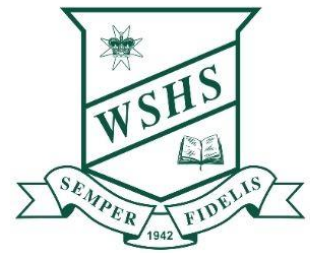


Curriculum Handbook 2026

YEAR 10



WYNNUM
STATE HIGH SCHOOL

We're Wynnum, We're PROUD



Wynnum State High School

We're Wynnum, We're PROUD

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Introduction

Wynnum State High School is a school with high expectations of students regardless of their chosen pathway. The purpose of this curriculum handbook is to support students and parents/carers through the journey of selecting a suitable senior schooling or alternative pathway.

Year 10 is the final year of compulsory attendance at school and is the transition year of the senior school. In Year 10, curriculum offerings are extended and focus on the consolidation of knowledge, mastery of skills and development of higher order thinking skills. The Year 10 curriculum aims to prepare emerging young adults for their senior schooling pursuits as well as their post senior school pursuits.

Under the ETRF (Education and Training Reforms for the Future) agenda, the Queensland Government has provided a framework to give young people greater flexibility to achieve qualifications beyond Year 10 — this could be in school, in TAFE or through other forms of training.

The Queensland Government has introduced laws that:

- make it compulsory for young people to stay at school until they finish Year 10 or have turned 16, whichever comes first.
- require young people to then participate in education and training for:
 - a further two years; or
 - until they have gained a Senior Statement; or
 - until they have gained a Certificate III vocational qualification; or until they have turned 17.
- provide exemptions for young people who enter fulltime work after they have either completed Year 10 or turned 16.

When making subject choices students should consider:

- the importance of having a broad-based general education in Year 10
- exploring individual pathways in preparation to meet pre-requisites in senior schooling and beyond school.

The Australian Curriculum

In 2026, learning in the Year 10 is based on The Australian Curriculum which sets consistently high standards for what all young Australians should learn as they progress through schooling. The Australian Curriculum Version 9 was released in 2023 and Wynnum State High School is gradually implementing the revised curriculum in a staged and strategic way to support the learning progression of all students.

The Australian Curriculum prepares Australia's next generation for the future and lays the building blocks for generations to come. The Australian Curriculum focuses on learning area content and achievement standards that describe what students will learn and teachers will teach. It also gives attention to seven general capabilities that are important for life and work in the 21st century.

The **general capabilities** and the **cross-curriculum priorities** are not added as additional subjects. The Australian Curriculum pays explicit attention to how seven general capabilities and three cross-curriculum priorities contribute to, and can be developed through, each learning area.

They **general capabilities** are:

- Literacy
- Numeracy
- Ethical understanding
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

The **three cross-curriculum priorities** of the Australian Curriculum are:

- **Aboriginal and Torres Strait Islander histories and cultures** will allow all young Australians the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had, and continue to have, on our world.

- **Asia and Australia's engagement with Asia** will allow all young Australians to develop a better understanding of the countries and cultures of the Asia region. Students will develop an appreciation of the economic, political and cultural interconnections that Australia has with the region.
- **Sustainability** will allow all young Australians to develop an appreciation of the need for more sustainable patterns of living, and to build the capacities for thinking and acting that are necessary to create a more sustainable future. Thus, units of work studied by students in Junior Secondary will include the core context for the subject, as well as the relevant general capabilities and cross-curriculum priorities.

Thus, units of work studied by students in Year 10 will include the core context for the subject, as well as the relevant general capabilities and cross-curriculum priorities.

Year 10 subject selection guidelines

The selection of subjects has an important influence on happiness at school, success in studies and the range of options available for further study or for entry to a desired vocation.

Students are encouraged to discuss subject choices with teachers, and other members of staff. Staff understand student strengths and will be able to give them guidance on the appropriateness of their subject choice.

- All students complete an English subject for the whole year*
- All students complete a Mathematics subject for the whole year**
- All students complete Science for the whole year
- All students complete core Health and Physical Education for one semester
- All students complete core History for one semester
- Students are required to study two (2) elective subjects that they will study for the whole year.
- Students will be required to select an additional two (2) electives as preferences should their first choices not be available.

**Please note, a result of 'B' or above in English is required for Year 10 students to select General English and several other General subjects in the senior school.*

***Please note, a result of 'A' or 'B' or above in Core Mathematics, or 'C' or above in Extension Mathematics, is required for Year 10 students to select General Mathematics in the senior school. A result of 'B' or above in Extension Mathematics is required for students to select Mathematical Methods in the senior school.*

How to choose your subjects for Year 10

When making your selections, keep in mind:

- your interests and abilities
- the level of difficulty of the subject
- recommended prerequisites for senior subject selection
- possible career needs and desired pathways
- subject costs.

There are three things to bear in mind when selecting your electives for study in Year 10. You should ask yourself each of the three questions below when trying to make your decision.

What pathway do I intend to follow after Year 10?

Some students will want to study an ATAR program after Year 10 with the aim of entering university when they leave school. Some students may be more interested in Vocational Education courses or may be thinking of a traineeship or school-based apprenticeship. Some students know exactly what they want to do when they leave school and some want to leave their options open.

You should not worry if you do not yet know which pathway you would like to study in Years 11 and 12, or what you would like to do when you leave school. You might like to explore a wide range of possibilities. Try electives from a range of areas and use your experiences to help you see where your interests lie.

What are my interests?

Usually, your pathway choice in Years 11 and 12 and your future career, will be in an area of interest. You will have to spend 210 minutes of class time a week for the semester in each subject you select and there may be between two and three hours of homework each week in that unit. If you are interested in the subject, you are more likely to spend the time required to ensure success and it will certainly be more enjoyable for you.

Where am I successful?

During your time in Years 8 and 9 you will have found that some areas of your studies that you achieve more success in. Consider where your talents lie because these are the areas where you will be looking for your future pathways. Some of your choices should allow you to extend your strength areas.

Finally

Sometimes it is difficult to make decisions but remember there are people who can help you. You can discuss your choices with your parent or caregiver, your teachers, Heads of Departments or a Guidance Officer. All of these people want to help you to be happy with the choices you make for study in Year 10.

Planning for success in studies and future pathways

Through the PROUD Pathways program in Year 10, students engage in a careers program that allows them to develop their own Senior Education Plan (SET Plan) and assists with senior subject selection.

The following sources of information on subjects, courses and careers may prove useful:

- [Job Outlook](#) or [Good Universities Guide](#)
- Australia's Career Information Service; [My Future](#)
- [QTAC website](#) – for occupations requiring university study or study in full-time TAFE
- The Department of Employment, Small Business and Training [website](#)
- Other career information such as brochures from industry groups which show the various pathways to jobs in these industries
- Employers and people who are already employed in roles which you are interested in.

What can parents do to help their children be successful?

- Don't assume responsibility but support your child to take responsibility for their own education. A good way to do this is to ask them lots of questions instead of answering their questions. Thinking about a response is your child actively learning.
- Ask students questions about school. Find out how they interpret what is going on at school.
- Ensure that your students have a suitable place to study.
- Regularly ask your child to explain what they are learning. Sit with them and look at their work and have them show you course content and learning materials on QLearn.
- Your interest in their school work can assist them to improve their learning habits and enforces the important you place on their learning.

Information about senior schooling (Year 11 and 12)

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. Students can study a range of subjects and courses to meet their learning and career goals, and will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Year 10 is the beginning of the senior phase of learning and it is a year in which students make important decisions about study for Years 11 and 12, achieving a Queensland Certificate of Education (QCE), aiming for a vocational education and training (VET) Certificate III, seeking employment or pursuing further education by gaining an Australian Tertiary Admission Rank (ATAR) for tertiary entrance. A considerable number of students may choose a combination of these pathways.

Additional information on the QCE is available on the [My QCE website](#).

Types of subjects

In the QCE system, you can study a wide variety of subjects:

- QCAA General subjects
- QCAA Applied subjects
- Vocational education and training (VET) courses
- School-based apprenticeships and traineeships
- University subjects completed while at school
- Certificates and awards such as those issued by the Australian Music Examinations Board or Duke of Edinburgh program.

General subjects — General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education, training and work. Students complete four units over the course of study for each subject. Students cannot change into a new general subject once Unit 3 has begun.

Applied subjects — Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education, training or work.

Assessment

Assessment will be different in Year 11 and 12. Across Year 11 and 12, students will complete four (4) Units of work. Unit 1 and 2 are completed in Year 11 and counts towards a student's QCE. Unit 3 and 4, starting in Term 4 of Year 11 for some subjects, includes four (4) assessment items that will contribute towards a student's final grade in each subject.

General subject results will be based on student achievement in three (3) internal assessments and one (1) external assessment. Internal assessment is written and marked by Wynnum State High School teachers. The QCAA ensures that internal assessment aligns with the syllabus before use and confirm results through moderation for consistency across schools. The QCAA sets and marks external assessment. External assessment is held on the same day in all schools across Queensland.

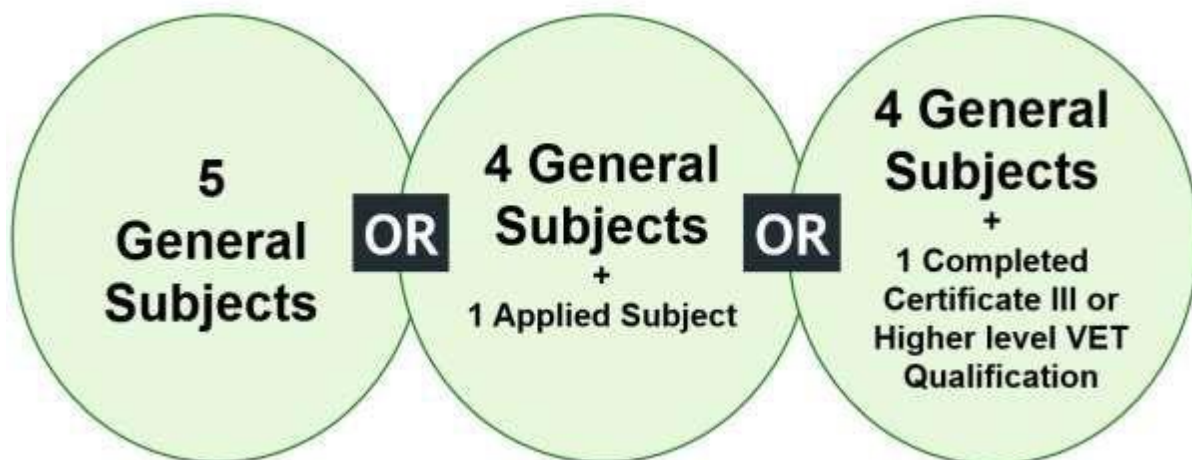
In most General subjects the internal assessment results will contribute 75% to the overall subject result. In maths and science subjects, the internal assessment results will contribute 50% to the overall subject result.

Applied subject results will be based on student achievement in four internal assessments that are developed and marked by the school. There is no external assessment for Applied subjects. For Essential English and Essential Mathematics, one of the four assessments is a Common Internal Assessment developed by the QCAA and marked by Wynnum State High School teachers.

Australian Tertiary Admission Rank (ATAR) eligibility

An ATAR is only required for admission to tertiary study. The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- Best five General subject results; or
- Best four General subject results, and one VET qualification at Certificate III or above; or
- Best four General subject results, and one Applied subject result.



To be eligible, you'll also need to pass an English subject, but your result will only contribute to your ATAR if it's one of your best five subject results.

Your ATAR will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC). Visit its website for details: [ATAR](#)

Junior Secondary Curriculum to Senior School Curriculum

- Core - Electives

Year 9	Year 10	Years 11 & 12
<ul style="list-style-type: none"> English Yr 9 – 140 hrs 	<ul style="list-style-type: none"> English OR Introduction to Literature Yr 10 – 133 hrs 	<ul style="list-style-type: none"> General English Literature Essential English Yrs 11 & 12 – 133 hrs
<ul style="list-style-type: none"> Mathematics Yr 9 – 140 hrs 	<ul style="list-style-type: none"> Mathematics OR Mathematics Extension Yr 10 – 133 hrs 	<ul style="list-style-type: none"> General Mathematics Mathematical Methods Essential Mathematics Yrs 11 & 12 – 133 hrs
	<ul style="list-style-type: none"> Introduction to Specialist Mathematics 	<ul style="list-style-type: none"> Specialist Mathematics
<ul style="list-style-type: none"> Science Yr 9 – 140 hrs 	<ul style="list-style-type: none"> Science Yr 10 – 133 hrs 	<ul style="list-style-type: none"> Biological Science Chemistry Physics Aquatic Practices Certificate III in Laboratory Skills Yrs 11 & 12 – 133 hrs
<ul style="list-style-type: none"> Health & Physical Education Yr 9 – 70 hrs 	<ul style="list-style-type: none"> Health & Physical Education Yr 10 – 67 hrs 	<ul style="list-style-type: none"> Physical Education Sport & Recreation Certificate III in Fitness
<ul style="list-style-type: none"> Physical Education Recreation Yr 9 – 140 hrs 	<ul style="list-style-type: none"> Physical Education Recreation Yr 10 – 133 hrs 	<ul style="list-style-type: none"> Certificate III in Sport & Recreation Yrs 11 & 12 – 133 hrs
<ul style="list-style-type: none"> History Yr 9 – 67 hrs 	<ul style="list-style-type: none"> History Yr 10 – 67 hrs 	<ul style="list-style-type: none"> Ancient History Business Geography Legal Studies Modern History Social and Community Studies Tourism Certificate III in Business Yrs 11 & 12 – 133 hrs
<ul style="list-style-type: none"> Economics and Business Geography Yr 9 – 140 hrs 	<ul style="list-style-type: none"> Economics and Business Geography Introduction to Ancient History Yr 10 – 133 hrs 	
<ul style="list-style-type: none"> French Japanese Yr 9 – 140 hrs 	<ul style="list-style-type: none"> French Japanese Yr 10 – 133 hrs 	<ul style="list-style-type: none"> French Japanese Yrs 11 & 12 – 133 hrs
<ul style="list-style-type: none"> Dance Drama Music Visual Art Media Arts Yr 9 – 140 hrs 	<ul style="list-style-type: none"> Dance Drama Media Arts Music Visual Art Yr 10 – 133 hrs 	<ul style="list-style-type: none"> Dance Film, Television & New Media Music Visual Art Music in Practice Visual Arts in Practice Certificate III in Community Dance, Theatre and Events Certificate III in Screen and Media Yrs 11 & 12 – 133 hrs
<ul style="list-style-type: none"> Design Technology: Food Textiles Materials Technology Digital Technologies Yr 9 – 140 hrs 	<ul style="list-style-type: none"> Design Technologies Design Technology: Food Certificate I in Furnishing (MSF10113) Digital Technologies Yr 10 – 133 hrs 	<ul style="list-style-type: none"> Digital Solutions Early Childhood Studies Certificate II in Applied Digital Technology Foundation Industrial Engineering Graphics Certificate II in Furniture Making Pathways Certificate II in Construction Pathways Certificate II in Engineering Pathways Certificate III in School Based Education Support Certificate III in Hospitality

		Yrs 11 & 12 – 133 hrs
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Year 10 Subject Codes

Code	Subject
ART	Visual Arts
DAN	Dance
DIG	Digital Technologies
DRA	Drama
ENG	English
FRE	French
GEG	Geography
HIS	History
HPE	Health and Physical Education
JPS	Japanese
MAT	Mathematics
MAX	Mathematics Extension
MED	Media Arts
MUS	Music
SCI	Science
BSS	Business Studies
DES	Design Technology
DTF	Design Technology Food Technology
IHS	Introduction to Ancient history
ILT	Introduction to Literature
ISM	Introduction to Specialist Mathematics
PEC	Physical Education
RCR	Recreation
VFR	Certificate I in Furnishing

Year 10 Core Curriculum

English

In Year 10, all students study an English subject for the year. Students have the opportunity to select English or Introduction to Literature.

English

Semester 1	Semester 2
Unit 1 Creative writing in response to poetry Unit 2 Analytical Essay in response to play: <i>Romeo and Juliet</i> by William Shakespeare	Unit 3 Decolonising thinking: exploring Canonical, colonial and post-colonial texts – persuasive speech Unit 4 Satirical cartoons – Feature Article
STUDENT EQUIPMENT Laptop 1 x 98 page A4 exercise book Dictionary and Thesaurus for home use	STUDENT EQUIPMENT Laptop 1 x 98 page A4 exercise book Dictionary and Thesaurus for home use
<i>Students who require targeted academic intervention in English may be invited to engage in an alternate program of learning. This targeted intervention will be managed by the Head of Department, in consultation with teaching staff.</i>	
<i>Please note, a result of 'B' or above is required for Year 10 students to select General English and some other subjects in the senior school.</i>	

Introduction to Literature

This **Introduction to Literature** class is for students who wish to have a trial of senior Literature. This class meets the requirements of the ACARA syllabus (Year 10) but more focus is given to units and assessment that will be experienced in Literature in Years 11 & 12. This class is not a pre-requisite for Literature and does not set an expectation of joining Literature in Years 11 and 12.

As there is an increase in academic rigour for the study of this course, students joining this class will need to demonstrate a result of 'B' or above for English in Year 9.

Semester 1	Semester 2
Unit 1 <i>Romeo and Juliet</i> – narrative transformation Unit 2 Satirical cartoons - Persuasive Pitch	Unit 3 Novel study: <i>Brave New World</i> – Unseen essay exam Unit 4 Novel study: <i>Brave New World</i> – Narrative multimodal
STUDENT EQUIPMENT Laptop 1 x 98 page A4 exercise book Dictionary and Thesaurus for home use	STUDENT EQUIPMENT Laptop 1 x 98 page A4 exercise book Dictionary and Thesaurus for home use
<i>Please note, a result of 'B' or above is required for Year 10 students to select General English and some other subjects in the senior school.</i>	

Mathematics

In Year 10, all students study Mathematics. Students who have shown a high level of achievement in Year 9 Mathematics may be invited by the Mathematics Head of Department to complete Mathematics Extension as their core study area.

Mathematics

Semester 1	Semester 2
Unit 1 Pythagoras and Trigonometry, Probability, Algebra 1 Unit 2 Financial Mathematics, Linear Functions, Algebra 2	Unit 3 Statistics Unit 4 Surface Area, Volume, Geometry, Algebra 3
Assessment: 2 Exams	Assessment: 1 Assignment, 1 Exam
STUDENT EQUIPMENT Laptop Scientific calculator Textbook – <i>Cambridge Essential Mathematics for the Australian Curriculum Year 10</i> 1 x 98 page exercise book	
<i>Students who require targeted academic intervention in Mathematics may be invited to engage in an alternate program of learning. This targeted intervention will be managed by the Head of Department, in consultation with teaching staff.</i>	
<i>Please note, a result of 'B' or above in Core Mathematics is required for Year 10 students to select General Mathematics in the senior school.</i>	

Mathematics Extension

Semester 1	Semester 2
Unit 1 Pythagoras and Trigonometry, Probability Unit 2 Algebraic Equations, Linear and Quadratic Functions	Unit 3 Statistics Unit 4 Measurement, Finance, Index Laws and Logarithms, Non-Linear Relationships
Assessment: 2 Exams	Assessment: 1 Assignment, 1 Exam
STUDENT EQUIPMENT Laptop Scientific calculator Textbook – <i>Cambridge Essential Mathematics for the Australian Curriculum Year 10</i> 1 x 98 page exercise book	
<i>Please note, a result of 'B' or above in Mathematics Extension is required for Year 10 students to select Mathematics Methods in the senior school.</i>	

Introduction to Special Mathematics (elective only)

Year 10 Introduction to Specialist Mathematics is designed to prepare students for Specialist Mathematics in Years 11 and 12. It will expose students to concepts that build and extend on those learnt in Year 10 Mathematics Extension. This subject is strongly recommended to students considering studying Specialist Mathematics in senior. Studying Year 10 Introduction to Specialist Mathematics will also help students succeed in Mathematical Methods.

Pre-requisites:

To select this subject, students must also be studying Year 10 Extension Mathematics. Therefore, they must have achieved a 'B' or better in Year 9 Mathematics.

Semester 1	Semester 2
Unit 1 Operations with surds; Trigonometric equations Unit 2 Proofs – numerical, algebraic and geometric	Unit 3 Differential calculus
Assessment: 2 Exams	Assessment: 1 Exam
STUDENT EQUIPMENT Laptop Scientific calculator 1 x 98 page exercise book Textbook – N/A – class sets of resources will be provided as required.	

NOTE:

This subject will be run during Year 10 PROUD Pathways and Year 10 sport for the duration of 2026.

Science

Science is a subject that allows students to study the Australian Curriculum plan until the end of Year 10. It exposes students to all four (4) disciplines of science using engaging contexts. Key components are building students' Science Inquiry Skills.

Semester 1	Semester 2
Biology and Physics Unit 1 Evolution & Genetics Unit 2 The Physics of Motion	Chemistry and Earth and Space Unit 3 The Periodic Table and Rates of Reactions Unit 4 Global Systems and the Universe
Assessment Research Investigation Exam	Assessment Student Experiment Exam
STUDENT EQUIPMENT Laptop Scientific calculator Textbook – <i>Oxford Science 10</i> 1 x 98 page exercise book	STUDENT EQUIPMENT Laptop Scientific calculator Textbook – <i>Oxford Science 10</i> 1 x 98 page exercise book
<i>Please note, a 'B' result in Year 10 Science, a 'B' in Year 10 Maths and a 'C' in Year 10 English is a prerequisite for Year 10 students to select senior Physics, Biology or Chemistry.</i>	

History

All students will study History for **one semester only** during Year 10.

UNIT NAME	The Modern World and Australia All students will study History for one semester during Year 10.
SUBJECT MATTER	Unit 1: World War Two This involves a study of World War II (1939-1945). The causes and course of the war, significant world events, Australian involvement, the impact of the war on the 'home front' and the role of women will be examined. Unit 2: Building Modern Australia This unit focuses on significant post–World War II world events, ideas and developments and its impacts on Civil Rights Movements within Australia and across the world.
ASSESSMENT	Investigation – Independent Source Investigation Examination – Short Response
TEXTBOOK	Class sets of resources will be provided when required
STUDENT EQUIPMENT	Laptop USB Class notebook A4 – stapled Document wallet Highlighters, rulers, pens, pencils and erasers

Health and Physical Education

All students will study Health & Physical Education (HPE) for **one semester only** during Year 10.

In HPE, students will have the option to study Health & Physical Education topics related to issues that many teenagers are confronted with as they approach adulthood. A key focus of Year 10 HPE is on informed decision-making.

Students will study theoretical and practical aspects from the following units: <ul style="list-style-type: none">• Team ball sports• Cannabis• Public health campaigns• First Aid and CPR
STUDENT EQUIPMENT Laptop Notebook Hat 2 x Sports uniform Sports shoes Pens, pencils and erasers

Year 10 Elective Learning Areas

Humanities, Business and Languages

Business

Semester 1		Semester 2	
UNIT NAME	Civics and Citizenship and Introduction to Legal Studies	UNIT NAME	Introduction to Business
SUBJECT MATTER	This unit will investigate a variety of topics from the senior subject of Legal Studies. These topics may include: Australian Legal System – young people and the law, punishment and sentencing, and enforcing rules and laws.	SUBJECT MATTER	This unit will examine a variety of topics from the senior subject of Business. These topics may include: Business start-up – \$20 Entrepreneur Program Business life cycle
ASSESSMENT	Exam – Law Fundamentals Exam – Cash Accounting	ASSESSMENT	Written Assignment & Presentation – \$20 Entrepreneur Program Business Sustainability Investigation – Business Report
STUDENT EQUIPMENT	Laptop Notebook USB	STUDENT EQUIPMENT	Laptop Notebook USB

Geography

Semester 1		Semester 2	
SUBJECT MATTER	<p>Unit 1: Geographies of Human Wellbeing Students will investigate global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.</p>	SUBJECT MATTER	<p>Unit 2: Environmental Change and Management This unit will explore the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students will perform fieldwork to examine the causes and consequences of a change within coastal areas and the strategies to manage the change. <i>Note: This unit has a cost of approx. \$90 for the compulsory fieldwork excursion.</i></p>
ASSESSMENT	Data Report Exam	ASSESSMENT	Field Report Exam
TEXTBOOK	Class sets of resources will be provided as required	TEXTBOOK	Class sets of resources will be provided as required
STUDENT EQUIPMENT	Laptop USB Class notebook A4 – stapled Document wallet Highlighters, rulers, pens, pencils and erasers	STUDENT EQUIPMENT	Laptop USB Class notebook A4 – stapled Document wallet Highlighters, rulers, pens, pencils and erasers

Introduction to Ancient History

Semester 1		Semester 2	
UNIT NAME	Investigating the Ancient World	UNIT NAME	Mysteries & Meaning
SUBJECT MATTER	<p>Unit 1: The Nature of Sources This unit will investigate the relationship between archaeology and ethics in creating meaning of historical sources. Students will investigate sites of world significance to examine ethical considerations in heritage communication and preservation.</p> <p>Unit 2: Beliefs, Rituals and Funerary Practices This unit will investigate the importance of Beliefs, Rituals and Funerary Practices of Ancient Societies. Students will select a society and create an independent source investigation on their chosen society.</p>	SUBJECT MATTER	<p>Unit 3: Mysteries & Myths This unit will investigate the role research plays in explaining our history. Using skills from semester one; students select an Ancient History mystery, pose a hypothesis and research to generate a plausible and valid response to their mystery. Students can select their own mystery or can explore one provided in class</p> <p>Unit 4: Meaning & Popular Culture The unit will investigate the role of popular culture in the popularising of Ancient History. Students will investigate the historical validity and impact of popular culture on the understandings of society and History</p>
ASSESSMENT	Examination – Combination response Assignment - Source Investigation	ASSESSMENT	Assignment- Historical Essay Assignment- Multimodal Presentation
TEXTBOOK	Class sets of resources will be provided as required	TEXTBOOK	Class sets of resources will be provided as required
STUDENT EQUIPMENT	Laptop and USB Class notebook A4 – stapled Document wallet Highlighters, rulers, pens, pencils and erasers	STUDENT EQUIPMENT	Laptop and USB Class notebook A4 – stapled Document wallet Highlighters, rulers, pens, pencils and erasers

French

Students choosing Year 10 French must have studied the language in Year 9. Year 10 Languages draw on language learnt from Year 7 onwards and prepare students for the senior school. Topics are chosen to give students an exposure to units and language studied in Years 11 and 12 Languages.

Semester 1		Semester 2	
UNIT NAME	Around the House and Once Upon a Time	UNIT NAME	In Good Shape and In Search of Happiness
SUBJECT MATTER	Topics covered include: Who's Coming Over? Studying a play Real-Life examples of French Use Conversations Once Upon a Time Narrative writing Speaking in past tense Describing past events Using passive/active voice Fairy tales	SUBJECT MATTER	Topics covered include: In Good Shape Diets Food and drink Daily eating habits Physical activities Doctors' visits Ailments and medications In Search of Happiness Childhood and adolescence Relationships Future hopes
ASSESSMENT	Supervised examinations	ASSESSMENT	Supervised examinations Multimodal presentation
STUDENT EQUIPMENT	Laptop Exercise book Highlighters, ruler, pens, pencils and erasers Headphones	STUDENT EQUIPMENT	Laptop Exercise book Highlighters, ruler, pens, pencils and erasers Headphones

Japanese

Students choosing Year 10 Japanese must have studied the language in Year 9. Year 10 Languages draw on language learnt from Year 7 onwards and prepare students for the senior school. Topics are chosen to give students an exposure to units and language studied in Years 11 and 12 Languages.

Semester 1		Semester 2	
UNIT NAME	Choosing Food and Shopping	UNIT NAME	Finding My Way and Part-Time Job
SUBJECT MATTER	<p>Topics covered include:</p> <p>Choosing Food Food and meal times Pronunciation of English foods Expressing reasons behind certain foods are chosen Identify the culture of fast foods in both countries and discuss the similarities and differences</p> <p>Shopping Culture of shopping in Japan Currencies and counting Location of stores Shopping dialogues</p>	SUBJECT MATTER	<p>Topics covered include:</p> <p>Finding My Way Giving and receiving directions Manners on public transportations in Japan Comparing city and country living</p> <p>Part-Time Job Talk about your job How you spend your money Motivation for part-time work for Australian and Japanese teenagers Pros and cons of having a part-time job How part-time jobs differ in Japan</p>
ASSESSMENT	Supervised examinations Multimodal listening and reading. Roleplay assignment.	ASSESSMENT	Supervised examinations Multimodal presentation
TEXTBOOK	<i>iiTomo</i> Books 3 & 4	TEXTBOOK	<i>iiTomo</i> Books 3 & 4
STUDENT EQUIPMENT	Laptop Class notebook Highlighters, ruler, pens, pencils and eraser Headphones	STUDENT EQUIPMENT	Laptop Class notebook Highlighters, ruler, pens, pencils and eraser Headphones

Health and Physical Education

Physical Education

Year 10 Physical Education is designed to lead students into Senior Physical Education. The course is structured to reflect the topics, workload and assessment requirements of Years 11 and 12.

Assessment in this subject is 92% theoretical and 8% practical. Students will engage in individual and team physical activity learning contexts in order to consolidate learning of theoretical concepts.

Semester 1		Semester 2	
UNIT NAME	Tactical Awareness and Ethics & Integrity	UNIT NAME	Energy, Fitness and Training
SUBJECT MATTER	Tactical awareness Constraints-led approach Tactical strategies Ethics and Integrity in sport Ethical dilemmas Ethics strategies	SUBJECT MATTER	Energy systems Training principles Training methods Fitness testing Fitness components Training programs
ASSESSMENT	Investigation Folio script Physical Performance	ASSESSMENT	Folio Exam – multi-choice, short and extended response
STUDENT EQUIPMENT	Laptop 96 page notebook A4 display folder Clipboard Pens, pencils, sharpener, eraser, highlighters Hat 2 x Sports uniforms Sports shoes	STUDENT EQUIPMENT	Laptop 96 page notebook A4 display folder Clipboard Pens, pencils, sharpener, eraser, highlighters Hat 2 x Sports uniforms Sports shoes

Recreation

Year 10 Recreation is designed as an introduction to lead students into Senior Sport and Recreation. The course is structured to reflect the topics, workload and assessment requirements of Years 11 and 12.

Students selecting this subject must be prepared to referee primary school sport and run coaching sessions for peers and younger year levels.

Assessment in this subject is both theoretical and practical. Students will engage in physical activity learning contexts in order to consolidate learning of theoretical concepts. A large emphasis is placed on the practical component of the subject in order to allow students to fully engage in, and appreciate the importance of, recreational physical activity.

Semester 1		Semester 2	
UNIT NAME	Aquatic Recreation and Coaching and Refereeing	UNIT NAME	Strength & Conditioning and Sports Marketing
SUBJECT MATTER	Water Safety and Awareness Water Rescues Swimming Strength Training Fitness Conditioning Gym Programming	SUBJECT MATTER	Coaching Principles Session Planning Refereeing Team Ball Sports HPE Week Sports promotion
ASSESSMENT	Physical Performance Exam Project	ASSESSMENT	Physical Performance Written Assignment Project
STUDENT EQUIPMENT	Laptop 96 page notebook A4 display folder Clipboard Pens, pencils, sharpener, eraser, highlighters Hat 2 x Sports uniforms Sports shoes	STUDENT EQUIPMENT	Laptop 96 page notebook A4 display folder Clipboard Pens, pencils, sharpener, eraser, highlighters Hat 2 x Sports uniforms Sports shoes Swimming togs

Technologies

Certificate I in Furnishing

*MSF10113 Certificate I in Furnishing

Wynnum State High School is the Registered Training Organisation (RTO No. 30118) for this Nationally Accredited Qualification. Wynnum SHS as the RTO guarantees that each student will be provided with every opportunity to complete the certificate they are enrolled in as per the rights and obligations outlined in the enrolment process and VET Student Information Handbook. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. NB: students must have a Unique Student Identifier (USI) number in order to be issued with a National Qualification Certificate. These can be obtained with relevant ID through the school.

For all VET certificates, all assessment is competency-based and therefore no levels of achievement are awarded. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in a workplace.

Qualification description

Learners with this qualification have knowledge and skills that prepare them for further learning, community involvement, and entry-level work in the furnishing industry. They have basic technical and communication skills, undertake routine activities, and identify and report simple issues and problems.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in year 10 on site at [Wynnum State High School](#).

Course units

To attain a MSF10113, 8 units of competency must be achieved:

Unit code	Title
MSMENV272	Participate in environmentally sustainable work practices
MSMOPS101	Make measurements
MSMSUP102	Communicate in the workplace
MSMSUP106	Work in a team
MSMWHS100	Follow WHS procedures
MSFFP2011	Use timber furnishing construction techniques
MSFFP2014	Use basic furnishing techniques on timber furniture
CUADES201	Follow a design process

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 8 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

There are no additional fees for this course.

Assessment

Assessment is competency based and completed in a simulated business

environment.

Units of competency are clustered and assessed in this way to replicate what occurs in an engineering workshop as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real construction workshop environment.

Pathways

This qualification may articulate into:

- MSF20122 Certificate II in Cabinet making and timber technology
- MSF31018 Certificate III in Interior Decoration Retail Services
- work within a construction business or organisation
- apprenticeship within a construction business or organisation

See other financial qualifications at training.gov.au.

Design Technologies

Semester 1		Semester 2	
UNIT NAME	Commercial Design	UNIT NAME	UN Sustainability Goals and Energy Poverty
SUBJECT MATTER	Graphic and digital media designers' roles Design models Ethics of design solutions Communication of design solutions Human-centred design Built environment design	SUBJECT MATTER	UN sustainability goals Energy Poverty Ethics of design solutions Communication of design solutions Human-centred design 3D printed solutions
ASSESSMENT	Project	ASSESSMENT	Project
TEXTBOOK	<i>Design and Technology Book 5</i>	TEXTBOOK	<i>Design and Technology Book 5</i>
STUDENT EQUIPMENT	Laptop A3 design journal	STUDENT EQUIPMENT	Laptop A3 design journal

Design Technology: Food

Semester 1		Semester 2	
UNIT NAME	Food and Nutrition	UNIT NAME	Food Chemistry and Hospitality
SUBJECT MATTER	Australian guide to healthy eating Sustainability Nutritional needs of individuals Changes in sensory requirements of food across differing ages nutrition requirements across the lifespan	SUBJECT MATTER	Science and chemistry behind food production Problem-solving skills Sensory properties of food Global food production issues Preferred futures Prototyping new products Creating food solutions for an expanding population
ASSESSMENT	Project	ASSESSMENT	Project
TEXTBOOK	<i>Food for You Book 2 - Middle Secondary</i>	TEXTBOOK	<i>Food for You Book 2 - Middle Secondary</i>
STUDENT EQUIPMENT	Laptop Ingredients Journal (96 page scrapbook)	STUDENT EQUIPMENT	Laptop Ingredients Journal (96 page scrapbook)

Digital Technologies

Semester 1		Semester 2	
UNIT NAME	Interactive Web Design	UNIT NAME	Web based data solutions
SUBJECT MATTER	Design Process HTML & CSS interfaces Javascript interactivity Prototypes Testing prototypes Usability of designs	SUBJECT MATTER	Design Process Data driven solutions HTML & CSS interfaces Javascript interactivity Prototypes Testing prototypes SQL databases Acquiring, storing and validating data Usability of designs
ASSESSMENT	Project	ASSESSMENT	Project
STUDENT EQUIPMENT	Laptop	STUDENT EQUIPMENT	Laptop

The Arts

The Creative Arts Department offers five subjects in Year 10: Dance, Drama, Media Art, Music, and Visual Art.

Dance

Semester 1		Semester 2	
UNIT NAME	Making Statements/All That Jazz	UNIT NAME	Dancing through the Ages/Popular Dance
SUBJECT MATTER	<p>In Unit 1, students will be introduced to Contemporary dance technique and will explore how dance can be used to make a statement. They will engage in a project task in which they will choreograph and perform a Contemporary dance with use of video in response to a chosen youth issue. Students will also evaluate their choreographic progress through a reflective journal.</p> <p>In Unit 2, students will explore Musical Theatre. They will learn the history and characteristics of various Musical Theatre styles and be introduced to Bob Fosse Stylisation. Students will practice and refine the technical and expressive skills necessary to present a Musical Theatre dance work.</p>	SUBJECT MATTER	<p>In Units 3 and 4, students will explore the functions of dance and understand their impact on different cultures throughout history. Students will explore the impact of social and popular dance in society throughout history. Students will choreograph movement sequences and manipulate dance elements to create an era specific dance in a small group. Students will practice and refine their technical and expressive skills to present teacher devised dance works to communicate a choreographic intent. Students will respond to dance works, analysing and evaluating how the elements of dance have been used to communicate the choreographer's intent.</p>
ASSESSMENT	<p>Choreograph and perform a contemporary dance work exploring a youth issue (with the use of video) in pairs or solo. Evaluate the choreographic progress of creating a dance work.</p> <p>Perform a teacher devised dance work (Contemporary/Contact).</p>	ASSESSMENT	<p>Choreograph an era specific dance work in a group. Analyse an era specific dance work relating its historical context. Perform a teacher devised dance work (Popular Dance).</p>
STUDENT EQUIPMENT	<p>Dance clothes/sports uniform Laptop USB A4 lecture pad Pencil case Headphones</p>	STUDENT EQUIPMENT	<p>Dance clothes/sports uniform Laptop USB A4 lecture pad Pencil case Headphone</p>

Drama

Semester 1		Semester 2	
UNIT CODE	Comedy and Clowning	UNIT CODE	Real Life on Show
SUBJECT MATTER	In this unit, student will study and apply the elements of drama, skills of performance and conventions of style. Students will explore heritage and contemporary styles with a focus on comedy and clowning. Students will participate and present performances, both student-devised and scripted, respond to performances to demonstrate their skills of analysis and evaluation, and present a polished performance for the end of term Showcase.	SUBJECT MATTER	Students will explore the styles of Realism, Verbatim and Brechtian Theatre. Students will workshop and experiment with these styles of theatre while exploring a range of published scripts. Students will also create scripts and respond to performances to demonstrate their skills of analysis and evaluation.
ASSESSMENT	Formal and informal performances Written script	ASSESSMENT	Formal and informal performances Written directorial vision Oral and written responses
TEXTBOOK	A variety of class sets are used	TEXTBOOK	A variety of class sets are used
STUDENT EQUIPMENT	A4 lecture pad Pencil case Costumes and props when required Theatre blacks	STUDENT EQUIPMENT	A4 lecture pad A4 Arch file Transparent plastic sleeves Costumes and props when required Theatre blacks

Media Arts

Semester 1		Semester 2	
UNIT CODE	Westerns/Video Killed the Radio Star	UNIT CODE	Dreaming Animation/Experimental
SUBJECT MATTER	<p>In Units 1 and 2, students are introduced to multimedia techniques and processes to develop foundational knowledge and implications for audiences and media makers. Students engage and explore varying genre codes and conventions, techniques, practical, written and spoken to develop a Western style short film.</p> <p>Students work independently and in groups throughout the semester to design and produce moving image media works that showcase selected genres, exploring codes and conventions associated with such productions.</p>	SUBJECT MATTER	<p>In Units 3 and 4, students extend on learning of multimedia productions from foundational units.</p> <p>Throughout the semester, students work independently and in groups to design, produce and critique both moving and still image media techniques regularly used by media organisations to influence and position audiences. Students will First Nation perspectives and experiences throughout the media by analysing and considering these representations in a respectful manner.</p> <p>Students will engage in pre-production through to filming and post-production to create an animation as well as a still image digital artwork using digital editing software.</p>
ASSESSMENT	Film project: Western Short Film Music Video Production	ASSESSMENT	Film project: Animation Written treatment and 2 column script Written response
TEXTBOOK	A variety of class sets are used	TEXTBOOK	A variety of class sets are used
STUDENT EQUIPMENT	Laptop USB A4 lecture pad Pen, pencil, ruler and glue 32GB SD card (Class 10) Headphones	STUDENT EQUIPMENT	Laptop USB A4 lecture pad Pen, pencil, ruler and glue 32GB SD card (Class 10) Headphones

Music

Semester 1		Semester 2	
UNIT CODE	The Elements of Music and All That Jazz	UNIT CODE	Music that tells a Story and Song Writing
SUBJECT MATTER	In these units, students make and respond to music by exploring how musicians treat and combine different musical elements and compositional devices to create cohesive compositions and performances. Students explore theme and variation in composition and study the fundamentals of jazz music.	SUBJECT MATTER	In this unit students make and respond to music by exploring how musicians use their understanding of music elements, concepts and practices to communicate ideas. Students will explore programmatic music and popular song writing techniques.
ASSESSMENT	<p>A theme and variation composition that reflects the manipulation of musical elements</p> <p>A performance (individual or ensemble)</p> <p>A written exam analysing the fundamentals of jazz music</p>	ASSESSMENT	<p>A project consisting of a musical analysis, composition and composition statement</p> <p>A Composition of a pop song</p> <p>A performance (individual or ensemble)</p>
TEXTBOOK	A variety of class sets of textbooks are used	TEXTBOOK	A variety of class sets of textbooks are used
STUDENT EQUIPMENT	<p>A4 display folder</p> <p>Manuscript paper</p> <p>A4 lecture pad</p> <p>Laptop computer</p> <p>Headphones</p> <p>USB</p> <p>Pens, pencils, rubber</p>	STUDENT EQUIPMENT	<p>A4 display folder</p> <p>Manuscript paper</p> <p>A4 lecture pad</p> <p>Laptop computer</p> <p>Headphones</p> <p>USB</p> <p>Pens, pencils, rubber</p>

Visual Art

Semester 1		Semester 2	
UNIT NAME	Media as Expression	UNIT NAME	Art as Language
SUBJECT MATTER	<p>In this unit, students will explore the concept of <i>Media as Expression</i> through contemporary and personal contexts to produce a folio of experimental works. This experience provides opportunities for them as the artist to explore how artists manipulate media and techniques to create new ways of representation and means of personal expression.</p> <p>Art language will be developed to reflect and evaluate upon their own works as well as analysing and comparing that of related artists.</p> <p>By using the Inquiry Learning Model to assist with their research, development, resolution and reflection students will approach tasks from different perspectives, think “outside the box” and foster creative problem-solving strategies.</p>	SUBJECT MATTER	<p>In this unit, students will explore the concept of <i>Art as Language</i> through contemporary and personal contexts to produce a body of work. This series of work will provide the opportunity for them as artists, to explore and experiment with how other artists manipulate media, materials and techniques as language to communicate meaning.</p> <p>Art language will be developed to reflect and evaluate upon their own works as well as analysing and comparing that of related artists.</p> <p>By using the Inquiry Learning Model to assist with their research, development, resolution and reflection students will approach tasks from different perspectives, think “outside the box” and foster creative problem-solving strategies.</p>
ASSESSMENT	<p>Folio of mixed media expressive works</p> <p>Resolved work</p> <p>Written analytical essay</p> <p>Visual diary</p>	ASSESSMENT	<p>Folio of mixed media work</p> <p>Resolved work</p> <p>Written comparative essay</p> <p>Written exam</p> <p>Visual diary</p>
STUDENT EQUIPMENT	<p>Laptop and USB</p> <p>HB, 2B, 4B, 6B pencils and coloured pencils</p> <p>Black fine point pen</p> <p>Eraser, ruler and pencil sharpener</p> <p>A4 spiral bound visual diary – 60 pages blank cartridge</p> <p>Glue stick</p> <p>A4 plastic document wallet</p>	STUDENT EQUIPMENT	<p>Laptop and USB</p> <p>HB, 2B, 4B, 6B pencils and coloured pencils</p> <p>Black fine point pen</p> <p>Eraser, ruler and pencil sharpener</p> <p>A4 spiral bound visual diary – 60 pages blank cartridge</p> <p>Glue stick</p> <p>A4 plastic document wallet</p>

