

Welcome to Year 10

The beginning of your Senior School Journey!

What is the focus of Year 10?

Year 10 is the foundation year for the Senior School and gives students the opportunity to try out senior subjects so they can complete two full years of studying those subjects without changes.

Completing Year 12, attaining the Queensland Certificate of Education (QCE) and obtaining a quality Senior Education Profile is our aim for every student of the school. By finishing Year 12 students increase their life choices dramatically.

The purpose of Year 10 is to:

- · Sample foundation subjects in preparation for Senior subjects (which will be reflective of the QCE and ATAR system)
- · Be introduced to the notion of unseen assessment tasks (introduction to external assessment)
- · Commence familiarisation with cognitive verbs that will be utilised throughout assessment tasks under the QCE and ATAR system
- · Commence building pathways to qualifications and further learning beyond school
- · Begin banking credits for a Queensland Certificate of Education (QCE) wherever possible
- · Continue to build on Literacy and Numeracy skills developed in Junior Secondary

What does Year 10 look like?

- · All year 10s complete English and Maths for 3 lessons a week across the year
 - All year 10s complete HPE (Sport & Recreation) 2 lessons a week across the year
 - All year 10s complete a semester of science and a semester of humanities
 - In the sciences students can select from biology/psychology, physics/chemistry or general science.
 - In humanities students can select from modern/ancient history, legal studies, social & community studies or business.
 - Student can pick additional science or humanities subjects as part of their electives if they desire.
- · Electives: All students select six additional subjects which they will complete for a semester each.

- · Year 10 subjects offered at TSHS are described in detail in this handbook.
- · Elective subjects are run where there are sufficient numbers of students interested and appropriate physical and human resources are available.

Considerations for choosing Year 10 Courses

- · Choose subjects which relate to your career aspirations and strengths.
- · Choose subjects which you think sound interesting and you would enjoy.
- · Choose subjects you would like to try as possible foundations for senior subjects.

Students must acquire the skills and qualifications needed to compete for and create jobs in emerging fields and revitalise traditional industries. It is compulsory for students to stay at school until they finish Year 10 or have turned 16. They are then required to participate in education, training, or full-time work for a further 2 years until they achieve their QCE or a Cert III or turn 17. Students are expected to continue from Year 10 to 11/12. Legal requirements exist for students who want to choose a non-school pathway including full-time work, training or TAFE.

Some traps to avoid

- · Do not select subjects simply because someone has told you that they 'help you get good results and give you a better chance of getting into university' or that they 'help you get a better job'.
- · Try not to be influenced by suggestions that you should or should not choose a particular subject because a friend /brother/sister either liked or disliked it or the teacher when they studied it.

Welcome to Year 10

Important information to remember

Students are advised that:

- · It is not possible for the school to offer every subject or combinations of subjects desired by students.
- · There are limits on the numbers of students able to be enrolled in particular subjects. If too few students nominate for any subject and/or if the school is unable to staff a particular subject, then the subject will not be offered and students will have to select another subject.
- · Subjects, once chosen, are regarded as firm commitments. There are limited opportunities and strict guidelines for making changes.
- · There are COMPULSORY subjects that students MUST undertake in Year 10 English, Mathematics, HPE, Science and Humanities.
- · Each student must choose six (6) elective subjects for study. This should be decided taking into consideration future career pathways and should open up flexible future options.

Changing Subjects:

Occasionally a student may wish to see if it is possible to change enrolment in a particular subject. Such changes are not made lightly and the appropriate procedure MUST be followed for this to occur. A subject change is not always appropriate or desirable.

Approval will only be granted if:

- · The proposed change/s has/have merit relative to the student's schooling pathway.
- · There are vacancies in the class that the student proposes to join.
- · The student's overall commitment and progress in his/her other subjects indicates ongoing enrolment in the overall study program is appropriate.
- · The proposed change allows the student to demonstrate a quantum of work in the new subject.

The proposed change takes place in a timeframe consistent with school policy.

Compulsory Programs

All students are required to study one subject from English, Mathematics, Science and Humanities Programs. Sport and Recreation is compulsory.

English

Mathematics

In 2026, Year 10 students will have three options for their study of English:

- 1. English
- 2. Literature Studies
- 3. Everyday English

In 2026, Year 10 students will have three options for their study of Mathematics:

- 1. Introduction to Mathematical Methods
- 2. Introduction to General Mathematics
- 3. Introduction to Essential Mathematics

Science

Humanities

In 2026, Year 10 students will have three options for their study of Science:

- 1. Analytical Science
- 2. Life Science
- 3. Foundation Science

In 2026, Year 10 students will have four options for their study of Humanities:

- 1. Modern & Ancient History
- 2. Legal Studies
- 3. Social & Community Studies
- 4. Business

Elective Programs

Students are required to select four electives from the list below in accordance with the subject line structure

- Agriculture
- Aviation
- Dance
- Drama
- Early Childhood
- Film, Television & New Media
- Hospitality
- Introduction to Digital Solutions
- Introduction to ICT

- Introduction to Engineering
- Introduction to Fitness
- Introduction to Health
- Introduction to Furnishing
- Introduction to Physical Education
- Music
- Textiles and Production
- Visual Art





English provides students with the foundational knowledge to commence General English Senior.

Course Outline Semester 1 Areas of Study Term 1 Representations of Villains in Literature

In this unit students analyse concepts related to the representation of villains in literature. Through the study of a range of literary texts, including film, comics and graphic novels, students will analyse, evaluate and discuss relevant themes and issues evident in these texts. This will include levels of abstraction, higher order reasoning and intertextual references. Students will also develop a critical understanding about how the construction of villains is influenced by context.

This unit will focus on villains present in gothic, superhero and action films. Through an analysis of the aesthetic features and stylistic devices used by authors and directors, students will develop an online article that articulates the way their chosen text explores themes of human experience, cultural significance, interpersonal relationships and/or ethical and global dilemmas.

Texts:

Skyfall (film)

Black Panther (film)

The Strange Case of Dr Jekyll and Mr Hyde (graphic novel)

Assessment:

Students write an online essay for Teen Ink magazine that analyses the way at least one of the studied texts positions the audience to consider one of the focus concepts. (Assignment – up to 800 words)

Term 2

William Shakespeare's Romeo and Juliet

In this unit students will examine William Shakespeare's "Romeo and Juliet". Through viewing and interpreting Baz Luhrmann's film along with key scenes from Franco Zeffirellis' students will be immersed into the world of Verona and begin to evaluate the intertextual representations of people, places, events and concepts. Students will develop a critical understanding of how texts, language, and visual/audio features are influenced by context.

Students will read key scenes and in doing so, they will understand the complex and challenging plot sequences. They will analyse and evaluate the way language has been used to develop character and the thematic preoccupations of the text. They will develop opinions about characterisation and concepts and be able to justify assumptions with evidence from the text.

Text: Romeo and Juliet

Assessment:

Students will write an essay in response to an unseen question. (Supervised task – up to 800 words)



Semester 2 Areas of Study

Term 3 Moral & Ethical Issues in Literature

In this unit students will read a novel that explores themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They will discuss and consider the way the author uses language to represent issues. Students will develop and be able to explain their own responses to these issues as well as the characters in the novel.

Students will use this knowledge to create an intervention in their novel to explore an issue from an alternate perspective.

Texts/Novels: The Hate You Give or Looking for Alibrandi. **Assessment:**

Students will create an intervention into a significant moment in the novel to explore an issue from another character's point of view. (Supervised – 800 words).

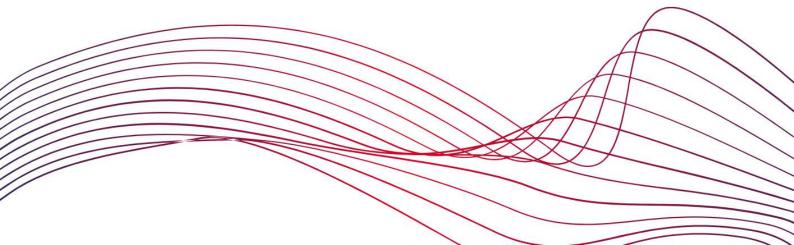
Term 4 Photojournalism

In this unit students will gain an understanding of how human experience is represented in news media images. They will respond to, interpret, discuss and evaluate representations of events and issues in news images. These images may represent a variety of perspectives that explore significant news events and issues. Students will examine influential news photographs to develop a critical understanding of how visual texts are influenced by context.

Students will deliver a persuasive speech to analyse the visual elements in a series of acclaimed or award winning news images connected by concept or theme, explain the story behind the photo being shot, and evaluating the effectiveness they have on relaying the news story to the audience.

Assessment:

Students will analyse the visual elements in a series of acclaimed or award winning news images connected by theme. They will examine the story behind the photos, how they are connected, and evaluate the effectiveness they have on relaying the news story to the audience. (Assignment – up to 5 minutes)







Introduction to Essential English provides students with the foundational knowledge to commence Essential English in Senior.

Semester 1 Areas of Study Term 1

In this unit students analyse concepts related to the representation of villains in literature.-Gothic, superhero and action films Through the study of a range of literary texts, including film, comics and graphic novels, students will analyse, interpret, evaluate and discuss relevant themes and issues evident in these texts to develop a critical understanding about how the construction of villains is influenced by context.

The students will develop an online article that articulates the way their chosen text explores themes of human experience, cultural significance, interpersonal relationships and/or ethical and global dilemmas. They will develop their written skills through investigating how other writers use textual features to position their audience to take up certain attitudes, values and beliefs.

Texts:

Captain America and Black Panther (film)
The Strange Case of Dr Jekyll and Mr Hyde (graphic novel)

Assessment:

Students will create an online article for Teen Ink magazine that analyses the way one of the studied texts positions the audience to consider one of the focus concepts. (Assignment – up to 800 words)

Term 2

In this unit the students will read the novel Cell 7 by Kerry Drewery. They will explore the underlying themes of a dystopian society, the evolution of reality tv, crime and punishment and media manipulation. The students will debate ethical issues. They will analyse and investigate how language can be used to empower and disempower; to manipulate thinking and change opinions through nuances, hidden suggestions, and lack of clarity in information being communicated.

Texts:

Novel: Cell 7
Assessment:

Students will create a written discussion in response to a question. (Supervised – up to 600 words)

Semester 2 Areas of Study Term 3

Film Study – Stories of Survival and Determination In this 10-week course students will analyse a contemporary film adapted from an autobiography about survival. They will create a multimodal film review. The focus of this unit is to introduce students to film techniques.

Texts:

127 Hours (Film)

Assessment:

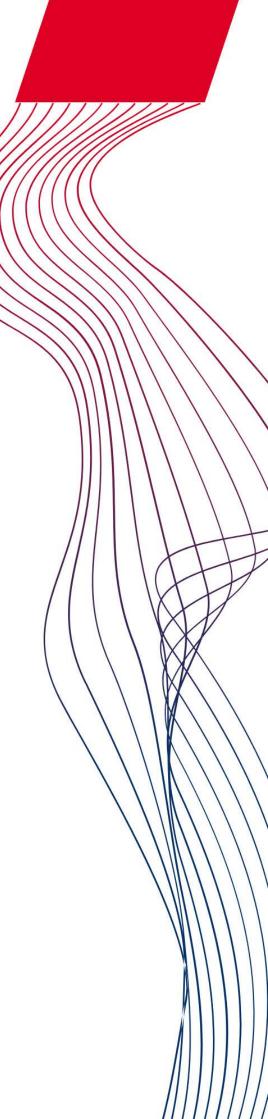
Students will create a film review for the film. (Supervised – up to 600 words)

Term 4

Students will explore the digital and face-face communication styles, including emails, social media, on-line feedback and face-to-face. They will examine the 4 styles of communication and investigate their effectiveness in resolving conflicts. They will identify language that empowers or disempowers and language that can escalate or de-escalate a conflict. They will examine the importance of non-verbal communication skills and practice listening and speaking effectively.

Assessment:

Communications Folio (Assignment)



Introduction to Literature



Introduction to Literature provides students with the foundational knowledge to commence the subject Literature in Senior.

Course Outline

Semester 1 Areas of Study Term 1 Writing from Real Life

This unit focuses on the way students can draw inspiration from people, places and events to create original and innovative imaginative pieces. Through engaging with texts that have been inspired by people, places and events, students are able to analyse the way iconic creators, like Orwell's Shooting an Elephant, Nolan's Dunkirk and Palacio's Wonder experiment with aesthetic features and stylistic devices to create pieces of literature that have impacted audiences through their choices in representing the people, places and events they were inspired by. Students also experiment with using the same aesthetic features and stylistic devices employed by these authors to create representations and perspectives of real-life people, places and events in their own writing to create literature that is innovative and positions readers to take up particular viewpoints.

Texts:

Short Story: Shooting an Elephant

Film: Dunkirk Novel: Wonder Assessment:

Students choose a person, place or event from their lives or from the world to inspire a digital monologue that experiments with aesthetic features and stylistic devices experimented with in class to prompt responses in audiences. (Assignment – up to 6 minutes)

Term 2

This unit focuses on adaptation theory and its relationship to the writer's decision-making processes in creating adaptations. As part of this, students will explore the role fidelity and infidelity play when authors create cinematic adaptations of novels, as well as the impact moving from a "telling mode" to a "showing mode" has on the director's ability to remain faithful to the base text. To explore these theoretical concepts, students analyse the authorial decisions made by John Marsden when constructing the representations and perspectives of concepts, people, identities and times in the "telling mode" of his novel Tomorrow When the War Began. They then analyse the decisions Stuart Beattie made in maintaining or changing representations and perspectives of concepts, people, identities and time when creating the film adaptation of Tomorrow When the War Began. They also consider how changing from a "telling mode" to a "showing mode" impacted the decisions Beattie made.

Texts:

Novel and film: Tomorrow, When the War Began

Assessment:

Students, referring to articles focused on adaptation theory, analyse whether the choices Beattie made about maintaining, altering, or removing representations, perspectives, aesthetic features and/or stylistic devices from Marsden's Tomorrow When the War Began were effective for a "showing mode". (Supervised – up to 800 words)

Semester 2 Areas of Study Term 3

Learning from the Classics

In this unit, students focus on how they can extend upon their writing practices by reading and analysing classic literature—writing that has stood the test of time because of its artistic merit. While they study how classic literature, like classic dystopian literature has shaped modern dystopian literature, the key novel being studied is Harper Lee's To Kill a Mockingbird. Students analyse the way Lee uses aesthetic features and stylistic devices, such as, epigraphs, symbolism, motifs, characterisation, narrative voice, juxtaposition etc. to explore cultural assumptions, attitudes, values and beliefs of the time to position readers to take up particular viewpoints. Students consider how they can achieve the

same in their own writing. Through experimentation with the same aesthetic features and stylistic devices used in Lee's work, students will make authorial choices that will best suit their purposes.

Text:

Novel: To Kill a Mockingbird

Assessment:

Students create a short story that explores the concepts represented in To Kill a Mockingbird in a new context and experiments with aesthetic features and stylistic devices to prompt responses in readers. (Assignment – up to 800 words)

Term 4 Marginalised Voices in Literature

In this unit, students focus on the current literary movement advocating for a rise in marginalised voices being represented in literature in a movement some are referring to as "decolonising bookshelves". These topics of the inclusion of authentic representation, the importance of amplifying diverse voices and the need to provide a platform for all stories to be shared has been inspired by the Ted Talk The Danger of a Single Story by Chimamanda Ngozi Adichie. Students analyse how authors use aesthetic features and stylistic devices to construct realistic representations of marginalised groups through a focus on Nigerian representations in Adichie's short story Tomorrow is too Far, Heder's representation of the deaf experience in the film CODA and Lyn and Newberry's representation of the LGBTQIA+ community in the television series Heartstopper.

Texts:

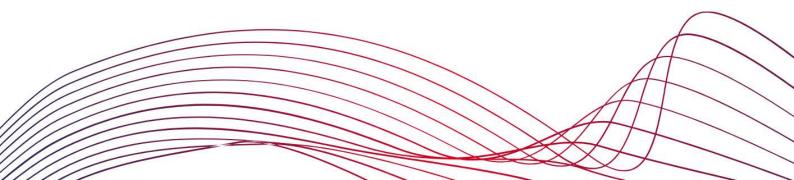
Short Story: Tomorrow is too Far

Film: CODA

Television series: Heartstopper (selected episodes)

Assessment

In groups, students form a panel and decide which marginalised voice they would like to focus on. Each student on the panel selects a text they believe best represents that marginalised voice. As a group, they present to the class like a literary panel, each taking turns presenting their justification for selecting their text, before fielding questions from the audience about their text choice. (Assignment – up to 5 minutes)



Introduction to Mathematical Methods

Subject Overview

Introduction to Mathematical Methods provides students with the foundational knowledge to commence the subjects Mathematical Methods and Specialist Mathematics in Unit 1 Year 11.

Course Outline

Semester 1:

- Indices, Surds and Logarithms
- Algebra and Equations
- Non-linear graphs and Quadratics

Semester 2:

- Trigonometry and Measurement
- Statistics and Probability
- Exponential Functions

Assessment

2 exams and 1 Modelling and Problem-Solving Task each semester

Introduction to General Mathematics

Subject Overview

Introduction to General Mathematics provides students with the foundational knowledge to commence the subject General Mathematics in Unit 1 Year 11.

Course Outline

Semester 1:

- Finance
- Linear Graphs
- Pythagoras
- Index Laws
- Measurement
- Statistics

Semester 2:

- Trigonometry
- Networks
- Rates and Proportion
- Algebra
- Simultaneous Equations
- Probability

Assessment

2 exams and 1 Modelling and Problem-Solving Task each semester

Introduction to Essential Mathematics

Introduction to Essential Mathematics provides students with the foundational knowledge to commence the subject of Essential Mathematics in Unit 1/Year 11.

Course Outline

Semester 1 Areas of Study

- Measurement Perimeter, circumference, area and volume
- Financial Mathematics Income, Taxation, Simple Interest
- Short Course in Numeracy Topic 1: Personal Identity and Community*

Assessment

- Folio Task
- Mid-semester exam
- Project

Semester 2 Areas of Study

- Short Course in Numeracy Topic 2: Workplace Numeracy*
- Statistics
- Probability

Assessment

- Mid-semester exam
- · Modelling and Problem-Solving Task
- End-semester Exam
- * On successful completion of Short Course Numeracy, students will meet the Numeracy requirement and receive 1 point towards their Queensland Certificate of Education (QCE).



Analytical Sciences (Chemistry & Physics)

Subject overview

Everything we know is either matter or energy. Understanding the ways in which matter and energy behave and interact is critical to an understanding of the universe at every level, from the sub-microscopic constituents of matter to the macroscopic behaviour of galaxies and star clusters. This understanding comes through a mix of mathematical description, computational modelling and experimental investigations. These techniques are covered in Chemical & Physical Sciences.

Course Outline overview of topic

Semester 1 and 2 Areas of Study (May include)

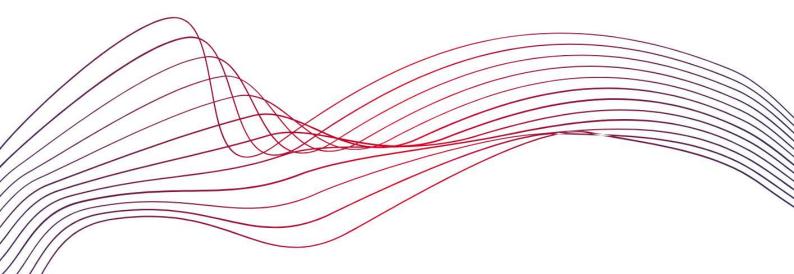
- The atomic structure and properties of elements are used to organise them in the Periodic Table
- Different types of chemical reactions are used to produce a range of products and can occur at different rates
- Energy conservation in a system can be explained by describing energy transfers and transformations
- The motion of objects can be described and predicted using the laws of physics The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe

Assessment (May include)

- Project
- Investigation
- · Collection of Work
- Extended Response
- Examination

Additional requirements

Students should be achieving an A or B in year 9 to complete this course. Recommended for studying Chemistry or Physics in Senior.



Life Sciences (Biology & Psychology)

Subject Overview

The understanding of life comes from looking at all of life sciences together. Within Biology students will study Genetics – how heredity affects us all - as well as related considerations like biotechnology in genetics. Psychology is the study of the mind and behaviour in both humans and animals. This course introduces students to the scientific research: what psychologists do.

Course Outline Areas of Study

Transmission of heritable characteristics from one generation to the next involves DNA and genes. How genetics affects us and our future. The differences between psychology and pseudoscience and the importance of mental health, wellbeing and emotional intelligence. Students will conduct research into memory and the steps and ethics involved in psychological research.

Assessment

- Data Test
- Experiment
- Research Investigation
- Research Report
- Semester 1 and 2 Unit Exams

Additional requirements

Students should be achieving an A or B in year 9 to complete this course. Recommended for studying Chemistry or Physics in Senior.

Foundation Science

Basis of Biology, Physics, Chemistry, Earth & Environment Sciences

Subject overview

An in-depth inquiry of earth and environmental science will be undertaken during this course. Foundation science will provide a general understanding of a variety of topics over the course of a year.

Course Outline Areas of Study

Students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. They explore the biological, chemical, and geological evidence for different theories, such as the theories of natural selection and climate change. Students develop their understanding of atomic theory to understand relationships within the periodic table. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Assessment (May include)

- Project
- Investigation
- Collection of Work
- Extended Response
- Examination

Additional requirements

For students wishing to take a general science course. Not recommended for Senior Science Courses

Agriculture

Year 10 Agriculture builds on year 9 Agriculture and is designed to prepare students for senior agricultural studies. These senior studies may include Agricultural Science General (11/12), Certificate II Agriculture (11), Certificate II Rural Operations (12) or other specialised Certificate II courses such as Horticulture and Horse Management pending availability.

Course Outline

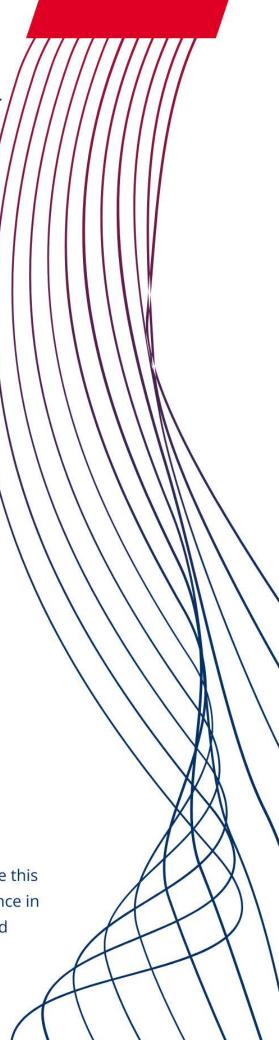
- Semester 1 and 2
- · Areas of study may include:
- Agricultural Production Systems in Australia
- Climate Zones and Associated Agriculture
- Agriculture in the Economy Domestic and Export Markets
- Agricultural Sustainability and Resource Management Climate and Weather in Agriculture
- Soils and Country types
- Tillage, Harvest and Equipment
- Animal anatomy (focus on beef)
- Plant anatomy (focus on Agronomy)
- Factors influencing Agricultural Production

Assessment

- Project
- Investigation
- Collection of Work
- Extended Response
- Examination

Additional requirements

Students should be achieving an A or B in year 9 to complete this course. Recommended for studying senior Agricultural Science in Years 11 and 12, and for those students' seeking careers and employment in local agribusiness.



Introduction to Physical Education

This subject is an introduction to 11/12 Physical Education.

In 'Intro to Physical Education' students will engage in a range of physical activities to develop movement sequences and movement strategies. Students will then optimise their engagement and performance in physical activity as they develop an understand and appreciation of the dimensions.

Course Outline

One Semester Course

Unit 1 - Energy Systems/OzTag.

Students will develop their knowledge of components of fitness, energy system requirements and knowledge of OzTag. They will engage in Pre and Post Fitness tests to determine their fitness levels of each Energy System. This unit is linked to Year 12 Unit 4.

Unit 2 - Skill Acquisition/Badminton

Students will focus on skill acquisition, how they process information and improve personal performance. They will engage in the physical activity of Badminton to develop related understandings, skills and attitudes. Students will collect primary data (video, criteria sheet and peer feedback) related to their personal performance and evaluate their stage of learning.

Assessment

Unit 1 - Investigation report.

Unit 2 - Project Folio: Multiomodal presentation

Students will be required to engage in a number of practical lessons.

Additional Requirements

Students will be required to bring an A4 work booklet and Device to every Theory lesson. Students will be required to bring sports uniform, hat and water bottle to every practical lesson.

Introduction to Fitness



This subject is an introduction to 11/12 Cert III in Fitness to prepare students for this VET subject. Students will engage in a number of theoretical and practical Fitness contexts across Cardio, Strength and Muscular Endurance training in Group and Individual scenarios.

Course Outline

One Semester Course

Unit 1 - Group Fitness

Students will develop their knowledge and skills in Group Fitness across a range of contexts including utilising the FITT Principle in Circuit Training, AMRAP and EMOM that incorporates cardio, strength and muscular endurance. Students will plan and lead a Group Fitness session in a group.

Unit 2 - Resistance Training/Personal Training

Students will develop their knowledge and skills in Resistance Training and Personal Training including weight training that includes Compound and Isolation movements. Students will then participate in a Fitness program to enhance their own health and wellbeing.

Assessment

Unit 1 - Performance + Project Folio

Unit 2 - Performance + Project Folio

Additional Requirements

Students will be required to participate in moderate to high intensity fitness sessions including cardio, muscular strength and muscular endurance training. Students will be required to bring sports uniform, towel and water bottle to every session. Students need access to a device (laptop) to every theory lesson.

Introduction to Health

'Intro to Health' provides students with a contextualised strengths-based inquiry of the various determinants that promote lifelong health, learning and active citizenship. This subject is linked to Year 11/12 'Health.' Students interested in careers in Nursing, Psychology, Youth and Social work would benefit from this subject.

Unit 1 - Dimensions of Health.

Students will investigate the 5 Dimensions of Health (Physical, Emotional, Mental, Social and Spiritual). This is linked to all units across Year 11 and 12.

Unit 2 - Mental Health

Students will investigate Mental Health topics and strategies. They will propose recommendations to improve the Health issue. This is linked to Year 11 Unit 1.

Assessment

Unit 1 - Exam

Unit 2 - Analytical Exposition

Additional requirements

Students need access to a device (Laptop) to every lesson. Students will be required to conduct a large amount of independent research and writing.

Sport and Recreation

Sport and Recreation is the compulsory HPE subject in Year 10.

Students will engage in this subject 2 x Lessons per week for the entire year. The units students undertake are a part of the Australian Curriculum, provide an introduction to the Year 11/12 'Sport and Recreation' applied subject and have a focus on engaging all students in being active to enhance their health and wellbeing.

The Years 10 HPE curriculum builds on each student's prior learning from the Australian Curriculum. During this time, students refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Course Outline - Two Semester Course

Unit 1 - Volleyball

Unit 2 - Coaching

Unit 3 - Officiating/refereeing

Unit 4 - Elective. Swimming/lifesaving or lawn bowls/target games or walking

Assessment

Unit 1 - Performance

Unit 2 - Performance + Project folio

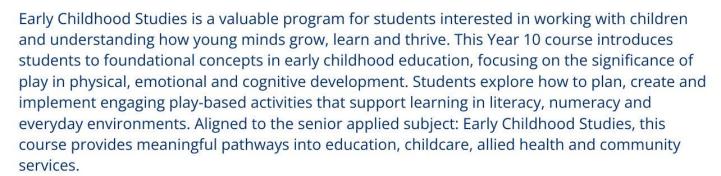
Unit 3 – Performance + Evaluation report

Unit 4 - Performance

Additional Requirements

Students will be required to engage in a number of Practical lessons. Students will be required to bring an A4 work booklet and Device to every theory lesson. Students will be required to bring sports uniform, Hat and water bottle to every practical lesson.

Early Childhood Studies



Course Outline

This course has two separate semester programs: Semester 1 - Unit 1 and 2 and Semester 2 - Unit 3 and 4.

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Play in the Early Childhood Sector

- Investigate the role of play in early childhood development
- Explore different types of play (e.g., imaginative, physical, social)
- Understand how play supports learning and wellbeing
- Design and reflect on a play-based activity

Unit 2

Numeracy!

- Explore age-appropriate numeracy concepts for young learners
- Design a numeracy-rich, play-based learning experience
- Implement the activity during a real-world excursion to a school or kindy
- Build confidence in working with young children

Unit 3

Literacy!

Examine early literacy development through

Unit 4

- Create a literacy-based activity tailored to young learners
- · Implement the activity in a practical setting (excursion)
- · Reflect on engagement, communication, and learning outcomes

Investigate how learning environments

Create a themed "prop box" to encourage imaginative play

Compare indoor vs. outdoor play

Play In the Indoor and Outdoor

impact child development

 Reflect on the importance of space, safety, and accessibility

Assessment

Environment

Semester 1 (Unit 1 and 2)

opportunities

Written journal 50% Written journal and practical implementation of product 50%

Semester 2 (Unit 3 and 4)

Written journal 50% Written journal and practical implementation of product 50%

Business

Subject Overview

Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions.

Students explore fundamental business concepts and strategies relating to strategic planning, business environments, entrepreneurship, finance, marketing, operations and technology. Australia's taxation and superannuation system and the factors that influence major consumer and financial decisions are also considered for how they contribute to human and financial wellbeing and the common good of society.

Students investigate the creation of business ideas and the business life cycle before focusing on the challenges of the seed stage. SWOT and PEST analytical tools are used to analyse strategic planning, stakeholders, competitors and the business environment. Business and entrepreneurial ideas are evaluated using the business criteria of competitiveness, effectiveness, efficiency and stakeholder satisfaction to determine their viability. Students use their knowledge of the fundamentals of business and the creation of business ideas to analyse and evaluate two authentic business case studies.

Course Outline

Unit 1 - Fundamentals of Business in the Mature Business

- Business Life Cycle (in brief)
- Business structures (profit, not for profit, GOB)
- Social enterprises, Who Gives a Crap, Orange Sky, Thankyou products, Zambreros Vanguard Laundry
- · Innovation and entrepreneurship
- Legal ownership structure) (sole trader, partnership, private and public companies)
- · Limited and unlimited liability
- Ethical Business Practices including Triple Bottom Line, Corporate Social Responsibility, fair trade, fast
- fashion, sustainability, reuse, reduce, recycling, rainforest alliance
- Mission and Vision statements
- SWOT and strategic planning
- STEEPLE including macro environments
- Evaluation Decision Making Matrixes
- Financing,
- · Sharktank including pitches

Unit 2 - Taxation, Superannuation and You

- Financial values and long-term financial goals
- · Taking charge of your future
- Economic indicators
- Tax spending
- · Redistribution of wealth
- Income and employment
- Fairwork Australia
- Paying and lodging taxes
- Superannuation
- Choosing a super fund including ethical super funds
- The costs and benefits of contributing to super
- · Super and life events
- Super scamming

Assessment

Unit 1 Unit 2

Project - Multi-modal

Including: Pitch

PowerPoint Combination Response Exam Including:

- Short response items
- Report
- Paragraph response (standalone and linked to stimulus)
- Extended response items (business report linked to stimulus)

Legal Studies

This semester course introduces students to Criminal Law, the foundations of how we charge and deal with offences against the community. It will require the students to discuss recent cases in the community and have opinions on issues like sentencing, explore equitable concepts of just, and fairness and understand what outcomes are in the best interests of the community.

Unit 1: Foundations of Criminal Law Processes

A familiarisation with legal terminology, processes and procedures. Topics include rights of citizens & powers of police, what can a person do legally at different ages, police investigation, search & seizure of property, powers of arrest & detention, the right to silence, bail and court procedure, indictable & non-indictable offences and procedures used in a trial of an indictable offence. This course has been developed to prepare you to become more involved in the cases that you see reported every day.

Unit 2: Punishment and Sentencing

An introduction to the legal aspects, types and purposes of punishment. Examination of a range of offences will be necessary.

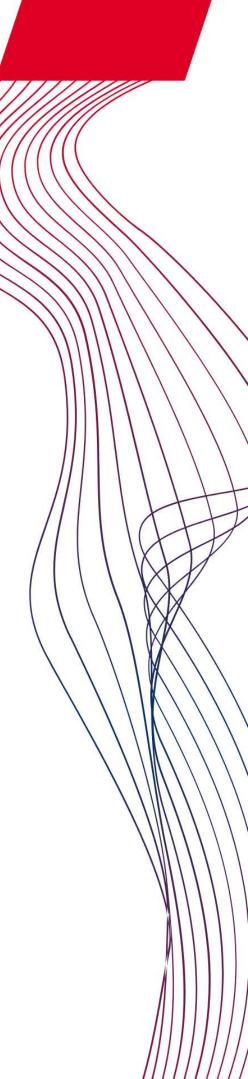
Students will understand how legal decisions are made by analysing scenarios and case studies and evaluate the possible consequences of actions or omissions. Topics include Theories of punishment, Types of offences, Court Hierarchy, Sentencing, Criminal records, Restitution & compensation and public perception of justice

There will be one excursion to the Brisbane Supreme Court which will include cohorts from Semester 1 and 2.

Assessment:

Unit 1: Combination Response Test

Unit 2: Research report.



Modern & Ancient History

Subject Overview

Aspiring historians! Our Year 10 Introduction to Modern and Ancient History subject is your indispensable guide to investigating humanity from antiquity to present day. Students will spend their first ten weeks immersing themselves in World War II, from the end of World War I until the German and Japanese unconditional surrenders were signed. Then, students will pick up their magnifying glasses and pore over the remains of Herculaneum and Pompeii from the first century and piece evidence together to find out how typical Romans lived their lives. After completing this semester course, students will be prepared to enter Modern History and Ancient History subjects in Years 11 and 12 with knowledge, skills and passion.

Course Outline

Introduction to Modern History.

Topics studied: The end of the War/Treaty of Versailles; The rise of Nazi Germany; The rise of Imperial Japan; The roadmap to World War II; An overview of World War II; Australia threatened; Kokoda; Prisoners of war; The end of World War II.

Introduction to Ancient History.

Topics studies: The history of Pompeii prior to eruption; The eruption of Mount Vesuvius; Discovery and early excavation; Evidence of life and death; Public areas, houses and social life.



Social & **Community Studies**

Subject overview

Social and Community Studies is a subject that focuses on developing personal, interpersonal, and citizenship skills to foster active and informed citizens. It emphasises self-reliance, self-management, and concern for others, while also promoting respect for diversity and critical thinking. Students explore the dynamics of society, learn to work collaboratively, and refine their values and lifestyle choices.

Unit 1: Renting and Buying property

An introduction to money management including budgeting, 'Moving out of home', renting and buying property. Topics include the application process for renting and buying; including costs, inspection, contracts and your legal rights as the tenant or homeowner. This course has been developed to prepare you for life after

high school and finding your own place in the world.

Unit 2: Marriage and Divorce

An introduction to the legal aspects of de facto relationships, marriage and divorce - under Australian Law. Students will learn about the legal conditions for personal relationships and how this is recognised within the Family Law Act. Related topics include: moving in together, types of relationships, separation of property and finance. Students will understand how legal decisions are applied through a wide range of relevant scenarios – and the possible consequences for individual parties. Students will also perform a mock wedding towards the end of the term.

Assessment:

Unit 1: Renting and Buying: Short response test

Exam with supporting material

Unit 2: Research report and presentation.



Introduction to ICT

In this strand of Digital Technologies students will study computer animation and sound, digital imaging and website production. This subject serves as an introduction to the Applied subject Information Communication and Technology (ICT) in year 11 and 12. It is recommended that students considering studying ICT select Intro to ICT in year 10. Students can also select Intro to Digital Solutions if they wish to explore a digital technologies focused senior pathway.

Course Outline

Unit 1

3D modelling and character design

Modelling in 3D (Blender)

Assessment

3D modelling project (Blender) 50%

Unit 2

Rigging and animating

3D Animation

Assessment

Rigging and animation project (50%)

Introduction to Engineering

This is a course designed to develop knowledge, understanding and skills associated with the engineering industries. It is a practical hands-on subject aimed at developing transferable skills into a range of industries and future employment opportunities including sheet metal work, fabrication, welding, shed construction, trailer making etc. The course provides students with the opportunity to learn how to interpret technical drawings with elements of design and industrial graphics, use hand/power tools, use machinery, and apply safe work practices. This course is designed to provide the knowledge and skills required if you are considering undertaking the Certificate II in Engineering Pathways in years 11 and 12.

Course Outline

- · General safety which includes a safety induction, machines and power tools
- Practical project developing skills in measuring, marking out and fabricating from technical drawings to required specifications
- · Work with sheet metal and mild steel
- Fitting

Assessment

Metalwork project 100%

Introduction to Digital Solutions

In this strand of Digital Technologies students learn about algorithms, computer languages, user interfaces and databases through generating digital solutions to problems. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives. This subject serves as an introduction to the General subject Digital Solutions in year 11 and 12. It is recommended that students considering studying Digital Solutions select Intro to Digital Solutions in year 10. Students can also select Intro to ICT if they wish to explore a digital technologies focused senior pathway.

Course Outline

Unit 1

Coding

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

Unit 2

Databases

Creating relation information systems (databases)

Interrogating databases with Structured Query Language (SQL)

Assessment

Coding project (JavaScript) 50%

Database and SQL project (MySQL) 50%

Aviation

Aviation is an ideal subject for students with a passion for flight, drones, and the aerospace industry. It provides a clear pathway into the Certificate III in Aviation (including CASA Remote Pilot Licence) and the general subject Aerospace Systems in Years 11 and 12. In Year 10, students will explore a wide range of aviation topics—from the history of flight to the growing role of drone technology. This subject builds a strong foundation for further study or careers in aviation management, aerospace engineering, aviation systems, and technical roles within the aerospace sector.

Course Outline

Unit 1

Manned Aircraft Systems

- Understanding aerospace systems problems
- Aircraft system components and functions
- Flight control surfaces and the forces of flight
- Development of the aerospace industry
- Aviation navigation considerations

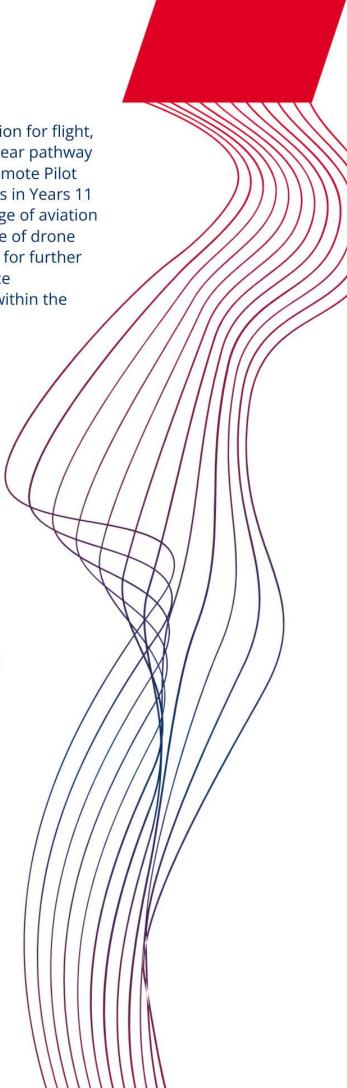
Unit 2

Unmanned Aerial Systems

- Emerging aerospace technologies
- Remotely piloted aircraft
- CASA rules and regulations for drone operators
- 3D modelling basics
- Drone payload systems

Assessment

Manned Aircraft Knowledge Exam 30% Aviation Pioneer Assignment 30% Drone Payload System Assignment 40%



Introduction to Furnishing

Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions with a focus on woodwork and furniture. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of related specialised occupations and further study. Students are to design, plan and organise for the manufacture of their own job. Students are to provide detailed costing, material and cutting list along with procedures.

This is a practical hands-on subject designed to develop an understanding and knowledge of the furnishing/building industries. You should complete this course if you intend to study Certificate II in Construction Pathways or Furnishing Skills in Year 11 and 12.

Course Outline

Workshop Safety

• General safety which includes a safety induction (including machines and power tools)

Practice Joint

Mark out joint, cut out joint and assemble, and sand to finish

Wooden Projects

- Complete a written design folio
- Use hand power tools
- Design and construct a basic timber furnishing product.

Assessment

Design and construct a mirror

50%

Design and construct a birdhouse

50%

Hospitality

Hospitality is an engaging subject for students with an interest in food, customer service and the fast-paced hospitality industry. This Year 10 course introduces students to core hospitality practices through hands-on experiences in food preparation, service, and event coordination. This subject provides an ideal foundation for senior pathways including Hospitality Practices and the nationally recognised Certificate II in Hospitality. Through a blend of practical tasks and theory, students develop valuable, real-world skills preparing them for future study or careers in hospitality, tourism, event management and customer service across a wide range of industries.

Course Outline

This course has two separate semester programs: Semester 1 – Unit 1 and 2 and Semester 2 – Unit 3 and 4.

Unit 1

Hamburger Challenge

- Follow food safety and hygiene rules when cooking
- Understand how ingredients work and interact
- Work in a team to plan and prepare food
- Think creatively to design a meal from surprise ingredients
- Record the process and reflect in a written folio

Unit 2

Running a Hospitality Event - International Cuisine

- Plan and run a small food event as a team
- Create a food truck brand and simple menu
- Prepare and package food safely for sale
- Build skills in customer service and teamwork
- Reflect on what worked well in a written folio

Unit 3

Your time starts now!

- Follow food safety and hygiene rules when cooking
- Understand how ingredients work and interact
- Work in a team to plan and prepare food
- Think creatively to design a meal from surprise ingredients
- Record the process and reflect in a written folio

Unit 4

Running a Hospitality Event - Biggest Morning Tea

- Plan and prepare a variety of sweet and savoury finger foods suitable for a high tea event
- · Create a simple menu for an event
- Develop skills in portion control, garnishing, and plating for visual appeal
- Work collaboratively in front and back-ofhouse roles for a service event
- Reflect on the process in a written folio

Assessment

Semester 1 (Unit 1 and 2)

Written folio and product 50%
Written journal, product and selling food products as a team 50%

Semester 2 (Unit 3 and 4)

Written folio and product 50%
Written journal, product and selling food products as a team 50%

Textiles and Production

Textiles and Production is an ideal subject for students interested in design technologies for fibre and fashion. The Year 10 course explores basic textile and design principles, providing hands-on experience in garment construction, sustainable practices and fashion design. It builds on foundational skills in sewing, pattern interpretation and material selection, while also encouraging innovation and problem-solving in the design process. This subject prepares students for senior pathways in design and creative industries.

Course Outline

This course will run for one semester, comprising of Unit 1 and Unit 2.

Unit 1

Pyjama project

- · Learn basic sewing techniques and safe use of sewing equipment
- · Understand fibre types, fabric properties, and sustainable material choices
- · Explore personal style and identity through fashion design
- · Create a simple garment or accessory using a commercial or adapted pattern
- Present and reflect on the design process in a folio or visual diary

Unit 2

Embellishment

- Develop hand and machine sewing skills for decorative application
- · Understand how to choose suitable fabrics, threads, and materials for embellishment
- · Explore contemporary and historical examples of embellished fashion
- · Safely use tools and equipment for decorative textile work
- · Document the design and creation process in a visual or written folio

Assessment Semester 1 (Unit 1 and 2) Folio and product 50% Folio and product 50%

Dance

Dance involves using the human body to express ideas, considering specific audiences and specific purposes, by manipulating dance elements in genre-specific dance sequences. It promotes physical, emotional, and intellectual development through creative expression and collaboration. Students explore, create, respond to, and perform dance works in a range of styles while developing confidence, technique, and an appreciation for dance as an art form.

This subject provides meaningful pathways into Dance and Dance in Practice in Years 11 and 12. It builds the foundational knowledge, technical skills, and analytical thinking required for further study, while also fostering creativity, discipline, teamwork, and communication — transferable skills valuable in many future pathways.

Course Outline

Unit 1 - Urban Dance

This unit explores dance trends through the ages – students investigate and identify popular dance of youth culture and the changes in dance styles according to cultural and historical contexts. Dance styles studied connect with youth cultural movements and examine popular dance over the last century.

Assessment: Project Project components:

Making – Performing Making – Choreography Making: Written Response

Unit 2 - The Message of Dance

This unit focuses on narratives as storytelling in dance. Students will develop contemporary dance technique and knowledge of contemporary dance pioneers. Students will learn to perform and analyse narratives in dance.

Assessment

Making - Performing:

Responding to the work of others: Written response

Unit 3 - Body Language

Technique and Jazz: Body Language focuses on developing and refining student's dance technique. Jazz dancing is a form of dance that highlights a dancer's individual style and originality. Every jazz dancer interprets and executes moves and steps in their own way. This type of dancing is energetic and fun, consisting of unique moves, fancy footwork, big leaps and quick turns.

Assessment

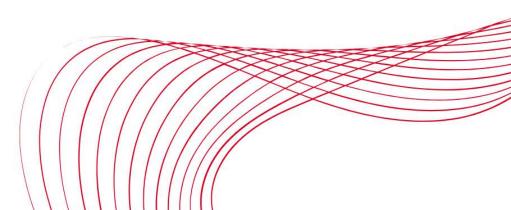
Making - Performance Making - Choreography

Unit 4 - I am an Australian

Students will be led through a series of lessons to develop what it is to be an Australian. They will learn how to interpret a visual image to convey a narrative/idea. They will also explore manipulation of digital technology to incorporate into their finished dance.

Assessment: Project Project components:

Making – Performing Making – Choreography Making: Written Response



Drama

Drama encourages students to explore this unique art form that represents and re-enacts experiences, ideas, stories and emotions. Engaging with drama, in all its manifestations, provides opportunities to experience, understand and communicate different perspectives on the world.

Within the units of study, students will: explore and respond to drama works, performances, practices and contexts from a range of cultures, times and places; develop practices and skills to build and extend creative practices for creating and performing drama using the elements of drama, forms, styles and conventions; create drama in improvised, devised and scripted forms; reflect on, analyse, evaluate or respond to their own work and the work of others; present and perform drama in informal and/or formal settings.

Year 10 Drama serves as a foundation for Senior Drama studies, offering pathways into General Drama or Drama in Practice. It also fosters skills that are beneficial for any future career path - collaboration, listening and responding, confidence, problem solving, time management and emotional intelligence.

Course Outline

People (TYP)

Unit 1

You are the Voice - Theatre for Young

- Explore themes and messages relevant to young audiences
- Use voice, movement, and staging to shape dramatic meaning
- Apply conventions of TYP in performance and interpretation
- Rehearse and perform scripted scenes for a target audience

Unit 2

More Than Words - Physical Theatre

- Explore Physical Theatre styles and techniques
- Use focus, mood, and symbol to create meaning without words
- Devise original work inspired by existing texts or performances
- Refine movement and ensemble skills
- Reflect on performance and respond critically to professional works

Unit 3

And...Action! - Directing

- Analyse scripts to interpret dramatic meaning, themes, and vision
- Develop skills in blocking, casting, and working with actors
- Use stagecraft elements (lighting, sound, costume) to support a cohesive directorial vision
- Reflect on the rehearsal process, leadership strategies, and audience response
- · Script writing and directing

Unit 4

In the Spotlight - Collage Drama

- Create performance pieces using a range of styles, forms, and texts
- Develop skills in voice, movement, characterisation, and blocking
- Apply stagecraft elements like lighting, sound, and costume
- Work collaboratively through the full rehearsal and production process
- Perform for a live audience and reflect on performance outcomes

Assessment

Semester 1 (Unit 1 and 2)

Performance (scripted text) 50% External response 50%

Semester 2 (Unit 3 and 4)

Script Development 50% Performance (student devised) 50%

Film, Television & New Media



Film, Television and New Media is valuable for students interested in developing media literacy skills and building on skills used in the film and television industry. This subject nurtures creativity, technical skills, and critical thinking by allowing students to investigate, analyse, and create visual media. Students engage with real-world industry practices and technologies to craft compelling stories across film, television, online platforms, games, and emerging formats. The units are structured to provide a foundation for more in-depth study of Film, Television and New Media or Media Arts in Practice in senior.

Course Outline

Unit 1

Multi - platform

- Explore how stories are told across streaming platforms, online games, AR, VR, and interactive media
- Examine how audiences engage with and influence storytelling experiences
- Analyse the codes, conventions, and structures used in multi-platform narratives
- Study real-world examples of crossplatform media (e.g. franchise universes, web series, transmedia)

Unit 2

Film Making

- Explore key production roles
- Use Adobe Premiere Pro CC to edit video and audio effectively
- Apply conventions such as diegetic/nondiegetic sound, shot types, and visual continuity
- Write and format short film scripts using screenwriting conventions

Unit 3

Story Worlds

- Investigate the history of storytelling in film and television across cultures and eras
- Explore narrative structure, character development, and genre conventions
- Analyse the differences between traditional and contemporary narrative forms
- Learn and apply visual storytelling through storyboard creation
- Reflect on how storytelling techniques influence audience understanding and engagement

Unit 4

Production Techniques

- Refine technical production skills
- Take on production roles to collaboratively create a short media product
- Apply production conventions to create meaning
- Experiment with framing, movement, lighting, and editing to enhance storytelling

Assessment

Semester 1 (Unit 1 and 2)

Extended Response – case study 50% Project – (storyboard and production) 50%

Semester 2 (Unit 3 and 4)

Extended Response – case study 50% Project – (storyboard and production) 50%

Music

Music in year 10 provides students with the opportunity to further develop their musical understanding, creativity, and practical skills through a contemporary lens. The program fosters independent thinking and expressive capabilities while building confidence in performance, composition, and music analysis.

Students refine their aural skills, apply music literacy, and use digital technologies to create and communicate meaning through music. They explore diverse musical styles and genres from both Western and non-Western traditions, including Aboriginal and Torres Strait Islander music, broadening their cultural awareness and deepening their understanding of music as a form of personal and social expression.

Year 10 Music serves as a foundation for Senior Music studies, offering pathways into General Music, Music in Practice or Music Extension in Years 11 and 12. It also nurtures transferable skills such as teamwork, communication, critical thinking, and emotional intelligence—skills that are valuable in any future career.

Course Outline

This course has two separate semester programs - Semester 1 – Unit 1 and 2 and Semester 2 – Unit 3 and 4.

Unit 1

Film Music

- Explore how music enhances storytelling in film
- Perform and analyse film music
- Develop basic live sound production skills
- Link musical choices to visual and emotional cues
- Reflect and refine performance through rehearsal planning

Unit 2

Vocal Music - Children's Songs

- Analyse the structure and purpose of children's songs
- Compose and perform age-appropriate music
- Explore music's role in learning and expression
- Perform a set of children's songs, on an instrument or voice of their choice
- Reflect on and improve performance techniques

Unit 3

The Album Project

- Reinterpret and perform a creative cover
- version
- Use music technology and sound equipment effectively
- Analyse original vs. cover versions
- Apply musical elements to create a unique sound
- Plan and reflect on rehearsal and
- performance

Unit 4

Theme Park Ride Music

- Compose and perform music that creates atmosphere
- Explore how music enhances themed entertainment experiences
- Use musical elements and devices for impact
- Analyse and reflect on theme park compositions
- Plan and refine music for immersive settings

Assessment

Semester 1 (Unit 1 and 2)

Performance 50% Essay (Extended Writing) 50%

Semester 1 (Unit 3 and 4)

Performance 50% Composition 50%

Visual Art

Visual Art encourages students to explore and express their personal ideas through a range of creative processes, techniques, and media. This course supports students in developing their technical skills, critical thinking, and visual literacy while engaging with contemporary and historical art practices. Through exploration of themes such as landscape and portraiture, students analyse how artists represent the world and communicate meaning. Visual Art fosters imagination, personal reflection, and problem-solving. Aligned to the senior general subject Visual Art and the applied subject Visual Arts in Practice, this course provides meaningful pathways into careers in visual art, design, architecture, fashion, education and other creative industries.

Course Outline

Unit 1 Unit 2

Scape

- Investigate and analyse how meaning is constructed in artworks through written research and discussion
- Analyse and respond to artworks
- Develop skills in drawing and design for relief and intaglio printmaking
- Develop understanding and application of the Elements of Art and Principles of Design

Scape

- Refine skills in printing and mixed media application
- Explore contemporary approaches to landscape printmaking, such as layering, mixed media, and conceptual interpretations
- Plan and create a series of landscape prints that express personal connection to place
- Build on printmaking knowledge and techniques to create concept driven artworks

Unit 3 Unit 4

Representation

- Explore how portrait artists express identity, culture, and emotion across time, place and cultures
- Develop skills in drawing and painting techniques
- Apply the Elements of Art and Principles of Design to enhance visual impact and meaning
- Refine artworks through planning and experimentation, informed by artist studies and peer feedback

Representation

- Analyse and compare how different artists use materials and techniques to represent people and communicate messages
- Develop and refine personal art-making practices using painting media to represent identity or narrative
- Research and evaluate the influences of selected artists to inform own conceptual and stylistic decisions
- Consider installation and display of finished artworks

Assessment

Semester 1 (Unit 1 and 2)

Written analysis 50% Experimental printmaking folio 25% Extended response (making) 25%

Semester 1 (Unit 3 and 4)

Research task 50% Experimental painting folio 25% Extended response (making) 25%

