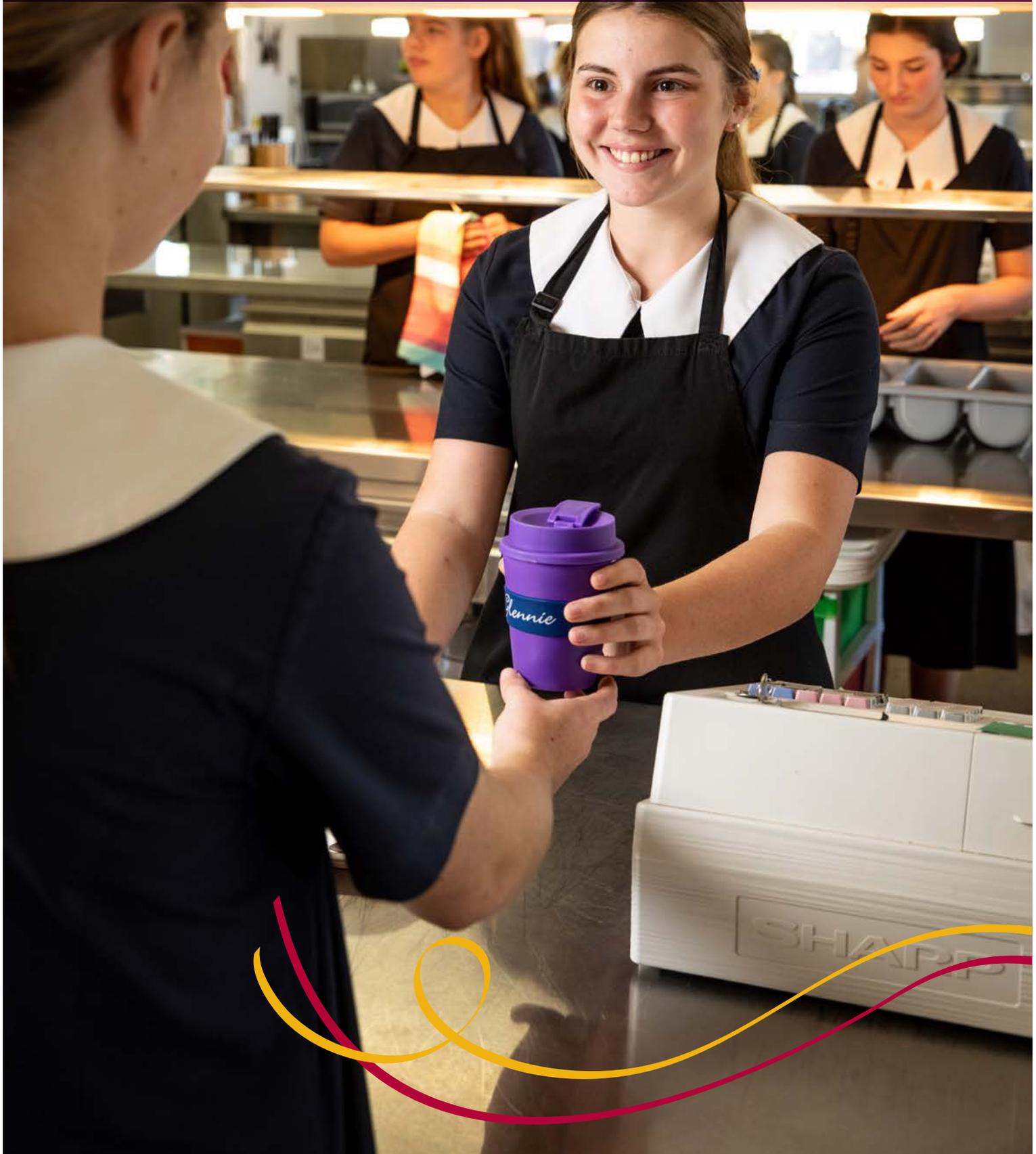




2021 Year 10 Curriculum Guide

All She Can Be®



Introduction

At The Glennie School, we believe that a Year 10 program should have both breadth and depth – it should provide students with a strong foundation and preparation for the new Queensland Certificate of Education (QCE), as well as provide breadth, challenge and pathways for students across the range of core and elective ‘taster’ subjects on offer. In Year 10 students should be focusing on particular areas of interest and giving some thought as to how these interests align with QCE subjects and academic pathways.

Year 10 is also characterised by connections with the community, both locally and globally. There are a wide variety of exciting co-curricular and community service activities on offer which, combined with our strong academic program, aim to assist students to develop into capable and confident young women of strength and integrity – optimistic, self-aware and adaptable, with a strong sense of compassion and social justice.

We look forward to working with you to ensure your daughter's Year 10 pathway leads to personal success.

Tonia Gloudemans

Deputy Principal - Head of Curriculum



Curriculum Overview

The Year 10 program provides students with core units of work in the disciplines of English, Mathematics, Science, Modern History and Health and Physical Education. These courses all follow the requirements of the P-10 Australian Curriculum. In the core subjects, students will experience the same curriculum language they will encounter in the Queensland Certificate of Education (QCE), and thus they are well prepared to meet the requirements of all subjects at this level. Assessment items are given the same names wherever appropriate, and they are assessed, wherever possible, using the same criteria as those which apply in Years 11 and 12. Students will also complete compulsory courses in Religious Education and Study Skills.

During Year 10, students will have the opportunity to undertake up to six single-term ‘taster’ electives. These elective units will allow students to experience the breadth of the senior curriculum in order to make well-informed choices when selecting subjects for Years 11 and 12 in Term 3 of 2021. Except for Languages subjects, these electives are not prerequisite courses for QCE study. Each elective will have one assessment item, modelled on the task types from the Senior Syllabuses.

Wherever possible in Year 10, all elective subjects are referred to by the same names as those which apply to the Years 11 and 12 Queensland Curriculum and Assessment Authority (QCAA) General and Applied courses, and to vocational education courses.

QCE subjects all have a strong focus on the skills of independent learning and inquiry. As such, all subjects in Year 10 – core and elective – will focus on students developing these skills during the year.

In the QCE, all Years 11 and 12 courses consist of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Curriculum Structure

Core Subjects

All students will study five core and three compulsory subjects:

Core:

- English
- Health and Physical Education
- Mathematical Methods or General Mathematics
- Modern History
- Science

Compulsory:

- Personal Development
- Religious Education
- Study Skills

Elective Subjects

Students will study six elective units. Each elective is a term-based course, except QCE Unit 2 options and Languages subjects (French, Year 11 French, Japanese and Language Skills), which are studied over two and three terms respectively.

One-Term Electives:

- Accounting
- Agricultural Science
- Ancient History
- Dance
- Design
- Digital Solutions
- Drama
- Economics
- Fashion
- Geography
- Hospitality
- Legal Studies
- Music
- Psychology
- Visual Art

Two-Term Electives

- Determined in Term 4 2020

Note:

Each Two-Term Elective will run as a combined Years 10 and 11 class, subject to student numbers and whether the subject runs in Year 11 in 2021.

Three-Term Electives

- French
- French Units 1 and 2 (Year 11 French)
- Japanese
- Language Skills

Note:

To study a Languages subject students must have studied these subjects in Years 7 to 9.

QCE in Year 10

All Year 10 students will complete English Unit 1 in Terms 2 and 3 as part of the QCE program at Glennie, with the option for some students to study an additional QCE Unit 1 and/or 2 subject as an elective.

Eligibility for an additional QCE Unit 1 and/or 2 study:

- Evidence of sound organisational skills and a strong work/study ethic
- Demonstrated evidence of necessary academic skills, understandings and capabilities
- Strong Year 9 results with achievements of A/A+ across the majority of subjects.

A student's Year 9 Semester 1 report will be a key document in assisting with the decision-making process. The Semester 2 report will also be considered to support decisions previously made. The Deputy Principal - Head of Curriculum will oversee acceptance of enrolment in QCE subjects at Year 10.

Queensland Certificate of Education

Preparation for the Queensland Certificate of Education (QCE) commences in Year 10 when students are registered with the Queensland Curriculum and Assessment Authority (QCAA). During the year, students are helped to complete a Senior Education and Training (SET) Plan which will help them to design a course of study for Years 11 and 12 which will help them meet their career goals.

The QCE recognises a broad range of learning options, most of which are completed during Years 11 and 12 at Glennie. The QCAA may recognise some achievements from Year 10. Girls are provided with advice and guidance on the kinds of programs which may be counted towards the QCE.

Unit Structure for the Years 10 – 12 QCE Program

	Term 1	Term 2	Term 3	Term 4
Year 12	Unit 3	Unit 4		External Exams
Year 11	Unit 1	Unit 2		Unit 3
Year 10	Australian Curriculum - Year 10			Start of Year 11 Unit 1
	Units 1 and 2 (French)		Unit 1 (English)	

Careers Education

Careers Education at The Glennie School is a key component of both the transition into the senior years, as well as the transition from school to higher education and employment.

Throughout Years 10 – 12, opportunities are available to support students in their endeavours: to explore, decide and prepare for future pathways. Throughout the year, staff from Careers and Vocational Education are available to assist students with general careers advice, as well as support in VET pathways, subject selection and changes, resume writing, job applications, interview preparation, tertiary pathways and program information, university, residential college and scholarship applications, work experience, careers expos, university experience programs and GAP year programs.

Building on the careers planning completed in Year 9 through the Be Real, Get Set program, Year 10 students complete a Senior Education and Training (SET) Plan as part of the Queensland Certificate of Education (QCE), Queensland's senior schooling qualification. The SET Plan helps students structure their learning around their abilities, interests and ambitions and outlines the individual student's aspirations and desired learning pathway. In the SET Plan, students identify whether they will pursue a technical (TAFE, apprenticeship, employment) or a tertiary (university) pathway during or after secondary school.

As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education. Students are expected to complete a Work Experience Passbook, in which they will log a minimum of 5 days of work experience or work-related experience such as the experience days run by universities.

A subject selection evening will be held early at the start of Term 3 every year. This evening is crucial for Year 10 students and parents to gain further insight into the requirements of the SET Plan and the implications of the QCE. It provides an opportunity for students to explore potential subject choices for their senior years, which are aligned with their post-schooling pathway choices.

The Careers and VET team value the importance of individualised career discussions, especially with such a vast range of post-schooling options available. Students and parents are welcome to make an appointment to discuss individual options any time throughout the senior years.

Enrichment

Providing enriching and engaging learning opportunities is an important outcome of our differentiated approach to teaching and learning both within the Year 10 curriculum and co-curricular programs. Students are provided with avenues to expand their interests and talents across a range of programs both in and outside the classroom – academic, cultural and physical. The da Vinci Decathlon, Robogals, Science and Engineering Challenge, Maths Team Challenge, and the National Science, Mathematics and English competitions are examples of some activities in which girls are encouraged to participate.

Learning Support

Learning Support is offered to all students with disabilities. The Head of Learning Support decides the degree of support and the different supports offered in consultation with parents, students and teachers. To cater to a diverse range of needs, support is individualised to cater to the specific needs of each student. Support may include, but is not limited to, individual learning plans, additional scaffolding, assistive technology, in-class support, withdrawal and specialised programs such as Language Skills. The goal of Learning Support is to provide the necessary adjustments to ensure students are given the opportunity to be 'All She Can Be'.

In-Class Support

Learning Support teachers collaborate with classroom teachers to provide support and guidance to meet the needs of the girls within the general learning program through differentiation strategies. Where appropriate or necessary, the Learning Support Teacher Aide may also work with girls in the classroom environment to support students to reach their potential.

Language Skills

Language Skills classes are designed to teach foundational literacy skills through a highly supported and flexible program. The classes are guided by a teacher to allow students to receive targeted learning initiatives. The course focuses on reading accuracy, comprehension strategies, writing, proofreading and understanding the requirements of assessment tasks. Students are offered a place in Language Skills based on school-based testing, standardised testing and teacher referral.

Vocational Education and Training (VET)

In the QCE system, achievement of a VET Certificate III or above, in combination with results in General subjects, can contribute to the calculation of a student's Australian Tertiary Admission Rank (ATAR). The approach recognises the role that VET plays in senior studies and the transition to employment, vocational and higher education pathways, while also ensuring that students have a sufficient breadth of academic subjects to cope with the demands of tertiary study.

At Glennie, students can undertake a VET course through either a school-based traineeship or through a vocational course. The School currently offers Certificate II and III in Hospitality and Certificate III in Business.

Additional courses that are currently being delivered to our students include Animal Studies, Active Volunteering, Beauty Therapy and Health Services. Students who would like to undertake an external qualification while still at school must discuss this with the VET Co-ordinator.

Traineeships

The School offers opportunities for students to undertake school-based traineeships in areas such as Agriculture, Childcare and Sport and Recreation, and specific trades such as Hairdressing. Employers must be matched with students before a traineeship can be offered.

Students wishing to take up this option should speak with the School's VET Co-ordinator so that a search for a suitable employer can begin.

Subject Selection

Year 9 students will make initial choices from the elective tasters on offer. These choices will be used to guide the decision-making as to the subjects that will run at the start of Year 10.

Once decisions have been made, the subject lines will be created. These lines represent the subjects that will be blocked on the timetable at the same time. While we do our best to meet students' preferences, this may not always be possible due to limitations of class size and viability, the constraints of combined Years 10 & 11 classes, and blocking combinations. Students will be asked to make reserve selections to help the school best meet the needs of all students.

Subject Changes

It is important that students select preferences carefully, as subject changes at a later date may be limited.

Specifically, students may change a subject:

- In the first week of an elective unit
- If space and blocking support the change

Curriculum Sequence

Learning Area	Year 10	Year 11	Year 12
Mathematics	Core <ul style="list-style-type: none"> •General Mathematics •Mathematical Methods 	General <ul style="list-style-type: none"> •General Mathematics Units 1 & 2 •Mathematical Methods Units 1 & 2 •Specialist Mathematics Units 1 & 2 	General <ul style="list-style-type: none"> •General Mathematics Units 3 & 4 •Mathematical Methods Units 3 & 4 •Specialist Mathematics Units 3 & 4
English	Core <ul style="list-style-type: none"> •English General <ul style="list-style-type: none"> •English Unit 1 	General <ul style="list-style-type: none"> •English Unit 2 •Literature Units 1 & 2 Applied <ul style="list-style-type: none"> •Essential English Units 1 & 2 	General <ul style="list-style-type: none"> •English Units 3 & 4 •Literature Units 3 & 4 •English & Literature Extension Units 3 & 4 Applied <ul style="list-style-type: none"> •Essential English Units 3 & 4
Humanities	Core <ul style="list-style-type: none"> •Modern History Elective <ul style="list-style-type: none"> •Accounting •Ancient History •Economics •Geography •Legal Studies 	General <ul style="list-style-type: none"> •Accounting Units 1 & 2 •Ancient History Units 1 & 2 •Economics Units 1 & 2 •Geography Units 1 & 2 •Legal Studies Units 1 & 2 •Modern History Units 1 & 2 VET <ul style="list-style-type: none"> •Certificate III in Business 	General <ul style="list-style-type: none"> •Accounting Units 3 & 4 •Ancient History Units 3 & 4 •Economics Units 3 & 4 •Geography Units 3 & 4 •Legal Studies Units 3 & 4 •Modern History Units 3 & 4 VET <ul style="list-style-type: none"> •Certificate III in Business
Technologies	Elective <ul style="list-style-type: none"> •Design •Digital Solutions •Fashion •Hospitality 	General <ul style="list-style-type: none"> •Design Units 1 & 2 •Digital Solutions Units 1 & 2 Applied <ul style="list-style-type: none"> •Fashion Units 1 & 2 VET <ul style="list-style-type: none"> •Certificate II in Hospitality 	General <ul style="list-style-type: none"> •Design Units 3 & 4 •Digital Solutions Units 3 & 4 Applied <ul style="list-style-type: none"> •Fashion Units 3 & 4 VET <ul style="list-style-type: none"> •Certificate II or III in Hospitality
Health and Physical Education	Core <ul style="list-style-type: none"> •Health & Physical Education 	General <ul style="list-style-type: none"> •Heath Units 1 & 2 •Physical Education Units 1 & 2 	General <ul style="list-style-type: none"> •Heath Units 3 & 4 •Physical Education Units 3 & 4
Science	Core <ul style="list-style-type: none"> •Science Elective <ul style="list-style-type: none"> •Agricultural Science •Psychology 	General <ul style="list-style-type: none"> •Agricultural Science Units 1 & 2 •Biology Units 1 & 2 •Chemistry Units 1 & 2 •Physics Units 1 & 2 	General <ul style="list-style-type: none"> •Agricultural Science Units 3 & 4 •Biology Units 3 & 4 •Chemistry Units 3 & 4 •Physics Units 3 & 4
Languages	Elective <ul style="list-style-type: none"> •French •Japanese •Language Skills General <ul style="list-style-type: none"> •French Units 1 & 2 	General <ul style="list-style-type: none"> •French Units 1 & 2 •French Units 3 & 4 •Japanese Units 1 & 2 	General <ul style="list-style-type: none"> •French Units 3 & 4 •French Extension Units 3 & 4 •Japanese Units 3 & 4
The Arts	Elective <ul style="list-style-type: none"> •Dance •Drama •Music •Visual Art 	General <ul style="list-style-type: none"> •Dance Units 1 & 2 •Drama Units 1 & 2 •Music Units 1 & 2 •Visual Art Units 1 & 2 Applied <ul style="list-style-type: none"> •Visual Arts in Practice Units 1 & 2 	General <ul style="list-style-type: none"> •Dance Units 3 & 4 •Drama Units 3 & 4 •Music Units 3 & 4 •Music Extension (Composition, Musicology or Performance) Units 3 & 4 •Visual Art Units 3 & 4 Applied <ul style="list-style-type: none"> •Visual Arts in Practice Units 3 & 4
Other courses	Elective <ul style="list-style-type: none"> •Certificate I, II or III course •School-based Traineeship 	VET <ul style="list-style-type: none"> •Certificate I, II or III Course •Diploma or Advanced Diploma Course •School-based Traineeship Complementary <ul style="list-style-type: none"> •University Subject 	VET <ul style="list-style-type: none"> •Certificate I, II or III Course •Diploma or Advanced Diploma Course •School-based Traineeship Complementary <ul style="list-style-type: none"> •University Subject

English

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it. Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Topics of Study

Term 1 Real words make real worlds

- This unit introduces the notions of text, textual features, conventions, purpose and genre, and focuses on the ways that texts are created and presented

Unit 1: Perspectives and texts

- Examining and creating perspectives in texts
- Responding to a variety of non-literary texts
- Creating responses for public audiences and persuasive texts

Health and Physical Education

The Health and Physical Education curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Year 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Topics of Study

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

Mathematical Methods

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Topics of Study

- Unit 1: Finance
- Unit 2: Exponential Notation
- Unit 3: Trigonometry
- Unit 4: Measurement
- Unit 5: Algebra
- Unit 6: Geometry
- Unit 7: Statistics
- Unit 8: Linear Functions

General Mathematics

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P-10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Topics of Study

- Unit 1: Finance
- Unit 2: Trigonometry
- Unit 3: Index Notation
- Unit 4: Measurement
- Unit 5: Algebra
- Unit 6: Geometry
- Unit 7: Statistics
- Unit 8: Linear Functions

Modern History

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations. Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Topics of Study

- Australian Involvement in World War II
- Migration Experiences
- Australian Indigenous Rights Movement

Science

The purpose of Science is to introduce students to a scientific discipline. Students will be required to learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem solving and research skills), understand how it works and how it may impact society.

In preparation for the senior Science subjects, students will develop:

- A deep understanding of a core body of discipline knowledge
- Aspects of skill used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities.
- The ability to coordinate their understandings of the knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims.

Topics of Study

Students will study a term of:

- Biology - the engagement with living systems
- Chemistry - the study of materials and their properties and structure
- Physics - the engagement with the classical and modern understandings of the universe,

which will cover the foundational knowledge for the senior Science subjects.

Personal Development Program

The Glennie School has long recognised the importance of a carefully and thoughtfully developed program of personal development. Our program is designed to ensure both Middle and Senior Years students can adequately deal with the many and varied challenges of adolescence. The personal development of each student as a complete person is a key focus of a strong and committed staff who seek to maximise student learning and development in this core area of the curriculum. When students leave school, it is often the personal skills they have developed of self-confidence, motivation, discipline and leadership, which enable them to succeed in their chosen path. The School's flexible approach to education encourages all students to achieve their personal best in many areas, providing recognition and building confidence. The Personal Development Program supports the School's approach to pastoral care and is designed to promote the social, ethical, physical, intellectual and emotional development of students.

The goals of the Personal Development Program are to:

- foster a safe, disciplined and supportive learning environment where all members of the school community are accepted and valued;
- develop each girl's ethical behaviour, decision-making skills, independence and inter-dependence, tolerance, respect and community-mindedness, social competence communication skills and self-esteem;
- assist girls to become responsible, effective, creative and enterprising members of the School and the wider community.

The program operates under four key themes:

- Relationships and interpersonal skills
- Health
- Future planning
- Study management

Religious Education

Within the Year 10 syllabus, there are two main components:

- The study of Islam
- Martin Luther and the Reformation of the Church

The first semester is spent studying Islam in some depth - its roots, holy books, traditions, festivals and rites of passage. As well, comparisons are made between some of the teachings of Islam and Christianity. There is a strong emphasis on understanding both the religious and cultural dimensions of Islam and how they manifest themselves in the world today. In the second semester, the focus is on the Christian Church, what brought about the Reformation in Europe, and the changes that occurred after the Reformation. This includes the development of the denominational structure, the role of clergy and church buildings (including cathedrals), and the parish and diocesan structures. The importance and popularity of pilgrimage is also studied, including some of the most famous places of Christian pilgrimage today.

Study Skills

The study skills course in Years 10 – 12 is based on the Mighty Minds program Pathways to Success. The course focuses on three key aspects of improving the effective learning skills of all students in the new QCE:

- Supporting students to employ active and productive learning methods - students are given the opportunity to set goals, organise study groups, create workable timetables and develop effective learning routines.
- Developing fundamental learning and higher-order thinking abilities – students are given the opportunity to practise various problem-solving methods in a wide variety of situations.
- Developing an understanding of the Cognitive Verbs that underpin the new senior syllabuses – students are given the opportunity to recognise the verbs when they are implicitly used in assessment tasks and to practise applying their understanding of the verbs across the range of subject areas

Accounting

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation. Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations. Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

As the universal language of business (Helliard 2013), Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.

Topics of Study

Unit 1: Real-World Accounting

- Topic 1: Accounting for a service business – cash, accounts receivable, accounts payable and no GST
 - Sub-Topic 1.1: Entities and the role of accounting
 - Sub-Topic 1.2: Double entry accounting

Agricultural Science

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

Topics of Study

- Animal Nutrition
- Animal Production
- Plant Nutrition
- Plant Production

Ancient History

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion. Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

The skills developed in Ancient History can be used in students' everyday lives – including their work – when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgements and reflect on their decisions.

Topics of Study

Unit 1: Investigating the Ancient World

- Sub-Topic 1.1:
The treatment and display of human remains
 - What do human remains reveal about ancient people, their societies, health and the environment?
 - Bog bodies including Lindow Man
 - Otzi the Iceman
 - Archaeological, historical, scientific and forensic analysis
 - Ethical issues and Ancient human remains
- Sub-Topic 1.2:
Archaeological and historical case study: Troy

Dance

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures. Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

Topics of Study

Students will engage in a collaborative creative process that is modelled on the Dance Project style of assessment undertaken in the senior subject Dance. Students will have the opportunity to create and perform a dance work, choreograph in small groups, and reflect on their practice using analytical skills and dance-specific terminology through written statements.

Design

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas. Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture (directly) and engineering, information technology and science (indirectly).

Topics of Study

Design in practice

- Experiencing design
- Design process
- Design styles

Commercial design

- Explore – client needs and wants
- Develop – collaborative design

Human-centred design

- Designing with empathy

Sustainable design

- Explore – sustainable design opportunities
- Develop – re-design

Digital Solutions

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives. Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering, mathematics, design, communications, accounting, business and economics.

Topics of Study

Creating with Code

- Understanding digital problems
- User experiences and interfaces
- Algorithms and programming techniques
- Programmed solutions

Application and Data Solutions

- Data-driven problems and solutions
- Data and programming techniques
- Prototype data solutions

Digital Innovation

- Interaction between users and digital systems
- Real-world problems and solutions
- Innovative digital solutions

Digital Impacts

- Digital methods for exchanging data
- Complex digital data exchange problem and solution requirements
- Prototype digital data exchanges

Drama

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts. Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Topics of Study

This term unit explores the style of Applied Theatre. It will ask students to examine how Drama is used to share community stories or as Strube suggests "twenty-first-century issues" in order to "bring about change". Students will build foundation performance skills in order to bring to life an existing script which reflects upon one of the many pertinent issues relevant to our youth of today.

Economics

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions. Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Topics of Study

- The nature of Economics and the economic problem
- The economic system
- Introduction to macroeconomics – the circular flow model
- The trade cycle
- The role of government

Fashion

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts. Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Topics of Study

Four elective units:

- Merchandising
- Sustainable clothing
- Textiles
- Collections

Each elective incorporates the core themes of:

- Fashion culture
- Fashion technologies
- Fashion design

French

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Topics of Study

Year 10

- Staying with a French family, cultural expectations/ differences, polite register, presents/souvenirs
- Buying drinks/food in a café, discussing choice, ordering a meal, travel plans, train stations and tickets, different forms of transport, describing a day out, clothes, appearance and what to wear, describe what hurts, justify opinions
- Weekend activities, accepting/refusing invitations, arranging to meet and discussing options

Unit 1: Ma vie – My world

- Family/carers and friends
- Lifestyle and leisure
- Education

Unit 2: L'exploration du monde – Exploring our world

- Travel
- Technology and media
- The contribution of French culture to the world

Geography

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices. Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

Topics of Study

- Coastal management
- Climate change impacts

Hospitality

This elective unit is designed to provide an insight into the Hospitality industry and the senior course, where students can achieve a Certificate II or III in Hospitality. Students will undertake formal Vocational Education and Training (VET) studies, and can complete one module from the Certificate II in Hospitality course:

- SITXFSA101 Use hygienic practices for food safety

Learning activities are centred around Café G, lunchtime cafés and in-class events. Through practical, hands-on tasks, students will enrich their understanding of the theory within the Certificate II units. As this is an introductory course to the full VET course in Years 11 and 12, the emphasis in this elective unit is on the acquisition of practical skills, with students being assessed on competency in food and beverage preparation and service in Café G events and class work.

A fee of \$20 will be levied through student accounts to cover costs through the training organisation, which will be refunded if students continue into the Certificate II course in Year 11.

This course will assist students to develop

- Knowledge and skills for participation in the industry
- Confidence in a range of hospitality contexts
- A responsible attitude towards the safety, health and well-being of self and others
- The ability to communicate effectively
- The skills associated with teamwork
- An awareness of responsible work attitudes

Japanese

The Japanese course in Year 10 provides students with the opportunity to further develop their understanding and production of the language. Topics of study include relevant aspects of Japanese culture, which enable students to deepen their intercultural understanding.

Students have opportunities to interact and communicate with people from Japanese-speaking backgrounds during the course. Students are also eligible to participate in the annual reciprocal exchange program with Kyoto Girls' High School. In this program, students host a girl from Kyoto Girls' High School during July/August and then are hosted by that student's family during the September school holidays.

Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Topics of Study

- Health and Wellbeing
- Travel and Tourism
- School and Student Exchanges

Legal Studies

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues. Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Topic of Study

Theories of punishment and the consequences of a criminal conviction:

- The purposes of sentencing
- The types of sentences that may be imposed
- Sentencing trends and approaches
- The effectiveness of sentencing

Music

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Topics of Study

Film Composition

Music provides film directors with a powerful tool that allows them to instantly set the mood of a particular scene or to depict a character. In essence Music is a communicating link between the visual image on the screen and the audience. In this unit, students will explore the compositional techniques and characteristics used to convey a particular genre of film composition. They will then choose an excerpt of film and provide their own composition using any of the technology and software available at school to assist them. Students will also continue to develop their performance skills in a formative manner.

Psychology

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology. Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Topics of Study

The Brain's Purpose: In this topic, students will explore the fundamental inner workings of the human brain and consciousness. By the end of this topic, students will be able to recall the key anatomical features of the brain and how they work together to create a functional human body and personality, as well as understand how these functions are primed toward the brain's fundamental purpose: survival.

The Brain's Power: With an understanding of the basic structures of the brain, students will explore how the Brain's primary function affects the power it has to influence, and be influenced by, our experiences. This will include a discovery of the processes involved in turning experiences into stored memory, as well as the importance of healthy sleep in memory consolidation and how the human consciousness is affected by deprived sleep. Finally, students will learn about the responses occurring in the brain during both positive and negative forms of stress.

The Brain's Potential: In the final topic of study, students will learn how knowledge of the brain's purpose and power can be used to maximise the brain's potential. This will include an exploration of enriched vs compromised learning environments as well as how the brain can be 'tricked' into down-regulating (or upregulating) the stress response. Most importantly, students will use this information to inform their understanding of brain-based habits of effective learning.

Visual Art

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Topics of Study

This unit explores how artists communicate and express viewpoints and concepts in Visual Art. Students will create a series of experimental artworks in response to the concept of self and resolve a mixed media artwork that demonstrates a personal approach to the concept of self. Students will respond to artworks through an individual artist statement that demonstrates understanding of the ways that artists have influenced their own making.

Students will also respond to artists' work from a range of different cultures, times and places, including the work of Aboriginal peoples and Torres Strait Islander peoples, and international artists through an exhibition catalogue that explores the concept of self from different cultures, times and places.

All She Can Be[®]



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