High School involves the study and development of musicianship skills through a variety of musical styles and genres. The course is designed to offer students the opportunity to build on prior experience in music whilst encouraging a broad approach to the subject and developing new skills, techniques and ideas. In addition, the aim of the Music course is to enable students to develop their knowledge and potential as musicians, both personally and collaboratively.

#### Units of Study and Assessment

The Music course is focused around the components of performance, composition, listening and responding to music. Throughout the course of study, students will develop the valuable skills of active/critical listening and analysis through study of scores and recordings of various genres and styles throughout history and around the world.

During their study students aim to develop creative skills through exploration, control and development of musical elements. Creativity demands self-discipline and focus on the part of students as they shape and assemble the musical elements to express a particular mood, character or other intended meaning.

Performance, composition, repertoire and analytical skills are mutually developed and valued whether the students are responding to repertoire or composing and performing Music. The possible units studied across the course could include:

- Music Fusions, Jazz, Rock Music

Students are assessed on:

- Performance (group and/or solo)
- Responding to repertoire through analysis, interpretation and evaluation of Music
- Composition

#### Music Pathway

The Music program provides the foundation for further study in Music in Year 11 and 12 through skills developed in studying music repertoire, composing and performing. It also provides an enriching and valuable course of study for students who may pursue further education in Music and other careers. This course provides all students with the opportunity to engage in the world of Music as lifelong participants.

#### Careers

The Music program provides the foundation towards future careers such as:

- |                   |                           |
|-------------------|---------------------------|
| • Entertainer     | • Composer                |
| • Music Tutor     | • Sound Technician        |
| • Music Therapist | • Stage Manager           |
| • Teacher         | • Arts Administrator      |
| • Music Arranger  | • Audio-Visual Technician |

#### Expenses

Students will require a computer to use various free music-related software. There may be other excursions and workshops that will require payment to the finance department. Students may need to purchase own equipment and music.

## PHOTOGRAPHY

### Elective Subject – One Semester Subject

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#### Head of Department

Mrs Bek Shinn

Arts Department

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#### Necessary Foundation Skills

- An interest in Photography

The term Photography goes beyond taking 'selfies' or 'snapchats' on a mobile device. In this Photography course, students will learn a variety of techniques to capture a moment in time. They will be exposed to both digital and manual black and white film photography, as well as understanding the application of crucial elements needed to take a successful, professional photograph. Lighting, focus, exposure and composition are the fundamental skills and techniques delivered in this course.

#### Units of Study and Assessment

Creative and analytical skills are mutually developed and valued whether the students are writing reports or creating and producing photographs. This photography course provides students with the opportunity to work with camera and editing technologies and darkroom skills through the units of:

- Capturing Reality: Digital Photography
- Darkroom Competency: Photograms
- Retro Camera Skills: 35mm Film Photography

Students are assessed on:

- Their creativity to compose and capture photographs digitally and with film
- Utilising darkroom techniques and processes
- Folio presentation

#### Photography Pathway

The Visual Arts understands that by equipping students for future studies there is a need to give them the confidence and resilience to forge their own pathway for the future. We recognise that the skills taught allow students to go beyond the subject content and cultivate the 21<sup>st</sup> century skills such as communicating and collaborating with others, as well as problem solving through critical and creative thought processes which has been highlighted as key characteristics needed by future employers. Photography is underpinned by these ideologies and uses the content knowledge and production to deliver these skills while also understanding the need for students to exercise creativity.

The Year 10 Photography program provides the foundation for further study in the Certificate III in Visual Arts – CUA31120 (photography) course in Year 11 and 12.

#### Careers

The Photography program is founded by 21<sup>st</sup> Century skills which will be beneficial across all areas of further study and future pathways. While this course allows students the opportunity to experience the world of photography both in the digital world as well as acknowledging past technologies, it will support direct pathways in relation to creativity, problem solving and critical and creative thinking.

#### Expenses

Subject levy of \$40 for the semester unit which includes the specialist materials that are required to complete the course. Students are required to maintain print credit and bring a laptop to every lesson.

Students may borrow equipment on the completion of a signed Borrowing Equipment Form, acknowledging that any damage to the equipment is repaired or replaced at the parent's/guardian's expense.



## SPECIALIST MATHEMATICS

### Elective Subject – One Semester Subject

**Students must study Mathematical Methods to be eligible for Specialist Mathematics**

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#### Head of Department

Mrs Cathy Ellington  
Mathematics Department

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#### Definition

The Specialist Mathematics course is designed to develop the student's algebraic and higher order thinking skills. This course is a preparatory course for Mathematical Methods and Specialist Mathematics in years 11 and 12.

#### Careers

This level of Mathematics is aimed at Pure and Applied Sciences and Engineering. Mathematics is involved in a wide variety of areas. Please ensure you are aware of the level of Mathematics you require for your chosen career.

#### Subject Pathway

This subject leads to Mathematical Methods and Specialist Mathematics in Years 11 and 12 and eventually aligns with university courses such as Engineering.

NOTE: Please carefully check pre-requisites before choosing your Mathematics subject.

#### Year 10 Subject Outline – Specialist Mathematics course

##### *Semester One Overview*

- Building algebraic skills: Expanding and Factorising Quadratic Expressions (Double Brackets).
- Completing The Square of a Quadratic Expression
- Sketching Parabolas Using the Different Forms of a Quadratic Function
- Solving Quadratic Equations
- Understanding Transformations and Sketching Graphs
- Applying Pythagoras and Trigonometry to Locate Key Points of Graphs

#### Assessment

- There will be two exams each term and one assignment per semester.

#### Expenses

A scientific calculator available from the Uniform shop for less than \$30.00.

## VISUAL ART

### Elective Subject – One Semester Subject

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#### Head of Department

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#### Recommended Foundation Skills:

- A minimum level of achievement of a C in English

Visual Arts encourages students to challenge their own creative and cultural expectations and boundaries. This course supports students who are interested in continuing on the ATAR pathway.

It is a thought-provoking course, in which students develop analytical skills in problem-solving and divergent thinking, while developing and refining techniques and processes in medias covered in Visual Art. In addition to evaluating the world we live in; they will explore different perspectives and contexts and allow for a deeper understanding through critically reflecting upon a wide range of contemporary practices and media. To do this the use of visual language to communicate their understanding and thoughts will be created through the making of art.

#### Units of Study and Assessment

Creative and analytical skills are mutually developed and valued whether the students are creating artworks or analysing and evaluating past and emerging artists. Students will explore and reveal a sense of who they are and become more aware of contemporary art practices as they make connections and new meaning of the world and their place in it through the concept

- Art as Seeing

Students are assessed on their process of creating and viewing artworks through:

- Body of Work (artworks);
- Digital Submission of making process;

#### Visual Art Pathway

The Visual Arts understands that by equipping students for future study's there is a need to give them the confidence and resilience to forge their own pathway for the future. We recognise that the skills taught allow students to go beyond the subject content and cultivate the 21<sup>st</sup> century skills such as communicating and collaborating with others, and, problem solving through critical and creative thought processes which has been highlighted as key characteristics needed by future employers. Visual Art is underpinned by these ideologies and uses the content knowledge and production to deliver these skills while also understanding the need for students to exercise creativity.

The Year 10 Visual Arts program provides the foundation for further study in Visual Art in Year 11 and 12 through making and responding. It also provides an enriching and valuable course of study for students who may pursue further education in Visual Arts and other careers. This course provides all students with the opportunity to engage in the world of Visual Art as lifelong participants.

#### Expenses

The Arts Department provides all basic requirements for art materials, however if students have more specific needs, they need to meet these by providing their own specialist materials. Students are required to maintain print credit and bring a laptop to every lesson.