



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



2022

# **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 Gradual Release of Responsibility model.



The Transition School curriculum aims to build on the solid foundation from Junior School and extend students prior to their entry into Senior School. Subject choices increase as they move through years 9 and 10. They continue with a core of subjects (English, Maths, Science, Humanities) but have more choices in their elective studies.

Students no longer have a 'Key Teacher' as they did in the Junior School but will move around to specialist areas for their subjects. Their Home Class Teacher 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, Technology, Humanities and Languages strands.

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

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
Humanities & Social Sciences (HIS & GEG)	6 * 35 MINS	Whole Year
<b>Elective Subjects</b>		
Digital Technology	6 * 35 MINS	1 Semester
Drama	6 * 35 MINS	1 Semester
Economics and Business	6 * 35 MINS	1 Semester
Film and Television	6 * 35 MINS	1 Semester
Food Specialisations	6 * 35 MINS	1 Semester
Design and Technology	6 * 35 MINS	1 Semester
Japanese	6 * 35 MINS	1 Semester
Materials and Technologies Specialisations	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	<p><b>Cultural Connections:</b> This unit allows students to explore values and decision making to enhance their personal development. Topics include:</p> <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>	<p>Physical Performance</p> <p>Cultural Connections Essay Exam</p>
Term 2	<p><b>Cyber Wellness:</b> This unit allows students to explore values and decision making to enhance their personal development. Topics include:</p> <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>	<p>Physical Performance</p> <p>Cyber Safety Assignment</p>
Term 3	<p><b>Drugs and Alcohol Safety:</b> Students investigate the various issues that affect an adolescent's decision-making. Topics include:</p> <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>	<p>Physical Performance</p> <p>Drug &amp; Alcohol Brochure Assignment</p>
Term 4	<p><b>Sexual Health:</b> Students investigate the various sexual health and development factors that affect an adolescent's decision-making. Topics include:</p> <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>	<p>Physical Performance</p> <p>Sexual Health Exam</p>

### 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	<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

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



## Design and Technology

Subject Code: DAT

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@eq.edu.au)

### Topics and Assessment

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

Term	Topic	Assessment
Term A	Design and Technology focuses on the design process and technical drawing – focusing on Computer Aided Drawing.  In this unit students will:	Project – 3D printing (tinkercad)  Project – Car design (Inventor)
Term B	<ul style="list-style-type: none"><li>• Be introduced/extended in 3D design and printing using Tinkercad.</li><li>• Be introduced to composing 3D drawings with Autodesk Inventor.</li><li>• Be introduced to architectural drawing with Autodesk Revit.</li></ul> Students will learn features of the programs, be guided to make drawings, and design and compose their own drawings. They will make models of their projects using 3D printing or prototyping with other materials.	Project: Shed Design (Revit)

### Materials Required

- Eraser – Large
- Pencil - HB

### Other Considerations

- Nil

## Digital Technology

Subject Code: DIG

Contact Person: Martin Bowness – Head of Department – eLearning  
[mjbow0@eq.edu.au](mailto:mjbow0@eq.edu.au)

### Topics and Assessment

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

Term	Topic	Assessment
Term A	<p><b>There is an App for that</b></p> <p>Students use Javascript coding language and design principles to develop and create a prototype web app to solve an identified problem, e.g. an app to locate the best surfing spots in Queensland.</p> <p>Learning opportunities include:</p> <ul style="list-style-type: none"><li>• examining existing apps</li><li>• studying agile software development cycle used in real-world projects</li></ul>	<p>Project – Design and create an app to educate others within a given context using Object Oriented Programming (OOP).</p>
Term B	<p><b>Digital Innovation</b></p> <p>Students will use a variety of digital technologies to design and code digital solutions to solve problems within the context of robotics that respond to the needs of individuals, society, the economy and the environment.</p> <ul style="list-style-type: none"><li>• becoming effective users and critical evaluators of digital systems</li><li>• design algorithms to solve problems</li><li>• creating, programming, interpreting and sharing information to provide solutions for given scenarios</li></ul>	<p>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 a variety of programming languages.</p>

### Materials Required

- 16GB USB

### Other Considerations

- Using the EV3 Robots

## Drama

Subject Code: DRA

Contact Person: Danielle Larkin – Head of Department – The Arts  
[dlark15@eq.edu.au](mailto:dlark15@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 year 9 Drama students develop their understanding of the Elements of Drama and the Dramatic Languages. Through a variety of practical workshops, students understand and develop skills related to the Actor's craft and how meaning is made through dramatic action. Students analyse and evaluate drama performances for meaning.	Group performance of a published play text.  Project – character analysis and improvisation.
Term B	Through Drama students not only learn the skills for success in the world of the theatre, but the study of Drama also fosters the development of skills in communication, teamwork, self-discipline, creative problem solving, time management and critical thinking.	

### 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.

## Economics & Business Enterprises

Subject Code: ECB

Contact Person: Kate Andrew – Head of Department – HASS  
[kandr49@eq.edu.au](mailto:kandr49@eq.edu.au)

### Topics and Assessment

Year 9 Business Enterprises is an elective subject that runs over one semester (two terms). Topics and skills are developed from the Australian Curriculum.

Year 9 Business Enterprises gives students the opportunity to learn what it takes to create a successful business and how to be the next young entrepreneur! The course will develop understanding of economics and business concepts, by exploring what it means to be a consumer, a worker and a producer in the market. Skills such as interpreting data and information, identifying trends, communicating effectively and problem solving will be enhanced.

Term	Topic	Assessment
Term A	Unit 1: Show me the money!  Students will be introduced to business and economy concepts. They will examine types of income and expense, tax, superannuation and how to manage personal finances.	Multi-modal product
Term B	Unit 2: The global economy  Students will examine basic economics and business concepts by exploring the global market. Students will explore the characteristics of successful businesses, foreign trade markets and how to be competitive in the global market.	Feasibility Report

### Materials Required

- Exercise book - A4 128 page feint
- Pencils – 2B
- Glue stick, ruler, highlighters and coloured pencils
- BYODx devices encouraged

### Other Considerations

- Students will have the opportunity to participate in the Young Entrepreneurs incursions.

# English

Subject Code: ENG

Contact Person: Damien Airey – Head of Department Communications  
[dmair0@eq.edu.au](mailto:dmair0@eq.edu.au)

## Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Speculative Fiction</b> Students study a range of speculative fictions texts to inspire their own writing and develop their understanding of the genre.	Write a short story (narrative) to entertain readers using the Speculative Fiction genre
Term 2	<b>Spectacularly Persuasive</b> Students explore language and structures, enabling them to successfully influence readers	Persuade an audience of their peers to their point-of-view in response to a given prompt.
Term 3	<b>Imaginative Intervention</b> 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
Term 4	<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. Students build on skills of inference and evaluation.	Complete an analytical exposition, exploring students' knowledge and understanding of novel elements such as themes, symbols and reader positioning

## Materials Required

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

## Other Considerations

- BYOx devices are encouraged.

## Film and Television

Subject Code: FTS

Contact Person: Daniele Larkin – Head of Department – The Arts  
[dlark15@eq.edu.au](mailto:dlark15@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 year 9 Film and Television, students further develop their understanding of the key concepts of film through the lens of music videos.  Using our specialist media lab and equipment, students build on their practical skills in media creation to design and produce a music video.	Responding and making – Music Video project  Responding – music video analysis
Term B	Students will participate in practical workshops where they apply their understanding of theoretical concepts.  Not only does the study of Film teach students practical and technical skills in the screen arts, such as operating a camera or film editing, but students also learn a wide range of transferable skills such as team work, communication, time management, creative problem solving and critical thinking.	

### 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 Specialisations

Subject Code: TFD

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@eq.edu.au)

### Topics and Assessment

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

Term	Topic	Assessment
Term A	<p><b>Food Revolution</b></p> <p>“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.) You will be learning about nutrition.</p> <p>The unit will focus on:</p> <ul style="list-style-type: none"><li>• The Australian Dietary Guidelines and Australian Guide to Healthy Eating.</li><li>• The 5 food groups and how the 5 food groups provide different nutrients to the body</li><li>• How different nutrients are needed for different body functions.</li><li>• Make informed food choices for better health.</li></ul>	Assessment Task - Design Project - Research Task
Term B	<p>In this Unit you will design and produce quality food products using a range of food preparation techniques to promote good health.</p> <p>The unit will focus on:</p> <ul style="list-style-type: none"><li>• The importance of food safety when handling food to prevent food borne illness.</li><li>• Using cooking equipment appropriately and safely.</li><li>• Producing healthy food to promote adolescent health needs and increasing cookery skills.</li><li>• The importance of the senses when enjoying food.</li></ul>	Assessment Task - Design Process - 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.

## 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	<p><b>Cultural Connections:</b> This unit allows students to explore values and decision making to enhance their personal development. Topics include:</p> <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> <p>Practical Activities - Cultural Games</p>	<p>Physical Performance</p> <p>Cultural Connections Essay Exam</p>
Term 2	<p><b>Cyber Wellness:</b> This unit allows students to explore values and decision making to enhance their personal development. Topics include:</p> <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> <p>Practical Activities - Invasion Games</p>	<p>Physical Performance</p> <p>Cyber Safety Assignment</p>
Term 3	<p><b>Drugs and Alcohol Safety:</b> Students investigate the various issues that affect an adolescent's decision-making. Topics include:</p> <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> <p>Practical Activities - Team Challenges</p>	<p>Physical Performance</p> <p>Drug &amp; Alcohol Brochure Assignment</p>
Term 4	<p><b>Sexual Health:</b> Students investigate the various sexual health and development factors that affect an adolescent's decision-making. Topics include:</p> <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> <p>Practical Activities - Net / Wall Games</p>	<p>Physical Performance</p> <p>Sexual Health Exam</p>

### 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.



## Humanities & Social Sciences: Geography

Subject Code: HUM

Contact Person: Kate Andrew – Head of Department – HASS

[kandr49@eq.edu.au](mailto:kandr49@eq.edu.au)

### Topics and Assessment

Geography runs for one Semester (2 terms) and alternates with History. Both subjects are developed from the Australian Curriculum.

Term	Topic	Assessment
Term A	<b>Unit 1: Geographies of interconnections</b> An introduction to geography that focuses on how people are connected by places throughout the world and how we can solve the issue of waste.  Topics include: <ul style="list-style-type: none"><li>• Globalisation</li><li>• Positive and negative impacts of Globalisation</li><li>• Trade</li><li>• Consumption</li><li>• The War on Waste</li></ul>	Multimodal based on inquiry
Term B	<b>Unit 2: Biomes and Food Security</b> Examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges on food production in the future.  Topics include: <ul style="list-style-type: none"><li>• Distribution and characteristics of biomes</li><li>• Factors of food production</li><li>• Challenges to food production</li><li>• Possible solutions</li></ul>	Short Response to Stimulus Test

### Materials Required

- Exercise book - A4 128 page feint
- Pencils – 2B
- Glue stick, ruler, highlighters and coloured pencils
- BYOx devices are encouraged

### Other Considerations

- Students will have the opportunity to participate in field work and excursions. This may include a small fee.
- Student will have the opportunity to enter in the Australian Geography Competition.

## Humanities & Social Sciences: History

Subject Code: HUM

Contact Person: Kate Andrew – Head of Department – HASS

[kandr49@eq.edu.au](mailto:kandr49@eq.edu.au)

### Topics and Assessment

History runs for one Semester (2 Terms) and alternates with Geography. Both subjects are developed from the Australian Curriculum.

Term	Topic	Assessment
Term A	<p><b>Unit 1: The Industrial Revolution and the Making of Australia</b> This unit will cover the Industrial Era. From the beginnings of the Industrial Revolution, causing movement of people; to the arrival of Europeans in Australia and the impacts on Indigenous peoples.</p> <p>Topics include:</p> <ul style="list-style-type: none"><li>• Technological innovations and revolution</li><li>• Impacts on daily life</li><li>• European arrival in Australia</li><li>• The Frontier Wars and effect on Indigenous peoples</li></ul>	Short Response to Stimulus Test
Term B	<p><b>Unit 2: Australia's involvement in World War I</b> An inquiry into WWI, key battles, the ANZAC legends and impacts of trench warfare technology.</p> <p>Topics include:</p> <ul style="list-style-type: none"><li>• Causes of WWI</li><li>• The Gallipoli campaign</li><li>• Development of the ANZAC legend</li><li>• Battles of the Western Front and warfare technology</li><li>• Impacts in Australia</li></ul>	Research Essay

### Materials Required

- Exercise book - A4 128 page feint
- Glue stick, highlighters and coloured pencils
- BYODx devices are encouraged

### Other Considerations

- Students will have the opportunity to participate in excursions. This may include a small fee.
- Students will have the opportunity to enter into the QHTA, NHC and Simpson Prize history writing competitions.

## Japanese

Subject Code: JAP

Contact Person: Damien Airey – Head of Department Communications  
[dmair0@eq.edu.au](mailto:dmair0@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.
- BYOx devices are encouraged.

## Materials and Technologies Specialisations (formerly ITD)

Subject Code: TMT

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@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>Carry-all (hand held) – Sheet metal</b> Students will work in groups to investigate, design, produce and evaluate a hand held carry-all: 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

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

## Mathematics

Subject Code: MAT

Contact Person: Rebecca Whitney – Head of Department – Mathematics  
[rwhit65@eq.edu.au](mailto:rwhit65@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: 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 3: The use of data and statistics to write a report that investigates some claim and includes probability
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 4: Short-answer response questions (i.e. test) related to Patterns & Algebra and Linear & Non-linear Relationships.

### Materials Required

- Calculator – Casio fx-82AU plus scientific
- 2 x Exercise book – 128 page feint ruled

### Other Considerations

- 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.

## Music

Subject Code: MUS

Contact Person: Danielle Larkin – Head of Department – The Arts  
[dlark15@eq.edu.au](mailto:dlark15@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	<p>In year 9 Music students develop their understanding of the Elements of Music through the study of contemporary styles of music.</p> <p>Through a range of activities involving music theory and practical workshops, students develop skills in music performance, composition and analysis.</p>	<p>Composition portfolio</p> <p>Performance portfolio</p> <p>Written exam</p>
Term B	<p>Music students work both individually and collaboratively with traditional instrumentation (guitar, keyboard, percussion, etc) and 21st Century music technology (Garage Band, Sibelius, ProTools) to resolve music ideas for specific audiences.</p> <p>The study of music encourages students to develop self-discipline, creative and critical thinking, interpersonal skills and improved confidence.</p>	

### 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.

## Science

Subject Code: SCI

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@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 OneNote.

## 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>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

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



## Visual Arts

Subject Code: ART

Contact Person: Danielle Larkin – Head of Department – The Arts  
[dlark15@eq.edu.au](mailto:dlark15@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	In year 9 Visual Art - <i>Art as Expression</i> - students explore how artists of different cultures, times and places use visual language to communicate meaning.  In a preliminary experimental folio of work students will experiment and manipulate the Elements and Principles of Design in drawing, painting and mixed media activities. This experimental folio of work will culminate in a resolved portrait. All making activities and related written responding tasks will be focused on drawing inspiration from various artists and their artworks.	Making folio  Resolved art work with artist statement
Term B	Not only does the study of Visual Art equip students with the skills to become a better artist, but students also develop skills in visual communication, time management, problem solving, team work and creative and critical thinking.	

### 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 Term 3 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 the English and Mathematics subject that they will study for the whole year. They choose their compulsory Science and Humanities electives that are semester units. This is followed by the selection of another four electives on a semester basis, studied for a semester at a time for 6 periods per week. All Year 10 students will also be enrolled in the Certificate Two in Skills for Work and Vocational Pathways giving them the opportunity to complete a VET level certificate by the end of year 10.

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 – (ENG or ELI or EEI)	6 * 35 MINS	Whole Year
Mathematics – (MIG or MIE or MIM)	6 * 35 MINS	Whole Year
Humanities and Social Sciences – (IMH, ILS, IBA, IAH, IGE or HAP)	6 * 35 MINS	1 Semester
Science – (IBI, ICH, ISP, IPY or IPH)	6 * 35 MINS	1 Semester
<b>Elective Subjects</b>		
Ancient History (Intro to)	6 * 35 MINS	1 Semester
Baseball Excellence	4 * 35 MINS	Whole Year
Basketball Excellence	4 * 35 MINS	Whole Year
Biology (Intro to)	6 * 35 MINS	1 Semester
Business and Accounting (Intro to)	6 * 35 MINS	1 Semester
Chemistry (Intro to)	6 * 35 MINS	1 Semester
Drama	6 * 35 MINS	1 Semester
Engineering Skills (Intro to)	6 * 35 MINS	1 Semester
Essential History (Applied)	6 * 35 MINS	1 Semester
Film and Television	6 * 35 MINS	1 Semester
Furnishing Skills (Intro to)	6 * 35 MINS	1 Semester
Geography (Intro to)	6 * 35 MINS	1 Semester
Graphics Skills (Intro to)	6 * 35 MINS	1 Semester
Health and Physical Education	6 * 35 MINS	1 Semester
Health Studies: (Intro to)	6 * 35 MINS	1 Semester
Hospitality Practices (Intro to)	6 * 35 MINS	1 Semester

<b>Subject</b>	<b>Contact Time Per Week</b>	<b>Offered</b>
Information and Communication Technologies (Intro)	6 * 35 MINS	1 Semester
Japanese	6 * 35 MINS	1 Semester
Legal Studies (Intro to)	6 * 35 MINS	1 Semester
Modern History (Intro to)	6 * 35 MINS	1 Semester
Music	6 * 35 MINS	1 Semester
Physics (Intro to)	6 * 35 MINS	1 Semester
Psychology (Intro to)	6 * 35 MINS	1 Semester
Science in Practice (Intro to)	6 * 35 MINS	1 Semester
Touch Football Excellence	4 * 35 MINS	Whole Year
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>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

# Business and Accounting: Introduction to General Business and Accounting

Subject Code: IBA

Contact Person: Kate Andrew – Head of Department – HASS  
[kandr49@eq.edu.au](mailto:kandr49@eq.edu.au)

## Topics and Assessment

This is an elective subject that runs over a semester (2 terms). It is developed from the Australian Curriculum Economics & Business subject and senior Accounting.

Term	Topic	Assessment
Term A	<p><b>Unit 1: Financial Responsibilities - risks and rewards</b>            An introduction into the concepts of economics and business. This unit will cover finance, business structures, investment risks and how to make money!</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Financial concepts and roles</li> <li>• Investment risks and rewards</li> <li>• Accounting, taxation and business</li> </ul>	Research Investigation
Term B	<p><b>Unit 2: Making major financial decisions</b>            Examine the factors that influence major consumer financial decisions, as well as the short- and long-term consequences. This unit provides important life skills.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Factors impacting finance</li> <li>• How to make financial decisions</li> <li>• Transaction analysis</li> <li>• Business record keeping</li> </ul>	Response to stimulus test

## Materials Required

- Exercise book - A4 96 page feint
- Glue stick and highlighters
- USB and BYODx devices are encouraged

## Other Considerations

- This subject is preparation for Year 11 & 12 General subjects Accounting and Business, Applied subjects Tourism and Social and Community Studies, as well as VET subjects Certificate II & III in Business.
- Possible career paths:
  - Accountant
  - Accounts Clerk/ Bookkeeper
  - Auditor/ Tax Consultant
  - Banking professional
  - Business Services
  - Data analyst/ Economist
  - Entrepreneur
  - Financial Planner/ Advisor/ Analyst
  - Investment Broker
  - Marketing/ Advertising professional

## Drama

Subject Code: DRA

Contact Person: Danielle Larkin – Head of Department – The Arts  
[dlark15@eq.edu.au](mailto:dlark15@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 Year 10 Drama students build on their understanding of the Elements of Drama and the Dramatic Languages through the study of Comedy and how this can be used for social comment in theatre.  Students develop their skills in directing and performing, drawing on the work of theatre artists and historical movements, to inspire and resolve their own creative ideas.	Directorial Vision  Performance  Exam
Term B	Through practical workshops designed to foster the application of theoretical concepts, students learn in an interactive and hands-on environment.  Through Drama students not only learn the skills for success in the world of the theatre, but the study of Drama also fosters the development of skills in communication, teamwork, self-discipline, creative problem solving, time management and critical thinking.	

### Materials Required

- Exercise book - 96 page feint
- 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
- Possible career paths:
  - Actor
  - Director
  - Stage Manager
  - Theatre Technician
  - Dramaturg
  - Art Centre Manager
  - Drama Educator
  - Production Manager
  - Journalist
  - Lawyer
  - Teacher
  - Marketing
  - Public Relations

## Engineering Skills - Introduction (Applied)

Subject Code: IEN

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term A	Engineering Skills provides an introduction to design and engineering – focusing on metalwork. In this unit students will: <ul style="list-style-type: none"><li>• Understand design process</li><li>• Design and make a liquid displacement device</li></ul>	Design Project with folio: liquid displacement device  Skills exercises sheet metal: lidded transportable storage unit
Term B	<ul style="list-style-type: none"><li>• Sketch technical drawings</li><li>• Evaluate the final design</li><li>• Produce technical drawings in 2D</li><li>• Develop production plans</li><li>• Complete skills exercises for sheet metal and steel fabrication</li></ul>	Skills exercises metal fabrication: industry tool

### Materials Required

- Display book – A4 (20pg)
- Exercise book - A4 96 page feint

### Other Considerations

- Engineering Skills in Year 10 provides a strong introduction to Engineering Skills (Applied subject) in Years 11/12.
- Practical consent form must be signed to be able to work in the workshop.



## English

Subject Code: ENG

Contact Person: Damien Airey – Head of Department Communications  
[dmair0@eq.edu.au](mailto:dmair0@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term 1	<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 2	<b>Represent Me!</b> Students explore how Australians are represented through written stories, films, television and other creative mediums. They will review persuasive techniques and deliver a speech persuading their audience about their chosen topic, relating to the representations of Australians.	Spoken Present a persuasive speech (TED-style talk) related to the representations of Australians in creative texts.
Term 3	<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.	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 4	<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.	Spoken - vlog post examining the relevancy of a 17th century play for a 21st century audience.

### 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.

## English: Introduction to English Literature

Subject Code: ELI

Contact Person: Damien Airey – Head of Department Communications  
[dmair0@eq.edu.au](mailto:dmair0@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term 1	<b>Novel Ideas</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 narrative writing conventions	Written Undertake an extended written response exam related the novel studied in class.
Term 2	<b>Global Issues, Dystopian Perspectives</b> Students explore global social issues and the impact these issues have at a local level. They will examine how meaning is communicated in texts and construct responses that shows the development of their own points-of-view about these issues.	Written: Undertake an extended written response exam related to texts and issues discussed in class.
Term 3	<b>Poetic Licence</b> Students read a range of poetry which explores social, moral and ethical issues. Students will recognise the different poetic techniques, styles and conventions.	Written Create an original narrative based on a gap or silence within a poem studied in class.
Term 4	<b>O, How I love Shakespeare!</b> Students read and analyse the work of William Shakespeare, specifically the play <i>Othello</i> . They will review the analytical exposition genre, and undertake an exam to demonstrate their knowledge and understanding of the themes, characters and aesthetic features that gives Shakespeare's works it's relevancy in the 21 <sup>st</sup> century.	Written Undertake an extended written response exam related the play studied in class.

### Materials Required

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

### Other Considerations

- Attainment of a B achievement rating for Yr 10 English or Literature is a pre-requisite for many ATAR pathway subjects in Yr 11 and 12.

## English: Introduction to Essential English (Applied)

Subject Code: EEI

Contact Person: Damien Airey – Head of Department Communications  
[dmair0@eq.edu.au](mailto:dmair0@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term 1	<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 narrative writing conventions.	Written: Plan and write an imaginative intervention, filling a gap or silence within the novel studied in class.
Term 2	<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.
Term 3	<b>Listening to Lyrics</b> Students listen a range of music that expresses the artists emotions and tells a story. Students will recognise the different techniques, styles and conventions.	Written - Create an original story inspired by a song studied in class.
Term 4	<b>Yes, this is Shakespeare!</b> Students read and analyse the work of William Shakespeare, including his use of language, themes and commentary on human nature. They will review the vlogging genre, and create a vlog to demonstrate their knowledge and understanding of the relevancy of studying Shakespeare in the 21 <sup>st</sup> century.	Spoken: Vlog post examining the relevancy of the work of a 17th century playwright for a 21st century audience.

### 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.

## Film and Television

Subject Code: FTS

Contact Person: Danielle Larkin – Head of Department – The Arts  
[dlark15@eq.edu.au](mailto:dlark15@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term A	In year 10 Film and Television students build on their knowledge of film making techniques through the exploration of special effects styles and techniques. Through practical workshops using our specialist media equipment, students work to design, produce and respond to media products as they experiment with special effects technology, including the use of the green screen.	Special effects case study investigation Title sequence project Exam
Term B	Students develop their understanding of the language of film through the analysis and deconstruction of special effects sequences.  Not only does the study of Film teach students practical and technical skills in the screen arts, such as operating a camera or film editing, but students also learn a wide range of transferable skills such as team work, communication, time management, creative problem solving and critical thinking.	

### 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
- Possible career paths:
  - Cinematographer
  - Director
  - Camera Operator
  - Film Maker
  - Casting Director
  - Screenwriter
  - Journalist
  - Marketing
  - Graphic Designer
  - Game Developer
  - IT Technician
  - Teacher

## Furnishing Skills - Introduction (Applied)

Subject Code: IFS

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term A	Furnishing Skills provides an introduction to design and furnishing – focusing on woodwork. 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></ul>	Project – Design and construct a ukulele
Term B	<ul style="list-style-type: none"><li>• Sketch technical drawings</li><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 (20pg)
- Exercise book - A4 96 page feint

### Other Considerations

- Furnishing Skills in Year 10 provides a strong introduction to Furnishing Skills (Applied subject) in Years 11/12.
- Practical consent form must be signed to be able to work in the workshop.

# Geography: Introduction to General Geography

Subject Code: IGE

Contact Person: Kate Andrew – Head of Department – HASS  
[kandr49@eq.edu.au](mailto:kandr49@eq.edu.au)

## Topics and Assessment

This is an elective subject that runs over a semester (2 terms). It is developed from the Australian Curriculum Geography subject and senior Geography.

Term	Topic	Assessment
Term A	<p>Unit 1: Geographies of Human Wellbeing</p> <p>An examination into of human wellbeing on a local and global level, how we are connected and the impacts of modern events such as climate change and COVID-19.</p> <p>Topics include:</p> <ul style="list-style-type: none"><li>• Geographical and analytical skills</li><li>• Concepts of wellbeing</li><li>• Global wellbeing case studies</li></ul>	Response to Stimulus Combination Exam
Term B	<p>Unit 2: Environmental change and management</p> <p>An investigation into environmental geography, the causes of change on our landscapes and how we can manage future consequences.</p> <p>Topics include:</p> <ul style="list-style-type: none"><li>• Understanding changing environments</li><li>• Coastal landscapes- Field Work</li><li>• Responding to change</li></ul>	Field Report

## Materials Required

- Binder book – A4 96 page feint
- Pencils – 2B
- Glue stick, ruler, highlighters and coloured pencils
- BYOx devices are encouraged

## Other Considerations

- Field work excursion is compulsory.
- Student will have the opportunity to enter in the Australian Geography Competition.
- This subject is preparation for Year 11 & 12 General Geography and Applied Tourism subjects.
- Possible career paths:
  - Agricultural scientist
  - Climatologist/ Meteorologist
  - Conservationist/ Natural resource manager
  - Defence/ National security specialist
  - Environmental Scientist/ Manager/ Analyst
  - Geomorphologist/ Hazard & Disaster response officer
  - GIS officer/ Spatial Technician/ Cartographer
  - Surveyor
  - Sustainability/ Climate change officer
  - Tourism Operator
  - Town planner/ Developer

## Graphics Skills Introduction (Applied)

Subject Code: IGS

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term A	Graphics Skills provides an introduction to design and technical drawing – focusing on Computer Aided Drawing.  In this unit students will:	Project – Car design (Inventor)  Project: Shed Design (Revit)
Term B	<ul style="list-style-type: none"><li>• Be introduced to composing 3D drawings with Autodesk Inventor.</li><li>• Be introduced to architectural drawing with Autodesk Revit.</li></ul> Students will learn features of the program, be guided to make drawings, and design and compose their own drawings.	

### Materials Required

- Display book – A4 (20pg)
- Exercise book - A4 96 page feint

### Other Considerations

- Graphics Skills in Year 10 provides a strong introduction to Industrial Graphics Skills (Applied subject) in Years 11/12.

## 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 A	<p><b>Community Health and Fitness:</b> This unit allows students to explore fitness concepts to enhance their personal and community health. Topics include:</p> <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> <p><b>Practical Activities:</b></p> <ul style="list-style-type: none"><li>• Fitness / Aerobics</li><li>• Track and Field</li></ul>	Physical Performance  Training Program Assignment
Term B	<p><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:</p> <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> <p><b>Practical Activities:</b></p> <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



## Health Studies: Introduction to Health Studies

Subject Code: IHE

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 A	<b>Lifestyle Diseases:</b> In this unit, students investigate the causes and preventions of lifestyle diseases. Topics include: <ul style="list-style-type: none"><li>• Lifestyle Diseases</li><li>• Ottawa Charter</li><li>• PERMA</li><li>• Health Theories</li><li>• Survey Data</li></ul>	Action Research report Students investigate the daily habits of their peers and suggest changes to lifestyle to prevent disease
Term B	<b>Peers, Family and resources for healthy living:</b> In this unit, students develop their skills to plan, implement and evaluate an action strategy to advocate, mediate and enable change in relation to alcohol use or body image in a peer and family health context. Topics include: <ul style="list-style-type: none"><li>• Social Cognitive Theory</li><li>• Ottawa Charter</li><li>• Influence of Alcohol</li><li>• Body Image</li></ul>	Short Response Exam

### Materials Required

- Exercise book –96 page feint

### Other Considerations

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

## History: Essential History (Applied)

Subject Code: HAP

Contact Person: Kate Andrew – Head of Department – HASS  
[kandr49@eq.edu.au](mailto:kandr49@eq.edu.au)

### Topics and Assessment

This is an elective subject that runs over a semester (2 terms). It is developed from the compulsory Australian Curriculum History subject and will focus on literacy intervention.

Term	Topic	Assessment
Term A	<b>Unit 1: World War II</b> The causes, course and consequences of WWII.  Topics include: <ul style="list-style-type: none"><li>• Causes of WWII</li><li>• War in Europe &amp; Pacific</li><li>• End of WWII</li></ul>	Short response to Stimulus Test
Term B	<b>Unit 2: Rights and Freedoms</b> Protest movements including Indigenous and Civil rights.  Topics include: <ul style="list-style-type: none"><li>• Human Rights</li><li>• Famous protest movements</li><li>• Types of protests</li><li>• How to conduct research</li></ul>	Multi-Modal presentation

### Materials Required

- Exercise book - A4 96 page feint
- Glue stick and highlighters

### Other Considerations

- This subject is only for students who have achieved an 'E' or 'N' on their report cards for Humanities.  
This will be a supported class, with a focus on improving literacy skills.
- Students will have the opportunity to participate in excursions. This may include a small fee.
- Possible career paths:
  - Advertising
  - Archivist
  - Early childhood
  - Human resources
  - Librarian
  - Museum assistant
  - Social Worker
  - Tourism operator
  - Welfare/ Community support worker

## History: Introduction to General Ancient History

Subject Code: IAH

Contact Person: Kate Andrew – Head of Department – HASS  
[kandr49@eq.edu.au](mailto:kandr49@eq.edu.au)

### Topics and Assessment

This is an elective subject that runs over a semester (2 terms). It is developed from the Australian Curriculum History subject and senior Ancient History.

Term	Topic	Assessment
Term A	<b>Unit 1: Archaeology and Technology</b> This unit will provide an introduction to the evidence and methods archaeologists use to find the truth behind civilisations and famous people.  Topics include: <ul style="list-style-type: none"><li>• Timelines and the beginning of Ancient History</li><li>• Types of evidence and modern technology use</li><li>• Bog Bodies and Lindow Man</li><li>• The Mysteries of Ancient Egypt</li></ul>	Short response to Stimulus Exam
Term B	<b>Unit 2: Introduction to Ancient Greece</b> An engaging look at the contributions of the Ancient Greeks and the difference between the city-states.  Topics include: <ul style="list-style-type: none"><li>• Geography and Ancient Greek civilisation</li><li>• Social structure and contributions</li><li>• Athens vs Sparta</li></ul>	Research Essay

### Materials Required

- Exercise book - A4 96 page feint
- Glue stick and highlighters
- BYODx devices are encouraged

### Other Considerations

- Students will have the opportunity to participate in excursions. This may include a small fee.
- Students will have the opportunity to enter into the QHTA and Australian history competitions.
- This subject is preparation for Year 11 & 12 General subject Ancient History.
- Possible career paths:
  - Anthropologist/ Archaeologist
  - Conservationist/ Museum Technician
  - Defence Force/ National security specialist
  - Genealogist
  - Human resources/ Communications manager
  - Journalist
  - Playwright/ TV producer/researcher
  - Politician/ Diplomat/ Political analyst
  - Teacher/ Professor
  - Tourism operator

## History: Introduction to General Modern History

Subject Code: IMH

Contact Person: Kate Andrew – Head of Department – HASS  
[kandr49@eq.edu.au](mailto:kandr49@eq.edu.au)

### Topics and Assessment

This is an elective subject that runs over a semester (2 terms). It is developed from the Australian Curriculum History subject and senior Modern History.

Term	Topic	Assessment
Term A	<b>Unit 1: World War II &amp; the 'Battle for Australia'</b> An engaging look at the rise of Nazism, Hitler, the course of WWII and Australia's battle for security.  Topics include: <ul style="list-style-type: none"><li>• Hitler, the NAZI party &amp; causes of WWII</li><li>• War in Europe &amp; Pacific</li><li>• The 'Battle for Australia'</li><li>• End of WWII and Declaration of Human Rights</li></ul>	Short response to Stimulus Exam
Term B	<b>Unit 2: Rights and Freedom in USA &amp; Australia</b> A highly relevant unit, providing background context to the recent Black Lives Matter movement, Indigenous rights and famous leaders of protest.  Topics include: <ul style="list-style-type: none"><li>• Human Rights vs Civil Rights</li><li>• Popular culture and the rise of protest movements</li><li>• The Civil Rights Movement in USA &amp; Australia</li><li>• Connections to recent modern BLM protests</li></ul>	Research Essay

### Materials Required

- Exercise book - A4 96 page feint
- Glue stick and highlighters
- BYOx devices are encouraged

### Other Considerations

- Students will have the opportunity to participate in excursions. This may include a small fee.
- Students will have the opportunity to enter into the QHTA and Australian history competitions.
- This subject is preparation for Year 11 & 12 General subject Modern History.
- Possible career paths:
  - Archivist/ Researcher/ Librarian
  - Defence Force/ National security specialist
  - Heritage manager/ conservation officer
  - Human resources/ Communications/ Information officer
  - Journalist
  - Marketing/Advertising executive
  - Museum/gallery curator
  - Playwright/ TV producer/researcher
  - Politician/ International Diplomat/ Political analyst
  - Teacher/ Professor
  - Tourism operator

## Hospitality Practices - Introduction (Applied)

Subject Code: IHP

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term A	<p>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.</p> <p>The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Hospitality enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options.</p> <p>You will learn cookery skills to prepare appropriate dishes and beverages to serve in events.</p>	Practical Task - (event preparation and event)
Term B	<p>This term you will be learning to work as a hospitality Industry employee. Your class will plan, produce and serve an appropriate food and beverage menu to your customers. The class will serve food produced to customers in a special event.</p>	Design Brief - Practical task (event cookery trials)

### Materials Required

- Display book – A4 (20pg)
- Exercise book - A4 48 page feint
- Service attire- long black pants and a white business shirt
- Container for carrying practical cookery (2-4 Litre sized container that has a sealable lid)

### Other Considerations

- Food Technology in Year 10 provides a strong introduction to Cert II Hospitality in Years 11/12.
- Practical consent form must be signed to be able to work in the kitchen.
- Students will be involved in catering for a school function e.g. Awards Nights.

# Information and Communication Technologies – Introduction (Applied)

Subject Code: IIT

Contact Person: Martin Bowness – Head of Department – eLearning  
[mjbow0@eq.edu.au](mailto:mjbow0@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>Python programming:</b> Students will use a variety of digital technologies to design and code digital solutions to problems within the context of programming and 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>• design algorithms to solve problems</li><li>• creating, programming, interpreting and sharing information to provide solutions for given scenarios</li></ul>	Project – Design and create a solution to a given problem by developing a digital portfolio of evidence using the programming language Python.
Term B	<b>Digital image manipulation:</b> Students will use a variety of design skills and marketing principles to create a package solution for a commercial enterprise. <ul style="list-style-type: none"><li>• comparing and contrasting existing commercial marketing materials</li><li>• select and apply suitable graphic design skills for image manipulation using a variety of software packages</li><li>• analyse and evaluate the suitability of the product for the desired audience</li></ul>	Project – creating multimedia solutions for commercial advertising with various contexts using graphical design skills and image manipulation.

## Materials Required

- 16GB USB

## Other Considerations

- Digital design subject, use of computers.
- This subject is preparation for Year 11 & 12 Applied Information & Communication Technology (ICT)
- Possible career paths:
  - Programming/Application Development
  - Digital design – advertising, media, fashion
  - Web Design
  - Data Analytics
  - Software Engineering

## Japanese

Subject Code: JAP

Contact Person: Damien Airey – Head of Department Communications  
[dmair0@eq.edu.au](mailto:dmair0@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

## Legal Studies: Introduction to General Legal Studies

Subject Code: ILS

Contact Person: Kate Andrew – Head of Department – HASS  
[kandr49@eq.edu.au](mailto:kandr49@eq.edu.au)

### Topics and Assessment

This is an elective subject that runs over a semester (2 terms). It is developed from the Australian Curriculum Civics and Citizenship subject and senior Legal Studies.

Term	Topic	Assessment
Term A	<b>Unit 1: Law and Citizenship</b> An introduction to the Australian legal system, different courts and rights of citizens. Find out what your rights are.  Topics include: <ul style="list-style-type: none"><li>• Introduction to rules and law</li><li>• The Australian government and legal system</li><li>• Criminal and civil courts</li><li>• Personal rights</li></ul>	Response to Stimulus Exam
Term B	<b>Unit 2: The Law and Famous Crimes</b> From police powers to the role of the detective; examine the police investigation process, punishments and famous criminal trials.  Topics include: <ul style="list-style-type: none"><li>• The balance of civil rights and police powers</li><li>• Sentencing and punishments</li><li>• Famous crimes and trials</li></ul>	Multi-modal investigation

### Materials Required

- Exercise book - A4 96 page feint
- Glue stick and highlighters
- BYODx devices are encouraged

### Other Considerations

- Students will have the opportunity to participate in excursions. This may include a small fee.
- This subject is preparation for Year 11 & 12 General subject Legal Studies and the Applied subject Social and Community Studies.
- Possible careers paths:
  - Administration
  - Arbitrator/ Mediator
  - Criminologist
  - Health/ Youth/ Social Worker
  - Human resources officer
  - Journalism
  - Law Enforcement/ Detective/ Police Officer
  - Lawyer/ Barrister/ Solicitor
  - Legal Professional
  - Politician/ Diplomat/ Political analyst



## Mathematics: Introduction to Essential Maths

Subject Code: MIE

Contact Person: Rebecca Whitney – Head of Department – Mathematics  
[rwhit65@eq.edu.au](mailto:rwhit65@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term 1	This term covers topics on Index laws, financial maths and interest. <ul style="list-style-type: none"><li>• Index laws</li><li>• Connection between simple and compound interest</li><li>• Financial maths</li><li>• Money, mark ups discounts GST</li></ul>	Assessment 1 Short answer response questions (test) related to Index laws, simple and compound interest and financial maths
Term 2	This term covers topics on Measurement Calculate volume and surface area of a range of 3D objects. <ul style="list-style-type: none"><li>• Scale, rates and ratio</li></ul>	Assessment 2 PSMT investigation into measurement. Rain water tank.
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></ul>	Assessment 3 PSMT Investigation. The use of boxplots, histograms and other statistical representations to investigate the statement, “Are humans proportional?”
Term 4	This term covers topics on patterns and linear graphs and probability. <ul style="list-style-type: none"><li>• Graphical representations</li><li>• Investigate two and three-step chance event</li></ul>	Assessment 4 Short answer response questions (test) related to graphs and probability

### Materials Required

- Calculator – Casio fx-82AU plus scientific
- 2 x Exercise book A4 – 128 page feint

### Other Considerations

- The focus in Year 10 is to prepare students for their likely path into senior mathematics.

## Mathematics: Introduction General Maths

Subject Code: MIG

Contact Person: Rebecca Whitney – Head of Department – Mathematics  
[rwhit65@eq.edu](mailto:rwhit65@eq.edu)

### Topics and Assessment

Term	Topic	Assessment
Term 1	This term covers topics on simple algebra, financial maths and measurement. <ul style="list-style-type: none"><li>• Index laws and simple algebra</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></ul>	Assessment 1 Short answer response questions (test) related to algebraic techniques, index laws, finance maths, simple and compound interest and measurement.
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 equations</li><li>• Solve problems related to congruence</li><li>• Solve problems involving angles of depression and elevation</li></ul>	Assessment 2 PSMT investigation into measurement. Rain water tank.
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 3 PSMT Investigation. The use of boxplots, histograms and other statistical representations to investigate the statement, “Are humans proportional?”
Term 4	This term covers topics on patterns and algebra. <ul style="list-style-type: none"><li>• Expanding and factorizing binomial expressions</li><li>• Solve linear equations</li><li>• Graphical representations of linear functions</li></ul>	Assessment 4 Short answer response questions (test) related to graphs and probability

### Materials Required

- Calculator – Casio fx-82AU plus scientific
- 2 x Exercise book A4 – 128 page feint

### Other Considerations

- The focus in Year 10 is to prepare students for their likely path into senior mathematics.

## Mathematics: Introduction Math Methods

Subject Code: MIM

Contact Person: Rebecca Whitney – Head of Department – Mathematics  
[rwhit65@eq.edu](mailto:rwhit65@eq.edu)

### Topics and Assessment

Term	Topic	Assessment
Term 1	<p>This term covers topics on algebra, financial maths and measurement.</p> <ul style="list-style-type: none"><li>• Index laws and logs and algebraic fractions</li><li>• Connection between simple and compound interest</li><li>• Calculate volume and surface area of a range of 3D objects</li><li>• Proof angles and chord properties</li><li>• Solve equations including involving algebraic fractions</li><li>• Rational and irrational numbers</li><li>• Surds, polynomials</li></ul>	<p>Assessment 1</p> <p>Short answer response questions (test) related to algebraic techniques, index laws and compound interest.</p>
Term 2	<p>This term covers topics on linear relationships, geometry and trigonometry.</p> <ul style="list-style-type: none"><li>• Solve simultaneous equations and investigate parallel and perpendicular lines</li><li>• Solve problems related to congruence</li><li>• Solve problems involving angles of depression and elevation</li><li>• Sketch parabolas, exponential and circle transformations</li><li>• Unit circle and solve trigonometric equations</li></ul>	<p>Assessment 2</p> <p>Short answer response questions (test) related to linear relationships, geometric reasoning and trigonometry.</p>
Term 3	<p>This term covers topics on data and chance.</p> <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>• Calculate standard deviation</li><li>• Investigate two and three-step chance events</li><li>• Conditional probability</li></ul>	<p>Assessment 3</p> <p>The use of boxplots, histograms and other statistical representations to investigate the statement, “Are humans proportional?” and probability.</p>
Term 4	<p>This term covers topics on patterns and algebra.</p> <ul style="list-style-type: none"><li>• Expanding and factorizing quadratic expressions and monic and non-monic quadratic equations</li><li>• Solve simple quadratic exponential equations</li><li>• Graphical representations of quadratic functions</li><li>• Explore functions of circles and exponential curves</li></ul>	<p>Assessment 4</p> <p>Short answer response questions (test) related to quadratic expressions and exponential functions.</p>

### Materials Required

- Calculator – Casio fx-82AU plus scientific
- 2 x Exercise book A4 – 128 page feint

### Other Considerations

- The focus in Year 10 is to prepare students for their likely path into senior mathematics.

## Music

Subject Code: MUS

Contact Person: Danielle Larkin – Head of Department – The Arts  
[dlark15@eq.edu.au](mailto:dlark15@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 year 10 music students build on their understanding of the Elements of Music through the study of media music.  Both individually and collaboratively, students explore music created for advertisements, movies, games and television and use this understanding to create and resolve their own music ideas.	Integrated Project Composition  Performing Folio  Responding Exam
Term B	The study of music encourages students to develop self-discipline, creative and critical thinking, interpersonal skills and improved confidence.	

### 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
- Possible career paths:
  - Musician
  - Sound Technician
  - Producer
  - Composer
  - Music Therapist
  - Radio DJ
  - Instrumental Music Teacher
  - Teacher
  - Community Arts Worker
  - Event Management

## Psychology: Introduction to General Psychology

Subject Code: IPY

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term A	In this unit students will explore a range of areas of psychological study. Students begin by investigating why Psychology is considered a Science and develop key foundation skills of psychological research.	Student Experiment
Term B	Students then explore the human brain, adolescent brains, forensic psychology and sports psychology, amongst other topics.	Semester Exam

### Materials Required

- Exercise book - A4 128 page feint

### Other Considerations

- Students will not be guaranteed entry into Year 11/12 Psychology unless they have studied and been successful in Year 10 Introduction to Psychology.

## Science: Introduction to General Chemistry

Subject Code: ICH

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term A	In this unit students will gain a knowledge of atomic structure, organisation of the Periodic Table, electron configuration, naming and writing formula for ionic and covalent compounds, write and balance chemical equations, mole concept and basic stoichiometry.	Research Investigation
Term B	Students will then investigate factors that affect rate of reaction and make modification to an experiment in preparation for their student experiment report.	Semester Exam

### Materials Required

- Exercise book - A4 128 page feint
- Calculator

### Other Considerations

- Students will not be guaranteed entry into Year 11/12 Chemistry unless they have studied and been successful in Year 10 Introduction to Chemistry.

## Science: Introduction to General Biology

Subject Code: IBI

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term A	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.	Research Investigation  Semester Exam
Term B	They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution.  Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.	

### Materials Required

- Exercise book - A4 128 page feint
- Calculator

### Other Considerations

- Students will not be guaranteed entry into Year 11/12 Biology unless they have studied and been successful in Year 10 Introduction to Biology.

## Science: Physics (Introduction to General Physics)

Subject Code: IPH

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term A	In this unit students will explore the effect of forces on the motion of objects.	Research Investigation
Term B	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.  Further extensions in motion and forces will be explored with centripetal motion and gravity.	Semester Exam

### Materials Required

- Exercise book - A4 128 page feint
- Calculator

### Other Considerations

- Students will not be guaranteed entry into Year 11/12 Physics unless they have studied and been successful in Year 10 Introduction to Physics.



## Science: Science in Practice

Subject Code: ISP

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology  
[egarn5@eq.edu.au](mailto:egarn5@eq.edu.au)

### Topics and Assessment

Term	Topic	Assessment
Term A	<b>Disasters</b> This focuses on a number of disasters that could occur affecting our local area. These include; Cyclones, Tsunamis, Floods, Fire, Climate Change and Pandemics. The focus is on the science involved which would include; how the disaster forms, methods of detection/monitoring, methods of containment/prevention/minimising as well as the effects it could have on the local area.	Scientific Investigation
Term B	<b>Science Fiction</b> In this unit students will be considering the search for life in space and investigating the issues associated with humans colonising another planet or celestial body. Students will need to look at the requirements for life to exist and where these conditions are likely to be found. They will need to be familiar with the technology presently used in the search for life in the recent missions.	Collection of Work (Scientific report, test, presentation)

### Materials Required

- Exercise book - A4 128 page feint

### Other Considerations

- Science in Practice in year 10 provides a pathway and introduction to Year 11/12 Science in Practice (Applied Subject), however is not compulsory in order to choose the subject in Senior.

## Touch Football Excellence

Subject Code: TFE

Contact Person: Ben Brown – Head of Department – HPE and Sport  
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### 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: Danielle Larkin – Head of Department – The Arts  
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### Topics and Assessment

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

Term	Topic	Assessment
Term A	In year 10 Art students build on their understanding of the Elements and Principles of Design and how artists use visual language to communicate ideas.  Through the conceptual framework of Art as Protest, students explore how visual artists use art as a catalyst for change. Students research and examine historical and contemporary artists, using their findings to inspire and realise their own artistic works. Individually and collaboratively students experiment with digital and traditional art mediums as a means to communicate ideas to specific audiences.	Experimental folio  Resolved artwork  Exam
Term B	Not only does the study of Visual Art equip students with the skills to become a better artist, but students also develop skills in visual communication, time management, problem solving, team work and creative and critical thinking.	

### 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
- Possible career paths:
  - Artist
  - Curator
  - Graphic Design
  - Costume Design
  - Makeup Artist
  - Teacher
  - Marketing
  - Journalism
  - Community Arts Worker
  - Art Therapist