



**RUNCORN STATE HIGH SCHOOL**  
PRIDE | SUCCESS | EXCELLENCE



2020

# **TRANSITION**

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## **SUBJECT SELECTION GUIDE**

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## Introduction

Runcorn State High School has a proud culture of personalised learning, where the individual counts. This allows for the tailored response to the needs of students as individuals to ensure each student experiences level appropriate success in their education. Our goal is to cater for the full range of learners, in order to achieve meaningful post-school pathways.

Improving student literacy remains a high priority and we seek to address the specific challenges faced by students through a broad curriculum enabling flexible and needs-based grouping where all students are encouraged to strive for excellence.

Runcorn State High School is strongly focused upon improving student learning.

All of our teaching staff (Teachers, Heads of Department, Head of Special Education Services, Deputy Principals and Principal) encourage educational achievement by making quality teaching and learning the top priority for our school. This is achieved primarily through the pedagogical framework of The Art and Science of Teaching by Robert Marzano.



The Transition School curriculum aims to build on the solid foundation from Junior School and extend students prior to their entry into Senior School. Students now get some choice of their elective studies but continue with a core of subjects (English, Maths, Science, Humanities).

Students will no longer have a 'Key Teacher' as they did in the Junior School but will move around to specialist areas for their subjects. Their Special Programs Teacher really becomes a key point of contact for parents and students alike. In the Transition School we take a very strong 'case management' approach to a student's education. The Head of Department, O.W.L. and year level Deputy Principal monitor students' progress very closely to ensure they continue on a successful pathway.

## Year 9 Subjects

In Year 9 all students must study Physical Education but can try out for our Academy Subjects (Baseball, Basketball and Touch Football). Japanese is now also an elective, and whilst Humanities is compulsory, students continue studying specialist areas of History and Geography. Students in Year 9 choose two electives in Year 9 from the Arts and Technology strands.

They also continue with the Duke of Edinburgh scheme, aiming to achieve bronze level by the end of Year 10. A Year 10 camp enables students to complete the adventurous journey component of the program. During Special Programs classes in Yr 9, students work to complete the other aspects of their scheme.

Career Goals begin to be a focus in Year 9 and some work is initiated on the individualised Senior Education Transition Plans (SET Plans) to begin formulating ideas of interests, aptitudes and possible vocational pathways and subject choices.

Subject	Contact Time Per Week	Offered
<b>Core Subjects</b>		
English	6 * 35 MINS	Whole Year
Health and Physical Education <i>or</i> - Baseball Excellence <i>or</i> - Basketball Excellence <i>or</i> - Touch Football Excellence	4 * 35 MINS	Whole Year
Mathematics	6 * 35 MINS	Whole Year
Science	6 * 35 MINS	Whole Year
<b>Elective Subjects</b>		
Design and Technology	6 * 35 MINS	1 Semester
Digital Technologies	6 * 35 MINS	1 Semester
Drama	6 * 35 MINS	1 Semester
Film and Television	6 * 35 MINS	1 Semester
Food Technology	6 * 35 MINS	1 Semester
Geography	6 * 35 MINS	1 Semester
History	6 * 35 MINS	1 Semester
Japanese	6 * 35 MINS	1 Semester
Music	6 * 35 MINS	1 Semester
Visual Arts	6 * 35 MINS	1 Semester

## Baseball Excellence

Subject Code: BBE

Contact Person: Ben Brown – Head of Department – HPE and Sport  
[bbrow131@eq.edu.au](mailto:bbrow131@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Cultural Connections.</b> This unit allows students to explore values and decision making to enhance their personal development. Topics include: <ul style="list-style-type: none"><li>• Equity, Equality and Access</li><li>• Cultural Identity and Sport</li><li>• Stereotypes</li><li>• Gender and Cultural Influences</li></ul>	Physical Performance  Cultural Connections Essay Exam
Term 2	<b>Cyber Wellness.</b> This unit allows students to explore values and decision making to enhance their personal development. Topics include: <ul style="list-style-type: none"><li>• Self, social and online identity</li><li>• Selfie Culture</li><li>• Cyber Safety and wellness strategies</li><li>• Digital Citizenship</li></ul>	Physical Performance  Cyber Safety Assignment
Term 3	<b>Drugs and Alcohol Safety.</b> Students investigate the various issues that affect an adolescent's decision-making. Topics include: <ul style="list-style-type: none"><li>• Types of drugs</li><li>• Legal and illegal drugs</li><li>• Classification and drug laws</li><li>• Effects of drug use</li><li>• Community health support</li></ul>	Physical Performance  Drug & Alcohol Brochure Assignment
Term 4	<b>Sexual Health.</b> Students investigate the various sexual health and development factors that affect an adolescent's decision-making. Topics include: <ul style="list-style-type: none"><li>• Attitudes, values and beliefs</li><li>• Decision making</li><li>• Relationships</li><li>• Sexual health and development</li><li>• Effective communication</li></ul>	Physical Performance  Sexual Health Exam

### Materials Required

- Exercise book – 96 page feint
- Runcorn SHS Hat and Sports Uniform

### Other Considerations

- Baseball Excellence Shirt available for purchase (\$30 Optional)
- Recommended pathway to Physical Education, Sport & Recreation, Senior Baseball Excellence Academy and Certificate III Fitness

## Basketball Excellence

Subject Code: BSE

Contact Person: Ben Brown – Head of Department – HPE and Sport  
[bbrow131@eq.edu.au](mailto:bbrow131@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term 1	Cultural Connections. This unit allows students to explore values and decision making to enhance their personal development. Topics include: <ul style="list-style-type: none"><li>• Equity, Equality and Access</li><li>• Cultural Identity and Sport</li><li>• Stereotypes</li><li>• Gender and Cultural Influences</li></ul>	Physical Performance  Cultural Connections Essay Exam
Term 2	Cyber Wellness. This unit allows students to explore values and decision making to enhance their personal development. Topics include: <ul style="list-style-type: none"><li>• Self, social and online identity</li><li>• Selfie Culture</li><li>• Cyber Safety and wellness strategies</li><li>• Digital Citizenship</li></ul>	Physical Performance  Cyber Safety Assignment
Term 3	Drugs and Alcohol Safety. Students investigate the various issues that affect an adolescent's decision-making. Topics include: <ul style="list-style-type: none"><li>• Types of drugs</li><li>• Legal and illegal drugs</li><li>• Classification and drug laws</li><li>• Effects of drug use</li><li>• Community health support</li></ul>	Physical Performance  Drug & Alcohol Brochure Assignment
Term 4	Sexual Health. Students investigate the various sexual health and development factors that affect an adolescent's decision-making. Topics include: <ul style="list-style-type: none"><li>• Attitudes, values and beliefs</li><li>• Decision making</li><li>• Relationships</li><li>• Sexual health and development</li><li>• Effective communication</li></ul>	Physical Performance  Sexual Health Exam

### Materials Required

- Exercise book – 96 page feint
- Runcorn SHS Hat and Sports Uniform

### Other Considerations

- Basketball Excellence Shirt available for purchase (\$30 Optional)
- Recommended pathway to Physical Education, Sport & Recreation, Senior Basketball Excellence Academy and Certificate III Fitness

# English

Subject Code: ENG

Contact Person: Stacey Warwick – Head of Department English/Languages  
[swarw3@eq.edu.au](mailto:swarw3@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Spec(tacularly) Persuasive</b> Students explore language and structures, enabling them to successfully influence readers	Write a short story (narrative) to entertain readers using the Speculative Fiction genre  Persuade an audience of their peers to their point-of-view
Term 2	<b>A Novel Approach</b> Through the intensive study of a novel, students explore characters – their purpose, relationships and connectivity to the real world – along with themes, symbols, vocabulary and language features.	Undertake a three level reading guide, under exam conditions, to ascertain their deeper understanding of the vocabulary and language features used in the novel
Term 3	Students build on skills of inference and evaluation	Present a persuasive character speech, discussing the importance of a particular character to the novel  Complete an analytical exposition, exploring students' knowledge and understanding of novel elements such as themes, symbols and reader positioning
Term 4	Students will build on their understanding of narrative and character by exploring stories told in contemporary films	Plan and write an imaginative intervention, filling a gap or silence within one of the films studied in class

## Materials Required

- School Diary
- Binder book - A4 128 page feint
- A4 Document Wallet
- Students will have access to novels through the school resource hire

## Other Considerations

- BYODx devices are encouraged.



# Health and Physical Education

Subject Code: HPE

Contact Person: Ben Brown – Head of Department – HPE and Sport  
[bbrow131@eq.edu.au](mailto:bbrow131@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	Cultural Connections. This unit allows students to explore values and decision making to enhance their personal development. Topics include: <ul style="list-style-type: none"><li>• Equity, Equality and Access</li><li>• Cultural Identity and Sport</li><li>• Stereotypes</li><li>• Gender and Cultural Influences</li></ul> Practical Activities - Cultural Games	Physical Performance  Cultural Connections Essay Exam
Term 2	Cyber Wellness. This unit allows students to explore values and decision making to enhance their personal development. Topics include: <ul style="list-style-type: none"><li>• Self, social and online identity</li><li>• Selfie Culture</li><li>• Cyber Safety and wellness strategies</li><li>• Digital Citizenship</li></ul> Practical Activities - Invasion Games	Physical Performance  Cyber Safety Assignment
Term 3	Drugs and Alcohol Safety. Students investigate the various issues that affect an adolescent's decision-making. Topics include: <ul style="list-style-type: none"><li>• Types of drugs</li><li>• Legal and illegal drugs</li><li>• Classification and drug laws</li><li>• Effects of drug use</li><li>• Community health support</li></ul> Practical Activities - Team Challenges	Physical Performance  Drug & Alcohol Brochure Assignment
Term 4	Sexual Health. Students investigate the various sexual health and development factors that affect an adolescent's decision-making. Topics include: <ul style="list-style-type: none"><li>• Attitudes, values and beliefs</li><li>• Decision making</li><li>• Relationships</li><li>• Sexual health and development</li><li>• Effective communication</li></ul> Practical Activities - Net / Wall Games	Physical Performance  Sexual Health Exam

## Materials Required

- Exercise book - 96 page feint
- Runcorn SHS Hat and Sports Uniform

## Other Considerations

- Recommended pathway to Physical Education, Sport & Recreation and Certificate III Fitness

# Mathematics

Subject Code: MAT

Contact Person: Ian Lindsay – Head of Department – Mathematics  
[jlind9@eq.edu.au](mailto:jlind9@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	This term covers topics on numbers, relationships and geometry. <ul style="list-style-type: none"><li>• Direct proportion</li><li>• Index laws and scientific notation</li><li>• Algebra and the distributive law</li><li>• Similarity and scale factors</li></ul>	Assessment Piece 1: Short-answer response questions (i.e. test) related to Real Numbers and Patterns and Algebra.
Term 2	This term covers topics on Pythagoras, trigonometry and measurement. <ul style="list-style-type: none"><li>• Applications of Pythagoras' Theorem</li><li>• Scale diagrams, similarity and trigonometric ratios</li><li>• Surface area and volume</li></ul>	Assessment Piece 2: Investigation into efficient water collection and storage  Assessment Piece 3: Short-answer response questions (i.e. test) related to Geometric Reasoning, Pythagoras & Trigonometry and Using Units of Measurement.
Term 3	This term covers topics on data representation and interpretation and chance. <ul style="list-style-type: none"><li>• Describing, representing and interpreting data – histograms and stem-and-leaf plots</li><li>• Reporting on statistics</li><li>• Tree-diagrams in probability</li></ul>	Assessment Piece 4: The use of data and statistics to write a report that investigates some claim.  Assessment Piece 5: Short-answer response questions (i.e. test) related to Data presentation & interpretation and Chance.
Term 4	This term covers topics on analytical geometry and financial mathematics. <ul style="list-style-type: none"><li>• Linear graphs, <math>y=mx+c</math> and relationship to rates</li><li>• Distances on the Cartesian Plane</li><li>• Non-linear graphs</li><li>• Simple interest</li></ul>	Assessment Piece 6: Short-answer response questions (i.e. test) related to Patterns & Algebra and Linear & Non-linear Relationships.

## Materials Required

- Calculator – Casio fx-82AU plus scientific
- Maths set – Staedtler 10 piece
- Binder book – A4 128 page feint
- Exercise book – 96 page feint

## Other Considerations

- During Term 1 there is a proportion of time spent preparing the students for Year 9 NAPLAN.
- In Year 9 mathematics we seek to highlight simple applications of mathematics in real-world contexts.
- With the assignments in Year 9 we seek to begin the preparation of students in the skills required to produce responses to the Problem Solving and Modelling Tasks (PSMTs) they will encounter in senior mathematics.

## Science

Subject Code: SCI

Contact Person: Merv Swords – Head of Department – Science/Senior Schooling  
[mswor1@eq.edu.au](mailto:mwor1@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Physics: Using Energy – Light, Heat, Sound, Electricity</b> In this unit students examine how energy can be transferred through different mediums using particles (heat and electrical) or as waves (sound and light). Students will investigate the flow of electrical and heat energy and how different mediums affect sound and light transfer. They will explore ways in which humans have used and controlled sound and light energy transfer for practical purposes.	Exam – Short answer
Term 2	<b>Biology: Body coordination and Disease</b> In this unit, students identify human body systems and the ways in which they work together in balance to support life. They outline how the functions of the systems are coordinated to provide the essential requirements for life. Students analyse the body's responses to diseases and the developments in vaccine technology to improve the health of society.	Exam – Short answer  Experimental Investigation - Enzymes
Term 3	<b>Chemistry: Chemical Reactions and Atomic Radiation</b> In this unit students will investigate chemical reactions and the application of these in living and non-living systems. They will understand that chemical change involves the rearranging of atoms to form new substances. Students will also explore the process of radioactive decay.	Exam – Short answer  Experimental Investigation: Neutralisation?
Term 4	<b>Earth Science: Changing Earth – Plate Tectonics</b> In this unit students explore the historical development of the theory of plate tectonics. They model and investigate geological processes involved in Earth movement. Students compare different types of tectonic plate boundaries and the tectonic events that occur at these boundaries. They explore technological developments that have aided scientists in the study of tectonic plate movement and consider how these assist societies living in tectonic-event areas. <b>Biology: Responding to change - Ecosystems</b> In this unit students will explore the concepts of change within an ecosystem. They will understand that all life is connected through ecosystems. They will analyse how biological systems function and maintain balance. They will explore how different ecosystems respond to external changes and examine the impacts on populations, the interrelationships occurring within and the flow of matter and energy through an ecosystem.	Exam – Short answer

### Materials Required

- Exercise book - A4 128 page feint

### Other Considerations

- Course information and extension activities are available on eLearn

# Touch Football Excellence

Subject Code: TFE

Contact Person: Ben Brown – Head of Department – HPE and Sport  
[bbrow131@eq.edu.au](mailto:bbrow131@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	Cultural Connections. This unit allows students to explore values and decision making to enhance their personal development. Topics include: <ul style="list-style-type: none"><li>• Equity, Equality and Access</li><li>• Cultural Identity and Sport</li><li>• Stereotypes</li><li>• Gender and Cultural Influences</li></ul>	Physical Performance  Cultural Connections Essay Exam
Term 2	Cyber Wellness. This unit allows students to explore values and decision making to enhance their personal development. Topics include: <ul style="list-style-type: none"><li>• Self, social and online identity</li><li>• Selfie Culture</li><li>• Cyber Safety and wellness strategies</li><li>• Digital Citizenship</li></ul>	Physical Performance  Cyber Safety Assignment
Term 3	Drugs and Alcohol Safety. Students investigate the various issues that affect an adolescent's decision-making. Topics include: <ul style="list-style-type: none"><li>• Types of drugs</li><li>• Legal and illegal drugs</li><li>• Classification and drug laws</li><li>• Effects of drug use</li><li>• Community health support</li></ul>	Physical Performance  Drug & Alcohol Brochure Assignment
Term 4	Sexual Health. Students investigate the various sexual health and development factors that affect an adolescent's decision-making. Topics include: <ul style="list-style-type: none"><li>• Attitudes, values and beliefs</li><li>• Decision making</li><li>• Relationships</li><li>• Sexual health and development</li><li>• Effective communication</li></ul>	Physical Performance  Sexual Health Exam

## Materials Required

- Exercise book – 96 page feint
- Runcorn SHS Hat and Sports Uniform

## Other Considerations

- Touch Football Excellence Shirt available for purchase (\$30 Optional)
- Recommended pathway to Physical Education, Sport & Recreation, Senior Touch Football Academy and Certificate III Fitness

## Design and Technology

Subject Code: ITD

Contact Person: Candice Weston – Head of Department – Technology  
[cwest164@eq.edu.au](mailto:cwest164@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Term	Topic	Assessment
Term A	<b>Skills project and safety – Camp Stool</b> Students will Individually manufacture a Campstool from specifications: Furnishing industry production processes and product quality including sustainability, the expected quality standards in terms of fit, finish, joints and longevity.	Practical Assessment
Term B	<b>C02 Dragster</b> Students will work in groups to investigate, design, produce and evaluate a C02 dragster within competition guidelines: Furnishing industry production processes and product quality including sustainability, the expected quality standards in terms of fit, finish, joints and longevity.	Practical Assessment

### Materials Required

- Eraser – Large
- Pencil - HB

### Other Considerations

- Opportunity to enter into the C02 Dragster competition
- Practical consent form must be signed to be able to work in the workshop

## Digital Technologies

Subject Code: DIG

Contact Person: Candice Weston – Head of Department – Technology  
[cwest164@eq.edu.au](mailto:cwest164@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Term	Topic	Assessment
Term 1	<b>There is an App for that</b> Students use mark-up language and style sheets to design and create a prototype data-driven web app to solve an identified problem, e.g. an app to locate the best surfing spots in Queensland. Learning opportunities include: <ul style="list-style-type: none"><li>• examining existing apps</li><li>• studying agile software development cycle used in real-world projects</li><li>• exploring and evaluating examples of solutions developed using big data, e.g. meteorology, transportation, government</li></ul>	Project – Design and create an app to educate others about Cyber Safety using Object Oriented Programming (OOP)
Term 3	<b>Digital Innovation</b> Students will use a variety of digital technologies to design and code digital solutions to problems within the context of robotics that respond to the needs of individuals, society, the economy and the environment. <ul style="list-style-type: none"><li>• becoming effective users and critical evaluators of digital systems</li><li>• creating, interpreting and sharing information</li><li>• helping students to be regional and global citizens</li></ul>	Project – Design and create a solution to a given problem by programming a robot to respond to the needs of individuals, society, the economy and the environment using Python and/or Object Oriented Programming (OOP)

### Materials Required

- Exercise Book – 48 page feint
- A4 Display book (20 pkt)

### Other Considerations

- Using the EV3 Robots

## Drama

Subject Code: DRA

Contact Person: Shannon Sowden – Head of Department – The Arts  
[ssowd7@eq.edu.au](mailto:ssowd7@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Term	Topic	Assessment
Term A	Students will further their skill in creative thinking, communication and understanding of the Dramatic Elements through the study of Australian Gothic Theatre. Students will: <ul style="list-style-type: none"><li>• Develop an understanding of the stylistic conventions of Australian Gothic Theatre.</li></ul>	Group performance of a published play text.  Project – character analysis and improvisation.
Term B	<ul style="list-style-type: none"><li>• Participate in a variety of practical workshops to develop performance skills and communicate with confidence.</li><li>• Engage with the process of analysing a text for performance.</li></ul>	

### Materials Required

- Exercise book – 96 page feint

### Other Considerations

- This is a performance subject – all students will be expected to perform for an audience.
- There is a subject levy associated with this subject.

## Film and Television

Subject Code: FTS

Contact Person: Shannon Sowden – Head of Department – The Arts  
[ssowd7@eq.edu.au](mailto:ssowd7@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Term	Topic	Assessment
Term A	Students will further their knowledge of media with a focus on music videos allowing them to successfully design, produce and respond to media products. <ul style="list-style-type: none"><li>• Students will explore the social, ethical and institutional contexts including distribution and purpose.</li></ul>	Responding and making – Music Video project  Responding – music video analysis
Term B	<ul style="list-style-type: none"><li>• Students will participate in practical workshops to experiment with a variety of filming and editing skills to communicate meaning.</li></ul>	

### Materials Required

- Exercise book - 96 page feint
- A4 Display book (20 pkt)
- Pencil – 2B
- 16 GB USB or external hard drive

### Other Considerations

- There is a subject levy associated with this subject.



## Food Technology

Subject Code: FDS

Contact Person: Candice Weston – Head of Department – Technology  
[cwest164@eq.edu.au](mailto:cwest164@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Term	Topic	Assessment
Term A	<b>Food Revolution</b> “A nutritious balanced diet and healthy eating habits are critical in childhood and adolescence in order to support growth and development and to avoid the development of diet-related disease later in life.” (Saxelby:2008.)  Students will be learning about nutrition including the Australian dietary guidelines and Australian guide to healthy eating so they can make informed food choices for better health.	Assessment Task - Design Project
Term B		Assessment Task - Practical Task

### Materials Required

- Exercise book - 48 page feint
- A4 Display Book (20 pkt)

### Other Considerations

- Practical consent form must be signed to be able to work in the kitchen

## Geography

Subject Code: GEG

Contact Person: Annette Kobez – Head of Department – SOSE / Transition  
[akobe1@eq.edu.au](mailto:akobe1@eq.edu.au)

### Topics and Assessment

Geography runs for one Semester (2 terms) and alternates with History.

Term	Topic	Assessment
Term A	Biomes and Food Security examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. <ul style="list-style-type: none"><li>• Distribution and characteristics of biomes</li><li>• Factors affecting food production</li><li>• Challenges to food production</li><li>• Possible solutions</li></ul>	Short Answer Test
Term B	Geographies of interconnections focuses on how people are connected to places throughout the world. <ul style="list-style-type: none"><li>• Transport, information and communication technologies</li><li>• Trade</li><li>• Consumption</li><li>• Travel and recreation</li><li>• Globalisation</li><li>• Positive and negative impacts of Globalisation</li></ul>	Multimodal based on inquiry

### Materials Required

- Binder book – A4 96 page feint
- Coloured pencils
- Plastic sleeves

### Other Considerations

- BYODx devices are encouraged

## History

Subject Code: HIS

Contact Person: Annette Kobez – Head of Department – SOSE / Transition  
[akobe1@eq.edu.au](mailto:akobe1@eq.edu.au)

### Topics and Assessment

History runs for one Semester (2 Terms) and alternates with Geography.

Term	Topic	Assessment
Term A	The Industrial Revolution and The making of a nation - Australia <ul style="list-style-type: none"><li>• Technological innovations</li><li>• Way of life</li><li>• Impacts</li><li>• Early relationships between Europeans and Indigenous in the early colony</li><li>• Experiences of non-Europeans</li><li>• Immigration Restriction Act</li></ul>	Source analysis test  Research booklet
Term B	Australia's involvement in World War 1 – the conflict from a global perspective and the impact on Australia <ul style="list-style-type: none"><li>• Causes of WW1</li><li>• Gallipoli campaign</li><li>• ANZACs legend</li><li>• Western Front</li><li>• Impact in Australia</li></ul>	Source response essay

### Materials Required

- Binder book – A4 96 page feint
- Plastic Sleeves

### Other Considerations

- BYODx devices are encouraged

# Japanese

Subject Code: JAP

Contact Person: Stacey Warwick – Head of Department English/Languages  
[swarw3@eq.edu.au](mailto:swarw3@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Housing and Neighbourhood</b> Students learn and practice words and sentences patterns related to describing houses and neighbourhood. Students will explore different types of adjectives in Japanese and practice joining adjectives in sentences. There will be an opportunity to explore different housing types in Australia and Japan and make a comparison in this unit.	Assessment Task - Listening  Assessment Task - Speaking
Term 2	<b>Holiday – What did you do?</b> Students learn to describe events which have happened in the past, using past tense in relation to holidays. In addition, students will revise different types of adjectives and changing the form of adjectives. Learning Japanese script (hiragana) will be the focus throughout this unit to help students to start recognising hiragana and writing without reference to a hiragana chart.	Assessment Task - Reading  Assessment Task - Writing
Term 3	<b>Fashion and Shopping</b> This unit focuses on exploring shopping in Japan. Students learn how to order things in shops and restaurants by using a proper sentence structure and counter words. In addition, students will learn how to read money in Japanese and learn how to convert to Australian dollars. There will be an opportunity to explore Japanese convenience stores and how they differ to Australian ones. Year 9 students continue to learn and master hiragana throughout this unit and will be introduced to Katakana reading and writing of familiar katakana words (e.g. Australia, Brisbane)	Assessment Task - Listening  Assessment Task - Speaking
Term 4	<b>Birthdays and Celebration</b> This unit focuses on birthday celebration. Students learn how to read dates in Japanese and learn how to write diary entries in Japanese. This unit also introduces the idea of honorific language in Japanese – giving and receiving. Students continue to learn and master Japanese script and start learning and recognising simple kanji characters.	Assessment Task - Reading  Assessment Task - Writing

## Materials Required

- Exercise book - A4 128 page feint
- Exercise book - grid 10mm squares

## Other Considerations

- Students have the opportunity to visit a Japanese Film Festival as well participate in an Obento lunch and visiting study tour student activities at school.
- BYODx devices are encouraged.

## Music

Subject Code:

Contact Person: Shannon Sowden – Head of Department – The Arts  
[ssowd7@eq.edu.au](mailto:ssowd7@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other Arts subjects.

Term	Topic	Assessment
Term 1	Students will build their skill in performance, composition and analysis of music. Students will: <ul style="list-style-type: none"><li>Examine and evaluate music elements from a variety of music genres (hip-hop, rock, contemporary pop etc).</li><li>Interpret, rehearse and perform solo and ensemble repertoire.</li><li>Develop understanding of composition.</li></ul>	Composition portfolio
Term 2		Performance portfolio  Written exam

### Materials Required

- Exercise book - music 96pg (32pg-9stave)
- Pencil – 2B

### Other Considerations

- This is a performance subject – all students will be expected to perform for an audience
- There is a subject levy associated with this subject.

## Visual Arts

Subject Code: ART

Contact Person: Shannon Sowden – Head of Department – The Arts  
[ssowd7@eq.edu.au](mailto:ssowd7@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other Arts subjects.

Term	Topic	Assessment
Term A	Students will explore the Elements of Design using wet and dry 2D media and selected 3D media. Students will: <ul style="list-style-type: none"><li>examine the visual language and conventions used by artists in selected artworks, applying their knowledge of making task techniques and processes to communicate intended and explicit meanings in their artworks.</li><li>respond in writing to selected artworks from different cultures, times and places.</li></ul>	Making folio  Resolved art work with artist statement
Term B		

### Materials Required

- Pencil – 2B
- Pencil – 6B
- Pencil – 8B
- Fine tip black pen
- Eraser – Large
- Visual Art Journal

### Other Considerations

- There is a subject levy associated with this subject.

## Year 10 Subjects

In Year 10 students consolidate their focus on career goals and continue with their individualised Senior Education Transition Plans (SET Plans) as the main focus of Year 10 Special Programs. Parent interviews are conducted in to assist students in making effective subject choices for Years 11 and 12. In this phase 'The Runcorn Way' of establishing a senior pathway becomes critical. Parent Information Evenings are held to pass on information about the Senior Phase of Learning. We encourage all parents to attend these nights.

In Year 10 students choose five electives on a semester basis, one is studied for four periods per week all year and the others are studied a semester at a time for 6 periods per week.

Year 10 students also continue their Duke of Edinburgh Bronze Award program through their Special Programs classes and during the adventurous journey camp. Students who successfully complete the Bronze Award will gain 1 point towards their QCE.

Subject	Contact Time Per Week	Offered
<b>Core Subjects</b>		
English	6 * 35 MINS	Whole Year
Mathematics	6 * 35 MINS	Whole Year
Science	6 * 35 MINS	Whole Year
<b>Elective Subjects</b>		
Ancient History	4 * 35 MINS	Whole Year
Baseball Excellence	4 * 35 MINS	Whole Year
Basketball Excellence	4 * 35 MINS	Whole Year
Civics and Citizenship	6 * 35 MINS	Whole Year
Digital Technologies	6 * 35 MINS	1 Semester
Drama	6 * 35 MINS	1 Semester
Economics and Business	6 * 35 MINS	Whole Year
Film and Television	6 * 35 MINS	1 Semester
Food Technology	4 * 35 MINS	Whole Year
Geography	4 * 35 MINS	Whole Year
Health and Physical Education	4 * 35 MINS	1 Semester
History	4 * 35 MINS	1 Semester
Industrial Technology & Design	6 * 35 MINS	1 Semester
Japanese	4 * 35 MINS	Whole Year
Music	6 * 35 MINS	1 Semester
Touch Football Excellence	4 * 35 MINS	Whole Year
Visual Arts	6 * 35 MINS	1 Semester

# English

Subject Code: ENG

Contact Person: Stacey Warwick – Head of Department English/Languages  
[swarw3@eq.edu.au](mailto:swarw3@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Satire</b> Students read, view and analyse the techniques used in satirical texts. Students present an analytical speech to demonstrate how an issue, event, individual, group or place is satirised in a political cartoon. <b>Poetry</b> Students read a range of poetry which explores social, moral and ethical issues. Students will recognise the different poetic techniques, styles and conventions.	Spoken - Formal lecture analysing a political cartoon with supporting visuals (3-4 mins).  Written - Create an original story based on a gap within a poem studied in class that responds to a relevant social, moral or ethical issue.
Term 2	<b>Novel Study</b> Students read a contemporary novel that explores a social, moral or ethical issue. Students analyse key themes and character relationships by applying reading-comprehension skills to the novel. Student will also revise essay-writing conventions	Written - Analytical exposition on novel (essay) - Exam Conditions
Term 3	<b>Romeo and Juliet</b> Students read and analyse one of Shakespeare's better known tragedies. They will review the blogging genre, and then create a blog post to demonstrate their knowledge and understanding of the language, themes, characters and plot. <b>Gridiron Gang</b> Students watch the movie "Gridiron Gang" and compare themes evident in the movie and the play "Romeo and Juliet". Students will evaluate how language is used in both texts for different purposes.	Written - Blog post examining the relevancy of a 17th century play for a 21st century audience.  Written - Write an analysis of the movie "Gridiron Gang" and the play "Romeo and Juliet" and compare how language is used to explore themes within the texts.
Term 4	<b>Surviving High School</b> Students reflect on their journey through compulsory education in high school, then develop a TED Talk to deliver to a hypothetical year 7 class. Talks must include anecdotes and advice for younger students to help them survive high school.	Spoken - Semi-formal TED Talk delivered to hypothetical year 7 audience, with accompanying PowerPoint visuals and texts.

## Materials Required

- Binder book - A4 128 page feint
- A4 Document Wallet
- Students will have access to novels through the school resource hire

## Other Considerations

- Attainment of a B achievement rating for Yr 10 English is a pre-requisite for many ATAR pathway subjects in Yr 11 and 12.
- Students need to put at least 2-3 hours of work into this subject each week out of school hours to achieve well in this subject.



# Mathematics

Subject Code: MAT

Contact Person: Ian Lindsay – Head of Department – Mathematics  
[ilind9@eq.edu.au](mailto:ilind9@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	This term covers topics on algebra, financial maths and measurement. <ul style="list-style-type: none"><li>• Index laws and algebraic fractions</li><li>• Substitution into formulas</li><li>• Connection between simple and compound interest</li><li>• Calculate volume and surface area of a range of 3D objects</li><li>• Solve equations including involving algebraic fractions</li></ul>	Assessment Piece 1: Short answer response questions (test) related to algebraic techniques, index laws and compound interest.  Assessment Piece 2: What size water tank? – The use of surface area and volume formulae to investigate the statement, “What size water tank?”
Term 2	This term covers topics on linear relationships, geometry and trigonometry. <ul style="list-style-type: none"><li>• Solve simultaneous equations and investigate parallel and perpendicular lines</li><li>• Solving quadratic equations</li><li>• Solve problems related to congruence</li><li>• Solve problems involving angles of depression and elevation</li></ul>	Assessment Piece 3: Short answer response questions (test) related to linear relationships, geometric reasoning and trigonometry.
Term 3	This term covers topics on data and chance. <ul style="list-style-type: none"><li>• Determine quartiles and calculate the IQR – interquartile range</li><li>• Representing data with Box Plots</li><li>• Interpreting scatter plots</li><li>• Interpret and analyse media representations of data</li><li>• Investigate two and three-step chance events</li><li>• Conditional probability</li></ul>	Assessment Piece 4: The use of boxplots, histograms and other statistical representations to investigate the statement, “Are humans proportional?”  Assessment Piece 5: Short answer response questions (test) related to probability and statistics.
Term 4	This term covers topics on patterns and algebra. <ul style="list-style-type: none"><li>• Expanding and factorizing quadratic expressions</li><li>• Solve simple quadratic equations</li><li>• Graphical representations of quadratic functions</li><li>• Explore functions of circles and exponential curves</li></ul>	Assessment Piece 6: Short answer response questions (test) related to expanding binomial expressions and solving quadratic equations.

## Materials Required

- Calculator – Casio fx-82AU plus scientific
- Maths set – Staedtler 10 piece
- Binder book – A4 128 page feint
- Exercise book – 96 page feint

## Other Considerations

- The focus in Year 10 is to prepare students for their likely path into senior mathematics
- In Term 4 student will be explicitly prepared for either Methods, General or Essential Mathematics and subsequently will undertake different learnings. The above is preparation for Methods.

## Science

Subject Code: SCI

Contact Person: Merv Swords – Head of Department – Science/Senior Schooling  
[mswor1@eq.edu.au](mailto:mwor1@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Physics: Laws of Motion + Energy Conservation</b> In this unit students will explore the effect of forces on the motion of objects. They will use Newton's Laws of Motion to predict, describe and explain the consequences of the rapid changes in forces and energy transfers and transformations.	Exam – Short answer  Experiment investigation
Term 2	<b>Space Science + Biology: Astronomy + Global Systems+ Evolution</b> In this unit students will explore how Electro-Magnetic radiation from space is used to provide evidence about the galaxies and consider scientific theories for the origin of the universe. Students will also consider how matter cycles within and between Earth's four spheres, with particular focus on the carbon cycle and its effect on climate change. Students will develop an understanding of how the diversity of life on Earth can be explained by the theory of evolution by natural selection and evaluate the evidence that supports this.	Exam – Short answer  Research task
Term 3	<b>Chemistry: Periodic Table+ Bonding + Reaction Rates</b> In this unit students will identify patterns in atomic structure and properties and how these relate to the organisation of the Periodic Table. They will use their understanding of electron arrangement to explain the products of a chemical reactions from the formation of ionic and covalent bonds. Students will explore the factors that affect reaction rates and examine the development of useful products using chemical reactions.	Exam – Short answer  Experimental Investigation
Term 4	<b>Biology: Genetics</b> In this unit students will explore the relationship between DNA, genes and the physical characteristics of an organism. They will consider how technology and scientific knowledge has affected people's lives through genetic engineering.	Exam – Short answer

### Materials Required

- Exercise book - A4 128 page feint

### Other Considerations

- Attainment of a B achievement rating for Yr 10 Science, English and Mathematics is a pre-requisite for General (ATAR) science subjects in Yr 11 and 12.
- In Term 4 student who have chosen a General (ATAR) science subject will be introduced to the style of assessment tasks that are used in the General sciences.

# Ancient History

Subject Code: HIA

Contact Person: Annette Kobez – Head of Department – SOSE / Transition  
[akobe1@eq.edu.au](mailto:akobe1@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	Investigation into archaeology and ancient civilizations of Britain. Topics include: <ul style="list-style-type: none"><li>• Bog Bodies</li><li>• Lindow Man</li><li>• Celtic Society</li><li>• Boudica</li></ul>	Short response to stimulus
Term 2	Ancient Greece - Topics include: <ul style="list-style-type: none"><li>• Spartan society</li><li>• Athenian society</li><li>• Greek warfare</li><li>• Persian wars</li></ul>	Exam – paragraphs, Investigation
Term 3	Ancient Egypt – New Kingdom Topics include: <ul style="list-style-type: none"><li>• Social structure</li><li>• Pharaohs</li><li>• Religion</li><li>• Funerary practices</li></ul>	Comparative task- Research essay Funerary and Burial practices in the Ancient World
Term 4	Ancient Rome Topics include <ul style="list-style-type: none"><li>• Government</li><li>• Struggle of the orders</li><li>• Punic Wars</li><li>• Breakdown of the republic</li><li>• Rise of Julius Caesar</li><li>• First triumvirate</li><li>• Rule and Assassination of Ceasar</li></ul>	Examination- essay in response to sources

## Materials Required

- Binder book - A4 96 page feint
- Plastic pocket - A4 clear (pkt/10)

## Other Considerations

- This subject is preparation for Year 11 & 12 General subject Ancient History.
- Possible career paths:
  - Journalist
  - Law
  - Diplomat
  - Teacher
  - Playwright
  - Tourism
  - TV producer/researcher

## Baseball Excellence

Subject Code: BBE

Contact Person: Ben Brown – Head of Department – HPE and Sport  
[bbrow131@eq.edu.au](mailto:bbrow131@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Officiating and Scoring.</b> This unit allows students to explore the officiating and scoring procedures for their sport. Topics include: <ul style="list-style-type: none"><li>• General Officiating Principles Course</li><li>• Refereeing Courses</li><li>• Scoring Courses</li></ul>	Physical Performance  Officiating & Scoring Exam
Term 2	<b>Coaching your team.</b> This unit allows students to explore the requirements of being an effective coach for their sport. Topics include: <ul style="list-style-type: none"><li>• General Coaching Principles Course</li><li>• Coaching Course</li><li>• Characteristics of a Good Coach</li><li>• How to design a coaching plan</li></ul>	Physical Performance  Coaching Session Assignment
Term 3	<b>Sport Psychology.</b> This unit allows students to explore psychological concepts to enhance performance in their sport. Topics include: <ul style="list-style-type: none"><li>• Motivation</li><li>• Arousal &amp; Anxiety</li><li>• Stress</li><li>• Energising and Relaxation Techniques</li></ul>	Physical Performance  Sport Psychology Essay
Term 4	<b>Goal Setting.</b> This unit allows students to explore the effect goal setting has on physical and mental performance. Topics include: <ul style="list-style-type: none"><li>• Types of Goals</li><li>• Short and Long Term Goals</li><li>• SMART goals</li><li>• Reflecting on performance</li></ul>	Physical Performance  Goal Setting Exam

### Materials Required

- Exercise book –96 page feint
- Runcorn SHS Hat & Sport Uniform

### Other Considerations

- Baseball Excellence shirt available for purchase (\$30 Optional)
- Pathway to Senior Subjects - Physical Education / Sport and Recreation Studies / Senior Baseball Excellence / Certificate III Fitness
- Possible careers paths:
  - Valuable for Tertiary Study
  - Sporting & Health Industry

# Basketball Excellence

Subject Code: BSE

Contact Person: Ben Brown – Head of Department – HPE and Sport  
[bbrow131@eq.edu.au](mailto:bbrow131@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Officiating and Scoring.</b> This unit allows students to explore the officiating and scoring procedures for their sport. Topics include: <ul style="list-style-type: none"><li>• General Officiating Principles Course</li><li>• Refereeing Courses</li><li>• Scoring Courses</li></ul>	Physical Performance  Officiating & Scoring Exam
Term 2	<b>Coaching your team.</b> This unit allows students to explore the requirements of being an effective coach for their sport. Topics include: <ul style="list-style-type: none"><li>• General Coaching Principles Course</li><li>• Coaching Course</li><li>• Characteristics of a Good Coach</li><li>• How to design a coaching plan</li></ul>	Physical Performance  Coaching Session Assignment
Term 3	<b>Sport Psychology.</b> This unit allows students to explore psychological concepts to enhance performance in their sport. Topics include: <ul style="list-style-type: none"><li>• Motivation</li><li>• Arousal &amp; Anxiety</li><li>• Stress</li><li>• Energising and Relaxation Techniques</li></ul>	Physical Performance  Sport Psychology Essay
Term 4	<b>Goal Setting.</b> This unit allows students to explore the effect goal setting has on physical and mental performance. Topics include: <ul style="list-style-type: none"><li>• Types of Goals</li><li>• Short and Long Term Goals</li><li>• SMART goals</li><li>• Reflecting on performance</li></ul>	Physical Performance  Goal Setting Exam

## Materials Required

- Exercise book –96 page feint
- Runcorn SHS Hat & Sport Uniform

## Other Considerations

- Basketball Excellence shirt available for purchase (\$30 Optional)
- Pathway to Senior Subjects - Physical Education / Sport and Recreation Studies / Senior Basketball Excellence / Certificate III Fitness
- Possible careers paths:
  - Valuable for Tertiary Study
  - Sporting & Health Industry

## Civics and Citizenship

Subject Code: CIV

Contact Person: Annette Kobez – Head of Department – SOSE / Transition  
[akobe1@eq.edu.au](mailto:akobe1@eq.edu.au)

### Topics and Assessment

This is an elective subject that runs over a semester (2 terms).

Term	Topic	Assessment
Term A	Legally it could be you <ul style="list-style-type: none"><li>• Australian Government</li><li>• Criminal and civil courts</li><li>• Policing</li><li>• Case studies</li><li>• Personal rights</li></ul>	Exam
Term B	Money Matters <ul style="list-style-type: none"><li>• Money in, money out</li><li>• Shopping - influences</li><li>• Saving</li><li>• Major purchase</li><li>• Accounts – bank, credit cards, personal finance</li></ul>	Research investigation

### Materials Required

- Binder book – A4 96 page feint
- Plastic pocket A4 clear (pkt/10)

### Other Considerations

- This subject is preparation for Year 11 & 12 General subject Legal Studies and Applied subject Social and Community Studies.
- Possible careers paths:
  - Health Worker
  - Youth Worker
  - Administrative Assistant
  - Retail Buyer
  - Legal Professional
  - journalism

## Digital Technologies

Subject Code: DIG

Contact Person: Candice Weston – Head of Department – Technology  
[cwest164@eq.edu.au](mailto:cwest164@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Term	Topic	Assessment
Term 1	<b>The Morpheus Project Part A (incorporating Coding, 3D Printing and Robotics using Python &amp; OOP)</b> Students will use a variety of digital technologies to design and code digital solutions to problems within the context of robotics that respond to the needs of individuals, society, the economy and the environment. <ul style="list-style-type: none"><li>• becoming effective users and critical evaluators of digital systems</li><li>• creating, interpreting and sharing information</li><li>• helping students to be regional and global citizens</li></ul>	Project – Design and create a solution to a given problem by programming a robot to respond to the needs of individuals, society, the economy and the environment using Python and/or Object Oriented Programming (OOP).
Term 3	<b>The Morpheus Project Part B (incorporating Cyber-Safety and OOP)</b> Students use mark-up language and style sheets to design and create a prototype data-driven web app to solve an identified problem, e.g. an app to locate the best surfing spots in Queensland. Learning opportunities include: <ul style="list-style-type: none"><li>• examining existing apps</li><li>• studying agile software development cycle used in real-world projects</li><li>• exploring and evaluating examples of solutions developed using big data, e.g. meteorology, transportation, government</li></ul>	Project – Design and create an app to educate others about Cyber Safety using Object Oriented Programming (OOP).

### Materials Required

- Display book – A4 (20pkt)
- Exercise book

### Other Considerations

- Use of EV3 robots
- Possible career paths:
  - Website and Game maker

## Drama

Subject Code: DRA

Contact Person: Shannon Sowden – Head of Department – The Arts  
[ssowd7@eq.edu.au](mailto:ssowd7@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Term	Topic	Assessment
Term A	Students will further their understanding of the dramatic languages through the study of non-realistic theatre styles, such as physical theatre. Students will: <ul style="list-style-type: none"><li>• Explore theatre's capacity to act as social comment.</li><li>• Develop directing and creative thinking skills.</li><li>• Work collaboratively to create a performance in a non-realistic style.</li></ul>	Directorial Vision  Performance
Term B		

### Materials Required

- Exercise book - 96 page feint
- A4 Display book (20 pkt)
- Pencil – 2B

### Other Considerations

- This is a performance subject – all students will be expected to perform for an audience
- There is a subject levy associated with this subject
- Transferable skills:
  - communication skills (verbal & written)
  - problem solving
  - creative thinking
  - people management
  - time management
  - public speaking
  - team work
- Possible career paths:
  - Actor,
  - director,
  - stage manager,
  - theatre technician,
  - dramaturg,
  - art centre manager,
  - drama educator,
  - production manager
  - Journalist
  - Lawyer
  - Teacher
  - Marketing
  - Public Relations



## Economics and Business

Subject Code: ECB

Contact Person: Annette Kobez – Head of Department – SOSE / Transition  
[akobe1@eq.edu.au](mailto:akobe1@eq.edu.au)

### Topics and Assessment

This is an elective subject that runs over a semester (2 terms).

Term	Topic	Assessment
Term A	Participants in a changing world Financial risks and rewards <ul style="list-style-type: none"><li>• Australia as a trading nation and its place within the rising economies of Asia and broader global economy</li><li>• Why and how people manage financial risks and rewards in the current Australian and global financial landscape</li><li>• The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market</li></ul>	Research Investigation
Term B	Major consumer and financial decisions <ul style="list-style-type: none"><li>• The changing roles and responsibilities of participants in the Australian or global workplace</li><li>• The ways that governments manage economic performance to improve living standards</li><li>• Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions</li></ul>	Research investigation

### Materials Required

- Exercise book – 48 page feint
- A4 Display book (20 pkt)

### Other Considerations

- This subject is preparation for Year 11 & 12 General subjects Accounting and Business as well as Applied subjects Tourism and Cert Business.
- Possible career paths:
  - Business
  - Banking
  - Accounting
  - Tourism

## Film and Television

Subject Code: FTS

Contact Person: Shannon Sowden – Head of Department – The Arts  
[ssowd7@eq.edu.au](mailto:ssowd7@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term A	Students will build on their knowledge of film making techniques through the exploration of special effects styles and techniques. Students will: <ul style="list-style-type: none"><li>• design, produce and respond to media products.</li><li>• Develop written analysis skills through deconstructing special effects sequences.</li><li>• Experiment with special effects technology, including green screen.</li><li>• Develop the skill of responding to a client brief.</li></ul>	Special effects case study investigation  Title sequence project
Term B		

### Materials Required

- Exercise book - 96 page feint
- A4 Display book (20 pkt)
- Pencil – 2B
- 16GB USB or external Hard Drive

### Other Considerations

- There is a subject levy associated with this subject
- Transferable skills:
  - interpersonal skills
  - communication skills (spoken & written)
  - team work
  - assertiveness
  - time management
  - project management
  - problem solving
  - creative thinking
- Possible career paths:
  - Cinematographer
  - Director
  - Camera Operator
  - Film Maker
  - Casting Director
  - Screenwriter
  - Journalist
  - Marketing
  - Graphic Designer
  - Game Developer
  - IT Technician
  - Teacher

## Food Technology

Subject Code: FDS

Contact Person: Candice Weston – Head of Department – Technology  
[cwest164@eq.edu.au](mailto:cwest164@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Food Safety</b> Students will study the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.	Exam - Short and long response
Term 2		Design Brief, Science experiment & Practical Task
Term 3	<b>Introduction to Event Management and Hospitality</b> The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses.	Design Brief - Practical task (event cookery trials)
Term 4		Practical Task - (event preparation and event)

### Materials Required

- Display book – A4 (20pkt)
- Exercise book - A4 48 page feint

### Other Considerations

- Involved in catering for a school function i.e. Awards Nights
- Possible career paths:
  - Kitchen Hand
  - Cookery

# Geography

Subject Code:

Contact Person: Annette Kobez – Head of Department – SOSE / Transition  
[akobe1@eq.edu.au](mailto:akobe1@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. <ul style="list-style-type: none"><li>• Concepts of wellbeing</li><li>• Global wellbeing case studies</li><li>• Case studies – Asia</li></ul>	Combination exam
Term 2	Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. <ul style="list-style-type: none"><li>• Concepts of wellbeing</li><li>• Wellbeing in Australia</li><li>• Case study – democratic Republic of Congo</li></ul>	Data Report
Term 3	Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. (case study Antarctica). <ul style="list-style-type: none"><li>• Overview</li><li>• Understanding changing environments</li><li>• Analysing changing environments</li><li>• Responding to change</li></ul>	Combination exam
Term 4	Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. (case study Burleigh Beach). <ul style="list-style-type: none"><li>• Overview</li><li>• Understanding changing environments</li><li>• Analysing changing environments</li><li>• Responding to change</li></ul>	Field report

## Materials Required

- Binder book – A4 96 page feint
- Plastic pocket – A4 clear (pkt/10)
- Coloured Pencils

## Other Considerations

- Field work is compulsory – coastal studies
- This subject is preparation for Year 11& 12 general subject Geography and Applied subject Tourism
- Possible career paths:
  - Environment (Scientist, Engineer)
  - Technology
  - Design
  - Tourism
  - Town Planning
  - Architect

# Health and Physical Education

Subject Code: HPE

Contact Person: Ben Brown – Head of Department – HPE and Sport  
[bbrow131@eq.edu.au](mailto:bbrow131@eq.edu.au)

## Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Term	Topic	Assessment
Term 1	<b>Community Health and Fitness.</b> This unit allows students to explore fitness concepts to enhance their personal and community health. Topics include: <ul style="list-style-type: none"><li>• Components of Fitness</li><li>• Training Methods</li><li>• Training Principles</li><li>• Energy Systems</li><li>• Fitness Programming</li></ul> <b>Practical Activities:</b> <ul style="list-style-type: none"><li>• Fitness / Aerobics</li><li>• Track and Field</li></ul>	Physical Performance  Training Program Assignment
Term 2	<b>Anatomy and Physiology.</b> This unit allows students to explore the human body, how it works and strategies to improve physical performance. Topics include: <ul style="list-style-type: none"><li>• Skeletal System</li><li>• Joints of the body</li><li>• Anatomical positions</li><li>• Muscular System</li><li>• Newtons Laws of Motion</li><li>• Levers</li><li>• CPR for Life</li></ul> <b>Practical Activities:</b> <ul style="list-style-type: none"><li>• Lifelong Sporting Endeavours</li><li>• Team Net &amp; Invasion Games</li></ul>	Physical Performance  Anatomy and Physiology Exam

## Materials Required

- Exercise book –96 page feint
- Runcorn SHS Hat & Sport Uniform

## Other Considerations

- Pathway to Senior Subjects - Physical Education / Sport and Recreation Studies / Senior Basketball Excellence / Certificate III Fitness
- Possible careers paths:
  - Valuable for Tertiary Study
  - Sporting & Health Industry

## History

Subject Code: HIS

Contact Person: Annette Kobez – Head of Department – SOSE / Transition  
[akobe1@eq.edu.au](mailto:akobe1@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Term	Topic	Assessment
Term 1	World War II and Rights and Freedoms <ul style="list-style-type: none"><li>• Causes of World War II</li><li>• War in Europe</li><li>• Australians in WWII</li><li>• War in the Pacific</li><li>• Prisoners of War</li><li>• The United Nations</li><li>• Declaration of Human Rights and breaches of it</li></ul>	Short response test to Historical Sources - Independent Source Analysis
Term 2	Popular Culture <ul style="list-style-type: none"><li>• Rise of the Teenager</li><li>• Rock and Roll, Drugs, Free Love</li><li>• Civil Rights and Anti-War Movements</li></ul>	Extended written response to seen and unseen sources

### Materials Required

- Binder book – A4 96 page feint
- Plastic pocket – A4 clear (pkt/10)

### Other Considerations

- This subject is preparation for Year 11 & 12 General subject Modern History.
- Possible career paths:
  - Journalist
  - Law
  - Diplomat
  - Teacher
  - Playwright
  - Tourism
  - TV producer/researcher

## Industrial Technology & Design

Subject Code: ITD

Contact Person: Candice Weston – Head of Department – Technology  
[cwest164@eq.edu.au](mailto:cwest164@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Term	Topic	Assessment
Term A	In this unit students will: <ul style="list-style-type: none"><li>• Understand design process</li><li>• Design a ukulele from the limitations provided</li><li>• Sketch technical drawings</li></ul>	Project – Design and construct the ukulele
Term B	<ul style="list-style-type: none"><li>• Evaluate the final design</li><li>• Produce technical drawings in 2D and 3D</li><li>• Develop production plans</li><li>• Construct the ukulele</li></ul>	

### Materials Required

- Display book – A4 (20pkt)
- Exercise book

### Other Considerations

- Practical consent form must be signed to be able to work in the workshop

# Japanese

Subject Code: JAP

Contact Person: Stacey Warwick – Head of Department English/Languages  
[swarw3@eq.edu.au](mailto:swarw3@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Weather</b> Students explore ways to describe weather in Japanese using appropriate vocabulary and sentence patterns. In addition, students learn to describe their weekend plans and holiday plans according to the weather.	Assessment Task - Listening Assessment Task - Speaking
Term 2	<b>Health and Sickness</b> Students learn words and sentence patterns to describe symptoms and sickness. In addition, students will be able to make suggestions to promote healthy lifestyles using ~てください・~ないでください・~ほうがいいです。Explore Japanese pharmacy – compare and contrast between Australian and Japanese	Assessment Task - Reading Assessment Task - Writing
Term 3	<b>Directions and Locations</b> Students learn how to ask directions and also give directions in Japanese. They will also continue to learn and revise the use of adjectives in Japanese. Students continue to learn and practice script writing (Hiragana, Katakana and Kanji). This unit allows students to explore different sentence patterns to ask directions and to answer. In addition, students understand different あいづち and start using them in speaking.	Assessment Task - Listening Assessment Task - Speaking
Term 4	<b>Holiday in Australia</b> Students explore different tourist attractions in Australia and learn to describe those places. Students will give directions to the place, expectations and rules of those tourist attractions. In addition, students will make suggestions to Japanese visitors and make any necessary recommendation	Assessment Task - Reading Assessment Task - Writing

## Materials Required

- Exercise book - A4 128 page feint
- Exercise book - grid 10mm squares

## Other Considerations

- Pre-requisite to studying senior Japanese and possible exchange or visits to Japanese as a senior student
- Possible career paths:
  - Careers in international companies and federal government organisations, working overseas
  - Work in Japan
  - Work with Japanese tourists and businesses



## Music

Subject Code: MUS

Contact Person: Shannon Sowden – Head of Department – The Arts  
[ssowd7@eq.edu.au](mailto:ssowd7@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Term	Topic	Assessment
Term A	Students will develop their aural and practical musicianship through the study of Media Music. Students will: <ul style="list-style-type: none"><li>Participate in a variety of practical workshops which will develop their skill with performance and composition.</li><li>Develop skill in music analysis, performance and composition.</li></ul>	Integrated Project Composition
Term B		Performing Folio Responding Exam

### Materials Required

- Exercise book - 96 page feint
- A4 Display book (20 pkt)
- Pencil – 2B

### Other Considerations

- This is a performance subject – all students will be expected to perform for an audience
- There is a subject levy associated with this subject
- Transferable skills:
  - Project and time management
  - team work
  - forward planning
  - problem solving
  - understanding patterns
  - memory development
- Possible career paths:
  - Musician
  - Sound Technician
  - Producer
  - Composer
  - Music Therapist
  - Radio DJ
  - Instrumental Music Teacher
  - Teacher
  - Community Arts Worker
  - Event Management

# Touch Football Excellence

Subject Code: TFE

Contact Person: Ben Brown – Head of Department – HPE and Sport  
[bbrow131@eq.edu.au](mailto:bbrow131@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Officiating and Scoring.</b> This unit allows students to explore the officiating and scoring procedures for their sport. Topics include: <ul style="list-style-type: none"><li>• General Officiating Principles Course</li><li>• Refereeing Courses</li><li>• Scoring Courses</li></ul>	Physical Performance  Officiating & Scoring Exam
Term 2	<b>Coaching your team.</b> This unit allows students to explore the requirements of being an effective coach for their sport. Topics include: <ul style="list-style-type: none"><li>• General Coaching Principles Course</li><li>• Coaching Course</li><li>• Characteristics of a Good Coach</li><li>• How to design a coaching plan</li></ul>	Physical Performance  Coaching Session Assignment
Term 3	<b>Sport Psychology.</b> This unit allows students to explore psychological concepts to enhance performance in their sport. Topics include: <ul style="list-style-type: none"><li>• Motivation</li><li>• Arousal &amp; Anxiety</li><li>• Stress</li><li>• Energising and Relaxation Techniques</li></ul>	Physical Performance  Sport Psychology Essay
Term 4	<b>Goal Setting.</b> This unit allows students to explore the effect goal setting has on physical and mental performance. Topics include: <ul style="list-style-type: none"><li>• Types of Goals</li><li>• Short and Long Term Goals</li><li>• SMART goals</li><li>• Reflecting on performance</li></ul>	Physical Performance  Goal Setting Exam

## Materials Required

- Exercise book –96 page feint
- Runcorn SHS Hat & Sport Uniform

## Other Considerations

- Touch Football Excellence shirt available for purchase (\$30 Optional)
- Pathway to Senior Subjects - Physical Education / Sport and Recreation Studies / Senior Touch Football Excellence / Certificate III Fitness
- Possible careers paths:
  - Valuable for Tertiary Study
  - Sporting & Health Industry

## Visual Arts

Subject Code: ART

Contact Person: Shannon Sowden – Head of Department – The Arts  
[ssowd7@eq.edu.au](mailto:ssowd7@eq.edu.au)

### Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Term	Topic	Assessment
Term A	Students will experiment with a variety of 2D and 3D wet and dry media to explore how art can be a catalyst for change. Students will: <ul style="list-style-type: none"><li>Plan and design mixed media art projects.</li><li>Experiment with digital image, print making and painting processes.</li></ul>	Experimental folio  Resolved artwork
Term B		

### Materials Required

- General stationery
- Pencil – 2B
- Pencil – 6B
- Pencil – 8B
- Fine Tip black pen
- Eraser
- Visual Art Journal

### Other Considerations

- There is a subject levy associated with this subject
- Transferable skills:
  - creativity
  - spatial awareness
  - creative problem solving
  - communication
  - observation and research skills
  - time and project management skills
- Possible career paths:
  - Artist
  - Curator
  - Graphic Design
  - Costume Design
  - Makeup Artist
  - Teacher
  - Marketing
  - Journalism
  - Community Arts Worker
  - Art Therapist

## Vocational Education and Training (VET)

In Australia, Vocational education and training (VET) provides pathways for students seeking further education and training, and employment-specific skills.

Organisations that provide VET are known as registered training organisations (RTOs). They include Technical and Further Education (TAFE) institutes, adult and community education providers, community organisations, industry skill centres, commercial and enterprise training providers and colleges, and some universities and schools.

Students can access VET programs through the school if it is an RTO, an external provider who is an RTO, or a school-based apprenticeship or traineeship.

School-based apprenticeships and traineeships allow students to undertake paid work with an employer and train towards completing a recognised qualification under a contract of training while completing senior schooling.

VET qualifications are recognised throughout Australia. The Australian Qualifications Framework (AQF) certify the knowledge and skills that a person has achieved through study, training and work and life experiences at a particular level.

AQF Level	Summary
Level 1 – Certificate I	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.
Level 2 – Certificate II	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.
Level 3 – Certificate III	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.
Level 4 – Certificate IV	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.
Level 5 – Diploma	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.
Level 6 – Advanced Diploma, Associate Degree	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.
Level 7 – Bachelor Degree	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.
Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning.
Level 9 – Masters Degree	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.
Level 10 – Doctoral Degree	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice

As a Registered Training Organisation (RTO), Runcorn State High School is able to deliver a range of VET courses in the following industry sector: Business, Hospitality, Information Technology and Foundation Skills.

All VET programs are competency based assessment that emphasises learning in a work or simulated work environment. Assessment must meet the requirements of the national training or accredited course and be conducted by a qualified assessor from an RTO. RTOs maintain and records competencies achieved by each student.



## ICT10115 – Certificate I in Information, Digital Media and Technology

### Qualification description

This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification.

### Duration and location

This is a one-year course delivered in Year 10 on site at Runcorn State High School.

### Course units

To attain a ICT10115 Certificate I in Information, Digital Media and Technology, 6 units of competency must be achieved:

Unit code	Title
ICTICT101	Operate a personal computer
ICTICT102	Operate word-processing application
ICTICT103	Use, communicate and search securely on the internet
ICTICT104	Use digital devices
ICTICT106	Operate presentation packages
BSBITU212	Create and use spreadsheets

### RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

### Fees

There are no additional costs involved in this course.

### Assessment

Assessment is competency based and completed in a simulated business environment.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

### Work placement

Students are not required to complete workplace for the course however students are required to demonstrate structured workplace learning in a simulated office environment at Runcorn State High School.

### Pathways

This qualification may articulate into ICT20115 Certificate II in Information, Digital Media and Technology or a range of other qualifications.