



Year 10 Subject Handbook



Glenmore SHS students in Year 10 study English, Mathematics and Science for a full year as well as History and HPE for a semester each. To supplement this core education, students select two (2) electives to study each year.

Students are asked to select their top 2 preferences for their elective subjects. Every effort is made to place students in their most desired electives, however parents and students are reminded that electives can only run if sufficient students choose them, appropriate staff are available, and the operational requirements of the school are met.

This Subject Handbook gives an overview of the subjects Year 10 students will study.

Core Subjects:

- English
- Health & Physical Education
- History
- Mathematics
- Science

Elective Subjects:

- Dance
- Drama
- Economics and Business
- Food Studies
- Geography
- Materials and Technologies Specialisation
- Media Arts
- Physical Education (Sport and Recreation focus)
- Tourism
- Visual Arts

Glenmore State High School

Subject Selection Structure - 2024 - Year 10 Electives.

Number of Lines: 2

Additional Preferences: 4

Mandatory KLAs:

Student Instructions:

Please select one (1) elective on each line. You cannot select the same elective on both lines. Please select two (2) additional preferences on each line as your second and third preference.

Line 1	<input type="checkbox"/> Dance	<input type="checkbox"/> Economics and Business	<input type="checkbox"/> Materials and Technologies Specialisations
	<input type="checkbox"/> Media Arts	<input type="checkbox"/> Tourism	<input type="checkbox"/>
Line 4	<input type="checkbox"/> Drama	<input type="checkbox"/> Food Specialisations	<input type="checkbox"/> Geography
	<input type="checkbox"/> Materials and Technologies Specialisations	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Visual Arts

ENGLISH (ENG)

Subject Overview: 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. It is through the study of English that individuals learn to analyse, understand, communicate, and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help 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. In this light, it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.



Assessment: Assessment may include, but not be limited to:

- Narrative – written: students will study a class novel, using it as a stimulus for their own imaginative short story.
- Analytical – written: students will study a range of texts in order to analyse how cultural assumptions, attitudes, values, and beliefs are reflected.
- Persuasive – spoken: students will research a text or issue in order to persuade an audience to ascribe to a particular viewpoint.

Links to Senior: Students who achieve higher results in this subject are candidates for **General English**, otherwise students will move on to **Essential English** in year 11.

MATHEMATICS (MAT)

Subject Overview: Throughout the year, students will demonstrate:

- **understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- **fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- **problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- **reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

Assessment: Students will complete in-class examinations and assignments throughout the year.

Links to Senior: Students have multiple options for the study of Mathematics in senior including Essential Mathematics, General Mathematics, Short Course in Numeracy and Distance Education Subjects (Mathematical Methods and Specialist Mathematics)

SCIENCE (SCI)

Science provides an empirical way of answering interesting and important questions about the biological, physical, and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social, and economic lives. Science aims to ensure that students develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live. In year 10 science, you will learn a wide range of knowledge and practical skills that are advantageous in a range of career pathways.

Assessment:

You will undertake a range of assessment items such as:

- Written response examinations
- Research tasks
- Extended experimental investigations

Each of these assessment tasks will be used to assess your knowledge on the following topics:

- Biology – DNA and genetics
- Chemistry – The periodic table and chemical reactions
- Physics – Newton's laws of motion
- Earth – Global cycles and space!



Links to Senior:

Science in year 10 will provide the foundation for the science-based subjects in year 11 and 12, both for an ATAR pathway and a non-ATAR pathway. These include:

- Biology
- Chemistry
- Physics
- Aquatic Practices
- Science In Practice



Even if a science specific career pathway is not your plan, science still provides a range of valuable knowledge and skills sought after by 21st century employers.

PHYSICAL EDUCATION (HPE)

Students will study concepts related to the senior subject options of Health, Certificate III in Fitness, Sport and Recreation and Physical Education by learning in, through and about physical activity. Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. The units of physical education include dimensions of health, ethics and integrity, tactical awareness, fitness programming and body systems.

Assessment: Assessment items include project folios, investigation reports, examinations including combination response and extended written essays.

Links to Senior: Senior studies include Health Education, Physical Education as General options, Sport and Recreation studies as an Applied option and Certificate III in Fitness as a VET option.



HISTORY (HIS)

Subject Overview: In History you will explore the making of the modern world and Australia from the industrial revolution to the present. The emphasis will be on Australia and its place in the world.

Topic included in this course of study include

- Australia's involvement in World War II and the impact on Australian society
- civil rights movements and the fight for Aboriginal and Torres Strait Islander rights in Australia
- Migration experiences

What do you do?

- analyse primary sources
- conduct research using digital sources available on the internet
- investigate the perspectives of people of the past.

What skills do you develop?

You will learn skills in:

- chronology, historical terms and concepts
- formulating historical questions and conducting research
- the analysis and use of sources
- historical perspective-taking
- interpretations of history
- historical explanation and communication.



Assessment: Assessment items include, investigation reports, examinations including combination response and extended written essays.

Links to Senior: Senior studies include Ancient History, Modern History and Legal studies as General options, Social and Community Studies, Business Studies and Tourism as applied options.

ECONOMICS AND BUSINESS (ECB)

Subject overview: Studying the world of business helps students prepare for their future through learning the skills needed to move forward in the 21st century as active and informed citizens.

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students will explore what it means for Australia to be part of the Asia region and the global economy. They will consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. Students will investigate how businesses respond to changing economic conditions to improve productivity, as well as how businesses separate themselves from their competition. They will analyse the roles and responsibilities of participants in the workplace. The Year 10 curriculum will also further develop student's understanding of Australia's system of government by comparing it with another system of government in the Asian region, and examining Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students will also study the purpose and work of the High Court, and investigate the values and practices that enable a democratic society to be sustained.

Key inquiry questions include:

- How do participants in the global economy interact?
- How does creating a competitive advantage benefit business?
- What are the responsibilities of participants in the workplace and why are these important?
- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?

The business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently. Economics and Business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future

Assessment: Assessments in this subject will include exams, research tasks, and projects.

Links to Senior: This subject provides students with a number of different pathways and subject choices in Senior across both General and Applied subjects. These subjects include Business, Legal Studies, Business Studies and Tourism.

DANCE (DAN)

Students develop their dance skills and knowledge of dance from different cultures, times and locations and build on their awareness of how the body can be used to communicate dance ideas and how it is used in specific dance styles. They extend their understanding and use of the elements of dance and their ability to use technical and expressive skills safely performing within their own body capabilities and working safely in dance spaces and groups. As they make and respond to dance students draw on dances from a range of cultures, times and locations and reflect on the development of traditional and contemporary dance styles and how choreographers can be identified through the style of their choreography.

Unit 1 – Dance around the World

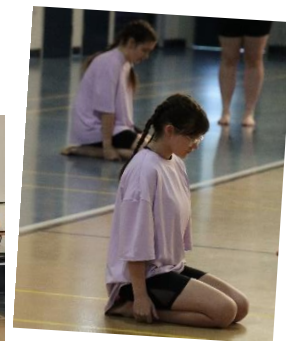
In this unit students will analyse and evaluate the impact of Dance from different cultures, places and times. They will explore dances from around the world and identify their purpose; whether ceremonial, traditional, celebration or social. For assessment and for learning experiences, students will have the opportunity to perform and choreograph dances from different places and cultures and demonstrate the unique choreography, repertoire of movements and communicate the meaning of the chosen dances.



Unit 2 – Dance as Meaning

Students will also have the opportunity to start exploring their own unique dance style. They will continue to develop their skill and technique from a number of dance styles through practical classes.

They will analyse and evaluate choreographer's use of elements of dance, choreographic devices, form and production elements and create their own dance works that implements the skills they have developed.



DRAMA (DRA)

Ever thought you'd like to be the next big Australian Actor making it in Hollywood or on the Broadway stage? Or have you ever just wanted to build your confidence and social skills and enjoy the theatre and making drama? Then drama is a subject choice for you. In Drama students learn how to apply the dramatic languages to create dramatic action for different purposes. They learn that drama is about telling stories from different times and places and with a view to experiencing different perspectives. Each year we continue our partnership with Queensland Theatre Company to be involved in the Scene Project where we get to workshop a new contemporary play written specifically for schools. Our drama units centre around learning about contemporary theatre and how it uses the conventions or features of heritage styles of drama and theatre technologies to make it more engaging for the modern audience. In each unit students will engage in making tasks to include a group performance; a forming task – either practical or non-practical egs, improvisation, scriptwriting, dramatic concept or directorial vision and a responding or written task as an analytical response to a live theatre performance.

The semester units studied are:

Unit 1 All the World's a Stage – World Theatre - In this unit we learn about the different styles of theatre throughout history and how they have helped shape contemporary theatre in our modern world. From Greek theatre using masks and chorus, to Elizabethan with Shakespeare, the great bard himself to Brecht's provocative epic style, Ibsen's Realism and our own Australian Gothic, students learn how the conventions of these style serve the same purpose to entertain audiences, but also to challenge and empower them.

Unit 2 Youth Theatre – Let Theatre be you Voice

Drama has a purpose and can be used to highlight issues with the view to change ideas for the better. In this unit students will learn how drama can be a vehicle for change and a voice for youth. Students will create contemporary drama works to perform to youth audiences using a range of conventions learned in the world theatre unit as well as studying aspects of physical theatre. This is a great unit where youth explore and highlight the issues they face through making and shaping drama for a peer audience.



FOOD STUDIES (TFS)

Do you want to learn about food and hospitality services?

This is a year long subject and give students the skills and learning experiences for taking Hospitality Practices in Year 11. The course is designed around the unit title Fuel for Life with a focus on students learning about food preparation and hospitality practices and aims to extend student knowledge in food studies, sustainability, food science as well as giving them the opportunity to create their own modern-day restaurant in one of the units. The subject empowers young people to take control of their food choices as they understand nutrition through the life cycle and therefore they make choices for their future health and wellbeing as well as looking at the environmental impact on we as consumers and the food industry production and distribution of food. Students will be gaining an understanding of the science behind the food we eat and apply this knowledge to practical-based cooking experiments and tasks. Students apply the design process that will involve planning, preparing and serving meals for a variety of purposes. They participate in a range of practical classes in which they are exposed to new skills, foods and recipes throughout each semester, learning how to modify recipes to suit.

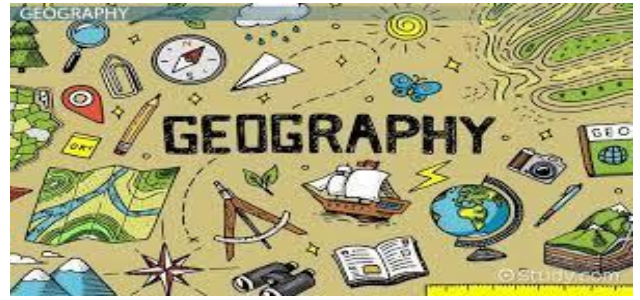
Assessment will be the application of the design process and practical cooking demonstration for a design brief. A research study and assignment on nutrition for a particular age group will also be undertaken.



GEOGRAPHY (GEO)

What do we study in Geography?

- Environmental Change and Management Students investigate a specific type of environment and environmental change in Australia and one other country.
- Geographies of human wellbeing students explore differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.



Five Reasons to Study Geography

1. To understand basic physical systems that affect everyday life: These are important systems to monitor and predict in order to help lessen the impact of disasters.
2. To understand the spatial organisation of society and see order in what often appears to be random scattering of people and places: Studying Geography gives us a good idea of why towns and cities were established in certain locations and why some have flourished more than others.
3. To be able to make sensible judgements about matters involving relationships between the physical environment and society: An understanding of Geography lets us know which locations aren't ideal for development as well as how best to develop or expand cities and towns.
4. To appreciate Earth as the homeland of humankind and provide insight for wise management decisions about how the planet's resources should be used: Geography informs us of how to sustainably utilise the resources that are available as well as help to improve the status of those that are in danger of running out.
5. To understand global interdependence and to become a better global citizen: Lastly, Geography can help us to be more conscious minded about the world around us. Being a better global citizen means understanding others better and knowing the limitations of the Earth, both of which work toward making our planet a more liveable one.

Where can Geography lead?

Studying Geography can lead to many opportunities in further study or employment in the following areas: urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography; surveying; global security; economics; business; law; engineering; architecture; information technology; science.

MATERIALS AND TECHNOLOGIES SPECIALISATIONS (TMT)

Materials and Technologies Specialisations (woodwork and metalwork) is orientated around developing knowledge and skills within technological systems, materials, processing and problem solving.

By studying subjects in the area, students will become more capable of making decisions about their built environment, about the appropriateness of materials, their processing methods and designs, and will develop real life vocational skills appropriate to a modern technological society.



Students will complete a range of projects that relate to the senior learning areas to prepare them for their senior phase of learning.

Throughout these projects you will learn how to use a number of different wood and metal work tools and a range of specialist equipment which would be used in an industry setting. You also are given the opportunity to develop design skills, focussed on problem-solving real-life situation which results in manufacturing an item for a specific purpose. Throughout these projects you will consider marketing techniques, sustainability of materials and processes, as well as learn how to work

effectively in a team environment.

Assessment: Assessment will be a selection from the completion of classwork projects and drawings; design process exercises, project work and a semester technology test.

Links to Senior: Although not compulsory, the satisfactory completion of TMT is highly recommended for students enrolling in the senior subjects, Building and Construction, Furnishing Studies, Engineering and Automotive.



MEDIA ARTS (MED)



Do you consider yourself the next Steven Spielberg famous movie director or do you like to experiment with film and other media platforms? Then media arts is a good choice of subject.

In media arts the focus is on creating media products from the planning phase, filming and editing of the final product. Students learn how to manipulate film language to create meaning and engage the audience. They will learn to use pre-production formats like storyboarding, shooting scripts and treatments and will use the technologies to produce media products using video cameras, sound recording and lighting equipment and create movie-making magic in our very own green-screen room. By viewing both Australian and International film and television products they will learn to respond to media products by critically analysing and evaluating the representations and meanings constructed through the film makers manipulation of language codes.

The semester units studied are:

Unit 1 From Silent to Blockbuster

In this unit students study how technologies has changed films as we look at films from the Silent era right up to the blockbuster feature films produced annually in Australia and Hollywood. Students will design and create their own genre film and film trailer to sell it and will research and evaluate the success of the film trailer as a marketing tool.

Unit 2 Experimental

The experimental unit moves away from mainstream cinema and looks at filmmakers experimenting with ideas and creating new ways in filmmaking. We will explore the expressionism, surrealism and French new wave styles as well as looking at film as a artform. Students will begin to develop their own personal film-making aesthetic as they design and create a music video clip and short film. In this unit students will begin to reflect on their production practices used in their experimentation.

A researched analytical essay on experimental filmmaking will complete the study.



Leads to Film, Television & New Media – General or Media Arts in Practice - Applied

TOURISM PROGRAM (TPX)

What effects do people's travel choices have on the places they visit?

What implications might this have for the future of these places?

Whether visiting a place within their borders as 'domestic tourists' or heading overseas, Australians love going on holidays. Internationally, people perceive that Australia is a unique holiday destination, and tourists are visiting our shores in increasing numbers. The net result is that tourism is helping Australians to connect with other people and other places more now than ever before.

Assessment: Assessment items include project activities, investigation reports, and essays. Examinations including combination response and extended written essays.

Links to Senior: Senior studies include pathways into the applied subject area of Tourism. As well as pathways into the general subject of Geography.

VISUAL ART (ART)

Are you creative and enjoy experimenting with a range of Visual Arts mediums?

Visual Art encompasses a range of practical skills, taking art beyond acrylic paint and grey lead-pencil drawing. Students explore a variety of mediums and subjects, and are guided through the artistic process of creating and developing a folio of high-quality art works using the conventions of a particular artist or art movement as well as drawing influence from these to develop their own personal aesthetic style. Appreciation of art and responding to artworks is a component of this subject, encompassing art analysis of professional artists' artworks from significant times and ideas throughout history and modern-day contemporary artworks. Students will additionally critically analyse their own artworks and artistic process, developing skills in Visual Literacy. If you like immersing yourself in the world of ART, then this is a good subject choice for you.



The semester units studied are:



UNIT 1 THE BIG CHANGE:

This unit focusses on the emergence of abstract art with the Cubism and Surrealism movements. With a focus on artists such as Pablo Picasso, Henry Matisse and Salvador Dali, students will explore the use of mixed media in paint, sculpture and perspective drawing creating 2D and 3D artworks in a folio of work. In responding the students will write a feature article on one of the artists from the movements studied.

UNIT 2 INTO THE 21ST CENTURY:

This unit focusses on the Contemporary art movement that has emerged in the last 30 years. With a focus on various modern artists such as Thomas Deininger, Reko Rennie and Andy Goldsworthy students will explore alternative approaches to art by making recycled 3D sculptures, photography, printmaking and drawing. In developing your own personal aesthetic influenced by other contemporary artists students will create a body of work in 2D and 3D work and an extended response in the form of a comparative essay on contemporary artworks.

