



2025 SUBJECT SELECTION

YEAR 10

Respect

Learning

Community

Creativity

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CHOOSING WHAT TO STUDY

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Our Vision

Every individual discovering their passion on their pathway of learning

Our Purpose

To create an inclusive and respectful environment that fosters resilient, knowledgeable and globally connected individuals.

Our Motto

"Always Aim High".

Our Values

Respect, Learning, Community, Creativity

Our Explicit Improvement Agenda

Positive Culture, Engaged Learners, Connected Community

CHOOSING WHAT TO STUDY IN YEAR 10

Our vision at Ferny Grove SHS is for every individual to discover their passion on their pathway of learning. As Year 9 students, you are now almost halfway through your time here, and no doubt have already had many important steps along that pathway. Another key moment approaches with the selection of your subjects for Year 10, as this will begin leading you towards your course of study in Year 11 and 12 and beyond.

This year in Pathways and Careers Education (PACE), you have been encouraged to think deeply about your interests, skills and passions, consider the impact of your effort on your outcomes, and begun to identify the fields in which you may be interested in working. These sessions have hopefully helped to clarify the subjects that you may be interested in pursuing next year. The selection of these subjects for year 10 should align with these values, skills and passions in order for you to have the best chance of success next year as you move into the Senior school, and the next part of your learning pathway.

Some of the most important decisions you make at school are choosing subjects to take in Year 10, later leading to your selection of a course of study in Years 11 and 12. These decisions are important since they may directly affect your success at school and how you feel about school. They may also impact on your career plans when you leave school.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects which:

- You enjoy;
- you have enjoyed some success in;
- will help you achieve your chosen career goals or keep your career options open;
- will develop skills, knowledge and attitudes useful throughout your life.

If you follow these guidelines and ask for help when you need it, you should come up with a study program that is appropriate for you and that you will enjoy.

GUIDELINES

Keep your options open

At the moment you may not know exactly what you want to do when you finish school. This is normal at this stage of your life and means that it's important for you to explore many options. It is wise to keep your options open. This means choosing a selection of subjects that makes it possible for you to continue exploring your career options before making more specific decisions in the future.

Ferny Grove State High School **requires** that your Year 10 study program include the following subject areas:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health and Physical Education

These study areas provide excellent foundation skills for both your future career and your life. In addition, you will be able to **choose** from a range of electives that are designed to develop your interests and practical skills.

Students will be able to choose subjects for the year from the following:

| English | Mathematics | HPE |
|--------------------------------|-------------------------|-------------------------------------|
| English | Pre-General Mathematics | Health Education |
| Literacy Short Course* | Pre-Methods Mathematics | Physical Education and Fitness |
| | Numeracy Short Course* | Sport Recreation and Fitness |
| Humanities and Social Sciences | The Arts | Business / Technology |
| A look at the Ancient World | Drama | Business |
| The Economy and You | Music | Design Technology |
| Extreme Geography | Visual Art | Food and Nutrition Technology |
| The Law and You | Languages | Hospitality |
| Modern History | German | Industrial Technology Manufacturing |
| Science | German Immersion | Information Technology |
| Agricultural Science | Indonesian | Agricultural Practices |

* Students who select the Literacy Short Course must study Essential English in Year 11; students who select the Numeracy Short Course must study Essential Mathematics.

Think about career options

It is helpful to have some ideas about possible career choices, even though these ideas may change when you learn more about yourself and the world of work.

Check the following sources of information on careers:

- myfuture – national career information service at <http://www.myfuture.edu.au>
- My QCE website at <https://myqce.qcaa.qld.edu.au/>

Find out about the subjects or units of study offered by your school

It is important to find out as much as possible about the subjects offered at school. The following ideas will help:

- read this subject guide and the descriptions provided;
- talk to the heads of department and subject teachers at your school;
- look at textbooks and resources used by students in the subjects;
- talk to students who are already studying the subjects;
- listen carefully at class talks and subject selection nights.

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered) and how it is taught and assessed.

Your choice of subjects may affect your choice of a study program in Years 11 and 12. For example:

- It will be difficult in the future to take Senior Mathematical Methods and Specialist Mathematics without a strong background in Years 8, 9 and 10 Mathematics;
- Chemistry and Physics will be more manageable if good results are obtained in Years 8, 9 and 10 Mathematics and Science;
- Music and Languages in the senior years always require previous study in Years 8, 9 and 10.
- Successful achievements in pre-requisite subjects in Year 10 are required to enroll in particular Year 11 and 12 subjects.

Make a decision about a combination of subjects or units that suits you

You are an individual, and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it;
- your friends are or are not taking it;
- you like or dislike the teacher;

Be honest about your abilities and realistic with your occupational ideas. There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort. Also, if your career choices require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help

If you need more help, then ask for it. Talk to your parents, teachers or guidance officer. Make use of the school subject selection program. Look at the resources suggested in this guide. You'll feel much more confident about your selection of a study program.

SENIOR SUBJECTS OFFERED AT FERNY GROVE STATE HIGH SCHOOL IN YEARS 11 & 12

Mathematics

General

General Mathematics
Mathematical Methods
Specialist Mathematics

Applied

Essential Mathematics

English

General

English
Literature

Applied

Essential English

Humanities

General

Accounting
Ancient History
Business
Economics
Geography
Legal Studies
Modern History

Applied

Social & Community Studies
Tourism

Vocational Education

Certificate III - Business
Certificate III - Information
Technology

Technologies

General

Design
Digital Solutions
Food & Nutrition
Engineering

Applied

Agricultural Practices
Building & Construction Skills
Engineering Skills
Furnishing Skills
Industrial Graphics Skills

Hospitality Practices

Vocational Education

Certificate III in Hospitality
Certificate III in Information
Technology

Health & Physical Education

General

Health
Physical Education

Applied

Sport & Recreation

Vocational Education

Certificate III - Fitness

Languages

General

German

German Extension

Senior External Exam Only

Indonesian

Science

General

Agricultural Science
Biology
Chemistry
Physics
Psychology

Applied

Science in Practice
Agricultural Practices

The Arts

General

Drama
Music
Music Extension
(Composition)
Music Extension
(Performance)

Visual Art

Applied

Visuals Arts in Practice
Music in Practice

PRE-REQUISITES FOR GENERAL SUBJECTS

To ensure students are successful with Senior General Subjects the following prerequisites must be met. Students must demonstrate the identified standard/s on their Year 10 Semester Reports.

| GENERAL SUBJECT | PRE-REQUISITES |
|---|---|
| MATHEMATICS | |
| General Mathematics | Year 10 Mathematics - C or higher |
| Mathematical Methods | Year 10 Pre-Methods - C or higher |
| Specialist Mathematics (must be studied in conjunction with Mathematical Methods) | Year 10 Mathematics Extension - B or higher |
| ENGLISH | |
| English | Year 10 English - C or higher |
| Literature | Year 10 English - C or higher |
| HUMANITIES | |
| Accounting | Year 10 Business OR Year 10 English - C or higher |
| Ancient History | Year 10 Humanities OR Year 10 English - C or higher |
| Business | Year 10 Business OR Year 10 English - C or higher |
| Economics | Year 10 Humanities OR Year 10 English - C or higher |
| Geography | Year 10 Humanities OR Year 10 English - C or higher |
| Legal Studies | Year 10 Humanities OR Year 10 English - C or higher |
| Modern History | Year 10 Humanities OR Year 10 English - C or higher |
| TECHNOLOGIES | |
| Design | Year 10 Design OR Year 10 English - C or higher |
| Digital Solutions | Year 10 Information Technology OR Year 10 Mathematics (Core) - C or higher |
| Food & Nutrition | Year 10 Food & Nutrition OR Year 10 English - C or higher |
| Engineering | Year 10 Mathematics Extension – C or higher OR Year 10 General Mathematics – B or higher |
| HEALTH & PHYSICAL EDUCATION | |
| Health | Year 10 HPE - B or higher OR Year 10 English - C or higher |
| Physical Education | Year 10 HPE - B or higher OR Year 10 English - C or higher |
| SCIENCE | |
| Agricultural Science | Year 10 Science - C or higher and Year 10 English OR Year 10 Humanities - C or higher Recommended Year 10 Mathematics - C or higher |
| Biology | Year 10 Science - C or higher and Year 10 English OR Year 10 Humanities - C or higher Recommended Year 10 Mathematics - C or higher |
| Chemistry (recommended to be studied in conjunction with Mathematical Methods) | Year 10 Science - B or higher and Year 10 English OR Year 10 Humanities - C or higher and Year 10 Mathematics - B or higher, OR Pre-Methods - C or higher |
| Physics (recommended to be studied in conjunction with Mathematical Methods) | Year 10 Science – B or higher and Year 10 English OR Year 10 Humanities - C or higher and Year 10 Mathematics - B or higher OR Pre-Methods- C or higher |
| Psychology | Year 10 Science - C or higher and Year 10 English OR Year 10 Humanities - C or higher Recommended Year 10 Mathematics - C or higher |
| LANGUAGES | |
| Indonesian | Year 10 Indonesian – C or higher |
| German | Year 10 German – C or higher |
| German Extension (Units 3 & 4 only) Year 12 | Year 11 German or German Acceleration - B or higher |
| THE ARTS | |
| Drama | Year 10 Drama OR Year 10 English - C or higher |
| Music | Year 10 Music OR Year 10 English - C or higher and an interview process to determine music experience. |
| Music Extension (Units 3 & 4 only) Year 12 | Year 11 Music – B or higher and an interview/audition process to determine music experience and ability. |
| Visual Art | Year 10 Art OR Year 10 English – C or higher |

English

Year 10 English

The Year 10 English Course aligns with Version 9 Australian Curriculum

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| Year Level Description | <p>The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.</p> <p>In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.</p> <p>Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.</p> <p>The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.</p> |
| Assessment | <p>Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical. Examples include:</p> <ul style="list-style-type: none">• narratives;• arguments that include analytical expositions and discussions;• analysis and responses that include personal reflections; and• reviews and critical responses for a range of audiences. |
| Pathways to Year 11 & 12 | <p>All students study an English subject in Years 11 and 12, either a General English subject (English/Literature) or the Applied English subject, Essential English.</p> |
| Other relevant Considerations | <p>N/A</p> |
| Associated Costs | <p>N/A</p> |

English

Year 10 Literacy Short Course

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| Units of Study | <p>Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.</p> <p>Topic 1: Personal Identity and education</p> <p>Topic 2: The work environment</p> |
| Unit Description | <p>Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.</p> <p>Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.</p> |
| Learning Experiences | <p>By the conclusion of the course of study, students will:</p> <ul style="list-style-type: none"> • evaluate and integrate information and ideas to construct meaning from texts and text types • select and apply reading strategies that are appropriate to purpose and text type • communicate relationships between ideas and information in a style appropriate to audience and purpose • select vocabulary, grammatical structures and conventions that are appropriate to the text • select and use appropriate strategies to establish and maintain spoken communication • derive meaning from a range of oral texts • plan, implement and adjust processes to achieve learning outcomes • apply learning strategies. |
| Assessment | <p>Schools develop two assessment instruments to determine the student's exit result.</p> <p>Topic 1: Personal Identity and education</p> <p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> • an extended response — written (Internal assessment IA1A) • a student learning journal (Internal assessment IA1B). <p>Topic 2: The work environment</p> <p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> • an extended response — short response (Internal assessment IA2A) • a reading comprehension task (Internal assessment IA2B). |
| Pathways to Year 11 & 12 | <p>A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.</p> <p>Students will study Essential English in Years 11 and 12</p> |
| Other relevant considerations | N/A |
| Associated Costs | N/A |

Mathematics

Year 10 Pre-General Mathematics

The Year 10 Pre-General Mathematics Course aligns with Version 9 Australian Curriculum

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| <p>Year Level Description</p> | <p>In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.</p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> investigate the accuracy of decimal approximations to irrational real numbers; computation with real numbers in context and the use of logarithmic scales to deal with phenomena involving small and large quantities and change apply numerical, graphical and algebraic approaches to analyse the behaviour of pairs of linear equations and linear inequalities in 2 variables generalise and extend their repertoire of algebraic techniques involving quadratic and exponential algebraic expressions use mathematical modelling to solve problems in applied situations exhibiting growth or decay using linear, quadratic and exponential functions; and solve related equations, numerically, graphically and algebraically, with the use of digital tools as applicable solve measurement problems involving the surface area and volume of common objects, composite objects and irregular objects; use Pythagoras' theorem and trigonometry of right-angled triangles to solve spatial problems in two- and three-dimensions, and manipulate images of their representations using digital tools apply geometric theorems to deduce results and solve problems involving plane shapes, and interpret networks and network diagrams in authentic contexts investigate conditional probability and its relation to dependent and independent events, including sampling with and without replacement; devise and use simulations to test intuitions involving chance events that may or may not be independent compare different ways of representing the distribution of continuous data and interpret key features of the distribution; explore association between pairs of variables, decide the form of representation, interpret the data with respect to the context and discuss possible conclusions; use scatterplots to informally discuss and consider association between 2 numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation and limitations. |
| <p>Assessment</p> | <p>Students will be exposed to a range of assessment tools including exams, diagnostic tests, and a problem solving and modelling task.</p> |
| <p>Pathways to Year 11 & 12</p> | <p>Students will study either Essential Mathematics or General Mathematics in Year 11. Students will not be able to study Mathematical Methods in Year 11.</p> |
| <p>Other relevant considerations</p> | <p>Students are expected to complete one hour of homework after each mathematics class</p> |
| <p>Associated Costs</p> | <p>Scientific calculators, stationery and the textbook are required for the majority of classes.</p> |

Mathematics

Year 10 Pre-Methods Mathematics

The Year 10 Pre-Methods Mathematics Course aligns with Version 9 Australian Curriculum

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|--------------------------------------|---|
| Year Level Description | <p>Preparation for subsequent study of Mathematical Methods is supported by further development of aspects of mathematics from Year 10 (in addition to the Year 10 course described on the previous page). This provides a basis for building understanding that underpins Mathematical Methods and equivalent courses of study.</p> <p>Further development is recommended on:</p> <ul style="list-style-type: none"> • operations on numbers involving fractional exponents and surds • simplification of combinations of linear expressions with rational coefficients and the solution of related equations • algebraic representations of quadratic functions of the form $f(x) = ax^2 + bx + c$ • where a, b and c are non-zero integers, and their transformation to the form $f(x) = a(x + h)^2 + k$ where h and k are non-zero rational numbers, and the solution of related equations • the graphs of $y = \sin(x)$ and $y = \cos(x)$ as functions of a real variable and the solution of related equations • the inverse relationship between exponential functions and logarithmic functions and the solution of related equations • the effect of increasingly small changes in the value of variables on the average rate of change and in relation to limiting values • relationships between angles and various lines associated with circles (radii, diameters, chords, tangents) • counting principles, and factorial notation as a representation that provides efficient counting in multiplicative contexts, including calculations of probabilities |
| Assessment | <p>Students will be exposed to a range of assessment tools including exams, diagnostic tests, and a problem solving and modelling task.</p> |
| Pathways to Year 11 & 12 | <p>Students will study Mathematical Methods or both Methods and Specialist Mathematics in Year 11. Students may also opt to study General Mathematics in Year 11. Recommended for Physics and preferred for Chemistry.</p> |
| Other relevant considerations | <p>Students are expected to complete one hour of homework after each mathematics class</p> |
| Associated Costs | <p>Scientific calculators, stationery and the textbook are required for the majority of classes.</p> |

Mathematics

Year 10 Numeracy Short Course

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|--------------------------------------|---|
| Units of Study | <p>Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.</p> <p>Topic 1: Personal identity and education Topic 2: The work environment</p> |
| Unit Description | <p>Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.</p> <p>Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.</p> <p>Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.</p> |
| Learning Experiences | <p>By the conclusion of the course of study, students will:</p> <ul style="list-style-type: none"> • select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance • comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance • communicate using mathematical, statistical and everyday language and conventions • evaluate the reasonableness of solutions • justify procedures and decisions by explaining mathematical reasoning • solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance |
| Assessment | <p>First assessment consisting of two parts:</p> <ul style="list-style-type: none"> • an extended response — oral mathematical presentation (Internal assessment 1A) • a student learning journal (Internal assessment 1B). <p>Second assessment consisting of two parts:</p> <ul style="list-style-type: none"> • an examination — short response (Internal assessment 2A) • a student learning journal (Internal assessment 2B). |
| Pathways to Year 11 & 12 | <p>A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups</p> |
| Other relevant considerations | <p>Students who study the Numeracy Short Course will select Essential Mathematics in Years 11 and 12.</p> |
| Associated Costs | <p>N/A</p> |

Humanities and Social Sciences

Year 10 Humanities

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|-------------------------|---|
| Units of Study | <p>Year 10 Humanities is a subject for all students, but follows a different format from that adopted in Years 7, 8 and 9. The aim of the Years 8 & 9 Humanities course is to provide students with the basic knowledge and skills required for a range of different Humanities courses. Year 10 aims to extend and develop student knowledge and skills through beginning a degree of specialisation towards Year 11 while continuing to follow the Australian Curriculum. Each Semester, five different Humanities courses are offered and students must choose ONE first preference and ONE second preference. This choice is made towards the end of Term 3 in Year 9. Every effort will be made to give students their first preference, but this may not be possible.</p> <p>PLEASE NOTE: None of these Year 10 courses are pre-requisites for any Year 11 course</p> <p>Students select one preference course:</p> <ul style="list-style-type: none"> • A look at the Ancient World* • The Economy and You • Extreme Geography • The Law and You • Modern History (The modern world and Australia – 1918-present) |
| Unit Description | <p>PLEASE READ THE FOLLOWING BRIEF DESCRIPTIONS OF THE FIVE OPTIONS OFFERED</p> <p>A look at the Ancient World A look at ancient societies through a study of their buildings and artefacts. A look at the famous ancient buildings around the world, how they were built, used and connected to everyday life. Explore the seven architectural wonders of the ancient world along with the famous monuments of ancient Egypt, Greece, Rome, Central and South America, Great Britain and Asia</p> <p>The Economy and You This unit explores why and how governments manage economic performance to improve living standards. Students will explore current issues in order to explain the variations in economic performance and standards of living within and between economies. Students will have the opportunity to investigate a current economic issue or event using cost-benefit analysis and appropriate criteria to propose and justify a course of action</p> <p>Extreme Geography The first study topic theme is entitled "Going Feral" which looks at how species that have been introduced to Australia and the world, impacts land cover and biodiversity. Our next study topic dives into extreme pollution of our natural environment and the world's oceans and reefs. Students will take a practical approach to the extreme damage to land and sea that is caused by human activity and work to find solutions to this immediate threat to the survival of the global population and the planet for future generations.</p> <p>The Law and You This unit explores the role of rules and laws in our country. Students will study informal family and school rules and Local, State and Federal laws. Students will acquire basic citizenship knowledge required by all members of society and essential knowledge needed by teenagers. Students will study current issues using media resources such as TV, newspapers, radio and the internet. There is an emphasis on introductory Criminal Law. Students need to be aware that a power point presentation in front of the class is a mandatory requirement in this subject.</p> <p>The modern world and Australia from World War I to the present The Year 10 History curriculum provides a study of the history of the Modern World and Australia from 1919 to the present day. It was a period of conflict and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and World War 2 was part of the expansion of European and Asian power. The period culminates in the modern world and the characteristics of youth culture.</p> <p>The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. There are two depth studies and one brief study associated with the History course.</p> |

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| Learning Experiences | <p>During the semester students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> • Sequencing historical events, developments and periods. • Developing questions to conduct historical and geographical inquiries. • Identifying and locating relevant source of information, using ICT and other methods. • Using GIS resources to analyse data. • Locating, comparing, selecting and use information from a range of sources as evidence. • Analysis of primary and secondary sources and using these to draw conclusions about the past, present and future. • Using a range of communication forms (oral, graphic, written) and digital technologies. |
| Assessment | <p>Two Assessment instruments for each Semester will be selected from the following categories:</p> <ol style="list-style-type: none"> 1. Folio 2. Short answer/response to stimulus. 3. Written Research Report 4. Extended written response to evidence in paragraph or essay format. 5. Oral report following extended research 6. Response to stimulus exercises |
| Pathways to Year 11 & 12 | <p>General Subjects: Ancient History, Economics, Geography, Legal Studies and Modern History. Applied Subjects: Social and Community Studies and Tourism</p> |
| Other relevant considerations | <p>The base texts are Jacaranda and are covered by SRS: Humanities Alive10</p> |
| Associated Costs | <p>There will be a Geography excursion to Moreton Bay to study the impact of plastic on oceans. Students will board a boat and trawl for microplastics in the marine environment. This will cost around \$50.</p> <p>A Modern History excursion visiting the General Macarthur Museum, the Maritime Museum and the Museum of Brisbane will also be conducted costing around \$10.00-\$15.00.</p> <p>NOTE: All costs are at current costing levels.</p> |

Science

Year 10 Science

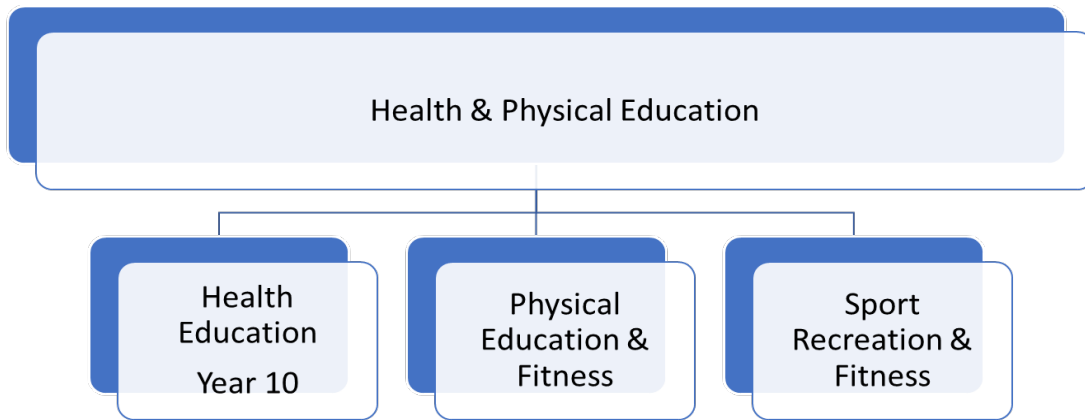
| | |
|--------------------------------------|--|
| Units of Study | Unit 1: Biological Sciences - Genetics and Evolution Unit 2: Physical Sciences - Kinematics Unit 3: Chemical Sciences – Periodic Table and Reactivity Unit 4: Earth Sciences- Global Systems and the Universe |
| Unit Description | <p>Unit 1: Students explore genetics and heredity. They investigate DNA and explore genetic diseases. Students track heritable conditions on pedigrees, and analyse monohybrid multi- generation cross and predict the genotypes and phenotypes of offspring. Students develop an understanding of the theory of evolution by natural selection, biodiversity, and constructing evidence-based arguments. Students examine ethical issues associated with current and future application with current and future applications of gene technology and understanding of inheritance.</p> <p>Unit 2: Students explore the effect of forces on the motion of objects. They consider technologies that allow measurement of forces and motion. They collect quantitative data and apply the laws of physics to predict and describe motion. Student investigate the impact of forces and energy on the motion of objects. They explore the effect of energy and motion during collision and the use of safety features to minimise their impact.</p> <p>Unit 3: Students identify patterns in atomic structure that allow prediction of the products of chemical reactions and, are reflected by the Periodic Table. Students will examine how scientific understanding of the Periodic Table is refined over time and reinforces the use of scientific conventions and representations. Students investigate chemical reactions used to create products, and way in which rates of reaction can be changed. Students will examine the development of useful materials and products, and chemical processes.</p> <p>Unit 4: Students examine the cause and effect of changes in global systems and analyse the effect of human activity on the environment. They evaluate the impact of changes to the global system on the planet's equilibrium and biodiversity. The role of science and scientific research in assisting society to address global environmental issues is explored. Students are asked to consider their individual responsibility to the sustainability of the planet. Students explore features of the universe and how the Big Bang Theory is used to explain the formation of the universe. They will consider how theories have changed over time in line with technological advances and are continuing to be refined. They will see how secondary data is analysed to describe astronomical phenomena.</p> |
| Learning Experiences | <p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> ● Teacher exposition and questioning. ● Laboratory activities and demonstrations. ● STILE lessons and activities, computer simulations and tutorials. ● Extended Experimental Investigations. ● Case studies of previous scientific investigations. ● Library/computer research and assignment work. ● Guest speakers on aspects of the curriculum. |
| Assessment | Students experience a range of assessment tools including exams, diagnostic in-class tests, assignments, group activities and practical investigations. |
| Pathways to Year 11 & 12 | Students continue their Science study by selecting electives from general subjects - Agriculture, Biology, Chemistry Physics, and Psychology or applied subjects- Ag practices, Science in Practice. |
| Other relevant considerations | Science classes use STILE (online science program) in lessons and for HW. (cost is covered within the Student Resource Scheme) |
| Associated Costs | |

Elective - Year 10 Agricultural Science

| | |
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| Units of Study | Unit 1: Sustainable Agricultural Systems Unit 2: Plant Science Unit 3: Animal Husbandry Unit 4: Beekeeping |
| Unit Description | <p>Students will develop skills of critical thinking, problem solving, and decision making in the context of both theoretical and practical situations and class projects. They may also apply a range of information and communication technologies.</p> <p>Sustainable Agricultural Systems – students investigate the effect of agricultural production on global systems.</p> <p>Plant Science – students participate in The University of Queensland sunflower competition. Students grow their own vegetables and learn about sustainable growing practices.</p> <p>Animal Husbandry – students learn about animal husbandry practices involving sheep. This includes handling stock, clinically analysing the health of animals and pest and disease prevention.</p> <p>Beekeeping – students learning both the theoretical and practical aspects of beekeeping including hive management and honey extraction techniques.</p> |
| Learning Experiences | <p>Agricultural Science is an integrated practical subject which uses a sustainable systems approach to develop theoretical and practical skills in agriculture.</p> <ul style="list-style-type: none"> • Students will participate in a number of experiences which include: • Teacher exposition and questioning • Laboratory activities and demonstrations • Farm activities • STILE lessons and activities, computer simulations and tutorials • Extended Experimental Investigations • Case studies of previous scientific investigations • Library/computer research and assignment work • Guest speakers on aspects of the curriculum |
| Assessment | Students will be exposed to a range of assessment tools including exams, diagnostic in-class tests, assignments, group activities and practical investigations, Annotated Bibliography, data test. |
| Pathways to Year 11 & 12 | This subject provides a sound foundation for future studies in Agricultural Science, Biology and Geography (General Syllabus) and also links well with the Agricultural Practices (Applied Syllabus). |
| Other relevant considerations | <p>Classes may use STILE (online science program) in lessons and for HW. (cost is covered by the Student Resource Scheme)</p> <p>Students are expected to participate in theory and practical aspects of this subject to the best of their ability.</p> |
| Associated Costs | Excursion to UQ Gatton \$20 Excursion to Ekka \$16 |

Health and Physical Education

Students select one preference from the three listed below



Year 10 Health Education

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| Units of Study | Unit 1 – Mental Health with yoga Unit 2 - Indigenous Health with physical activity (Connections to Community) |
| Unit Description | Health Education provides students with the valuable opportunity to engage in “real life” learning in preparation for the separate senior subjects of Health and Physical Education. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. In Year 10 students will explore the topics of addressing the ‘Health Gap’ and Health Care System throughout the semester within the context of peer and community health. Students will be introduced to specific health approaches and frameworks that can be used to critically analyse and interpret information to provide solutions to these health issues. |
| Learning Experiences | By the conclusion of the course of study, students will: <ul style="list-style-type: none"> • recognise and describe information about health-related topics and issues. • comprehend and use health approaches and frameworks. • analyse and interpret information about health-related topics and issues. • critique information to distinguish determinants that influence health status. • organise information for particular purposes. • investigate and synthesise information to develop action strategies. • evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion. |
| Assessment | Students will receive an overall subject result (A-E): Unit 1: Extended Response – Respond to stimulus Unit 2: Essay Ongoing practical performance |
| Pathways to Year 11 & 12 | Study of Year 10 Health is the pre-cursor for Year 11 & 12 Health. 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. |

Year 10 Physical Education & Fitness

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| Units of Study | Unit 1: PT Yourself - Understanding the influence of energy and fitness on performance: <ul style="list-style-type: none"> • Investigating energy systems and their influence on performance • Investigating components of fitness and their influence on performance Unit 2: Biomechanics – Understanding and analysing the influence of Biomechanics on performance: <ul style="list-style-type: none"> • Investigating biomechanics and performance |
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| Unit Description | The knowledge, understanding and skills taught through Physical Education enable students to explore and enhance their own and others' physical activity in diverse and changing contexts. HPE offers students the opportunity to develop an integrated knowledge of physical activity, whilst catering for those who aspire to high levels of performance. Students will engage in physically active learning contexts to develop critical thinking skills and an ability to analyse and improve their own performance through the physiological and biomechanical aspects of sport. |
| Learning Experiences | By the conclusion of the course of study, students will: <ul style="list-style-type: none"> • recognise and explain concepts and principles about movement • demonstrate specialised movement sequences and movement strategies in a variety of practical environments • analyse and evaluate strategies to improve personal performance • evaluate and refine their own and others performance when instructing a fitness training session • demonstrate knowledge when providing feedback and reflecting on their own performance • justify strategies using primary and secondary data |
| Assessment | Students will receive an overall subject result based on the written component of the course and their performance (A–E). Unit 1: Folio (video + written response) and ongoing practical performance of volleyball and an aquathlon Unit 2: Exam (combination response) and a performance task (devise and instruct a fitness session for basketball) |
| Pathways to Year 11 & 12 | Study of Year 10 Physical Education is the pre-cursor for Year 11 & 12 Physical Education. 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, fitness trainer, sport marketing and management, sport promotion, sport development and coaching. |

Year 10 Sport Recreation & Fitness

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| Units of Study | Unit 1: Equity – Improving participation in physical activity: <ul style="list-style-type: none"> • barriers and enablers to PA • strategies to improve participation Unit 2: Managing a Sports Competition (Event Management) <ul style="list-style-type: none"> • recreation – you and the community • physical activity and healthy living • health and safety in recreation • personal and interpersonal skills in recreation activities |
| Unit Description | Sport & Recreation provides students with the opportunity to develop knowledge, understanding and skills in preparation for further study in Sport and Recreation. Sport and Recreation provides students with opportunities to learn in, through and about physical activities. This is done through active engagement in individual, group and team-based activities – leading to the development of vocational, life and physical skills. Students will explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine participation in sport and recreation activities, and how the sport and recreation industry contribute to individual and community outcomes. |
| Learning Experiences | By the conclusion of the course of study, students will: <ul style="list-style-type: none"> • demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities • explain procedures and strategies in, about and through sport and recreation activities for individuals and communities • apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities • apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities • use language conventions and textual features to achieve particular purposes • evaluate the effects of sport and recreation on individuals and communities • evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations |

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| Assessment | Each topic will be studied using a different sport. Sports may include badminton, basketball, netball, touch, volleyball and futsal. Students will receive an overall subject result based on the written component of the course and their performance in their chosen sport (A–E). Unit 1: Report (400 – 600 words) Unit 2: Portfolio |
| Pathways to Year 11 & 12 | A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance |

Languages

Year 10 German

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| Units of Study | <ol style="list-style-type: none"> 1. Holidays 2. Fairy Tales 3. Unternehmen Deutsch (Enterprise German) 4. Youth Culture |
| Unit Description | <p>Holidays Students will communicate and comprehend information describing holiday activities and locations. They will comprehend information about holidays specifically for families and teenagers.</p> <p>Fairy Tales Students will comprehend Grimm fairy tale told in German and will compare them to fairy tales from other countries. Students will learn about the structure of a fairy tale and apply this knowledge to create their own fairy tale.</p> <p>Unternehmen Deutsch (Enterprise German) Students will engage in a real-world project in conjunction with Goethe Institut whereby they research German businesses in our region, liaise with a German company, then create a new product for their chosen company and market it.</p> <p>Youth culture Students will explore how Australian and German –speaking young people experience and perceive youth culture and how it relates to their own identity. Overall, students develop their communicative skills and intercultural competencies through learning new vocabulary and grammatical structures relating to the above topics.</p> |
| Learning Experiences | <p>Students develop their German communicative skills and intercultural competencies through:</p> <ul style="list-style-type: none"> • interacting and socialising with their peers in German. • comprehending written and spoken texts, including emails, magazine articles, fairy tales, tourist brochures, travel websites and other audio - visual and digital resources. • creating German texts for a variety of purposes relevant to the above topics. • participating in a student exchange program with our German partner school in Munster. This opportunity will be offered to all enrolled year ten and year 11 German/German Immersion students in 2025. <p>Students have the opportunity to have their language skills recognised at an international A1 (Common European Framework for Reference of Languages) by taking the Fit in Deutsch A1 exam.</p> |
| Assessment | Students will be assessed across the communicative skills of Listening and Reading, Writing and Speaking. |
| Pathways to Year 11 & 12 | Students enrolled in year 10 German are required to have studied German at year nine level. Students must pass Year 10 German to be able to study German in Years 11 and 12. |
| Other relevant considerations | N/A |
| Associated Costs | N/A |

Year 10 Indonesian

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| Units of Study | <ol style="list-style-type: none"> 1. Weather and Village and City Life 2. Indonesian Health 3. Indonesian History 4. Occupations and Student Exchange |
| Unit Description | <p>Weather and Village and City Life</p> <p>In this unit of work, students will be able to share factual information and opinions about their personal and immediate worlds, including about their eating habits, lifestyles, and favourite things. They will learn about Indonesian geography, such as their tropical life, seasons and weather, describing weather, lifestyles of people living in Indonesian cities and villages, staple foods in Indonesia and stories from village life. From a cultural perspective, students will develop an understanding of Indonesian climate in comparison to Australia and the differences and similarities of lifestyles in the villages and cities in Indonesia.</p> <p>Indonesian Health</p> <p>In this unit of work, students will be able to share factual information and opinions about their personal and immediate worlds, including medical advice and types of medicine available in Indonesia and Australia. They will learn to communicate about various illnesses, visiting a doctor & chemist, taking medicine and remedies, healthy eating and fitness, health services in Indonesia, traditional and modern medicine as well as jobs in the Indonesian health sector. From a cultural perspective, students will develop an understanding of the Indonesian health system as well as the use of traditional medicine and medical practices in Indonesia.</p> <p>Indonesian History</p> <p>This unit will inform students about Indonesian history, including their involvement in the Spice Trade, their proclamation of independence, the leaders & political figures, the meaning behind the Indonesian national anthem and the development and importance of Australia & Indonesian relations. From a cultural perspective, students will develop an understanding of Indonesia's historical past and its relationship with Australia.</p> <p>Occupations and Student Exchange</p> <p>In this unit of work, students will be able to share information and opinions about their work and study. They will learn about occupations and places of work in Indonesia, different jobs of Indonesian teenagers, express their personal aspirations and goals in Indonesian. From a cultural perspective, students will develop intercultural knowledge and awareness of Indonesian customs, culture and way of life through an exchange experience.</p> <p>Overall, students develop their communicative skills and intercultural competencies through learning new vocabulary and grammatical structures relating to the above topics.</p> |
| Learning Experiences | <p>Students develop their Indonesian communicative skills and intercultural competencies through:</p> <ul style="list-style-type: none"> • interacting and socialising with their peers in Indonesian • comprehending written and spoken texts, including emails, magazine articles, and other resources • creating Indonesian texts for a variety of purposes relevant to the above topics. • apply and participate in a stimulated exchange program to Indonesia, where they gain an understanding of living, studying and attending school in Indonesia. • A Language and Cultural Program trip to Indonesia may be offered to students. |
| Assessment | <p>Students will be assessed across the communicative skills of Listening and Reading, Writing and Speaking.</p> |
| Pathways to Year 11 & 12 | <p>Students enrolled in year 10 Indonesian are required to have studied Indonesian at year nine level. Students must pass Year 10 Indonesian to be able to study Indonesian in Years 11 and 12.</p> |
| Other relevant considerations | <p>N/A</p> |
| Associated Costs | <p>N/A</p> |

The Arts

| Year 10 Visual Art | |
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| Units of Study | Painting, Portraiture: 2D and Ceramics, Sculpture, Printmaking |
| Unit Description | <p>Art is one of the most important means by which humankind can express their innate creativity and communicate visually their ideas and feelings in response to certain events and issues occurring around them.</p> <p>Art should be seen as an important part of the development of all students as this subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts.</p> <p>Students develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of world culture and their responsibilities as global citizens.</p> |
| Learning Experiences | <p>Throughout the program the students will be involved in a range of learning experiences related to both making and responding to works of art. These experiences may include:</p> <ul style="list-style-type: none"> students making representation of their ideas and intended meanings in different forms including painting, ceramics, drawing, sculpture, mixed media and digital forms developing knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions analysing representations, viewpoints and practices—considering meanings and interpretations across societies and cultures. |
| Assessment | <p>Assessment for all areas is through a combination of folio (practical work and a visual journal) and a written assignment.</p> <p>In the creation of practical artwork, students resolve visual problems through an understanding of the visual conventions and the application of a range of techniques and materials.</p> <p>This involves students:</p> <ul style="list-style-type: none"> Translating and interpreting ideas to create images and objects. Selecting and manipulating techniques and processes to communicate meaning. <p>In the Responding component of the course, students are involved in:</p> <ul style="list-style-type: none"> Understanding artists, artworks and audiences from different cultures. Using appropriate terminology and vocabulary in the discussion and analysis of artworks. Visual Arts is experienced and assessed through the assessable elements of: Knowledge and Understanding; Making and Responding. |
| Pathways to Year 11 & 12 | <p>Visual Arts in Junior leads to:</p> <ul style="list-style-type: none"> Visual Art Senior Visual Art in Practice |
| Career Pathways | <p>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 creative and innovative skills inherent in this subject.</p> <p>Careers using the knowledge and skills gained from Art include but are not limited to: Art teacher, Art theory, advertising, marketing, web design, media industries (film, television, magazines) etc.</p> |
| Associated Costs | <p>No additional costs are envisaged at this point as course costs are built into the Text Book Hire Scheme, which covers the above course resources. Excursions will be organised to work with artists and view exhibitions. The costs associated with these events will be clarified via consent management.</p> |

Year 10 Drama

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| Units of Study | Comedy Circus Realism |
| Unit Description | <p>Drama is an art form which can provide every student with knowledge and skills that are transferable to a variety of artistic, social and work-related contexts. The course includes a wide variety of challenging experiences such as improvisation, acting, directing, creating and performing theatre styles, film, drama and workshops which develop voice and movement skills.</p> <p>Drama enables students to develop group communication skills as well as the techniques of negotiating, problem solving, and decision-making, researching and interpreting.</p> <p>Drama challenges students to explore their own identities and culture and extends their understanding of historical and contemporary drama in other cultures.</p> |
| Learning Experiences | <p>Students will:</p> <ul style="list-style-type: none"> • engage with the language, elements and conventions of drama to enable them to critically analyse, compare and contrast, and respond to live performance • interpret scripts and extend acting skills through drama-based improvisations and process dramas • practice and rehearse a variety of performance techniques and styles in both individual and ensemble settings • demonstrate characterisation through live performance work – comedy, circus, realism <p>** Drama is a group art form and students must be prepared to work in a self-directed yet collaborative manner with others.</p> |
| Assessment | <p>Tasks are varied and reflect a balance of individual, pair and group work. Examples include performances of scripted text and original drama, individual and group improvisations, scriptwriting and written responses. Achievement is measured in terms of the individual's performance within the group.</p> <p>Drama is experienced and assessed through:</p> <p>Making (Forming) – This technique is used to assess students' abilities when making drama works. Making artworks in drama enables students to demonstrate their ability to select, manipulate and control the elements of drama to devise drama that communicates meaning.</p> <p>Making (Performing) – This technique is used to assess students' abilities when performing drama works. Performing artworks in drama enables students to demonstrate their ability to select, manipulate and control form, and the elements of drama to develop roles and characters and interpret and perform drama that communicates meaning.</p> <p>Responding – This technique is used to assess students' abilities to explore, respond to, analyse and interpret drama works with before, during or after the making of drama works, or in response to the drama works of others. Students are required to analyse how the elements of drama are used, combined and manipulated in different styles. They also must evaluate how artists from different cultures, times and places communicate meaning and intent through drama.</p> |
| Pathways to Year 11 & 12 | Drama in Years 11 and 12 |
| Career Pathways | There is a direct link from school drama studies to many aspects of live and media performance; but the skills learnt in drama can also develop creativity, confidence, communication and presentation techniques which transition into many work and life situations. |
| Associated Costs | <p>Excursions will be organized to work with artist and view productions. The costs associated with these events will be clarified via consent management.</p> <p>Students will need theatre blacks for performance work.</p> |

Year 10 Music

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| Units of Study | Semester 1 – Pre-Twentieth Century Music, Term 3 – Jazz, Term 4 – Musical Theatre |
| Course Description | In the year 10 Music course, students are exposed to arrange of music including Orchestral and vocal European art music, Jazz and Musical Theatre. Through developing an understanding, the music elements, students will participate in performance experiences as vocalists or on their preferred musical instrument. They will also use digital technologies to compose their own music. Further, they will use their knowledge of the music elements to analyse studied and unstudied repertoire. |
| Learning Experiences | Throughout the program, students engage in a range of learning experiences including composing, arranging, performing, improvising, listening, score-reading, analysing, accompanying, viewing and research. ICT is embedded in the course and students actively use information and communication technologies (ICT) to organise, research, interpret, analyse, communicate and represent music knowledge and composition. |
| Assessment | Year 10 music places equal weighting and importance on the three dimensions of analysing repertoire, composition and performance. Music is experienced and assessed through the assessable elements of: <ul style="list-style-type: none"> ● Making – This dimension covers the musical aspects of performance and composition. As performers, students will select repertoire according to the current unit of study, prepare through practice and rehearsal before performing to a live audience as either vocal or instrumental soloists or as a part of an ensemble. As composers, students will first explore how the musical elements can be manipulated within the context of the current unit of study. They will then apply this in their own compositional works using a range of music specific ICTs. ● Responding – This dimensions covers the analysis and evaluation of repertoire. Students will research and respond to musical stimuli in either written exams or through extended writing or multi-modal assignments. Responses will address how composers or performers have manipulated or interpreted musical elements to create musicals works or performances. |
| Pathways to Year 11 & 12 | Music (Year 11 and 12) and Music Extension (Year 12) |
| Other relevant considerations | Students must be prepared to complete all written and practical aspects of the course and be able to work in a self-directed and focused manner. Students who study music in combination with participating in the instrumental and choral music program receive a more holistic experience of music. |
| Associated Costs | Students will need to purchase a music book with an approximate cost of \$2 from the uniform shop, a newsagent or office supply store. Excursions will be organized to work with artist and view recitals. The costs associated with these events will be clarified via permission forms. While owning an instrument and receiving private music tutoring outside of school are encouraged, it is not essential for this course. Students are able to use the music equipment to rehearse with at any time agreed upon by the teacher. |

Business and Technologies

Year 10 Business

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| Year 10 Business | |
| Units of Study | Term 1: Consumer and Business Finances – profit or perish Term 2: Future Anything – Plan Your Own Enterprise Term 3: Future Anything – Plan Your Own Enterprise Term 4: Forensics and Real-World Accounting |
| Unit Description | The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students will develop knowledge and skills that will allow them to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future. It will enable them to encompass the successful management of financial resources and systematically organise, critically analyse and communicate financial data and information for decision-making. |
| Learning Experiences | <p>Term 1: Consumer and Business Finances – profit or perish</p> <ul style="list-style-type: none"> • Introduction to business and consumer accounting, profitability and reports (5 weeks) • How business responds to changing workforce conditions and productivity • Australia's superannuation system, influences on financial decisions and long-term contributions to society. <p>Term 2: PYOE – Plan your own Enterprise</p> <ul style="list-style-type: none"> • Future Anything Program – Social entrepreneurship that challenges to students to problem solve, strategically plan and understand the facets of business from a start-up perspective Business Plan (8-10 weeks) <p>Term 3: PYOE – Plan your own Enterprise</p> <ul style="list-style-type: none"> • Future Anything Program – Pitch business concept to a panel of “potential investors” (4weeks) • Grand Final Pitch Competition and Innovation Showcase Evening (Week 8) • ASX Stock Exchange Game – Share trading; examine and map share price - trend analysis - starts week 4 <p>Term 4: Forensics Accounting and Business Practices</p> <ul style="list-style-type: none"> • Forensic Accounting – Analysis of data and information and Problem solving. Focus on internal controls to reduce incidence of fraud, theft and improve business management • Introduction to financial accounting, cloud-based accounting program (MYOB) |
| Assessment | <p>Term 1: Combination Exam – Practical and short response</p> <ul style="list-style-type: none"> • Consumer and Business Finances exam <p>Term 2: Business Plan Report- Project</p> <ul style="list-style-type: none"> • Future Anything - PYOE Business Plan • Enterprise Day Venture <p>Term 3: Presentation & Innovation Showcase Evening</p> <ul style="list-style-type: none"> • Future Anything - PYOE Pitch <p>Term 4: Combination Exam – practical, short and extended response</p> <ul style="list-style-type: none"> • Forensic Accounting data • MYOB |
| Pathways to Year 11 & 12 | Students continue their Business studies into Year 11/12 Business (General Subject); Accounting (General Subject) and Certificate III in Business (Vocational Pathway) |
| Other relevant considerations | <ul style="list-style-type: none"> • Excursion – Future FEST - PYOE approximate cost \$50 • Students will be involved in Enterprise Day – Trade Fair • Students may wish to submit their PYOE project in the Future Anything Competition • Students will present their PYOE to the community at the Business Innovation Showcase evening |
| Associated Costs | All costs associated with Business are covered in the student resource scheme. |

Year 10 Information Technology

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| Units of Study | <ol style="list-style-type: none"> 1. Website development (HTML/CSS) 2. Web Application development (JavaScript) 3. Database development (SQL) 4. Game development (UNITY\C#) |
| Unit Description | <p>Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Student's Create interactive solutions for sharing ideas and information online using a variety of programming languages.</p> <p>Students test and predict results and implement digital solutions.</p> |
| Learning Experiences | <p>HTML/CSS Students will master the art of web development by delving into the world of HTML and CSS. Through hands-on projects, they will learn to create captivating and responsive web pages. The iterative development approach will empower them to plan, design, and manage digital projects while ensuring user-friendly interfaces.</p> <p>JavaScript Embarking on the realm of web applications, students will harness the power of JavaScript to craft dynamic and engaging online experiences. They will design and implement interactive features, delve into algorithms, and explore data structures. Throughout this journey, privacy and security will be at the forefront, ensuring responsible and ethical development.</p> <p>Database development with SQL Students will dive into the architecture of modern data systems through SQL. They will decipher complex problems, design efficient databases, and execute queries to retrieve and manipulate data. With a focus on privacy and security, they will learn to handle sensitive information while constructing robust and organised data solution following the fundamental framework CREATE, READ, UPDATE, DELETE.</p> <p>UNITY with C# The world of game development beckons, as students step into UNITY and C#. They will breathe life into virtual worlds, design gameplay mechanics, and employ object-oriented programming principles. Throughout, they will refine their problem-solving skills, predict outcomes, and construct immersive game environments.</p> |
| Assessment | <p>HTML/CSS - Assessment: Project – Creation of personal online portfolio</p> <p>JavaScript Exam Portfolio – Creation of several web-based apps to develop real-world applications. Exam – Java Script. Algorithms.</p> <p>Database Assessment: Proposal of a music artist dataset and corresponding web application to support (CRUD)</p> <p>Unity Assessment: Project – Creation of digital solution</p> |
| Pathways to Year 11 & 12 | <p>Students continue their IT study into Year 11/12 Digital Solutions (General Subject) or Year 11/12 Certificate 3 in Information Technologies or ICT – Information Communications Technology (Applied)</p> |
| Other relevant considerations | <p>Optional Activities:</p> <ul style="list-style-type: none"> • Students have the opportunity to sit the national ICAS Digital Technology exam, these occur in May each year at a parental cost of approx. \$10 per student. • After-school ICT Club offers a range of technological activities and skills FREE of charge. • Students also have the opportunity to enter a technology-based project into the YICTE–Young ICT Explorers competition. This is also a FREE competition. |
| Associated Costs | <p>All other costs associated with information technology equipment are covered in the student resource scheme.</p> |

Year 10 Agricultural Practices

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| Units of Study | Unit 1: Basic Bee Keeping Practices Unit 2: Animal Husbandry (Sheep) Practices Unit 3: Plant Nursery Practices/Landscape Design and Construction Unit 4: Farm Management Practices: A Business Approach |
| Unit Description | Agricultural Practices is designed to give students a background into a wide range of practical experiences related to Farm Management Practices. Students will take part in the following activities: <ul style="list-style-type: none"> ● Review the Agri-Technology model associated with Bee Keeping and experience the Agricultural department's bee hive production system. ● Examine Sheep Husbandry Practices including Workplace Health and Safety practices. Students will have practical experiences in handling sheep, including vaccination, tick control, lamb marking and drenching for parasites. ● Experience Plant Nursery Practices e.g. plant propagation and complete a landscape paving project. ● Review the schools Farms Management Practices including a "one year" cycle, (the farm diary)and inventory processes. |
| Learning Experiences | Students will participate in a number of experiences which include: <ul style="list-style-type: none"> ● Teacher exposition and questioning. ● Activities and demonstrations. ● Farm activities ● Case studies of previous scientific investigations. ● Library/computer research and assignment work. ● Guest speakers on aspects of the curriculum. |
| Assessment | Students will be exposed to a range of assessment tools including exams, diagnostic in-class tests, assignments, group activities and practical investigations. |
| Pathways to Year 11 & 12 | These courses provide a sound foundation for future studies in Senior Agricultural Practices (Applied Syllabus), as well as provide future pathways to a possible career in Agriculture or related industry. |
| Other relevant considerations | Students are expected to participate in theory and practical aspects of this subject to the best of their ability. |
| Associated Costs | Nil |

Year 10 Food & Nutrition Technology

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| Units of Study | <p>Students studying in this course will engage in the following units of study:</p> <ul style="list-style-type: none"> • Designing food for appeal and nutrition • Experimenting with food and the chemistry of food • Producing and marketing food products |
| Unit Description | <p>Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students participating in this course of study will experience designing and creating food for consumer needs.</p> <p>Students will use a problem-based learning approach to develop sustainable and nutritious food solutions. They will investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.</p> <p>Food and Nutrition is an interdisciplinary subject drawing on the fields of nutrition, consumerism, food science and healthy choices. It focuses on the challenges faced by individuals, families and communities in our contemporary and evolving society.</p> |
| Learning Experiences | <p>Students will:</p> <ul style="list-style-type: none"> • Apply the problem-solving process to generate healthy food and nutrition solutions • Produce their own design criteria in response to design problems and evaluate • Participate in a range of food science experiments and testing • Develop specific food & nutrition language skills to critically analyse, compare and contrast food products |
| Assessment | <p>Design portfolios Food experimentation and testing Examination</p> |
| Pathways to Year 11 & 12 | <p>Year 10 Food & Nutrition Technology leads to:</p> <ul style="list-style-type: none"> • Y11 & Y12 Food & Nutrition • Y11 & Y12 Certificate III in Hospitality • Y11 & Y12 Hospitality Practices |
| Other relevant considerations | <p>In this subject, students are responsible for:</p> <ul style="list-style-type: none"> • the supply of their ingredients for cooking solutions • bringing along their laptops to ensure they can use the digital in class curriculum |
| Associated Costs | <p>Potential excursion approximately \$30 Additional costs will largely depend on ingredients that students include into their designs</p> |

Year 10 Hospitality

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| Units of Study | <p>Students studying in this course will engage in the following units of study:</p> <ul style="list-style-type: none"> • Designing food for functions and events • Designing food to impress • Producing and marketing food products |
| Unit Description | <p>Students participating in this course of study will experience designing and creating food for special events.</p> <p>In the course, students will develop practical skills in the production of food and the processes of designing food that is eye-catching and appealing. Students will develop skills in the area of producing high quality food for events or functions.</p> <p>Students will develop a range of skills including: planning functions to meet clients' needs, safety & hygiene, food preparation and service, evaluating functions, teamwork and collaboration</p> |
| Learning Experiences | <p>Students will:</p> <ul style="list-style-type: none"> • Apply the design process to plan and produce high quality food products • Develop specific Hospitality language skills to analyse, compare and contrast food products and processes in the 21st century • Produce their own success criteria in response to design problems based on the identified needs and opportunities • Refine practical skills through planning, managing and preparing practical tasks that develop skills across a range of food products • Develop techniques and procedures for food preparation in a hospitality context |
| Assessment | <p>Design Portfolios Functions and Events Practical Cooking Tasks Research Investigation</p> |
| Pathways to Year 11 & 12 | <p>Y10 Hospitality leads to:</p> <ul style="list-style-type: none"> • Y11 & Y12 Certificate III in Hospitality • Y11 & Y12 Hospitality Practices |
| Other relevant considerations | <p>In this subject students are responsible for:</p> <ul style="list-style-type: none"> • the supply of their ingredients for weekly cooking • bringing along their laptops to ensure they can use the digital in class curriculum |
| Associated Costs | <p>A food appreciation excursion at an approximate cost of \$30 Additional costs will largely depend on ingredients that students include into their designs</p> |

Year 10 Design Technology

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| Units of Study | <p>Students studying in this course will engage in the following units of study:</p> <p>Unit 1: Graphic Design – Poster Project</p> <p>Unit 2: Sustainable Product Design – LED Light Project</p> <p>Unit 3: Environmental Design – Scale Model Shop Interior</p> <p>Unit 4: Human Centered Product Design – Wearable Technology</p> <p>Unit 5: Service Design – Bush Tucker App</p> |
| Unit Description | <p>Bringing together all of the previous skills learned in Industrial Design Technology, students in this course are required to produce prototypes of their ideas with a focus on students writing their own criteria, based upon the 5 foundations to design; Aesthetic, Cultural, Economic, Social and Technical.</p> <p>Student design solutions will be open to their interpretation of the design problems that they are given and it is expected that within a class, students will produce a variety of responses. Students will communicate solutions in various forms, from low- fidelity prototypes, to advanced models, digital solutions and more. Design problems will be explored and solutions developed, following the "double diamond" design process, where students diverge different ideas and converge back to a solution that best suits a client.</p> <p>Students studying this subject will develop an appreciation of designers and their role in society. Ideas are often a result of trial and error with a willingness to take risks and experiment with alternatives – getting it wrong is encouraged and reflection on what was learned, a high priority.</p> |
| Learning Experiences | <p>Students will:</p> <ul style="list-style-type: none"> ● develop sketching and design thinking skills ● be encouraged to use software to present a solution to problems in a digital form ● work with interfaces for controlling machines to produce prototypes quickly ● trial ideas and produce prototypes ● work individually and collaboratively to solve design challenges ● develop portfolios of their design journeys ● present their design journey to the class using multimodal techniques ● understand Safety within the maker space |
| Assessment | <p>Practical prototyped solutions in physical or digital form</p> <p>Design Portfolios</p> <p>Multimodal presentations</p> |
| Pathways to Year 11 & 12 | <p>Y11 & Y12 Design</p> <p>Y11 & Y12 Industrial Graphic Skills</p> <p>Y11 & Y12 Engineering</p> |
| Other relevant considerations | <p>Students are responsible for:</p> <ul style="list-style-type: none"> ● the supply of any additional embellishment items they require for their design projects ● bringing along their laptops to ensure they can use the digital in-class curriculum |
| Associated Costs | <p>An excursion into QUT Design Lab Gardens Point Campus – approximate cost\$6.00</p> |

Year 10 Industrial Technology Manufacturing

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| Units of Study | <p>Students studying in this course will engage in the following preparatory elements for our Industrial Skills subjects in Y11/12:</p> <ul style="list-style-type: none"> • Unit 1: Industrial Graphics – 3D Printed or Laser Cut Phone Speaker Amplifier • Unit 2: Metalworking Shop Skills – Folding Shovel & Sheet metal carry tray • Unit 3: Woodworking Shop Skills – Folding Chair & BBQ condiments tray |
| Unit Description | <p>Students studying Industrial Technology Manufacturing will undertake practical projects, in metal and wood which aim to increase their skills with various workshop tools, machines and processes. They do this Semester about, with one Semester dedicated to woodwork and the other dedicated to metalwork.</p> <p>This course is preparatory for Industrial Skills subjects in Y11/12 or for students who wish to learn basic hand tool, power tool and static machinery skills.</p> <p>Students will be required to complete project specific work booklets that cover the underpinning knowledge and theory of each unit. Students will also be required to complete a range of Workplace Health and Safety modules during the course to reinforce and strengthen their knowledge of safety processes in the workshop.</p> <p>Every lesson, students are expected to follow Workplace Health and Safety practices including the wearing of personal protective equipment. This includes an apron and safety glasses. Students who fail to wear the required protective equipment, will be unable to complete practical work due to safety standards and other learning activities will be provided.</p> |
| Learning Experiences | <p>Students will:</p> <ul style="list-style-type: none"> • Develop hands on and machinery related wood-working skills • Develop hands on and machinery related metal-working skills • Develop an appreciation for safety and safe working practices • Produce finished products that reflect industry standard • Understand safety in the workshop • Enjoy the satisfaction gained by producing a product with their own hands • Gain an in depth understanding of tools and machines, their uses and procedures • Work with others in a workplace to negotiate space and use of equipment |
| Assessment | <p>Practical completed projects Log book of students' work</p> |
| Pathways to Year 11 & 12 | <p>Y11 & Y12 Engineering Skills Y11 & Y12 Furnishing Skills Y11 & Y 12 Industrial Graphics Y11 & Y12 Building & Construction Skills</p> |
| Other relevant considerations | <p>Students are responsible for:</p> <ul style="list-style-type: none"> • the supply of any additional embellishment items they require for their projects • bringing along their laptops to ensure they can use the digital in-class curriculum |
| Associated Costs | <p>Nil</p> |