



Chinchilla State High School

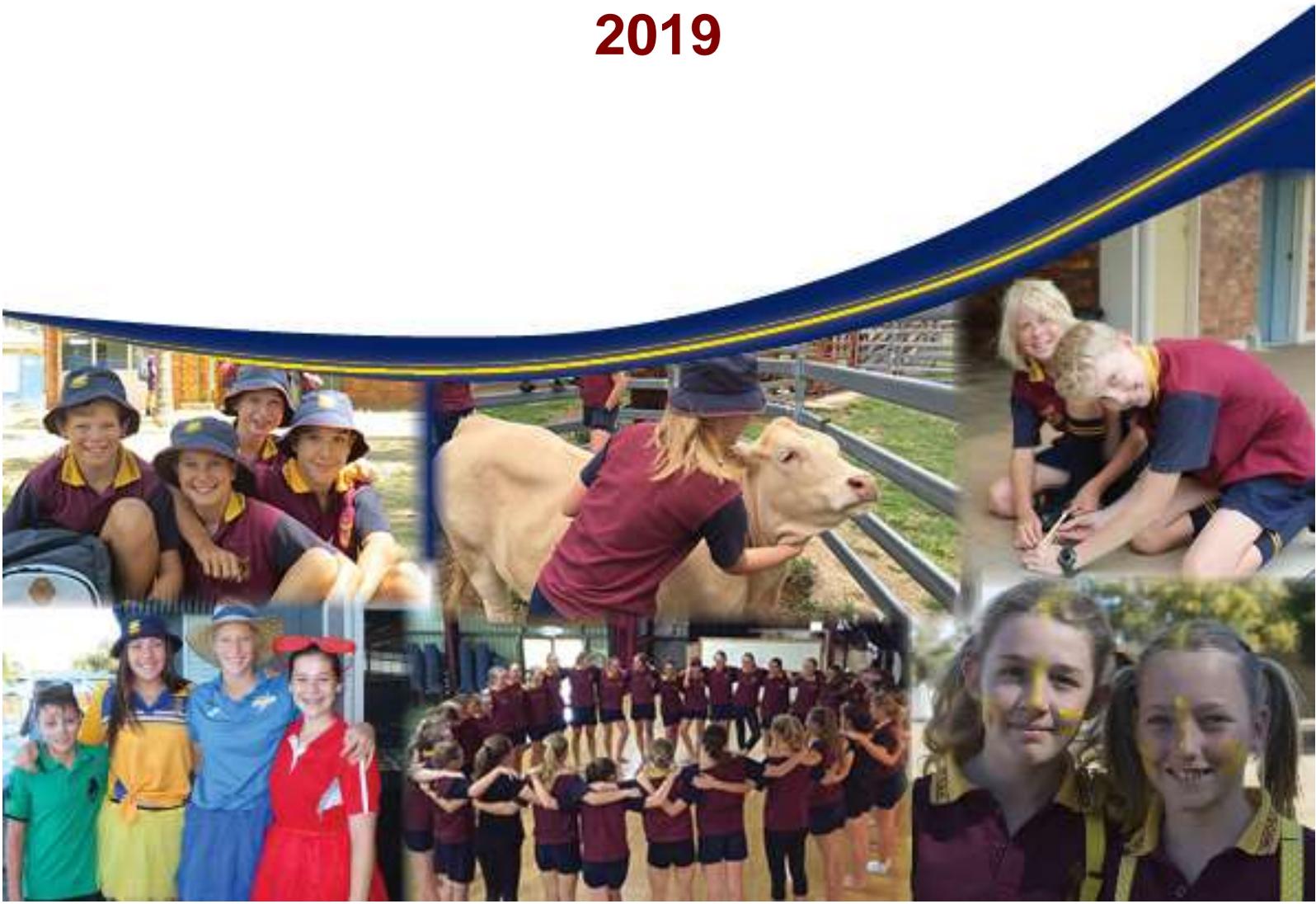
Learning together for a happy and productive future

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Subject Overview Handbook

Year 10

2019



MESSAGE FROM THE PRINCIPAL

Welcome to Year 10.

This booklet has been designed to provide students and parents/guardians with information, which we hope will assist you in your preparation for the course of study that you will follow in 2019.

We have provided you with an overview of the CORE and ELECTIVE subjects available at Chinchilla State High School so that our students and their families understand the general study requirements for each subject. If there are any aspects of a particular subject on which you require further information, please do not hesitate to contact our Heads of Department, Deputy Principals or subject area teachers.

At Chinchilla State High School, Year 10 is the foundation level of our Senior School, and we look forward to our students taking the many great learning and leadership opportunities that will be on offer in 2019.



Scott Rowan
Principal

STATEMENT OF PURPOSE

At Chinchilla State High School our School Vision is: **Learning together for a happy and productive future.**
Our main focus every day is: Teaching and learning in a safe, disciplined environment.

STATEMENT OF SCHOOL VALUES

Our School Vision is underpinned by our TEAM Core Values.



Chinchilla State High School
Learning together for a happy and productive future

<p>Together <i>Empowering our community</i></p> <p><i>We build positive relationships We respect our environment We actively involve ourselves Together we achieve</i></p>	<p>Excellence <i>Being the best you can be</i></p> <p><i>We aim for the highest standards We target literacy and numeracy We make every lesson count Hard work drives success</i></p>
<p>Acceptance <i>Embracing diversity</i></p> <p><i>We respect the right of others to learn We take responsibility for our actions We value the benefit of instructions Celebrate the success of others</i></p>	<p>Motivation <i>Striving for success</i></p> <p><i>We challenge ourselves We meet commitments We actively engage in learning Our learning is our responsibility</i></p>

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CURRICULUM OVERVIEW

Curriculum Areas	Time allocation per week
English	3 x 70 mins
Mathematics	3 x 70 mins
Science	3 x 70 mins
History / Geography	3 x 70 mins
Physical Education	2 x 70 mins
Elective 1 – Technology / The Arts	2 x 70 mins
Elective 2 – Technology / The Arts	2 x 70 mins
Pastoral Care	1 x 50 mins
ELP	1 x 70 mins

SUBJECTS

ENGLISH / HUMANITIES

ENGLISH

Contact

HOD English / Humanities

Future Options

Students who successfully complete this subject may select English in Year 11. University courses include Arts, Business, Commerce, Law, Education, Nursing, Medicine, etc.

Description

All year 10 students will study English.

Students studying English will learn to:

- examine a range of literary and non-literary texts in various modes and mediums across diverse cultures and time periods.
- interpret, analyse, evaluate, respond to & construct a range of texts through reading, listening, viewing, speaking & writing.
- communicate effectively in Standard Australian English for various social and cultural purposes and audiences.
- make choices about generic structures, language, textual features and technologies to convey meaning.
- control language (written or spoken) using grammar, punctuation, vocabulary and spelling.

Term

Unit Description

Assessment

1	<p>Unit 1: Understanding & Analysing Satire in Texts: Students read, view and analyse the text, language and visual features used in satirical texts. Students select a political cartoon and identify the point of view, attitude and assumption represented in the cartoon. Students analyse how the author positions the audience through the use of text, language and visual features. Included in the analysis is an explanation of the student's personal response to the issue identified in the cartoon.</p>	<ul style="list-style-type: none"> • Written Analytical Essay (500 – 650 words)
2	<p>Unit 2: Responding to Poetry: Students read and listen to a variety of poems to further their understanding of the issue or question that the poem explores, in addition to other social, moral and ethical issues. Students analyse a poem that addresses an issue of global or local concern.</p>	<ul style="list-style-type: none"> • Written Analytical Essay (500 – 650 words)
3	<p>Unit 3: Evaluating Representations of Events or Issues in News Media Texts: Students listen to, read and view a variety of news media texts (as stimulus), exploring significant news events and issues. They brainstorm to further develop these ideas, and practice transforming these into imaginative responses with a sustained social, moral or ethical message. In exam conditions, students write a personal imaginative response (short story) to address a social, moral or ethical issue. Students will also complete a language skills exam responding to spelling, grammar and punctuation questions</p> <p>Unit 4: Reading & Responding to Literary Texts Exploring Social Issues in Australia: Students read a novel (e.g. To Kill A Mockingbird,) that explores a social, moral or ethical issue important to Australian society. Students will write a feature article responding to the stimulus novel.</p>	<ul style="list-style-type: none"> • Written Short Story under exam conditions (400 – 650 words) • Written Feature article (500 – 650 words)
4	<p>Unit 5: Representation of Indigenous Culture: Students view an Indigenous film and prepare an argumentative speech based on the representation of various themes throughout the film.</p>	<ul style="list-style-type: none"> • Spoken argumentative speech (4 – 6 minutes)

GEOGRAPHY

Contact

HOD English / Humanities

Future Options

Students who successfully complete this subject may select Senior Geography in Year 11. University courses include Engineering, Town Planning, Law, Travel, Arts, Education, Environmental Management, Social Sciences and Business.

Description

All year 10 students will study Geography. Geography involves the study of the Earth's surface as a space in which people live. Geography includes studies of place and of people and their relationship with the environment. Geographic education is characterised by an inquiry based model of learning, where students develop skills in questioning, analysing, researching, evaluating and communicating. Geographers ask questions such as: What is being done and what could be done? Studies in Geography help us live our day to day lives by informing us about our local area and other parts of the world.

Term

Unit Description

Assessment

1	Unit 1: Environmental Change and Management: Students investigate a significant environmental issue in Australia that has caused change over time and consider what strategies will best manage this environmental change into the future. Findings will be presented in a four part research-based assignment that involves data collection, interpretation of data, proposing and evaluating action and is finally presented in a written response report.	<ul style="list-style-type: none"> Written research report (500 – 700 words)
2	Unit 2: Geographies of Human Wellbeing: 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.	<ul style="list-style-type: none"> Written short response exam on data analysis (150 – 250 words per paragraph) Written response to stimulus and extended response under exam conditions (400 – 500 words)

HISTORY

Contact

HOD English / Humanities

Future Options

Students who successfully complete this subject may select Senior Ancient History and Senior Modern History. University courses include Art History, Arts, Asian Studies, Education, International Relations, Law, Journalism, Peace and Conflict Studies, Philosophy, Political Science, Public Policy.

Description

All year 10 students will study History. The study of history focuses on key events, ideas, movements, developments and people that have shaped the ancient and modern world. It enables students to study the forces that have shaped today's world and provides them with a broader deeper comprehension of the world in which they live. The focus of history in Year 10 is the examination of key events during the 21st centuries and how these events and people have left a lasting legacy in today's society. Additionally this course sees the development of key historical skills including: source analysis, research and communication skills.

Term

Unit Description

Assessment

3	Unit 1: World War II: Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcomes and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. Students view a cartoon and read an extract based on issues from WWII to answer short response questions. Students will also conduct an in-depth investigation of a selected World War II campaign.	<ul style="list-style-type: none"> Written short response exam with stimulus (150 – 250 words per paragraph) Extended Written Research Task (500 – 700 words)
4	Unit 2: Rights and Freedoms: Students investigate how human rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world. The rights of Aboriginal and Torres Strait Islander people is the main focus. Students will write an extended written response based on an unseen question in relation to the push for Indigenous rights and freedoms in Australia.	<ul style="list-style-type: none"> Written extended response under exam conditions (70 minutes, 400 – 500 words)

LITERACY

Contact

HOD Master Teacher

Future Options

Literacy skills are essential for success in all subjects studied throughout High School, and life beyond study. Successful learners need to improve at a rate consistent with the demands of the curriculum throughout the years of schooling.

Description

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. This program aims to cater for the specific needs of students, while enhancing the skills required for success in their core subjects.

Term

Unit Description

Assessment

3 – 4

READING

- Skills and strategies for reading texts
- Reading comprehension – range of text types
- **SCORE** framework
- **QAR**—Question Answer Relationships (supports students to answer questions about their reading)
- Vocabulary instruction and strategies

WRITING

- Spelling, sentence structure, punctuation, paragraphing using TEEL
- Developing skills to produce effective writing for various contexts

- Monitoring tasks – Reading and writing

MATHS / SCIENCE

MATHEMATICS

Contact

HOD Maths / Science

Future Options

Students who successfully complete this subject may select General Mathematics and Essential Mathematics in Year 11.

Description
All year 10 students will study Mathematics or Mathematics – Advanced.
In Mathematics, students will develop an appreciation of the value of Mathematics to humanity. Real-life mathematical problems are used as often as possible. Students will have an understanding of mathematical terms and symbols so as to be able to communicate clearly and concisely. The aim is to give students an understanding of the methods of Mathematics and develop the ability to apply them in known and unknown situations.

Term	Unit Description	Assessment
1	<ul style="list-style-type: none"> Pythagoras' Theorem and trigonometry Chance 	<ul style="list-style-type: none"> Mathematical Investigation
2	<ul style="list-style-type: none"> Linear and non-linear relationships Patterns and algebra 	<ul style="list-style-type: none"> End-term examination (70 minutes)
3	<ul style="list-style-type: none"> Money and financial mathematics Linear and non-linear relationships 	<ul style="list-style-type: none"> Mathematical Investigation
4	<ul style="list-style-type: none"> Data representation and interpretation Using units of measurement Geometric reasoning 	<ul style="list-style-type: none"> End-term examination (70 minutes)

MATHEMATICS - ADVANCED

Contact

HOD Maths / Science

Future Options

Students who successfully complete this subject may select General Mathematics, Mathematical Methods and Specialist Mathematics in Year 11.

Description
All year 10 students will study Mathematics or Mathematics – Advanced.
In Advanced Mathematics, mathematical skills are developed whereby students will aim to understand the methods and principles of Mathematics and develop the ability to apply them. They will be able to recognise when problems are suitable for mathematical analysis and find solutions. This subject includes aspects of both General Mathematics and Mathematical Methods which will be further developed in Year 11.

Term	Unit Description	Assessment
1	<ul style="list-style-type: none"> Pythagoras' Theorem and trigonometry Chance 	<ul style="list-style-type: none"> Mathematical Investigation
2	<ul style="list-style-type: none"> Linear and non-linear relationships Patterns and algebra 	<ul style="list-style-type: none"> End-term examination (70 minutes)
3	<ul style="list-style-type: none"> Money and financial mathematics Real numbers Linear and non-linear relationships 	<ul style="list-style-type: none"> Mathematical Investigation
4	<ul style="list-style-type: none"> Data representation and interpretation Using units of measurement Geometric reasoning 	<ul style="list-style-type: none"> End-term examination (70 minutes)

SCIENCE

Contact

HOD Maths / Science

Future Options

Students who successfully complete this subject may select any of the Senior Science subjects.

Description

All year 10 students will study Science.
In Science, scientific knowledge and skills are developed whereby students will aim to understand the principles of four strands of Science which includes Chemistry, Physics, Biology and Earth Science. Each unit will include both theory and practical lessons. The subject matter covered in this subject will allow students to choose any of the Science subjects available to students in Year 11.

Term

Unit Description

Assessment

1	Chemistry <ul style="list-style-type: none"> Chemistry isn't magic Chemical reactions matter 	<ul style="list-style-type: none"> Assignment – extended experimental investigation (400 – 500 words)
2	Biology <ul style="list-style-type: none"> Exploring heritable characteristics and DNA Life evolves 	<ul style="list-style-type: none"> Supervised examination – Knowledge and Extended Response (70 minutes)
3	Physics <ul style="list-style-type: none"> Moving along Energy of motion 	<ul style="list-style-type: none"> Extended Research Task (600 – 800 words)
4	Earth Science <ul style="list-style-type: none"> Global systems The universe 	<ul style="list-style-type: none"> End-term examination (70 minutes)

ESSENTIAL LEARNING PROGRAM: NUMERACY

Contact

HOD Maths / Science

Future Options

At the completion of this course, students will be better equipped to successfully complete the Year 10 Mathematics and Year 10 Advanced Mathematics courses. This will also assist them into Mathematics courses beyond this year.

Description

In the Essential Learning Program for Year 10 Mathematics and Advanced Mathematics, the aim is for students to revisit skills required for them to be successful in the Mathematics classes. The program extends to topics they have not been working with this year but may appear in their class work, and are expected to remember. It also extends to skills which appear in their current course of study. This is body of learning is for one semester of study.

Term

Unit Description

Assessment

1	<ul style="list-style-type: none"> Order of operations Integers Rules for rearranging equations and solving for an unknown Fractions 	<ul style="list-style-type: none"> End-term examination (70 minutes)
2	<ul style="list-style-type: none"> Order of operations, integers and decimals Index laws Rules for rearranging equations and solving for an unknown Distributive Law Factorising Converting units of measurement Rates and ratio 	<ul style="list-style-type: none"> End-term examination (70 minutes)

HEALTH AND PHYSICAL EDUCATION / LOTE

PHYSICAL EDUCATION

Contact

HOD HPE / LOTE

Future Options

Students who successfully complete this subject may choose to study Health, Physical Education or Sport and Recreation in Year 11 and 12.

Description

All year 10 students will study Physical Education.

In Health and Physical Education the aim is for students to improve their lifestyle choices and develop an appreciation for physical activity. There are both practical and theoretical components in the course. The practical units develop a wide range of skills through a number of different sports. The theoretical components have students evaluate their personal performance, risk taking behaviours, ethical concerns in sport and develop recommendations to improve performance and health. This subject will help develop research and writing skills and encourage informed decisions about healthy lifestyle choices.

Term

Unit Description

Assessment

1	Training Health, Fitness and Aerobics <ul style="list-style-type: none"> Investigate a range of training techniques which can be used to enhance the health and wellbeing of themselves and the community. Development of unique skills essential to improve performance. Reflect on the impacts of feedback and practice on their performance. 	<ul style="list-style-type: none"> Training journal and fitness plan (600 words) Physical response (continuous assessment)
2	Risk Taking Behaviours, Touch Football/Oz Tag <ul style="list-style-type: none"> Investigate a range of risky behaviours that teenagers engage in. Examine the reasons teenagers engage in these behaviours and propose solutions. Development of unique skills essential to improve performance. 	<ul style="list-style-type: none"> Feature article (600 – 800 words) Physical response (continuous assessment)
3	Performance Analysis, Athletics and Basketball <ul style="list-style-type: none"> Analysis of their own performance in basketball and recommendations on how to improve it. Development of unique skills essential to improve performance. 	<ul style="list-style-type: none"> Multimodal presentation (3 – 6 minutes) Physical response (continuous assessment)
4	Ethics in Sport, Volleyball <ul style="list-style-type: none"> Investigate a range of ethical issues in a variety of sports. Development of unique skills essential to improve performance. 	<ul style="list-style-type: none"> Exam 70 minutes (multiple choice, short response and extended response) Physical response (continuous assessment)

TECHNOLOGY – ELECTIVE SUBJECTS

AGRICULTURE		Contact	HOD Technology
Future Options		Students who successfully complete this subject may choose to study Agricultural Practices or Agricultural Science.	
Description	This course aims to provide students with a basic background in two primary strands of agriculture; plant production and animal production. Students will undertake an intensive animal production unit including an excursion to a local cattle feedlot. Students will gain knowledge in producing food sustainably and consider the benefits of fertilisers through trials. Safety in the agricultural industry will be an ongoing focus throughout the year.		
Term	Unit Description	Assessment	
1	Animal production unit (Cattle) <ul style="list-style-type: none"> • Production cycle • Factors affecting meat quality • Pests and diseases • Marketing • Basic cattle handling and working in yards • Feedlot Vs Grass Fed 	<ul style="list-style-type: none"> • Supervised Short response exam (60 minutes) 	
2	Plant production unit <ul style="list-style-type: none"> • Fertiliser trial <ul style="list-style-type: none"> - Pasture production - Fertiliser use - Soil requirements - Climate requirements 	<ul style="list-style-type: none"> • Fertiliser trial Design Project & Report (800 – 1000 words) • Practical Component 	
3	Animal Production Unit (Sheep) <ul style="list-style-type: none"> • Feed requirements • Feed lot trial • Animal husbandry • Significance of lambs/sheep to economy • Pests & Disease • Management & Marketing 	<ul style="list-style-type: none"> • Research report (600 words) • Practical Component 	
4	Hydroponic & Horticulture Unit <ul style="list-style-type: none"> • Types of systems, media • Significance of horticulture in Australia • Nutrient solutions • Nutrient deficiencies • Care and maintenance of hydroponic systems 	<ul style="list-style-type: none"> • Research article (800 words) • Practical Component 	

BUSINESS STUDIES

Contact

HOD Technology

Future Options

Students who successfully complete this subject may select Legal Studies, Tourism, Accounting and Business Studies, as well as Certificate courses in the same fields of study.

Description

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. "Business" refers to enterprising endeavours undertaken to meet human needs and wants. Business, travel, economic and legal activities impact on and present a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs. The Year 10 Business course aims to provide students with a range of experiences that provide knowledge, processes and skills contributing to further studies, vocational pathways and their role as active informed citizens.

Term	Unit Description	Assessment
1	Employment Success: The focus of this unit is on students developing fundamental knowledge about the business environment from an employee/employer perspective.	<ul style="list-style-type: none"> Written Supervised Exam (60 minutes)
2	Basics to Accounting: This unit is designed to give students a basic understanding of accounting and the recording of financial information.	<ul style="list-style-type: none"> Supervised Short Response Exam (60 minutes) Supervised Practical Exam (120 minutes)
3	Computerised Accounting (MYOB): This unit uses the Accounting program MYOB to set up a business and record daily transactions including cash/credit purchases and sales, asset purchases, as well as the recording of income and expenses.	<ul style="list-style-type: none"> Supervised MYOB Practical Exam (180 minutes)
4	Entrepreneur: This unit will provide students with the opportunity to plan and run their own small business. Students will explore concepts, strategies and processes used by businesses in the start-up stages of the business life cycle. They will prepare basic reports and evaluate their business's performance.	<ul style="list-style-type: none"> Report (500 – 700 words approximately)

GRAPHICS

Contact

HOD Technology

Future Options

Students who successfully complete this subject may select Senior Graphics. University courses include Engineering, Town Planning, Architecture, Draftsperson.

Description

The study of Graphics focuses on developing the student's ability to communicate information through diagrams and drawings for the manufacture of everyday products and dwellings. Students will incorporate the elements and principals of design in the investigation and development of a variety of everyday products.

Term	Unit Description	Assessment
1	Introduction to Graphics Drawing Analysis, Sketching, Manual Drafting. Applying these skills to produce drawings for Industrial Graphics.	<ul style="list-style-type: none"> Produce a Folio of work for Industrial Graphics using manual Drafting techniques
2	Built Environment Design Use of CAD (Autodesk Revit) to produce architectural drawings. These drawings will follow the Australian Standards for Building	<ul style="list-style-type: none"> Produce a Folio of work for Built Environment Graphics using CAD
3	Industrial Graphics Design Use of CAD (Autodesk Inventor) to produce mechanical drawings. These drawings will follow the Australian Standards.	<ul style="list-style-type: none"> Produce a Folio of work for Industrial Graphics using CAD
4	Built Environment Design Use of CAD (Autodesk Revit) to produce architectural drawings. These drawings will incorporate the Passive Design to develop solutions	<ul style="list-style-type: none"> Produce a Folio of work for Built Environment using CAD

INDUSTRIAL TECHNOLOGY AND DESIGN

Contact

HOD Technology

Future Options

Students who complete this subject successfully may select Senior Design.

Description
The aim of this course is to equip students with basic knowledge of Design. The course incorporates the fundamentals of Design principals, sketching techniques, Computer-aided Drafting (CAD) and Computer Numerical Control (CNC), workshop safety, use of hand tools and machinery, material properties for both wood and plastic and 3D printing. Students will develop their creative processes by analysing design problems, applying design factors and communicating those ideas in the way of written folios. Students synthesise and evaluate their designs and make recommendations on how they could improve the outcomes.

Term	Unit Description	Assessment
1	Desk Tidy: Students investigate designs and through analysis of the design criteria design their own project. They then build the project in the workshop. Along with the practical component students must complete a design folio which outlines their thought processes and logs their production steps. This folio also includes and evaluation of the product and recommendations for improvement.	<ul style="list-style-type: none"> Produce a Folio of work which outlines the design process and complete the manufacture of the product.
2	F1 Car: Students investigate the development of the F1 Car and look at ways to improve the design. They will develop an overall corporate image for their F1 racing team and design a suitable logo. They will produce a CAD model of an F1 Car, cut it out on a CNC, paint, finish and race it.	<ul style="list-style-type: none"> Produce a Folio of work for the F1 Car and Logo. Produce and race a model F1 Car.
3	USB Cover: Students investigate and design a product which could be used to protect and decorate a USB storage device. They will make the product which may include plastic and 3D printed components. Their folio will include a log of the production process, an evaluation and any recommendations for improvement.	<ul style="list-style-type: none"> Produce a Folio of work for the USB Cover and manufacture the product. There will also be a Report on the plastic industry and methods of plastic production.
4	Plastic Injection Moulding: Students investigate existing products and look at ways to improve the design. Their folio will include a log of the production process, an evaluation and any recommendations for improvement. They will produce an injection moulded part.	<ul style="list-style-type: none"> Produce a Folio of work which outlines the design process and complete the manufacture of the product.

MANUAL ARTS

Contact

HOD Technology

Future Options

Students who successfully complete this subject may select Senior Industrial Technology Skills (ISK), Building and Construction Skills (BSK), Cert II in Engineering Pathways, and Certificate I in Construction.

Description
This subject focuses on developing students' knowledge and skills of joins, finishes and safety through hands on experiences. Students will be provided with the opportunity to use a range of tools and machines as they create a wide range of wood and metal based projects. There will also be an aspect of theory through the course which will require students to communicate their understanding of materials, processes and practices in both written and visual form.

Term	Unit Description	Assessment
1/2	Camp Stool: Students manufacture a camp stool out of pine and are introduced to a variety of wood work joins and finishing processes.	<ul style="list-style-type: none"> Practical Project Work Journal (maximum 600 words)
2/3	Bedside Table: Students manufacture a bedside table with drawer which utilises many of the wood work joins and finishes learnt in previous projects. Students are also introduced to wood turning techniques and produce a turned timber product.	<ul style="list-style-type: none"> Practical Project Multimodal Non-Presentation
4	Engineering Product: Students use a variety of metal working tools and machinery to produce a metal product. The creation of this product introduces students to a variety of techniques used in the Engineering Trades such as measuring, machining, finishing and quality control.	<ul style="list-style-type: none"> Practical Project

TEXTILES AND FOOD STUDIES

Contact

HOD Technology

Future Options

Students who successfully complete this subject may select Senior Hospitality Practices. Future career options include Fashion Design, Dietician, Home Economist, Chef, Teaching, Nursing, Food Trades, Social Work, Clothing and Textiles trades, Hospitality Management.

Description

The course aims to provide students with a range of skills and experiences within the food and textiles areas. Students will develop knowledge, skills and understanding of food properties, processing, preparation and consumption throughout the world. They will additionally evaluate food choices in a range of contexts. The textiles unit develops students' knowledge, understanding and skills to be creative, explore functional and aesthetic aspects of textiles and produce a textile product. They will investigate sustainability of the textiles industry.

Term	Unit Description	Assessment
1	Cultural Exchange: This unit develops students' knowledge, skills and understanding of the importance of food in other cultures. Students develop food skills and an understanding of food properties, processing, preparation, and consumption in a country of their choice. Students learn to evaluate food choices in a range of contexts.	<ul style="list-style-type: none"> • Folio (500 – 700 words approximately) • Product (Practical Cookery Exam)
2	Patterns 4 Fashion: This unit develops students' knowledge, understanding and skills to be creative, explore functional and aesthetic aspects of textiles and produce a textile article. They will create a design journal that formulates ideas for the product and evaluates the finished design.	<ul style="list-style-type: none"> • Folio (500 – 700 words approximately) • Product (Apron)
3	Themed Functions: This unit develops students' knowledge, skills and understanding of the hospitality industry. Students will investigate costing and catering to meet client needs. Students will learn to evaluate food choices and service techniques in a range of contexts.	<ul style="list-style-type: none"> • Folio (500 – 700 words approximately) • Product (Practical Cookery Exam)
4	Upcycling: This unit develops students' knowledge, understanding and skills to be creative, explore functional and aesthetic aspects of textiles and produce a textile item from a recycled item. They will create a design journal that formulates ideas for the product and evaluates the finished design.	<ul style="list-style-type: none"> • Folio (500 – 700 words approximately) • Product: Recycled product with a Christmas theme

THE ARTS – ELECTIVE SUBJECTS

DANCE		Contact	HOD The Arts
Future Options	Students who successfully complete this subject may select Senior Dance. Careers and university courses include Professional Dancer/ Performer, Choreographer, Teacher, Entertainment and Media industries, Arts Administration, Stage Engineers, Art Critics.		
Description	Dance in Australia is a growing art form that reflects the increasing diversity of Australian society. It is a powerful and dynamic form of human expression. As students explore movement, responding to and making judgments about their experiences they develop their physical and sensory awareness and strengthen their personal understanding of themselves, as well as those from other cultures and backgrounds.		
Term	Unit Description	Assessment	
1	To The Streets Through the study of Hip Hop culture students explore, manipulate, recognise, describe, interpret and evaluate: Movement Components, Technical skills and Expressive skills.	<ul style="list-style-type: none"> • Performance: teacher devised sequence performed in pairs (3 minutes) • Appreciation: In Class Exam 	
2	Contemporary Communication Through the study of Li Cunxin's life story & contemporary dance, students explore and manipulate: Movement Components, Technical skills and Expressive skills.	<ul style="list-style-type: none"> • Choreography: student devised (3 minutes) 	
3	Musical Theatre Through the study of Musical Theatre, students explore, manipulate, recognise, describe, interpret and evaluate: Movement Components, Technical skills and Expressive skills.	<ul style="list-style-type: none"> • Performance: teacher devised sequence performed in pairs (3 minutes) • Appreciation: Essay 	
4	Site Specific Dance Students study Site Specific works and complete an independent study where they: select stimuli, choreograph and write a choreographic intent individually. Student/teacher negotiation on style. Students must perform their choreography in a site that is not the "stage" and supports their chosen theme.	<ul style="list-style-type: none"> • Choreography: student devised (3 minutes) 	

DRAMA

Contact

HOD The Arts

Future Options

Students who successfully complete this subject may select Senior Drama. University courses include Acting, Set Design, Production or Scriptwriting, Education, Arts Administration, Film and Television Industries, Media, Advertising, Law, Diplomatic Service, Travel, Journalism, Public Relations.

Description

Drama is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies. Students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Studying Drama promotes imagination, critical and creative thinking, problem solving and provides opportunities to share ideas with others through informal and formal performances.

Term

Unit Description

Assessment

1

Realism: Students explore the most influential style of drama of the 20th century: Realism. Students explore a range of dramatic texts and learn how to interpret playwright's intentions and motivations of characters.

- Presenting (2 – 3 minutes)

2

Improvisation: Students will explore the art of improvisation.
Commedia Dell Arte: Using their knowledge of improvisations students enter the world of Commedia. This unit builds ensemble skills and fine tunes improvisational abilities. This unit is the students' initial interaction with World Theatre. They take the everyday, the mundane and make it hilarious.

- Presenting (2 – 3 minutes)
- Responding Exam

3

Playbuilding: Students study play building techniques and the art of creative collaboration.

- Responding Analytical Essay
- Forming drama script

4

Playbuilding: Continuing from previous term, culminating in a small production

- Forming (Directorial Concept)
- Presenting

MUSIC		Contact	HOD The Arts
Future Options	Students who successfully complete this subject may select Music in Year 11. University and Conservatorium courses include Music Performance, Composition, Musicology, Education, Arts, Creative Industries, Sound Engineering, Music Business Management.		
Description	Students live in a world in which music has an important and pervasive presence. A study of music helps students to develop their practical and creative potential and to understand and heighten enjoyment of the arts. There are many intrinsic benefits to music education including being disciplined, learning a skill, being part of the music world, managing performance and being part of something you can be proud of.		
Term	Unit Description	Assessment	
1	Arranging: Through the focus on musical elements: duration, pitch, harmony, structure, dynamics and timbre; students will develop skills in writing melodies; musical accompaniments and arranging of given melodies for all instruments, including transposing instruments. They will continue to develop practical skills on chosen instruments.	<ul style="list-style-type: none"> • Composition: Writing an arrangement of a given song by adding harmony and rhythmical accompaniment to these melodies. 	
2	Song Writing: Through the focus on musical elements: duration, pitch, harmony, structure, dynamics and timbre; students will develop skills in writing songs. They will continue to develop practical skills on chosen instruments.	<ul style="list-style-type: none"> • Composition: Writing a song for voice, chosen instruments including keyboard, guitar and drums. • Performance: Students to work as soloists or in ensemble on music chosen through negotiation with teacher. 	
3	Classics from the Past: Through the focus on musical elements: duration, pitch, harmony, structure, dynamics and timbre evident in selected classics from past composers, students will develop skills in analysis.	<ul style="list-style-type: none"> • Extended Response to different styles of music 	
4	Jazz: Through the focus on musical elements: duration, pitch, harmony, structure, dynamics and timbre evident in selected jazz compositions, students will study, analyse and compose using a variety of jazz styles. They will continue to develop practical skills on chosen instruments.	<ul style="list-style-type: none"> • Composition: Students will compose a musical work in a chosen jazz style. • Performance: Students to work as soloists or in ensemble on music chosen through negotiation with teacher. 	

VISUAL ART		Contact	HOD The Arts
Future Options	Students who successfully complete this subject may select Visual Art or Visual Art in Practice in Year 11.		
Description	Visual Art provides students with the opportunity to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. It prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems. At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living.		
Term	Unit Description	Assessment	
1	Drawing in Style: Students study the elements of drawing and create a folio by experimenting, researching different styles of drawing.	<ul style="list-style-type: none"> • Drawing – 2 x A1 or 4 x A3 • Artist Statement 	
2	Street Art: In this unit, students research the numerous style of street art. Students create a skateboard and include approaches such as collage, lino and stencilling.	<ul style="list-style-type: none"> • Skateboard • Artist Statement 	
3	Making the Connection: Students research, analyse and interpret information about two artworks and compare them in terms of media and elements used and intended meaning.	<ul style="list-style-type: none"> • Essay – 600 – 800 words 	
4	The Human Body: Students research, experiment and plan using different materials and media to create a body of work reflecting the concept of the Human Body. This unit acts as a transition and mimics the creative process in senior art.	<ul style="list-style-type: none"> • Body of Work • Visual Diary • Artist Statement 	

STUDENTS WITH DISABILITIES

Students who have a disability often require additional educational support needs. In E Block at Chinchilla State High School, we offer a range of learning options and support for students, which are highly individualised. The department of Education, Training and Employment adheres to the definition of a disability as outlined in the Disability Discrimination Act.

This legislation defines disability, in relation to a person, as:

- Total or partial loss of the person's bodily or mental functions; or
- Total or partial loss of a part of the body; or
- The presence in the body of organisms causing disease or illness; or
- The presence in the body of organisms capable of causing disease or illness; or
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- A disorder, illness or disease that affects a person's thought processes, perception of reality emotions or judgement or that results in disturbed behaviour.

All students covered under the DDA, are supported through a range of provisions at Chinchilla State High School including specialists (Occupational Therapists, Physiotherapist, Speech Language Pathologist), learning support staff, personal health support, behaviour and guidance support. Some students who have significant educational support needs meet the eligibility criteria for additional resource through the Departments' Education Adjustment Program (EAP). These additional resources assist classroom and specialist teaching staff to deliver high quality educational programs that are designed to meet the individual program needs of students within an inclusive school setting. These resources are allocated to the school, not individual students.

If you would like to know further information or would like to discuss/plan individual programs, please contact Mrs Anne Cardillo, Acting Head of Special Education Services.

