



Everton Park State High School

SUBJECT HANDBOOK



**Senior School
Year 10**



To Year 10 Students

This Subject Handbook is designed to give you and your parents / guardians information regarding the Year 10 subjects offered at Everton Park State High School.

Take the time to read the Handbook, talk to family members, teachers and the Guidance Officer to gain an understanding of what subjects you would select.

Choose your subjects according to the following:

1. Subjects you **enjoy**.
2. Subjects in which you **do well**, eg, gain the highest marks.

Do not choose your subjects for the following reasons:

1. *'Your friend is taking that subject.'* Your friends are different from you, with different interests, skills and goals. Be yourself and trust your own judgment.
2. *'You do / don't like the teacher.'* There is no guarantee that you will have any particular teacher.
3. *'Someone told you that the subject is fun.'* It may be enjoyable for someone, but not necessarily for you. Make up your own mind.
4. *'Someone told you that the subject is boring.'* See point 3.
5. *'Someone told you that you do/don't need that subject for the course you want to take at uni.'* Check *Tertiary Prerequisites* or see a Guidance Officer.

Everton Park State High School provides a dynamic and contemporary learning environment which leads to **Creating Bright Futures** for all students. Your decisions will impact on your future pathways. Take the opportunities the school has to offer and speak with your parents/guardians before you make your final decision in selecting your subjects.

Regards

Sue Wallace
Principal

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Subject Continuity at Everton Park State High School

Junior Secondary			Senior Secondary	
Australian Curriculum	Year 7	Year 8 & 9	Year 10	Year 11 & 12
English	English	English	English	English English Communication*
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics A Mathematics B Mathematics C (BSDE) Pre-Vocational Mathematics*
Science	Science	Science	Science	Biology Chemistry Physics
Humanities and Social Sciences	History Geography	History Geography	History Geography	Modern History Geography Certificate II in Active Volunteering*
Digital Technologies Design Technologies	Food Technology STEAM	Design Technology Food Technology STEM	Design Technology Food Technology STEM	Engineering Technology Graphics/Design Certificate II in Hospitality* Furnishing Skills*
The Arts	Music Drama	Music Drama Visual Art	Music Drama Visual Art	Music Drama Visual Art Music in Practice* Drama in Practice* Visual Arts in Practice*
Health and Physical Education	Health & Physical Education Interschool Sport	Health & Physical Education Interschool Sport	Health & Physical Education	Physical Education Recreation*
LOTE	Spanish	Spanish	Spanish	Spanish
Everton Park Leadership and Futures (ELF) Program	ELF	ELF	ELF	ELF

Homework

1. In Year 10 students should be doing a minimum of one and a half-hour to two hours home study every night. It is best to have a regular routine of time.
2. Homework consists of:
 - Written homework set by the teacher
 - Learning work for tests etc.
 - Revision of work done in the day
 - Assignments etc.
3. Students should be studying actively by using pen and paper, not just reading over things. It is useful to actually check what you have learnt by getting someone to test you with some questions.
4. If you are unable to understand a topic after you have really studied it, seek the help of your teacher next day. Later learning may depend on your understanding of the topic.
5. **There is never NO HOMEWORK.** If there is no written homework then the time should be spent on learning and revision.

A STUDY/RECREATION PLANNER like the one below can be useful in organising time.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
4.00					
4.30					
5.00					
5.30					
6.00					
6.30					
7.00					
7.30					
8.00					
8.30					
9.00					

Everton Park State High School

English

AIMS

At Everton Park State High School, the Year 10 English course 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.

COURSE OUTLINE

The curriculum is built around these three interrelated strands:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing, and creating literature
- Literacy: expanding the repertoire of English usage.

Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers revisit and strengthen these as needed.

UNITS OF STUDY

1. Humour & Social Commentary

In this unit, students examine a range of satirical texts, such as songs and political cartoons. Also, they explore poets' comments about 20th Century wars.

2. Fan Fiction: Novel Study

Students undertake the close reading of a novel appropriate for young adults. They have opportunities in crafting a short story that transforms the studied text.

3. Shakespeare and the Human Condition

Here, students study a Shakespearian play, with a particular focus on themes and issues that remain relevant today. They respond to the text both critically and creatively.

4. Media Watch

The Media – a powerful medium – can shape our reality if we let it. Throughout the unit, students arm themselves with the tools to combat the media's growing influence.

ASSESSMENT

Students are assessed across two modes:

- Productive Mode – a student's creation and delivery of a text
- Receptive Mode – a student's analysis and evaluation of a text's ideas and information in texts, text structures, and language features.

Across Year 10, students will have opportunities in creating a range of imaginative, informative, and persuasive types of texts. These include narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts, and reviews. They complete six summative pieces of assessment across the year – two written, two spoken, and two reading.

BRIEF DESCRIPTION OF SUBJECT

Mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty. Mathematics helps people make meaning of their life experiences through the use of universally true abstractions and, at the same time, to apply these abstract concepts to interpret new situations in the real world.

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. Through enhanced understanding of mathematics, people can become better informed economically, socially and politically in an increasingly mathematically oriented society.

AIMS

By the end of Year 10, students:

- expand and factorise monic quadratic expressions and find unknown values after substitution into formulas
- represent relations on the Cartesian plane and solve linear and quadratic equations
- make connections between simple and compound interest
- list outcomes, assign and determine probabilities for chance experiments and investigate independent events
- construct box-plots and compare data sets
- investigate and describe statistical relationships and evaluate statistical reports
- solve problems involving volume and surface area of a range of prisms and apply reasoning to proofs and numerical exercises
- apply trigonometry to solve right-angled triangle problems

COURSE OUTLINE

Mathematics has three content strands: *number and algebra*, *measurement and geometry*, and *statistics and probability*. These content strands are taught across eight five week units.

ASSESSMENT

Students provide evidence of their learning and development through tests, projects and written reports.

Science

BRIEF DESCRIPTION

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 is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles.

Science at Everton Park State High provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. Our curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

AIMS

This course aims to provide students with a solid foundation of scientific knowledge, understanding, skills and values. It fosters an interest in science and a curiosity and willingness to speculate about and explore the world.

COURSE OUTLINE

Each term will focus on a different aspect of Science: Biological, Chemical, Physical, and Earth and Space Science.

Across each of these topics, students will also develop their science inquiry skills of questioning and predicting, planning and conducting, processing and arranging data and information, evaluating and communicating.

ASSESSMENT

Students provide evidence of their learning and development through:

- tests
- investigations
- written reports

OTHER COMMENTS

The National Curriculum for Science was implemented across Australia in 2013.

History

AIMS

At Everton Park State High School, the Year 10 History course aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

COURSE OUTLINE

The Year 10 course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic, and political development. The transformation of the modern world during a time of political turmoil, global conflict, and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing. The key inquiry questions at this year level are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

ASSESSMENT

The two strands assessed in History are *Historical Knowledge and Understanding* and *Historical Inquiry and Skills*. Students will have opportunities in demonstrating their abilities in these strands through a variety of assessment techniques, including – essays, inquiries, historical re-creations, explanations, presentations, source analyses, and short-response tests.

Geography

AIMS

At Everton Park State High School, the Year 10 Geography course aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

In year 10 Geography, there are two units of study: *Environmental change and management* and *Geographies of human wellbeing*.

The former focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

The latter focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial 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. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

ASSESSMENT

The two strands assessed in Geography are *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. Students will have opportunities in demonstrating their abilities in these strands through a variety of assessment techniques, such as – reports, data responses, inquiries, practical exercises, presentations, and short-response tests.

Design Technology

BRIEF DESCRIPTION OF SUBJECT

Design Technology is a course of study that provides an opportunity for students to gain an understanding of design and technology across a range of contexts. Students will design and manufacture a variety of products / artifacts in response to design briefs.

AIM

The aim of this subject is for students to develop design and production skills in working with natural and synthetic materials, tools, machines, equipment and related technologies.

COURSE OUTLINE

Students engaged in Design Technology will develop their ability to design products and generate and organize ideas. Students investigate and document design aspects (e.g. function, possible construction methods, possible materials, ergonomics etc), generate multiple design solutions, select and justify their choice of a final design solution, and ultimately manufacture products / artifacts that satisfy the given design situation and brief. Students are also required to evaluate the effectiveness of their products / artifacts.

Elements of safe working practices are continually examined and reinforced.

PLEASE NOTE. *Workplace Health and Safety requires students to wear shoes with non-pervious uppers and behave in a safe and responsible manner at all times. Full participation in all activities is an essential requirement of the course.*

ASSESSMENT

Assessment tasks in Industrial Technology and Design include:

- Skills based activities
- Design Folios
- Particle outcomes

OTHER COMMENTS

This subject is beneficial for students who may be considering Year 11 and 12 studies in Furnishing Studies and / or Graphics.

Students who may be considering undertaking a School-Based Apprenticeship or Traineeship (SAT) in any trade-related area (e.g. carpentry, cabinet making, etc.) will also benefit from studies in this subject.

Science Technology Engineering & Mathematics (STEM)

BRIEF DESCRIPTION OF SUBJECT

Science Technology Engineering & Mathematics is a course of study that provides an opportunity for students to gain an understanding of the basics of robotics, hydraulics and pneumatics, structures, forces, and related engineering concepts.

AIM

The aim of this subject is to challenge and inspire students to study STEM topics, by exploring their creativity and watching their creations come to life. In the first year it is expected that students will have designed, built, and programmed a robot to explore an environment and return with samples and data for investigation.

COURSE OUTLINE

Students will get their first introduction to theoretical and practical aspects of engineering through robotics. Students will learn how to program and create various working models, use software media to acquire information, and use feedback to adjust a programming system output. The students will explore a series of cross-curricular, theme-based activities while developing their skills in science, technology, engineering, and mathematics, as well as language and technological literacy. Aspects of design will also be explored throughout the course.

Elements of safe working practices are continually examined and reinforced.

PLEASE NOTE. *Workplace Health and Safety requires students to wear shoes with non-pervious uppers and behave in a safe and responsible manner at all time. Full participation in all activities is an essential requirement of the course.*

ASSESSMENT

Assessment tasks in Science Technology Engineering & Mathematics include:

- Minor projects
- Major projects
- Design folios
- Skill-based activities.

OTHER COMMENTS

This subject is beneficial for students who may be considering Year 11 and 12 studies in Graphics, Mathematics B, Engineering Technology and Industrial Technology Studies.

Visual Art

AIM

The Year 10 Visual Art course is designed to build essential knowledge and skills related to the visual arts, while developing an appreciation of the art form and the manner in which artists communicate to audiences through visual mediums. Units are studied in more depth and diversity than junior units.

Students begin to:

- experience displays and exhibitions
- appraise their own and others' artworks
- understand and document developmental processes
- know and apply visual art elements and art concepts
- research and evaluate artworks from a variety of historical and contemporary art styles

COURSE OUTLINE

Students produce work centered on these three key strands:

Practical – Making and displaying images and objects: Students will extend on foundation art experiences from Years 8 and 9 by further exploring a range of two dimensional and three dimensional materials.

Theoretical – Appraising images and objects: Students will continue to develop the language of visual literacy and apply it to the appraisal of their own art works, and those of recognised artists and designers.

Conceptual - All art works produced will be underpinned by a developing personal aesthetic and sense of purpose.

ASSESSMENT

Practical: Students develop two bodies of work throughout the year. Their practical work will consist of both experimental folios and resolved pieces. Each artwork is supported by a problem-solving process in the form of a visual diary. The visual diary is produced in both written and visual form and is a significant component of the assessment – the diary is the primary form of homework.

Theoretical: Students complete two theoretical tasks per year. These are in the form of an extended written response.

OTHER COMMENTS

Art is a subject that prepares students for life! Everything around us that has been manufactured is a product of art and design. Apart from being a lot of fun, Art has many benefits, two of which are listed below:

- Art gives each of us an opportunity to express our thoughts and ideas through the process of creating, making, displaying, and appraising. It is a vehicle for personal and social change through its many and varied opportunities and approaches.
- There are many job opportunities in a range of art and design fields. These are very competitive fields; however, if you are highly motivated, persevere, and possess some talent you stand a good chance of being accepted into a reputable art institution.

While not a pre-requisite for taking Visual Art in years 11 & 12, it is highly recommended, as it will give you a head start with the practical & developmental aspects of the course.

Drama

AIM

Drama has an important role to play in the personal development of students. The skills and qualities developed by students, such as teamwork, creativity, leadership and risk-taking are assets in all subjects and all areas of life. Drama stimulates the imagination and allows students to explore issues and experiences in a safe and supportive environment.

Drama promotes self-esteem and provides all students with a sense of achievement regardless of academic ability. It promotes self-expression, builds confidence, enhances creativity and encourages cooperation and team work. These are life skills that are important in whatever field of endeavor a student may follow in their future career pathway.

Drama is about social skills, communication skills, and having fun - we learn by doing!

COURSE OUTLINE

Unit 1: The Truth Hurts

In this unit, students will develop skills in improvisation and realistic acting. A range of texts will be used as a stimulus, including excerpts from some of Shakespeare's most famous plays.

Unit 2: Break Down the Walls (Comedy)

In this unit, students will study a range of comedy styles including clowning, commedia dell'arte and stand-up comedy.

Unit 3: Eureka (Australian Drama)

In this unit, students will study a range of Australian texts to analyse and embody the ways texts illustrate the Australian identity.

Unit 4: Read between the Lines (Documentary Drama)

In this unit, students will develop scriptwriting skills by using a range of 'documents' as stimulus, such as plays, newspaper articles, stories, film, and images. Students will devise a performance based on current socio-political issues.

ASSESSMENT

It is important to understand that assessment in Drama involves group work, and students need to make a commitment to regular attendance and involvement.

Students will be assessed on three criteria:

- Making (devising)
- Performing
- Responding (analysing theatre performances and texts)
-

Music

AIM

This course of study is designed to enable students to:

- experience music in its real world context
- become involved in music in a social setting so that their intellectual and emotional needs are satisfied
- develop skills through practical means, leading to confident musical expression, and improved aural skills
- develop an awareness of sound as a means of artistic expression
- develop skills in performance, composition and appreciation of repertoire

COURSE OUTLINE

This course is designed to be practical and developmental, so that students continually update and increase musical knowledge. It is also designed to prepare them for future studies in senior music. The units are based on themes and throughout each term the students will experience a range of repertoire from a variety of sources around the world, such as:

- Rock
- The Musical
- World Music
- Electronica
- Fusion
- Independent Expressions

In all units, students have opportunities to develop technical skills in drum kit, keyboard, voice, guitar, and digital music technologies.

ASSESSMENT

Students are assessed in the three key areas of music- performing, composing and analysing repertoire to help them prepare for senior music if they choose to do it. Assessing in these areas also allows a variety of experiences in music.

OTHER COMMENTS

The music course is designed to be very practical and performance based. Students are strongly encouraged to participate in the Everton Park Instrumental Schools Band Program, or take tuition outside school hours, so that they can develop their practical skills confidently.

Year 10 Music is not a pre-requisite for taking Music in years 11 & 12, but it is highly recommended, as it will give you a head start with the practical aspect of the course.

Everton Park State High School

Spanish

CONTEXT

Why Spanish at Everton Park State High School?

Spanish is a global language spoken by approximately 500 million people across the world. Spanish evolved from Latin on the Iberian Peninsula in around the ninth century, and travelled from Spain to the Caribbean and to North, Central, and South America as a result of the expeditions of the fifteenth and sixteenth centuries. The language has been enriched by many other languages, including Arabic, Basque, Greek, French, English, and the indigenous languages of the Americas.

COURSE OUTLINE

The nature of the learners

In Year 10, students bring to their learning existing knowledge of the Spanish language and the cultures of Spanish speakers and a range of learning strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Spanish in these.

Spanish language learning and use

Language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital media, collaborative performance and group discussions) are key foci for Year 10 learners. Students become more confident in communicating in a wider range of contexts through greater control of language structures and increased understanding of the variability of language use. They use Spanish to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They demonstrate understanding of language variation and change and of how intercultural experience, technology, media and globalisation influence communication.

Contexts of interaction

Learners interact with peers, teachers, and other Spanish speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional experience of the Spanish language and the cultures of the Spanish speaking world through interschool events, or community events such as film festivals or cultural performances.

Level of support

Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system. Learners are provided with opportunities to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes (for example, portfolios, peer review, digital journals).

ASSESSMENT

Students are assessed on their writing, speaking, and aural and written comprehension. They come to understand not only the mechanics of the language, but how to be socially and culturally appropriate, too.

Health and Physical Education

BRIEF DESCRIPTION OF SUBJECT

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent.

AIM

Students develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

COURSE OUTLINE

Examples of practical units include:

- Track and Field
- personal fitness profile
- team sports (volleyball, basketball, touch)

Examples of theory units include:

- Sports Psychology
- Biomechanics
- Sociology
- Exercise Physiology

ASSESSMENT

Students provide evidence of their learning and development through:

- practical demonstrations
- assignments and exams

NOTE: The school bucket hat is required for all outdoor activities.

Food Technology

BRIEF DESCRIPTION OF SUBJECT

Food Technology is a course of study whereby students apply knowledge, skills and resources to create needs and wants of people and communities. Within the course, students use their food studies knowledge and skills to solve design challenges. Typically, students:

- Manage human and non-human resources
- Think critically and creatively to design and create solutions to practical challenges
- Work collaboratively to address issues of personal and social significance such as fast food, and healthy eating while developing their food preparation skills.

All work is studied with a major emphasis on the development of food skills.

AIMS

This subject revolves around the development of practical skills and has been designed to cater for the needs of those students who wish to concentrate their study in the area of food. The emphasis in this unit is on cookery techniques and methods.

Students will:

- Explain how characteristics of foods affect ways they can be manipulated
- Select and manage resources to prepare foods that meet nutritional needs for growth, energy and health
- Investigate and take action on societal issues about foods using social inquiry.

PLEASE NOTE. Workplace Health and Safety requires students to wear shoes with non-pervious uppers and behave in a safe and responsible manner at all time. Full participation in all activities is an essential requirement of the course.

COURSE OUTLINE

This unit enables students to acquire and further develop practical skill and experience that will serve as a foundation for further study associated with Hospitality.

Students will:

- Make quality products that meet detailed specification
- Negotiate and refine production procedures
- Generate design ideas and communicate these incorporating strategies for managing resources
- Identify methods for evaluating commercial products and processes
- Use these methods to judge their own products.

ASSESSMENT

Students can provide evidence about what they know, and can do through:

- **practical cookery tasks**, including individual and group product development, models and, displays
- **oral tasks**, such as group discussions, debates, role-plays, interviews and presentations
- **project folios**, including design briefs and ideas, management plans, data collection and analyses or survey results
- **written tasks**, such as short and extended response tests, reviews, planning sheets, and reports
- **computer-generated presentations/projects** such as promotional campaigns, or presentation of data
- **photographic, video/audio tape records** such as explanations of processes or demonstrations of products
- **peer evaluation and self-reflection** through feedback sheets and/or responses to evaluation questions.

OTHER COMMENTS:

While the school provides requirements for practical work, a levy to be paid by all students is required to subsidize ingredients and other consumables. In food studies, where we perform experimental, group and individual food preparation activities, 'single serve cookery' reduces the costs and students are encouraged to consume the food at school as intended - freshly cooked!

