

# **YEAR 10 SUBJECT SELECTION GUIDE**

**Semester 1 Subject Offerings**





# Table of Contents

**Science Faculty** ..... 2

**Creative Futures Faculty**..... 4

**Technologies Faculty**..... 7

**Math Faculty** ..... 9

**English Faculty** ..... 10

**HPE Faculty**..... 12

**Humanities and Languages Faculty**..... 14

**Vocational Education**..... 18

**Special Education** ..... 19

## Science Faculty

### Pre-Senior Life Sciences

In Year 10 Life Sciences, students explore:

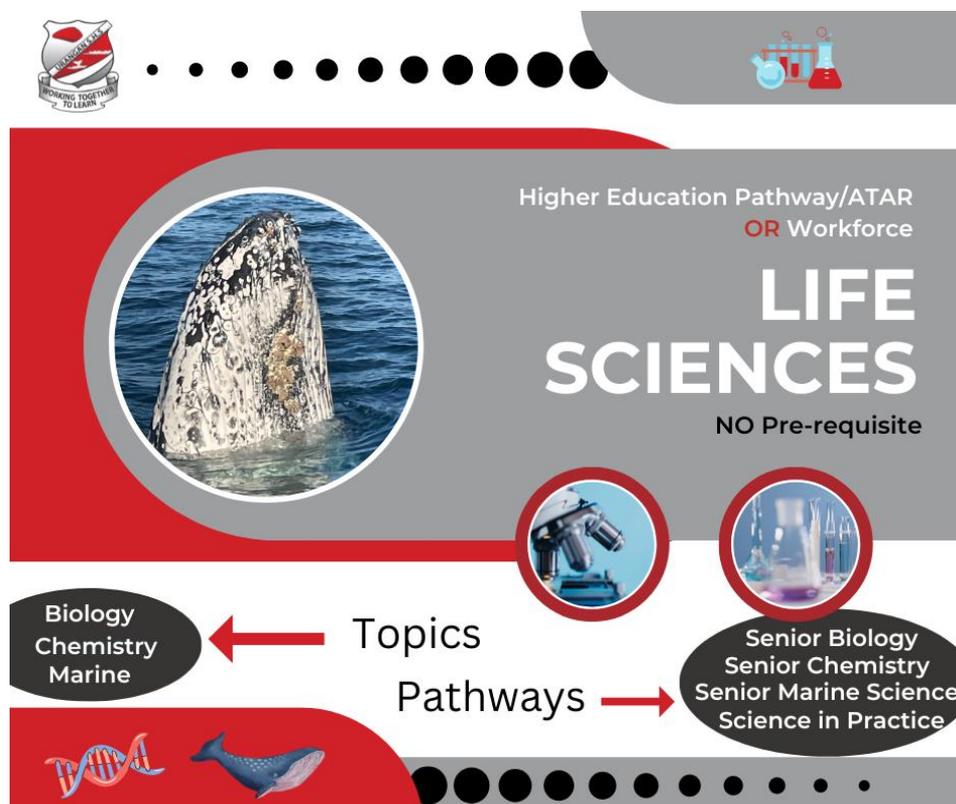
- how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.
- the evidence for scientific theories that explain the diversity of life on Earth.
- the processes that underpin heredity and evolution.
- how the models and theories they use have developed over time and discuss the factors that prompted their review.

### Pre-Senior Physical Sciences

In Year 10 Physical Sciences, students explore:

- how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.
- the concept of energy conservation and represent energy transfer and transformation within systems.
- relationships between force, mass and acceleration to predict changes in the motion of objects.

**Students must have passed year 9 science to be able to select Physical Sciences.**





Higher Education Pathway/ATAR

# PHYSICAL SCIENCES

Pre-requisite - Pass Year 9 Science



Physics  
Chemistry



Topics

Pathways



Senior Physics  
Senior Chemistry



For more information, please contact: Mr Anthony Clancy, Head of Department Science [aclan7@eq.edu.au](mailto:aclan7@eq.edu.au)

## **Creative Futures Faculty**

### **Pre-Senior Dance**

Dance is expressive movement with purpose and form that communicates ideas and stories of personal and cultural identity through the body. Dance fosters creative and expressive communication. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Dance encourages students to develop a movement vocabulary with which to explore and refine imaginative ways of moving.

Students study dance in various genres and styles, embracing a range of cultural, societal and historical viewpoints and integrating new technologies in aspects 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 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.

### **Pre-Senior Drama**

At its core, drama is about taking on roles and “standing in the shoes” of another, and imagining and communicating with the world through different perspectives. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience.

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.

### **Pre-Senior Music**

In music, sounds are combined and shaped into a meaningful form. Music exists distinctively in every historical and contemporary culture, and is a basic, shared expression and communication of human experience. Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Students participate in music learning individually and collectively as listeners, composers and performers. They apply their knowledge of music elements and understanding of concepts and styles to convey meaning and/or emotion to an audience. Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.



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.

### **Pre-Senior Certificate IV in Music**

The Certificate IV in Music allows learners wishing to advance their existing skills and enter the music industry to develop a wide range of competencies in varied work contexts, apply solutions to a defined range of unpredictable problems and analyse and evaluate information from a variety of sources. The program is suitable for students interested in performing as a soloist and in groups, writing song lyrics, recording music, producing music events, and preparing for work in the music industry.

The program is designed to build upon well-developed music skills and a broad knowledge base in performance, music creation and composition or sound production, giving learners the opportunity to provide leadership and guidance to others and have limited responsibility for the output of others. In Year 10, students participate in a program designed to develop the musical skills and knowledge required to achieve successful completion of competencies in Year 11 and 12.

Students enrolled in this course will participate in production of Urangan High Music events such as: Acoustic Night, SONIC and Unbleached.

### **Pre-Senior Film, TV and New Media**

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

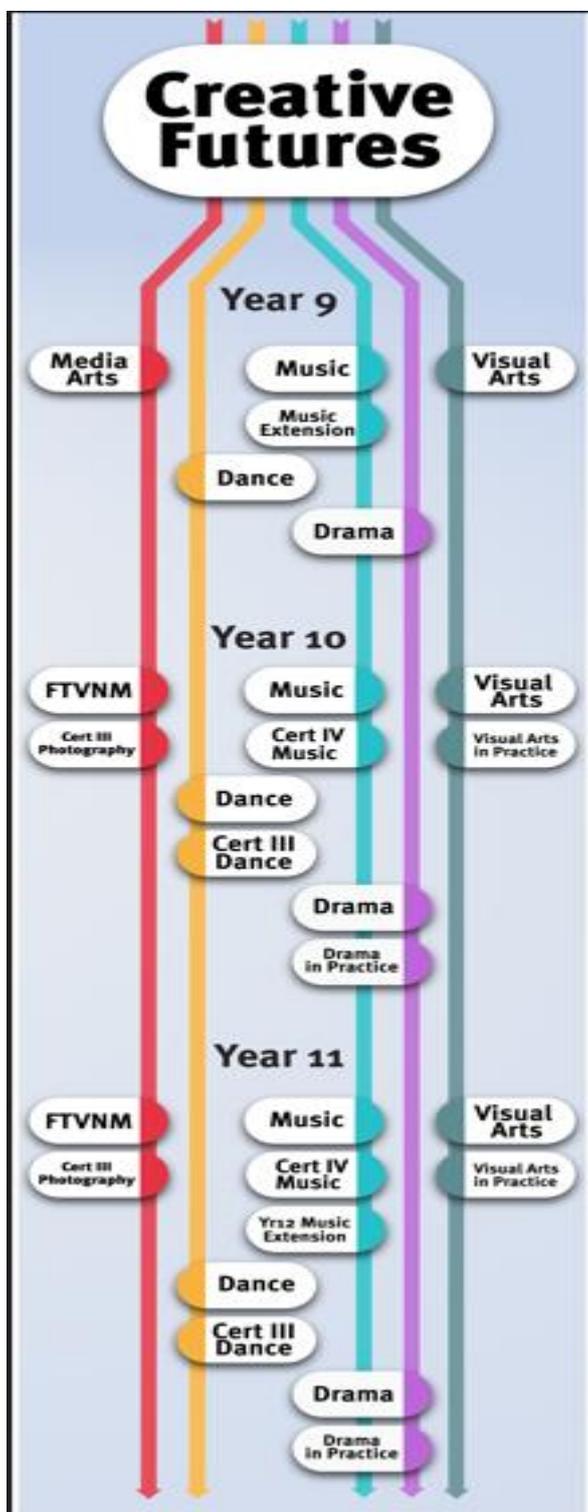
### **Pre-Senior Visual Art**

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 historical and cultural influences. Students interact with artists and artworks 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 including drawing, painting and time-based art.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning and purpose when investigating artworks and ideas.



For more information, please contact: Ms Liza Young, Head of Creative Futures [lyoun50@eq.edu.au](mailto:lyoun50@eq.edu.au)

## Technologies Faculty

### Pre-Senior 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.

### ICT Esports

Is a new subject that focuses on learning valuable ICT skills using Esports as the context. Topics include computer networks which you learn using PC building simulator with the Esports expansion pack, creating 2D and 3D animations that can be used in gaming applications, app development, video production for capturing Esports gameplay, casting and augmented reality.

### Certificate II in Engineering Pathways (Drones)

Is a year-long subject that leads into the Certificate III in Aviation where students are able to obtain a licence to fly remote piloted aircraft. In the Certificate II program, students are able to build a drone that can be used in the Cert III training. There is no cost involved to students (VETiS funding utilised).

### Pre-Senior Engineering & Innovation

This subject has been designed to deliver the requirements of national technology curriculum. This subject can be used as an introductory subject for the ATAR Engineering course that starts in Semester 2 Year 10. It is recommended that students are studying, physical sciences and general or above mathematics.

Students will design and create proto-types to solve simple problems using both traditional and modern materials and techniques. They will use a range of materials to focus the design aspect of engineering.

### Pre-Senior 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.

### **Pre-Senior Graphical Design and Technology**

This subject has been designed to deliver the requirements of national technology curriculum. This subject prepares students for continuing study in either / any of the senior technology subjects on offer at Urangan SHS.

These include the senior workforce (applied) technology subjects of Furnishing Studies and Engineering Studies or the academic (general) technology subjects of Design and Engineering. This subject will be delivered primarily in a graphics computer laboratory but may also be delivered at times in multi-use design workshops/laboratories.

Students will use computer programs such as CAD/Revit/Inventor to create and refine designed solutions to simple problems. Some production and refinement of proto-type solutions will form part of the delivery of this subject. Students will have access to digitally operated machines such as 3D printers and the use of both traditional and modern production techniques.

### **Pre-Senior Hospitality Practices**

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

### **Pre-Senior Materials & Technology**

This subject has been designed to deliver the requirements of national technology curriculum. This subject prepares students for continuing study in the senior workforce (applied) technology subjects of Furnishing Studies and/or Engineering Studies and will be delivered in multi-use design workshops/laboratories.

Students will design and create proto-types to solve simple problems using both traditional and modern materials and techniques. Whilst this subject is not material specific there will be a focus on materials and processes that could include plastics, electronics, wood, metal, composites and/or combinations of these.

For more information, please contact: Mrs Stephanie Whitehead, Head of Department Technologies  
[swhit365@eq.edu.au](mailto:swhit365@eq.edu.au)

# Math Faculty

## Mathematics

Students will study a range of topics including financial mathematics, patterns and algebra, linear and non-linear relationships, measurement, geometric reasoning, trigonometry, chance, and data representation and interpretation.

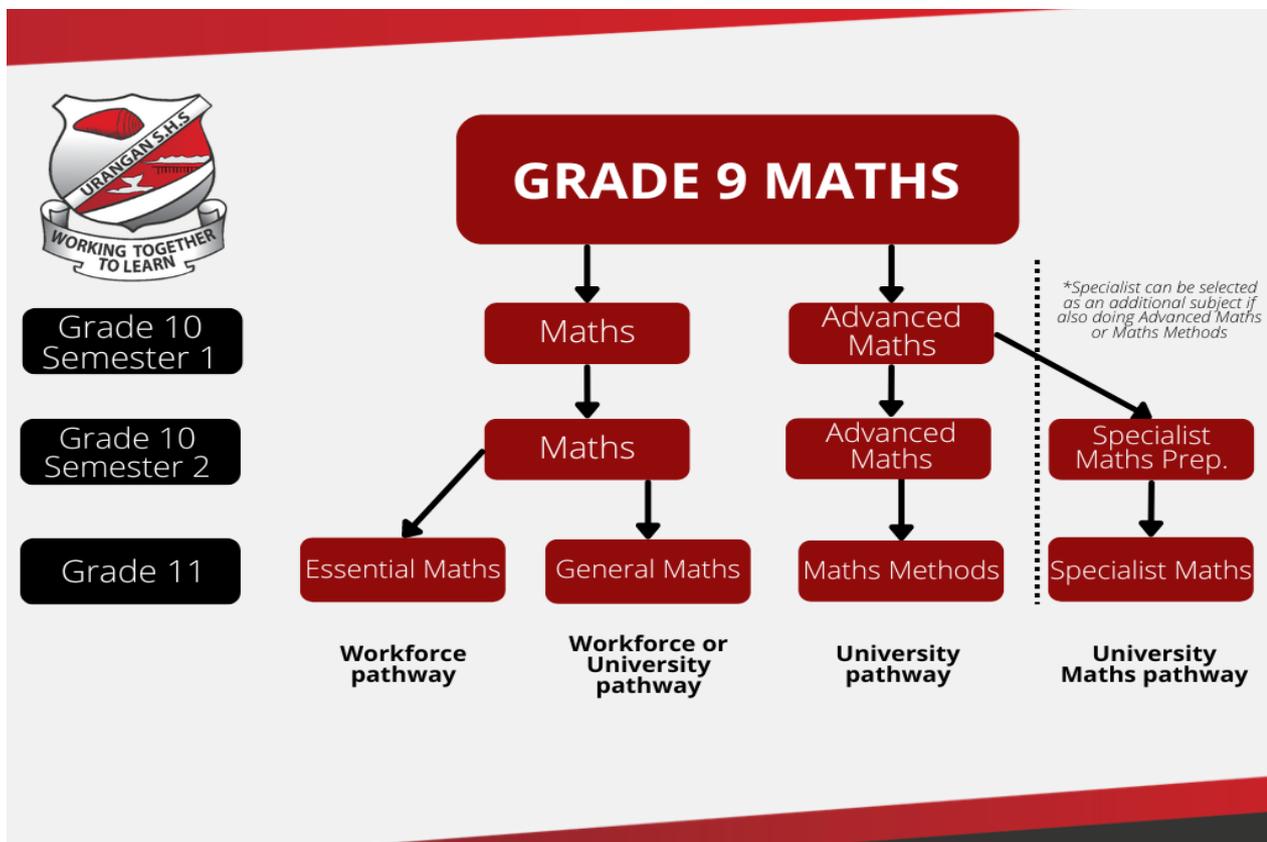
Prepares students for General or Essential mathematics in grades 11/12. This is for students who are interested in either a workforce or University pathway that does not require advanced levels of mathematics.

## Advanced Mathematics

Students will study the same topics as the students in Grade 10 Mathematics, but will cover the advanced subject matter which includes surds, logarithms, advanced algebraic techniques, trigonometric functions, and proofs.

Prepares students for Maths Methods or Specialist mathematics in grades 11/12. This is for students who are interested in a University pathway that may require advanced levels of mathematics. Students may be eligible to also select Specialist mathematics in the future.

For more information, please contact: Mr Kurt Richardson, Head of Department Mathematics  
krich267@eq.edu.au



# English Faculty

## English

The subject (General) English focuses on the study of both literary and non-literary texts and work. It promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship and for lifelong learning across a range of contexts. Students will be assessed through; Extended Response (Imaginative Written), and Extended Response (Persuasive Spoken/Multimodal).

### Unit 1: Novel Study

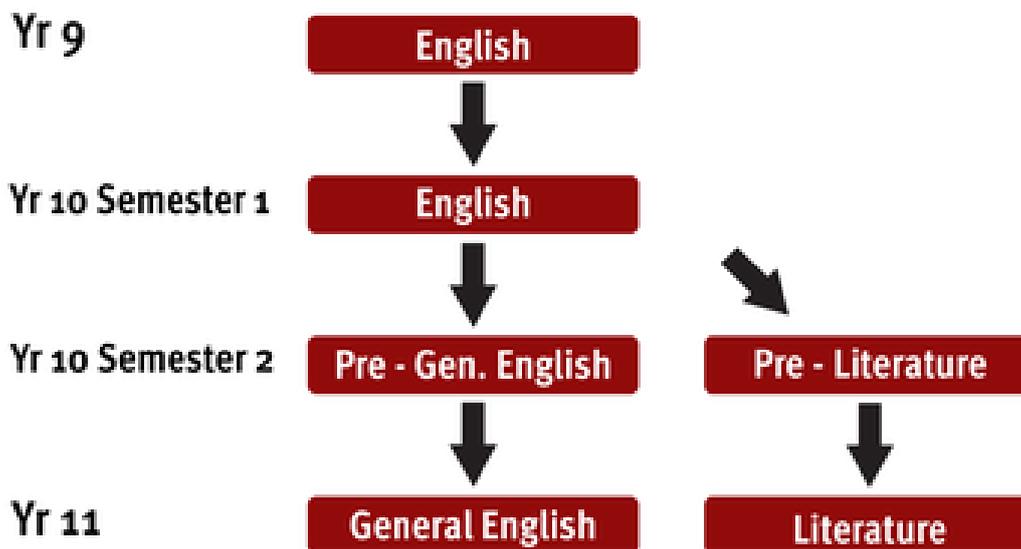
In this unit, students complete an in-depth study of an Australian novel analysing representations of characters, events, social attitudes, values and beliefs.

Students then culminate their teaching and learning experiences by writing an imaginative short story which contributes an additional scene to the narrative of their study novel.

### Unit 2: Media Study

In this unit, students listen to, read, view and discuss a variety of news texts. They examine how text structures, language features, and the arrangement of information within news texts position audiences to respond to people, cultures, places, events, objects and concepts.

Students then culminate their teaching and learning experiences by delivering a multimodal presentation that analyses, evaluates, and compares how two news media texts represent a person, group, culture, places, events, objects and concepts.



## Essential English

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts. Students will be assessed through; Extended Response (Imaginative Written), and Extended Response (Persuasive Spoken/Multimodal).

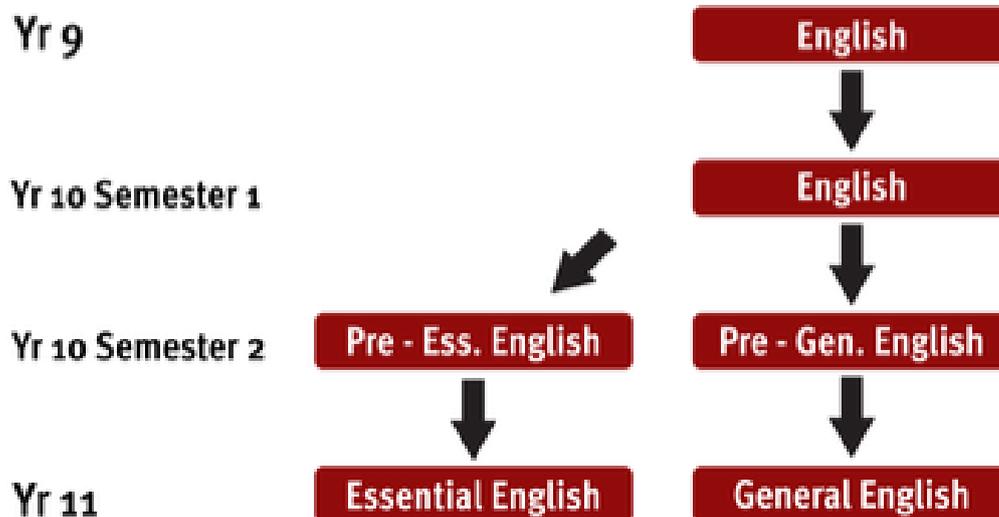
### Unit 1: Short Story Writing

In this unit, students continue their exploration of representations of Australia and Australian cultural and societal attitudes, values and beliefs through a variety of short story, film and television texts. Students then culminate their teaching and learning experiences by composing a short story incorporating the Australian attitudes values and beliefs depicted in the explored texts.

### Unit 2: Film Study: Australia Baz Luhrman

In this unit, students complete an in-depth study of the film 'Australia' by Baz Luhrman. Students deconstruct the text in terms of representations of 20th Century Australia (late 1930s to mid-1940s) cultural and societal values, attitudes and beliefs.

Students then culminate their teaching and learning experiences by writing and presenting a speech discussing whether the film 'Australia' is a realistic representation of cultural attitudes of the time. Consider: film codes, narrative techniques, characterisation, events



For more information, please contact: Ms Gemma Guttridge, Head of Department English  
[ggutt1@eq.edu.au](mailto:ggutt1@eq.edu.au)

## **HPE Faculty**

### **Pre-Senior Physical Education**

Physical Education is a Pre-ATAR subject that provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

### **Pre-Senior Health Education**

Health is a Pre-ATAR subject that provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

### **Pre-Senior Sport and Recreation**

Sport & Recreation is a Pre-Workforce & Pre-Certificate subject that provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.



## Pre-Senior Certificate in Outdoor Recreation

This is the Pre-Certificate course to prepare students for the Certificate that is available in Year 11 & 12. The Certificate II in Outdoor Recreation involves students learning in, about and through outdoor physical and recreational activities. Learning experiences in this area are designed to allow students to develop as increasingly self-directed, interdependent/independent lifelong learners.

Outdoor recreation includes any learning experience in which the outdoor environment takes a direct and indispensable role in the learning process. It provides the opportunity for students to participate in activities that enhance the growth of personal and social skills, promote the development of environmental awareness and enable the acquisition of skills related to outdoor recreation.

## Pre-Senior Certificate in Early Childhood

This is the Pre-Certificate course to prepare students for the Certificate III in Early Childhood Studies (CHC30121) that starts in Semester 2 of Year 10. Topics such as child development and the importance of play will be studied in Semester 1.

This leads in to students enrolling in the Certificate course in Semester 2. The Certificate III in Early Childhood Education and Care enables qualified students to gain employment within the childcare sector as assistant educators immediately on leaving school if desired. Students are required to complete 17 modules of theory and 160 hours of practical placement in a regulated children's education and care services.

Students are able to choose a maximum of three HPE options, only one can be a specialisation. To select a specialised class, you must submit an application and have it approved by the HPE Faculty

For more information, please contact: Mr Nathan Spencer, Head of Department Health and Physical Education [nspen31@eq.edu.au](mailto:nspen31@eq.edu.au)

## Humanities and Languages Faculty

### Pre-Senior Ancient & Modern History

Promotes an understanding of societies, events, movements and developments that have shaped humanity from earliest times. Supports students to appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges.

Transferable skills through historical inquiry: developing targeted questions; critical analysis and interpretation of sources; consideration of context; respect and explanation of different perspectives; developed and substantiated interpretations and effective communication.

This subject provides an introduction to the general subjects of Ancient History and Modern History. Can lead to vocational areas such as: secondary school teacher, lawyer, journalist, archaeologist, librarian, museum curator, archivist, historic building inspector, conservator.

### Pre-Senior Business and Economics

Explores aspects of economics and business that affect daily life. Students will learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions. They will also learn basic accounting for a small business.

The subject provides an introduction to the general subjects of Accounting, Business and Economics as well as the applied subject of Business Studies.

Can lead into vocational areas such as: accounting, business management, business development, banking, finance, business law, economics, entrepreneurship, business analytics, marketing, human resource management, business information systems, international business and commerce.

### Pre-Senior Business Studies

Business Studies consists of core 'Business practices' and 'Business functions' delivered through elective 'Business contexts'. Students will explore business functions and develop business practices required to produce solutions to real life or simulated problems and successfully participate in future employment.

The subject provides students with knowledge of business practices (business fundamentals, financial literacy, business communication and business technology) and business functions (working in administration, finance, with customers and in marketing).

Can lead to careers such as: office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

### Pre-Senior Legal Studies

Focuses on the interaction between society and the law. Students study the Australian legal system and how it protects the rights of individuals under our Constitution. Students' have the opportunity to explore and discuss changing values in society as well as just and equitable outcomes for all citizens.



Develops the primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations based on the Rule of Law.

Topics covered are criminal law, civil and contract law, human rights and changing views of society and the impact that it has on the legal system.

Pathways beyond school - tertiary studies, vocational education or workforce. Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics.

## **Tourism**

Tourism is one of the world's largest industries, directly employing approximately 105 million people and accounting for 9.8% of the global gross domestic product. Tourism is also one of Australia's most important industries, assuming increasing value as a source of expanding business and employment opportunities.

Students gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

The core of Tourism focuses on 'Tourism as an industry', 'The travel experience' and 'Sustainable tourism'. It uses a contextualised approach, where the core is delivered through modules of work that are planned around electives — 'Technology and tourism', 'Forms of tourism', 'Tourist destinations and attractions', 'Tourism marketing', 'Types of tourism' and 'Tourism client groups'.

Pathways: Education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

## **Social and Community Studies**

Develops the skills students need to function efficiently, effectively and positively in current and future life roles. It encourages them to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole.

Fosters personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future role in it.

Topics studied: Personal economics and consumerism, legal issues, the world of work, workplace relations, the Arts and the community, food and nutrition, health, recreation and leisure, relationships and gender issues, and science and technology.

Pathways: Develops the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows students to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

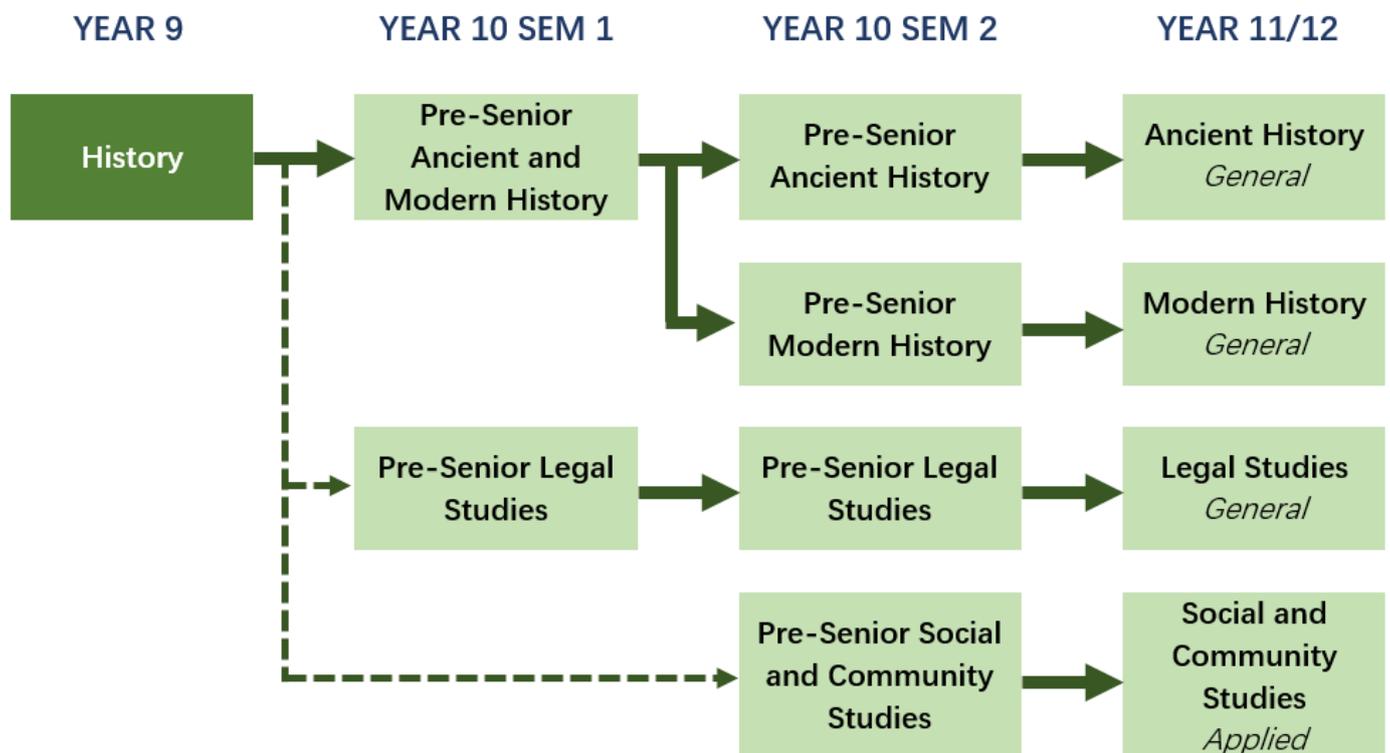
## Chinese

The ability to communicate in an additional language such as Chinese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

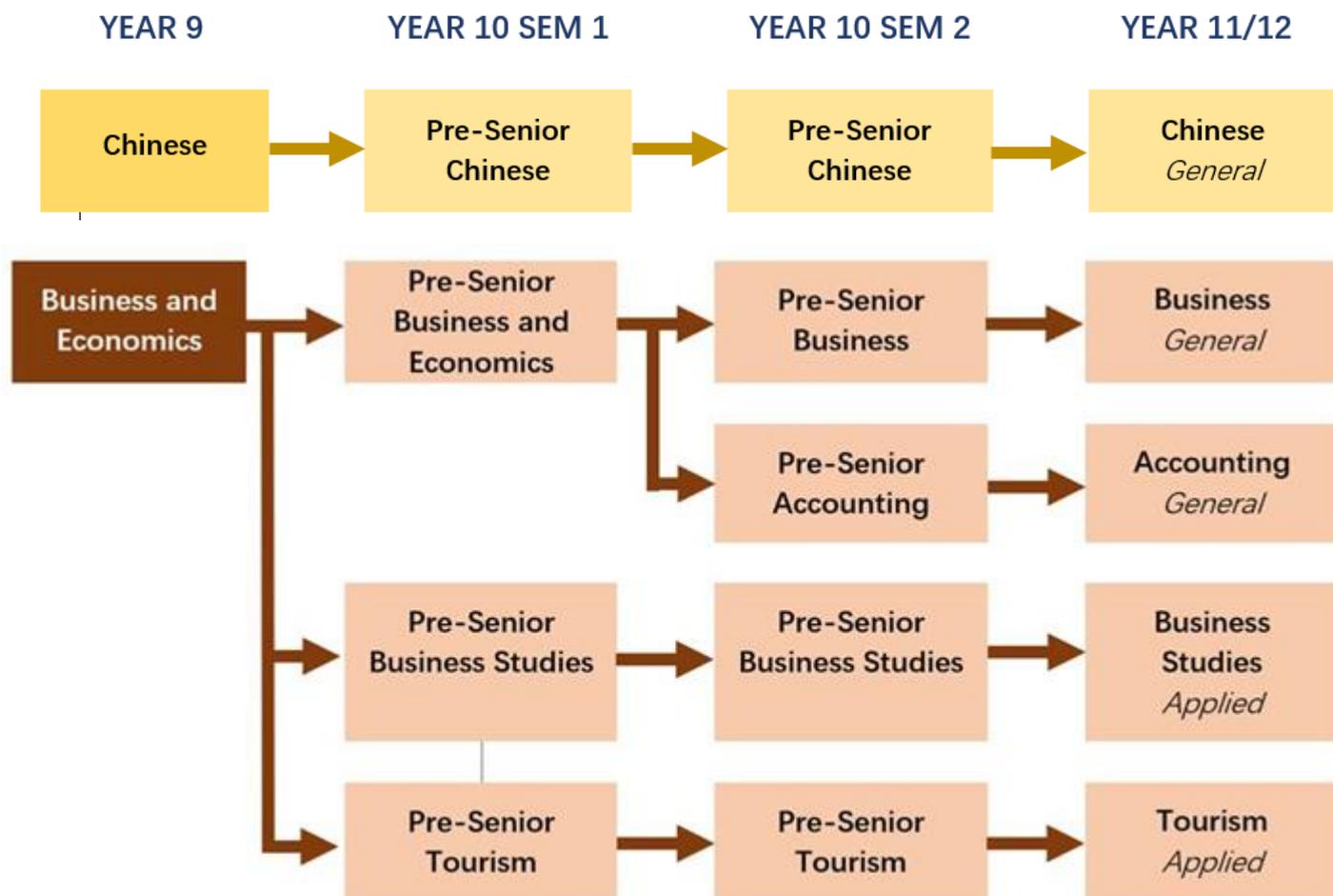
Studying Chinese contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways: Tertiary studies, vocational education or work. A course of study in Chinese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

# HUMANITIES AND SOCIAL SCIENCES



# LANGUAGES



For more information, please contact: Mrs Kimberly Vanzetta, Head of Humanities and Languages

[kvanz5@eq.edu.au](mailto:kvanz5@eq.edu.au)

## Vocational Education

### Certificate II in Skills for Work and Vocational Pathways.

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Successful completion of this course will provide students with 4 QCE credits and a variety of skills to transition to employment.

This course will be compulsory for students who are identified as at-risk by the Year level team (unsatisfactory results) and is also a suitable option for students wishing to develop their personal skills.

### Cert II in Health Support Services

We are also offering a (delivered at school at no cost attaining up to 4 QCE credits). The program utilises Government funding (VETiS). This program will be delivered one day per week for the full year.

This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment.

For more information, please contact: Mr Meade Barnes, Head of Vocational Education  
[mbarn146@eq.edu.au](mailto:mbarn146@eq.edu.au)

## **Special Education**

### **Special Education English**

Over the course of the year students explore a number of topics including creating a folio of work comparing the values, beliefs and attitudes of characters within film, writing an imaginative short story about the current state of the world, persuading readers through a letter about the importance of addressing social issues and an in-depth exploration of poetry culminating in a poetic analysis and creation of their own poem.

### **Special Education Math**

Students will develop an understanding of relationships between Money, Patterns, Fractions and the four operations. They will learn that number patterns can be used in multiple ways to work out algebra, problem solving and how these various mathematical patterns can be a mix of any of the four operations. Students will examine and compare how Money has decimals and is part of everyday real-life Maths. They continue to learn that numbers have patterns and meaning is associated with problem solving. Students see the links to life through the use of fractions in budgets, understanding portions and amounts of a whole.

### **Special Education Science**

Throughout the year students learn about and investigate a variety of topics including cell structures, DNA, gene and inheritance patterns demonstrating their knowledge through short response, using a collection of work for a folio they develop an understanding of elements in the periodic table, through a research project they explore technologies of past and present and investigate technologies of the future and finally students will learn about mining and mining resources as they renewable and non-renewable resources.

### **Special Education Civics**

Students begin this year exploring the events and developments that led to the formation of Australia as a nation through a source evaluation in class. Next, through a case study research task, students delve in learning about natural disasters across the globe and how these events impact individuals and communities. Adding to their Civics journey, students learn about the role of consumers and producers in the business industry and their impact in the Australian economy. To finish out the year, students study Viking culture and history including learning about the aspects of their daily life, artefacts, landmarks, mythology, etc. Leading students to create a research task on one of these aspects and create a Viking artefact.

### **Work Preparation**

Students begin to explore their employment options as young adults preparing to exit school-based education services. Students are encouraged to develop workplace practices and skills to enhance their employment opportunities. There is a large emphasis on work place health and safety, developing resumes and preparing for job applications and interviews.

### **Life Skills**

Students will develop skills necessary to function successfully as autonomous individuals within the home and community. Students develop an understanding of practices that impact on their health, safety and independence. Students will develop an understanding of day to day practices such as cooking, cleaning, sewing, budgeting and health management.



## **Project**

Students acquire skills on how to create small projects safely using tools and other hands on methods. Specific skills in hands-on activities are fostered and cater for individual students and their personal interests. Skill areas include day to day practical tasks such as garden maintenance, animal management, painting and basic construction.

SEP students may choose Special Education Life Skills, Special Education Project and or/Special Education Work Prep as their elective choices.

For more information, please contact: Mrs Ley Anson, Deputy Principal [lanso1@eq.edu.au](mailto:lanso1@eq.edu.au)