

Year 10 2027

Curriculum Handbook



WYNNUM
STATE HIGH SCHOOL

We're Wynnum, We're PROUD





Contents

Contents	2
Contact Details	3
Middle School at Wynnum State High School.....	4
How is Year 10 different to Year 9?	4
PROUD Start.....	5
PROUD Pathways	5
Pathway to the Senior School – SET Plans	6
Choosing Subjects in the Middle School.....	6
English	8
Introduction to Essential English	9
Introduction to Literature	10
General Mathematics	11
Mathematics Extension	13
Introduction to Specialist Mathematics	15
Science.....	16
Science Extension.....	17
Humanities and Social Sciences	18
Languages	22
Health & Physical Education (HPE)	24
Visual Art	27
Drama	29
Music.....	30
Dance.....	31
Design Technologies	32
Design Technologies – Food.....	33
Digital Technologies	34
Certificate I in Furnishing.....	35

Contact Details

Address: Peel Street, Manly, Qld, 4179
Administration Office Phone: 3906 7333
Email: admin@wynnumshs.eq.edu.au
Student Absentee Line: 3906 7366

Principal: Ms Sandra Quinn
Deputy Principal: Mrs Danielle Goschnick (Years 7 & 10 – 2027)
Deputy Principal: Mrs Marina Williams (Years 8 & 11 – 2027)
Deputy Principal: Mrs Lisa Hawkin (Years 9 & 12 – 2027)

Heads of Department (HOD):

Student Services – Junior Schooling
Student Services - Middle Schooling
Student Services - Senior Schooling
English
Mathematics
Science
Humanities and Languages
HPE & Sport
The Arts
Technologies
Inclusive Education
Innovation, Technology & Interactive Teaching
Teaching and Learning

Mr Joshua Gaffel	jgaff24@eq.edu.au
Mr James Brewer	jbrew48@eq.edu.au
Mrs Tenielle Lumsdale	tlums1@eq.edu.au
Ms Cate Wilson	cwils281@eq.edu.au
Ms Sonya Littee	slitt84@eq.edu.au
Ms Natalie Quinn	njqui1@eq.edu.au
Mrs Leisa Betts	lbett8@eq.edu.au
Mr Mark Tickner	mtick6@eq.edu.au
Mrs Emily Thomson	eddun0@eq.edu.au
Mrs Roslyn Richards	rdelb1@eq.edu.au
Mr Matthew King	mking275@eq.edu.au
Mr Adam Christie	achri209@eq.edu.au
Ms Tamara Collins	tcoll286@eq.edu.au

Business Manager
Guidance Officer
Guidance Officer
Industry Liaison Officer

Ms Katie Lilley	bsm@wynnumshs.eq.edu.au
Mr Rob Inglis	ringl1@eq.edu.au
Graham Hockless	gxxhoc0@eq.edu.au
Mrs Tanya Moore	tmoor111@eq.edu.au

Middle School at Wynnum State High School

At Wynnum State High School, the Middle School years are an important time of discovery, direction and growth. Year 9 and Year 10 are not simply a bridge between junior and senior schooling; they are a vital stage where students begin to better understand themselves as learners, as people, and as young adults preparing for their future.

Our Middle School philosophy is:

“Discover who you are, explore what’s possible, and build the direction for your future.”

This philosophy guides the way we support students across Years 9 and 10. We want every student to develop a clearer understanding of their strengths, interests, values and passions. Students are encouraged to reflect on who they are, what they enjoy, what they are good at, and what kind of future they may want to work towards. The aim is to help students build confidence, make informed decisions, and take ownership of their learning journey.

In Year 9, students begin this process by exploring their strengths, interests, passions, possible career areas and subject choices for Year 10. This helps them see the connection between their current learning and the pathways that may be available to them in the future.

In Year 10, this thinking becomes more focused. Students are supported to consider their options beyond school, including senior subjects, future study, training, apprenticeships, traineeships, TAFE, university and employment pathways. They begin to ask important questions about what their final two years of schooling could look like and how their choices can support their goals.

A key part of our Middle School approach is helping students become active leaders in their own planning. Rather than subject selection and pathway decisions being something that simply happens to students, we want students to understand the process, ask questions, seek advice, reflect on their progress and make informed choices. This includes building stronger links between subject selection, personal strengths, interests, career planning and future goals.

Ultimately, our Middle School philosophy is about helping students move from uncertainty to clarity. We want students to know themselves, understand what is possible, and begin building a meaningful pathway towards their senior schooling and life beyond Wynnum State High School.

How is Year 10 different to Year 9?

Year 10 is a significant preparation year for Senior School. Students continue to have greater choice and independence, selecting two elective subjects that run for the whole year. These elective choices should be made carefully, as they should complement students’ strengths and interests, while also helping to map a pathway towards possible senior subjects in Year 11.

As in Year 9, students study one semester of HPE, which then changes into one semester of History. Students are also no longer locked into set core classes, giving them more freedom and responsibility in their timetable. This helps prepare students for the increased choice, independence and accountability they will experience in Years 11 and 12.

A major difference in Year 10 is the introduction of two exam blocks: one at the end of Semester 1 and one at the end of Semester 2. These exam blocks help students prepare for the style of assessment, organisation and study habits required in Senior School.

Year 10 students also complete their Senior Education and Training Plan, known as a SET Plan. This process supports students to reflect on their results, explore career and study options, consider senior subject pathways, and make informed decisions about their future direction.

Year 10 also includes the Year 10 Dinner Dance, which is a celebration of achievement at the end of the year. It recognises students’ growth, effort and contribution throughout Middle School as they prepare to take the next step into Senior School.

PROUD Start

PROUD Start is the daily 10-minute start to the school day where students connect with their teacher, settle into learning, and focus on what it means to be a PROUD Wynnum student. Wynnum State High School's PROUD values are Positive, Respectful, On Task, Unified and Determined, and these values sit at the heart of the school's expectations and culture.

For Middle School students, PROUD Start is a valuable opportunity to begin the day with purpose. It can be used for short discussions, reflection, goal setting, wellbeing check-ins, notices, and activities that help students think about who they are becoming as young people.

For parents and carers, PROUD Start supports consistency, routine and connection. It gives students a calm and purposeful beginning to the day and reinforces the behaviours and attitudes that help them succeed at school.

Linked to the Middle School philosophy, PROUD Start helps students discover who they are by reflecting on their choices, values and behaviours; explore what's possible by engaging in short ideas, challenges and discussions; and build the direction for their future by starting each day with focus, responsibility and purpose.

PROUD Pathways

PROUD Pathways is a weekly lesson that supports students to think more deeply about themselves, their learning, their wellbeing and their future. Wynnum State High School describes PROUD Pathways as focusing on pathways, goal setting, academic organisation, emotional and social health and wellbeing.

In the Middle School, PROUD Pathways gives students time to engage in important learning beyond their regular subjects. This includes units on personal health, relationships, safe decision making, career planning, personal reflection on grades and results, academic organisation, study skills and goal setting. It helps students make connections between their choices at school now and the opportunities available to them in the future.

PROUD Pathways is underpinned by the Positive Psychology framework of PERMAH, developed from the work of Martin Seligman. PERMAH focuses on the key elements that support wellbeing and flourishing: Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health. Through this framework, students are supported to build positive habits, strengthen relationships, reflect on their progress, set meaningful goals and develop the skills needed to thrive both at school and beyond.

For students, PROUD Pathways is about learning how to understand themselves, manage challenges, make safe and informed decisions, set meaningful goals, and begin planning for future pathways. For parents and carers, it provides a structured program that supports conversations at home about learning progress, wellbeing, friendships, decision making, careers and future aspirations.

PROUD Pathways strongly reflects the Middle School philosophy: Discover who you are, explore what's possible, and build the direction for your future. Students are encouraged to discover their strengths, interests and values; explore careers, study options and personal possibilities; and build direction through goal setting, reflection and planning. In Year 10, this connects directly to career development, senior subject selection and SET Planning.

Pathway to the Senior School – SET Plans

Year 10 is an important year where students begin preparing for the transition into Senior School. A key part of this process is the Senior Education and Training Plan, known as the SET Plan. The SET Plan helps students think carefully about their strengths, interests, results, career ideas and future goals, so they can make informed decisions about their senior subjects and pathway beyond school.

The SET Plan process begins through PROUD Pathways, where students reflect on their academic results, set goals and begin exploring possible career directions. Students are introduced to career education activities, including the use of MyFuture, where they can investigate their interests, skills, values and possible occupations. They also explore pathway information connected to the QCE, ATAR, VET, TAFE, apprenticeships, traineeships, university and employment options.

A major part of this process is the Year 10 Careers Showcase Day. This event gives students the opportunity to hear from a range of industry representatives, universities, TAFE and other training and pathway providers. The Careers Showcase helps students connect what they are learning at school with real-world pathways and future opportunities. It also gives students a chance to ask questions, explore areas of interest and better understand the types of subjects, skills and qualifications that may support different careers.

Following the Careers Showcase, students continue the SET Plan process by learning more about senior subjects and pathway options. They are provided with the Year 11 and 12 Curriculum Handbook, engage with information from Heads of Department, and review how their current results match the prerequisites for the senior subjects they may wish to study.

The SET Plan process concludes with a SET Plan interview, where students, parents/carers and school staff discuss the student's proposed senior pathway. This conversation is an important opportunity to confirm that students have made thoughtful and informed choices about their senior subjects and future options.

Through the SET Plan process and Careers Showcase Day, Year 10 students are supported to discover who they are, explore what's possible, and build the direction for their future.

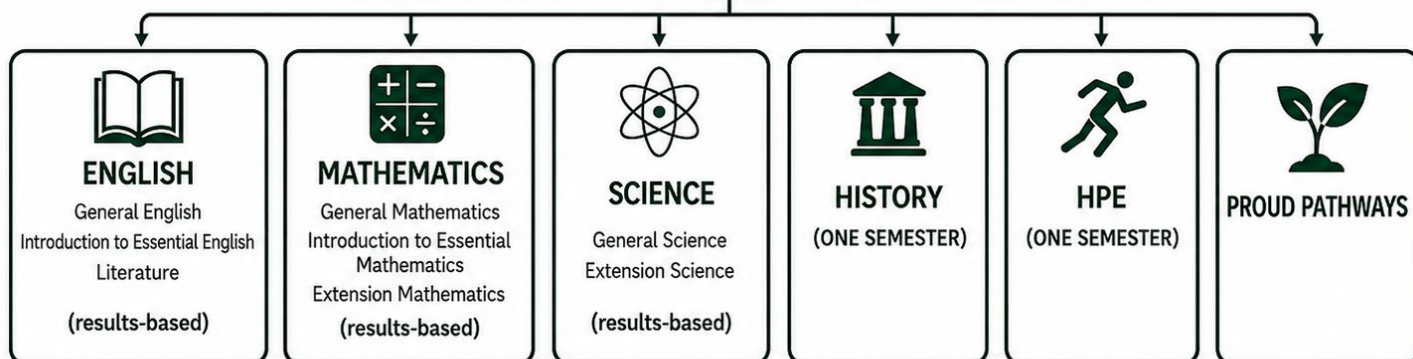
Choosing Subjects in the Middle School

Choosing subjects is an important part of helping students build direction for their future. Students are encouraged to select subjects that connect with their interests, strengths and passions, while also considering how these choices may support future learning, senior subjects and life beyond school.

Where possible, subject choices should build on one another. This means students should think carefully about how their electives can help them develop the skills, knowledge and confidence needed for success in Years 11 and 12. For example, a student interested in creative industries, sport, technology, business, languages, humanities, trades or university pathways should consider subjects that help them explore and strengthen these areas over time.

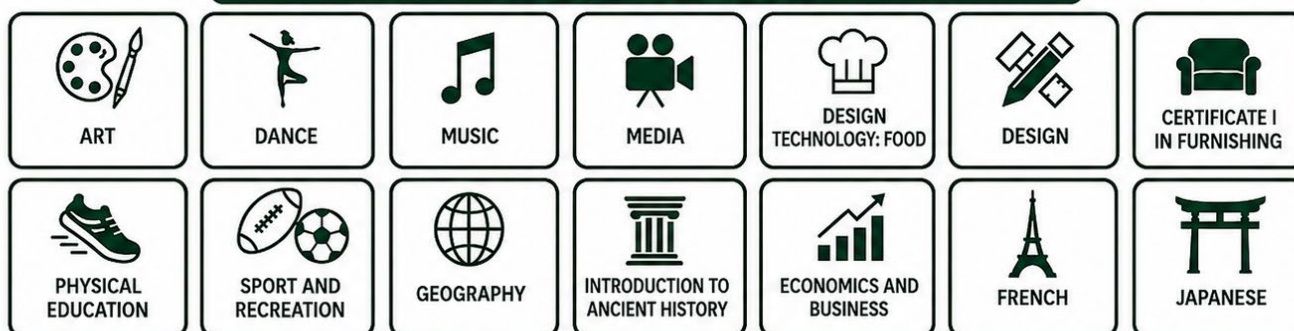
The goal is not for students to have their whole future planned, but to begin making thoughtful and informed choices. By choosing subjects with purpose, students can better discover who they are, explore what's possible, and build the direction for their future.

In Year 10, students study the following subjects:



There is also an option to select **Introduction to Specialist Maths**, which is run outside of the Mathematics selection that all students do.

Students also choose **2 ELECTIVE** subjects to study for the whole year.



These electives will be determined by student choices and staffing considerations.

English

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
English	English	English	- English - Introduction to Literature - Introduction to Essential English	- English - Literature - Essential English

Unit	Topic	Unit Description	Assessment
1	From Poem to Story	Students will study the novel <i>Borderlands</i> by Graham Akhurst. Students will understand the language features to write powerful stories – and the connections between character and setting.	Written Narrative Technique: Assignment <i>Length: 700-800 Words</i>
2	Romeo & Juliet	The Greatest love story ever told... This introduction to the works of William Shakespeare sees students explore the themes, characterisation, language and cultural context of Romeo and Juliet.	Analytical Essay Exam Technique: Exam <i>Length: 600-800 Words</i>
3	To Decolonise	This unit asks the question of students whether the Queensland English curriculum needs to be decolonised in the sense of removing traditional and colonial texts in favour of a diversity of Australian texts and voices. The unit will explore a variety of texts from traditional Western Canon text to Australian colonial texts and more contemporary Australian texts by authors representing a variety of backgrounds and voices: <i>To Kill a Mockingbird</i> excerpts, poetry, memoir. A reflective journal is central to their study in this unit.	Written Feature Article Technique: Assignment <i>Length: 600-800 Words</i>
4	Satire	Satire is an integral part of Australian culture and is used to make comment on political and social issues in an entertaining manner. In this unit, students will examine how satire is used in pop culture through an exploration of the various forms of satire: television, print and written.	Spoken Persuasive Technique: Speech <i>Length: 4-6 Minutes</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 10 booklist for required stationery

Introduction to Essential English

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
English	English	English	Introduction to Essential English	Essential English

Year 10

Unit	Topic	Unit Description	Assessment
1	Icarus Documentary Study	Students will analyse the documentary, <i>Icarus</i> , which is about a state-run Doping Program for Russian athletes. Students will explore the representations of people and groups created by the film. They will analyse the film techniques and language features that position viewers to accept that representation.	Spoken Persuasive Technique: Speech <i>Length: 600-700 Words</i>
2	The Pursuit of Happy-ness	Students will analyse a film, to explore the themes, characterisation and aesthetic elements. They will explore the elements of a film review: structure and language features such as evaluation, analysis, film techniques and then write their own review of the film.	Written Film Review Technique: Assignment <i>Length: 600-700 Words</i>
3	War- what is it good for?	Students will explore the representation of war in a variety of texts: short film, stories, poetry, song. They will identify their position on an issue related to war and in investigating a variety of texts, consider how their opinion changes. They will also deconstruct persuasive speeches to create their own speech persuading of their opinion on a war issue. The first task is a formative exam akin to the CIA where opinion, language features and text structures will be identified in texts.	Short Response Exam Technique: Exam <i>Length: 300 Words</i>
4	Suspenseful stories	Students will explore a series of short stories that rely on aesthetic features and stylistic choices to create tension and suspense.	Written Narrative Technique: Assignment <i>Length: 4-6 Mins</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 10 booklist for required stationery

Introduction to Literature

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
English	English	Extension English	Introduction to Literature	Literature

Unit	Topic	Unit Description	Assessment
1	Romeo & Juliet	Shakespearean texts have been an integral part of Literature providing an insight into the culture and human behaviour during Elizabethan times. In this unit, students will analyse key themes and concepts from Shakespeare's tragedy <i>Romeo and Juliet</i> along with the Elizabethan attitudes, values and beliefs that underpin them.	Written Narrative Technique: Assignment Length: 700-1000 Words
2	Satire	Satire is an integral part of Australian culture and is used to make comment on political and social issues in an entertaining manner. In this unit, students will examine how satire is used in pop culture, more specifically satire cartoons, books, social media, films and TV as they are an opportunity to highlight and poke fun or excoriate at people, issues and events.	Spoken Persuasive Technique: Speech Length: 4-6 Minutes
3	Brave New World	Brave New World allows students to examine the different issues, themes and characters attitudes evident in the text. It enables readers to consider the different social and political issues that influence texts such as Marxists literary theory, scientific made-up society and dystopian society.	Analytical Essay Exam Technique: Exam Length: 700-900 Words
4	Transformative story writing	Transformational stories advocate and create impetus for a change in behaviour, such as a change in action, a change in strategy or a change in identity. A transformational story doesn't just tell you what that action should be. It literally shows you the process of transformation.	Written Narrative Written Feature Article Technique: Assignment Length: 700-1000 Words

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 10 booklist for required stationery

General Mathematics

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Mathematics	Mathematics	Mathematics	• Introduction to Essential Maths • Maths • Extension Maths • Introduction to Specialist Maths	• Essential Maths • General Maths • Maths Methods • Specialist Maths

In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Year 10 General Mathematics aims to prepare students for General Mathematics in Year 11 and 12.

Unit	Topic	Unit Description	Assessment
1	Pythagoras and Trigonometry; Index Laws; Probability	• Apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles. • Simplify algebraic expressions, applying exponent laws involving products, quotients and powers of variables. • Apply conditional probability to solve problems involving compound events.	Examination <i>60 minutes</i>
2	Statistics; Linear Equations; Simultaneous Equations	• Compare the distribution of continuous numerical data using various displays and discuss distributions in terms of centre, spread, shape and outliers. • Represent the distribution of data involving 2 variables, using tables and scatterplots, and comment on possible association. • Analyse inferences and conclusions in the media, noting potential sources of bias. • Solve linear equations algebraically. • Solve problems involving simultaneous linear equations in 2 variables graphically and justify solutions.	Examination <i>90 minutes</i>
3	Linear and Exponential Functions	• Use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear and exponential functions as appropriate, and solve related equations, numerically and graphically. • Make and test conjectures involving functions and relations using digital tools.	Problem Solving and Modelling Task <i>10 pages</i>
4	Measurement; Networks; Algebraic Expressions	• Recognise the effect of approximations of real numbers in repeated calculations. • Identify the impact of measurement errors on the accuracy of results.	Examination <i>90 minutes</i>



		• Solve measurement problems involving surface area and volume of composite objects. • Interpret networks used to represent practical situations and describe connectedness. • Expand and factorise algebraic expressions using the distributive property.	
--	--	--	--

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS). Refer to the Year 10 booklist for required stationery.

Mathematics Extension

In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Year 10 Mathematics Extension aims to prepare students for Mathematical Methods in Year 11 and 12 with a heavy focus on algebra concepts and skills.

Unit	Topic	Unit Description	Assessment
1	Surds; Pythagoras and Trigonometry; Probability	- Perform the four operations with surds. - Apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles. - Understand the unit circle and use it to graph trigonometric functions and solve simple trigonometric equations. - Apply conditional probability to solve problems involving compound events.	Examination <i>60 minutes</i>
2	Statistics; Linear, Quadratic and Simultaneous Equations	- Compare the distribution of continuous numerical data using various displays and discuss distributions in terms of centre, spread, shape and outliers. - Represent the distribution of data involving 2 variables, using tables and scatterplots, and comment on possible association. - Analyse inferences and conclusions in the media, noting potential sources of bias. - Expand and factorise algebraic expressions using the distributive property, including completing the square. - Solve linear and quadratic equations algebraically. - Solve problems involving simultaneous linear equations in 2 variables and justify solutions.	Examination <i>90 minutes</i>
3	Indices and Logarithms; Linear and Exponential Functions	- Simplify algebraic expressions, applying exponent laws involving products, quotients and powers of variables including fractional powers. - Establish and apply the logarithm laws to simplify expressions. - Solve exponential equations using the inverse relationship between exponentials and logarithms in base 10. - Use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear and exponential functions as appropriate, and solve related equations graphically. - Make and test conjectures involving functions and relations using digital tools.	Problem Solving and Modelling Task <i>10 pages</i>
4	Measurement; Networks; Quadratic Functions	- Recognise the effect of approximations of real numbers in repeated calculations. - Identify the impact of measurement errors on the accuracy of results.	Examination <i>90 minutes</i>



		• Solve measurement problems involving surface area and volume of composite objects. • Interpret networks used to represent practical situations and describe connectedness. • Connect algebraic representations of quadratic functions to their graphs, considering coefficients, discriminant, roots and symmetry to assist sketching by hand.	
--	--	--	--

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS). Refer to the Year 10 booklist for required stationery

Prerequisites

Students need to achieve at least a 'B' standard in year 9 Mathematics to be successful in year 10 Mathematics Extension.

Pathways to Senior Mathematics

To be able to select Mathematical Methods in year 11 and 12, students need to achieve at least a 'B' standard in year 10 Mathematics Extension. Students who achieve less than a 'B' standard will be able to study General Mathematics in year 11 and 12.

Introduction to Specialist Mathematics

Year 10 Introduction to Specialist Mathematics is designed to prepare students for Specialist Mathematics in year 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 assist students to be successful in Mathematical Methods.

Unit	Topic	Unit Description	Assessment
1	Matrices and Vectors	• Use addition and subtraction of matrices, scalar multiplication, and matrix multiplication, • Calculate the determinant and multiplicative inverse of matrices. • Solve matrix equations. • Express a vector in Cartesian form using $\hat{i}$ and $\hat{j}$ • Use addition, subtraction and scalar multiplication of vectors in Cartesian form and represent these in the plane. • Calculate the magnitude and direction of a vector.	Examination 60 minutes
2	Numerical and Geometric Proofs	• Prove results involving integers, using a range of techniques. • Prove irrationality by contradiction. • Use deductive reasoning, theorems and algorithms to solve spatial problems. • Prove and use the relationships between angles and various lines associated with circles (radii, diameters, chords, tangents).	Examination 60 minutes
3	Differential Calculus	• Examine gradients as a measure of rate of change to obtain numerical approximations to instantaneous rates. • Determine the derivatives of polynomial and power functions, using chain, product and quotient rules as required. • Model and solve problems involving rates of change.	Examination 60 minutes

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS). Refer to the Year 10 booklist for required stationery.

Prerequisites

Students need to achieve at least a 'B' standard in year 9 Mathematics AND be enrolled in year 10 Mathematics Extension to be successful in year 10 Introduction to Specialist Mathematics.

Pathways to Senior Mathematics

To be able to select Specialist Mathematics in year 11 and 12, students need to achieve at least a 'B' standard in year 10 Mathematics Extension. It is strongly recommended that they have completed this subject to at least a 'C' standard.

Core Science

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Science	Science	Science	Science	• Aquatic Practices • Biology • Chemistry • Physics

Year 10 Core Science students engage in a range of scientific inquiry processes that develop their understanding of scientific concepts, theories, and models across the physical, chemical, biological, earth, and space sciences. Through questioning, investigating, analysing evidence, and communicating scientific ideas, students develop the ability to explain phenomena and solve problems using scientific knowledge. Through the development of their scientific literacy, students apply evidence-based reasoning to make informed decisions about the natural world and contemporary issues in science.

Year 10 Core Science aims to prepare students for life in the real world and the study of applied subjects and vocational science courses in Year 11 and 12.

Unit	Topic	Unit Description	Assessment
1	Genetics, Heredity, and Evolution	• Explain the processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection. • Analyse the importance of publication and peer review in the development of scientific knowledge and analyse the relationship between science, technologies, and engineering. • Analyse the key factors that influence interactions between science and society.	Examination 60 minutes Written Assignment 2000 words
2	Physics: Forces	• Explain Newton's laws describe motion and apply them to predict motion of objects in a system.	Examination 60 minutes
3	Chemistry	• Explain how the structure and properties of atoms relate to the organization of the elements in the periodic table. • Investigate metals and non-metals, synthesis reactions, and decomposition reactions • Identify patterns in synthesis, decomposition, and displacement reactions and investigate the factors that affect reaction rates.	Examination 60 minutes Written Assignment 2000 words
4	Earth Systems and the Universe	• Describe how the big bang theory models the origin and evolution of the universe and analyse the supporting evidence for the theory. • Use models of energy flow between the geosphere, biosphere, hydrosphere, atmosphere to explain patterns of global climate change.	Examination 90 minutes

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS). Refer to the Year 10 booklist for required stationery.

Pathways to Senior Sciences

To be able to select General Science in year 11 and 12, students need to achieve at least a 'B' standard in year 10 Science, and a 'C' standard for Mathematics and English.

Science Extension

Science Extension students study the same topics as Core Science students with assessment in the style of senior general sciences. Students engage in a range of scientific inquiry processes that develop their understanding of scientific concepts, theories, and models across the physical, chemical, biological, earth, and space sciences. Through questioning, investigating, analysing evidence, and communicating scientific ideas, students develop the ability to explain phenomena and solve problems using scientific knowledge. Through the development of their scientific literacy, students apply evidence-based reasoning to make informed decisions about the natural world and contemporary issues in science.

Year 10 Science Extension aims to prepare students for the study of senior general science subjects in Year 11 and 12.

Unit	Topic	Unit Description	Assessment
1	Genetics, Heredity, and Evolution	- Explain the processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection. - Analyse the importance of publication and peer review in the development of scientific knowledge and analyse the relationship between science, technologies, and engineering. - Analyse the key factors that influence interactions between science and society.	Examination <i>60 minutes</i> Written Assignment <i>800 – 1000 words</i>
2	Physics: Forces	Explain Newton's laws describe motion and apply them to predict motion of objects in a system.	Examination <i>60 minutes</i>
3	Chemistry	- Explain how the structure and properties of atoms relate to the organization of the elements in the periodic table. - Investigate metals and non-metals, synthesis reactions, and decomposition reactions - Identify patterns in synthesis, decomposition, and displacement reactions and investigate the factors that affect reaction rates.	Examination <i>60 minutes</i> Written Assignment <i>800 – 1000 words</i>
4	Earth Systems and the Universe	- Describe how the big bang theory models the origin and evolution of the universe and analyse the supporting evidence for the theory. - Use models of energy flow between the geosphere, biosphere, hydrosphere, atmosphere to explain patterns of global climate change.	Examination <i>90 minutes</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS). Refer to the Year 10 booklist for required stationery.

Prerequisites

Students need to achieve at least a 'B' standard in year 9 Science to be successful in Year 10 Science Extension.

Pathways to Senior Sciences

To be able to select a general science subject (Biology, Chemistry, or Physics) in year 11 and 12, students need to achieve at least a 'B' standard in Year 10 Science and a 'C' standard for Year 10 Mathematics and English.

Humanities and Social Sciences

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
• Geography • History • Humanities - Civics and Citizenship	• Geography • History • Humanities - Economics and Business	• Geography (elective) • History (core) • Economics and Business	• Geography (elective) • History (core) • Civics and Citizenship + Economics and Business • Introduction to Ancient History	• Geography • Ancient History • Modern History • Tourism • Legal Studies • Business • Certificate III Business • Social and Community Studies

Core History (Core Subject – one semester only)

Year 10 History is a compulsory core subject. Students study two units of History across one semester only. The History curriculum in Year 10 provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Unit	Topic	Unit Description	Assessment
1	World War II	Students investigate wartime experiences through an in-depth study of World War II. They explore the causes, events, outcomes and the broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. Students examine a range of key events including the Treaty of Versailles, the Great Depression, Kokoda, the Holocaust and the bombing of Hiroshima and Nagasaki.	Independent Source Investigation (800 words)
2	Building Modern Australia	Students investigate the effects of significant post-war world events, ideas and developments on Australian society. They investigate the civil rights movement in relation to First Nations Australians and examine the extent to which it contributed to change. Students explore the reasons for, and impacts of, anti-Vietnam War protests. They investigate the women's movement in Australia and explore how it changed the role and status of women over time.	Short Response Exam (90 mins + 10 mins planning)

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS).
Refer to the Year 10 booklist for required stationery.

There will be a curriculum incursion which will incur a cost of approximately \$15 - \$20.

Business: Civics and Citizenship and Economics and Business (Elective)

Year 10 Business is an elective subject which prepares students for studying General Legal Studies, General Business and Certificate III in Business in Years 11 and 12. Students study four units across the full year.

Unit	Topic	Unit Description	Assessment
1	Civics and Citizenship: Governance	Students compare the key features and values of Australia's system of government to those of another system of government. They examine the role of the High Court of Australia. Students explore the role of courts, judges, lawyers and juries in trials, and the rights of the accused and the rights of victims.	Combination Response Exam <i>100 mins + 10 mins planning</i>
2	Civics and Citizenship: Human Rights	Students explore the Australian Government's role and responsibilities at a regional and global level. They investigate how Australia's international legal obligations influence the law and government policy. Students analyse information, data and ideas about a human rights issue to identify and evaluate differences in perspectives and interpretations.	Inquiry Report <i>Length: 800 words</i>
3	Economics and Business: Consumer and Financial Decisions	Students explore processes that businesses use to manage the workforce and improve productivity. They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. Students develop and evaluate an evidence-based response to a business issue, using appropriate criteria to decide on a course of action.	Business Report <i>Length: 800 words</i>
4	Economics and Business: Economic Performance and Living Standards	Students investigate a range of factors that influence individual, financial and economic decision-making. They explain ways that government intervenes to improve economic performance and living standards. Students interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships	Combination Response Exam <i>100 mins + 10 mins planning</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 10 booklist for required stationery

There may be a curriculum excursion during the year, which could incur a small cost.

Geography (Elective)

Year 10 Geography is an elective subject which prepares students for studying General Geography in Years 11 and 12. Students study four units across the full year.

Unit	Topic	Unit Description	Assessment
1	Environmental Change and Management	Students consider 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.	Combination Response Exam (90 mins + 10 mins planning)
2	Environmental Change and Management Case Study: Waterways and Microplastics	Students examine the causes and consequences of a change to waterways within the context of a specific river and/or marine environment. They represent raw data in maps and graphs and analyse these to explain patterns, trends and relationships.	Data Report (800 words + graphs/maps)
3	Geographies of Human Wellbeing: Local Case Study	Students investigate a local issue related to human wellbeing. They collect, represent and compare data and information by using a range of primary (fieldwork) and secondary research methods. Students draw conclusions about the impact of this human wellbeing challenge, develop and evaluate strategies to improve the situation and make a recommendation.	Fieldwork Report (800 words + graphs/maps)
4	Geographies of Human Wellbeing: Global and National View	Students investigate global and national 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.	Combination Response Exam (90 mins + 10 mins planning)

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 10 booklist for required stationery

There will be a fieldwork excursion in Semester Two which could incur a cost of approximately \$50 - \$70.

Introduction to Ancient History (Elective)

Year 10 Introduction to Ancient History is an elective subject which prepares students for studying General Ancient History in Years 11 and 12. Students study four units across the full year.

Unit	Topic	Unit Description	Assessment
1	The Nature of Sources	Students explore famous archaeologists and archaeological methods and dating techniques across time. They study how archaeological evidence has been used in interpretations and representations of ancient societies. Students evaluate the reliability and usefulness of archaeological evidence. They examine ethical considerations in relation to treatment of finds, repatriation, preservation and conservation.	Short Response Exam (90 mins + 10 mins planning)
2	Beliefs, Values and Funerary Practices	Students explore the role of beliefs, rituals and funerary practices in a range of ancient societies including Ancient China, Ancient Egypt, Ancient Greece and the Aztecs. They analyse and evaluate sources as evidence in a historical inquiry. Students synthesise information and evidence to explain how the role of beliefs, rituals and funerary practices influenced the development of ancient societies over time.	Independent Source Investigation (800 words)
3	Mysteries and Myths	Students consider the validity and historical significance of a range of myths, legends, conspiracies and mysteries from the Ancient World. They select an Ancient History mystery, develop a key inquiry question and sub-questions, and locate, analyse and evaluate a wide range of ancient and modern sources. Students use this research to generate a plausible and valid historical essay in response to their mystery.	Historical Essay (900 words)
4	Meaning and Popular Culture	Students investigate the role of popular culture in the popularising of ancient civilisations, events or individuals. They evaluate popular culture representations in relation to their historical accuracy and consider how they have shaped and/or reshaped modern understandings of the ancient world.	Extended Response Exam (100 mins + 15 mins planning)

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 10 booklist for required stationery

There will be a fieldwork excursion to Abbey Museum for the first unit which will incur a cost of approximately \$50-\$70.

Languages

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
- French - Japanese	- French - Japanese	- French - Japanese	- French - Japanese	- French - Japanese

In Year 10, students may select a Language to study as an elective for the full year. This will prepare them for study in this same language in Years 11 and 12. They may opt to study either French or Japanese. It is recommended that a student choosing to study a language in Year 10 has completed study in this same language in Year 9.

Students use French to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of French in local and global settings through authentic community events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

French (Elective)

Unit	Topic	Unit Description	Assessment
1	En Pleine Forme	Diets Food and drink Daily eating habits Physical activities Doctors' visits Ailments and medications	Examination: Short Response <i>60 mins + 5 mins perusal</i>
2	Etait Une Fois	Reading a range of French fairy tales and stories Differentiating between two past tenses in French – speaking in past tense and describing past events Understanding and using passive and active voice Writing and presenting a fairy tale	Extended Response <i>5-7 mins</i>
3	Qui Arrive Ce Soir	French plays The ways that non-verbal elements are used to convey emotion and action Differences between spoken and written forms of French	Examination: Short Response <i>70 minutes</i>
4	A la Recherche du Bonheur	In Search of Happiness Childhood and adolescence How your past influences your present and future Relationships Future hopes and plans	Multimodal Presentation and Extended Response <i>6-10 mins</i>



Japanese (Elective)

Unit	Topic	Unit Description	Assessment
1	Is Fast Food Healthy?	Food and meal-times Pronunciation of English foods Expressing reasons behind why certain foods are chosen to consume Identifying the culture of fast foods in both countries and discussing the similarities and differences	Examination: Short Response <i>60 mins + 5 mins perusal</i>
2	Kaimono	Culture of shopping in Japan Currencies and counting Location of stores Shopping dialogues	Extended Response <i>5-7 mins</i>
3	Tokai to Inaka	Giving and receiving directions Manners on public transport in Japan Comparing city and country living	Examination: Short Response <i>70 mins</i>
4	Arubaito	Talking about your job How do you spend your money? Motivation for part-time work for Australian and Japanese teenagers How do part-time jobs differ in Japan? Weighing up the pros and cons of a part-time job	Multimodal Presentation and Extended Response <i>6-10 mins</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS).
Refer to the Year 10 booklist for required stationery.

Health & Physical Education (HPE)

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
HPE	HPE	- HPE (core) - Physical Education (elective) - Sport & Recreation (elective)	- HPE (core) - Physical Education (elective) - Sport & Recreation (elective)	- Physical Education - Sport & Recreation - Certificate III in Fitness - Certificate III in Health Services Assistance

Health and Physical Education (Core Subject – one semester only)

In Health and Physical Education, students analyse factors that influence identities, relationships, decisions, and behaviours in a variety of contexts. They evaluate strategies to enhance their own and others' health, safety, and wellbeing, including the impact of external influences such as relationships, media, societal expectations, and cultural norms. Through movement and physical activity, they refine their skills, adapt strategies, and collaborate effectively to achieve personal and team goals. Students also evaluate how physical activity and fitness contribute to overall health and wellbeing.

Unit	Topic	Unit Description	Assessment
1	Health: Cannabis	Students will examine the effects of recreational marijuana on adolescent health, including physical, mental, and social impacts. They will design a public health campaign to help young people make informed decisions about cannabis use.	Written Assignment <i>Length: up to 800 words</i>
1	Movement: Team Ball Sports, Net Sports or Striking Sports	In this unit, students will participate in a selected physical activity, demonstrating specialised movement skills and applying them in various contexts. They will refine strategies to improve individual and team performance and evaluate their effectiveness in achieving desired outcomes.	Physical Performance and Written Evaluation <i>Length: up to 300 words</i>
2	Health: Public Health	Students will explore community health issues including nutrition, sun safety, physical activity and mental health. They will update a health campaign by creating a new slogan and strategy to promote wellbeing and informed decision-making.	Written Assignment <i>Length: up to 1000 words</i>
2	Movement: Team Ball Sports, Net Sports or Striking Sports	In this unit, students will participate in a selected physical activity, demonstrating specialised movement skills and applying them in various contexts. They will refine strategies to improve individual and team performance and evaluate their effectiveness in achieving desired outcomes.	Physical Performance and Written Evaluation <i>Length: up to 300 words</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 10 booklist for required stationery

Physical Education (Elective – whole year course)

Physical Education focuses on the integration of theoretical knowledge and practical performance to develop students' understanding of physical activity, sport, and exercise. Students explore topics such as anatomy, biomechanics, motor learning, and sport psychology to analyse and improve performance. Through physical performance and inquiry-based learning, students develop skills in critical thinking, problem-solving, and decision-making, preparing them for further study and careers in Senior Physical Education, as well as the health, sport, and fitness industries.

88% of results across each semester come from written work. 12% of results come from physical performance.

Prerequisite: Students are only able to select this subject if they were a member of the Year 9 SHAPE Program or studied Year 9 Physical Education as an elective. Students who are not in the SHAPE Program, are required to have achieved an A in Year 9 HPE.

Unit	Topic	Unit Description	Assessment
1	Equity: Ethics & Integrity	In this unit, students explore the role of ethics and integrity in school sport and HPE. They will examine ethical dilemmas, such as fairness and sportsmanship, and develop strategies to address these challenges. Through practical and theoretical activities, students will analyse how ethical decision-making impacts individuals, teams, and sporting culture.	Written Assignment <i>Length: up to 1200 words</i> Physical Performance
2	Tactical Awareness in Volleyball	In this unit, students develop tactical awareness in volleyball using a constraints-led approach. They will explore how individual, environmental, and task constraints influence decision-making and performance in game situations. Through practical gameplay and analysis, students will learn to adapt tactics, solve problems, and make effective decisions under pressure.	Multi-Modal <i>Length: up to 9 minutes</i> Physical Performance Evidence <i>Length: up to 2 minutes</i>
3	Energy, Fitness and Training in Touch Football	In this unit, students explore the science of fitness and training in the context of touch football. They will investigate energy systems, training principles, and methods to enhance performance. Students will also analyse fitness components, participate in fitness testing, and design tailored training programs to improve specific skills and physical capacities.	Multi-Modal <i>Length: up to 9 minutes</i> Physical Performance Evidence <i>Length: up to 2 minutes</i> Exam 100 minutes

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 10 booklist for required stationery

Sport and Recreation (elective – whole year course)

In Sport and Recreation, students engage in a variety of physical activities to develop practical skills, teamwork, and leadership abilities. They explore the role of sport and recreation in promoting health and wellbeing, while investigating safety, event management, and community participation. Through practical and theoretical learning, students plan, implement, and evaluate strategies to enhance performance, organise recreational activities, and contribute to active and healthy lifestyles.

Unit	Topic	Unit Description	Assessment
1	Aquatic Recreation	In this unit, students explore aquatic recreation activities designed to assist diverse groups, such as older adults, athletes in recovery, or individuals with specific health conditions. They investigate, plan, perform, and evaluate strategies to enhance outcomes in aquatic rehabilitation. Students participate in aquatic activities to develop tailored programs that address barriers, utilise resources, and support the unique needs of a chosen demographic.	Project <i>Length: up to 800 words</i> Physical Performance
2	Sport Coaching	In this unit, students work in small groups to plan, deliver, and evaluate a basketball coaching session. Each student will coach at least one drill, focusing on session objectives, drills, warm-ups, modified games, and cool-downs. Students will also address safety, equipment, and organisational needs. The unit concludes with an individual review, where students evaluate their coaching performance and teamwork, developing leadership and practical coaching skills.	Project <i>Length: up to 800 words</i> Physical Performance
3	Fitness in Sport & Recreation	In this unit, students explore the importance of physical activity and learn about fitness components, principles, and training methods. They will set a personal fitness goal and design a resistance training program, including upper and lower body sessions with a variety of exercises. Students will implement their program, justify it using training principles, and evaluate its effectiveness based on their goals, fitness test results, and areas for improvement.	Project <i>Length: up to 800 words</i> Physical Performance
4	Sports Marketing	In this unit, students explore marketing and communication strategies in sport and recreation, including roles like social media management and event promotion. They will investigate factors such as resources, barriers, and enablers that influence outcomes. As part of HPE Week, students will plan and implement a sport and recreation activity, develop a marketing strategy to promote it, and evaluate the effectiveness of their approach in achieving the desired outcomes.	Project <i>Length: up to 800 words</i> Physical Performance

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 10 booklist for required stationery

Visual Art

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Visual Arts	Visual Arts	Visual Arts	Visual Arts	- Visual Arts (General) - Visual Arts in Practice (Applied)

By the end of Year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their Visual Arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning.

Students evaluate how Visual Arts are used to celebrate and challenge perspectives of Australian identity. They draw on inspiration from multiple sources to generate and develop ideas for artworks. Students document and reflect on their own Visual Arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.

Unit	Topic	Unit Description	Assessment
1	Art as Expression: investigation of how media is used to express personal viewpoints through portraiture.	Unit 1 explores the concept of Art as Expression through personal context. As audience, students will investigate how selected artists express their personal viewpoints and aesthetic with media, processes and visual language. They will consider how Artists explore their personal viewpoints through their artworks to celebrate or challenge perspectives of Australian identity. As artist, students will consider how different media and application techniques can be used as a means of personal expression. They will develop a concept for a portrait that represents a feature of their personal aesthetic or viewpoint. The subject of the portrait should be an Australian identity that is significant to the student.	Task 1: Experimental folio that explores how artists use media and processes to express their personal viewpoints and personal aesthetic. <i>Project: 1-6 media experiments, 200-word reflective statement, visual diary documentation of research and development.</i> Task 2: Artwork that applies the media, processes, viewpoints and aesthetic features developed in task <i>Project: A4-A3 mixed-media artwork, 600-word extended response.</i>
2	Art as Language: Investigation of how visual language is used to express cultural viewpoints	Unit 2 explores the concept of Art as Language through formal context. Students will research and experiment with a range of visual conventions to produce a mixed-media landscape artwork, artist statement and analytical essay. As an artist, they will experiment with different ways of manipulating the elements and principles of design and visual conventions to depict a range of different viewpoints and narratives. Students will develop a concept for a mixed-media landscape artwork that depicts	Task 3: experimental folio and resolved mixed-media artwork that explores themes of place and story through visual conventions. <i>Project: A4-A3 mixed-media artwork, 150-word artist statement, 1-</i>

	through landscapes.	a narrative or viewpoint about the Australian environment. As audience, students will investigate how selected artists express their different viewpoints and narratives through visual language, media and processes. They respond to selected artworks through both an artist statement and an analytical essay that evaluates how aesthetic choices and creative processes are used to communicate meaning.	<i>6 pages of research and development.</i> Task 4: Analytical essay that evaluates how selected artist depict themes of place and story through visual conventions. <i>Exam: 600 words, 90 minutes.</i>
--	---------------------	--	--

Materials:

A4 visual diary: blank pages, ring bound

A4 document wallet: plastic with button closure

Classroom consumables are included in the Student Resource Scheme (SRS)

Cost: (incl. incursions, workshops etc.):

Artist workshop: approx. \$50 per student

Drama

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Drama	Drama	Drama	Drama	Certificate III in Community Dance, Theatre and Events

By the end of Year 10, students analyse how and why the elements of drama, performance skills and/or conventions are manipulated in drama they create, perform and/or experience. They evaluate how drama in a range of styles and/or from a range of contexts communicates ideas, perspectives and/or meaning. They evaluate how drama is used to celebrate and challenge perspectives of Australian identity.

Students work individually and/or collaboratively to shape and manipulate use of the elements of drama, conventions and/or dramatic structures to communicate ideas, perspectives and/or meaning. They use performance skills relevant to style and/or form to sustain belief, roles and characters in performances of improvised, devised and/or scripted drama for audiences.

Unit	Topic	Unit Description	Assessment
1	Realism	Throughout the unit, students will rehearse and perform scripted scenes using conventions of Realism and Stanislavski's method acting. Students will maintain an actor's journal to reflect on their creative process, evaluate their acting process and performance choices, and analyse how dramatic conventions and acting methods contribute to realistic performance.	Performance <i>Length: 2-3 minutes</i> Actor's notebook <i>Length: up to 600 words</i>
2	Magic in the margins	students will explore the conventions of Magical Realism through performance, directing, and design. Students will examine how realistic worlds can be transformed through symbolic, surreal, and imaginative theatrical elements to communicate deeper meaning and emotion. The unit culminates in students directing a Magical Realism scene and creating a multi-modal director's pitch that explains and evaluates their artistic vision, creative choices, and production process.	Director's Pitch (multi-modal) <i>Length: 2-3 minutes</i>
3	Theatre through ages	Students will explore a classical drama text through performance, analysis, and contemporary interpretation. The unit culminates in both a devised performance and an analytical response evaluating theatrical choices and contemporary adaptations of classical texts.	Scripted performance <i>Length: 2-3 minutes</i> Analytical essay <i>Length: 400-600 words</i>
4	Theatre through the ages	Students will examine classical elements, analyse live theatre and develop a transformative devised performance inspired by the original text. Students will utilise contemporary theatre techniques.	Devised performance <i>Length: 2-3 minutes</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 10 booklist for required stationery and materials.

Music

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Music	Music	Music	Music	• Music • Music in Practice

By the end of Year 10, students analyse ways composers and/or performers use the elements of music and compositional devices to engage audiences. They evaluate how music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how music is used to celebrate and challenge perspectives of Australian identity.

Students demonstrate listening and aural skills relevant to the styles and/or contexts in which they are working. Students manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation. They notate, document and/or record their music. They apply knowledge of styles and/or forms when performing their own and/or others' music. They demonstrate appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences.

Unit	Topic	Unit Description	Assessment
1	Elements of music	In these units, students make and respond to music by exploring how musicians treat and combine different musical elements and compositional devices to create compositions.	Composition <i>Length: 1 minute</i>
2	All that Jazz	Students explore theme and variation in composition and study the fundamentals of jazz music.	Performance and exam <i>Length: up to 3 minutes</i> Exam <i>Length: 90 minute</i>
3	Programme music	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.	Composition <i>Length: 1 minute</i> Analytical essay <i>Length: 400-600 words</i>
4	Song writing	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 song-writing techniques.	Composition and performance <i>Length: 1-3 minutes</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 10 booklist for required stationery and materials.

Dance

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Dance	Dance	Dance	Dance	- Dance - Certificate III in Community Dance, Theatre and Events

By the end of Year 10, students analyse how and/or why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills are manipulated in dance they create and/or experience. They evaluate how dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how dance is used to celebrate and challenge perspectives of Australian identity.

Students select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning when performing dance for audiences.

Unit	Topic	Unit Description	Assessment
1	Musical Theatre	In this unit students will be introduced to Musical Theatre. They will practice and refine technical and expressive skills necessary to present a Musical Theatre dance work.	Performance <i>Length: 2 minutes</i>
2	Statements	In this unit 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.	Choreography, performance <i>Length: 1-2 minutes equivalent</i> Evaluation <i>Length: 300-400 words</i>
3	Dance through the ages	In this unit students will explore the functions of dance through making and responding. They will combine, improvise and manipulate the elements of dance, choreographic devices and form to communicate intent in an era specific style. Students will analyse and evaluate how well a choreographer's use, manipulation and control of dance elements showcase the intent of a dance work.	Choreography <i>Length: 1-2 minutes</i>
4	Popular Dance	In this unit students will explore popular dance and how it has changed over the last century. They will practice and refine technical skills necessary to present a Popular dance work.	Performance <i>Length: 2 minutes</i> Exam <i>Length: 90 minutes</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 10 booklist for required stationery and materials.

Design Technologies

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
• Design Technologies - Food • Designs Technologies - Materials • Design Technologies - Textiles • Digital Technologies	• Design Technologies - Food • Designs Technologies - Materials • Design Technologies - Textiles • Digital Technologies	• Design Technologies - Food • Designs Technologies - Materials • Design Technologies - Textiles • Digital Technologies	• Design Technologies - Food • Designs Technologies - Materials • Design Technologies - Textiles • Digital Technologies • Certificate I in Furnishing	• Certificate III in Hospitality • Design Technologies • Digital Technologies • Certificate II in Applied Digital Technologies • Certificate II in Engineering Pathways • Certificate II in Furniture Making Pathways • Certificate II in Construction Pathways • Early Childhood Studies • Certificate III in Education Support

Students in Year 10 can choose one or more of the Technologies contexts (Food, Design, Digital or Furnishing) with 2 semester units for each listed below.

Unit	Topic	Unit Description	Assessment
1	Designing Spaces: shaping our built and natural world	In this unit, students will explore the built and natural environments around you, using your creativity and problem-solving skills to create professional-quality illustrations and prototypes. Students will step into the shoes of architects, landscape designers, and environmental planners to investigate how design shapes the spaces we live, learn, and play in.	Project - Folio <i>Illustrations: 4 x A3 resolved illustrations</i> <i>Length: 400-600 words</i> Project - Design process: 4-6 A3 pages of investigating, generating, evaluating and project management. Prototype: scale model prototype made from cardboard.
2	Designing for inclusion: making spaces for everyone	How can we make our school a place where everyone feels welcome and included? In this unit, students step into the shoes of a designer to create innovative solutions that improve accessibility and inclusion in your school. Using cutting-edge technology like computer-aided design (CAD) software and 3D printing, you'll bring your ideas to life and make a real impact on your school community.	Project: Investigation <i>Report: 400-600 words</i> <i>Graphical rendering: working drawings and files for an acrylic sign.</i> Project: Folio: 4-6 A3 pages of investigating, generating, evaluating and project plan. Prototype: digital rendering files and 3D printed prototype.

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 10 booklist for required stationery

Design Technologies – Food

Students in Year 10 can choose one or more of the Technologies contexts (Food, Design, Digital or Furnishing) with 2 semester units for each listed below.

Unit	Topic	Unit Description	Assessment
1	Nutrition for differing needs	Designing food products can better our health and wellbeing as well as providing opportunities for students to develop skills of safe work practices and food handling. Understanding the AGTHE as well as how our nutritional requirements change through the lifespan and during times of differing needs is important for everyday life. We are also surrounded by new and exciting food developments generated from plant-based products and eco-conscious packaging created from biodegradable and sustainable materials. Studying food technology helps students discover new foods, improve on existing products and challenge their thinking around food education, food resourcing, current food trends and sustainable practices.	Project - Design Journal Project – Nutritious meals for specific age group needs
2	Food Chemistry and Hospitality	Recipes trends evolve over time. TV shows like MasterChef promote new ingredients and cooking techniques to challenge their contestants and educate the audience. Food companies benefit from these shows as they employ food scientists to develop new recipes to sell in supermarkets. Understanding the principles of food science helps them to know how to experiment with ingredients to get different products. Students explore the chemical and functional properties of ingredients and nutrients to create food solutions. This includes developing an understanding of the sensory properties of foods and its role in creating solutions. Meeting the expectations of a customer and the promotion of a food product is also a key part of improving the quality of our daily lives.	Project - Design Journal Project – Design my ultimate breakfast!

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 10 booklist for required stationery

Digital Technologies

Students in Year 10 can choose one or more of the Technologies contexts (Food, Design, Digital or Furnishing) with 2 semester units for each listed below.

Unit	Topic	Unit Description	Assessment
1	Interactive Web Design	This unit introduces students to the design and development of interactive digital solutions through the creation of a prototype online store. Using the design problem-solving process, students investigate how online commerce systems function, including the interaction between users, websites and databases, alongside key considerations such as security, privacy and data management. Students define and decompose a real-world design challenge, conduct research into existing e-commerce solutions, and generate design concepts through wireframes, GUIs and data structures. They develop programming skills by implementing a modular web application using algorithms, user interface design principles and an IndexedDB database to manage product and cart data. Throughout the unit, students apply testing, evaluation and iterative development practices to refine their solutions. They also consider broader impacts, including sustainability, risk and opportunities for innovation in digital systems.	Project - Design Journal Project – Prototype Online Store including an online database using indexedDB
2	Cyber Security	This unit focuses on the exploration of cyber security in a modern, connected digital world through the design and development of an interactive game. Students apply the design problem-solving process to investigate cyber threats, safe online practices and digital ethics, and communicate these concepts through a prototype built in Unity. Students analyse how digital systems operate, including the interactions between hardware, software and users, and examine key security concepts such as encryption, data protection and threat mitigation. They define and decompose a design challenge, conduct research, and generate ideas through storyboards, user interface design and algorithms. Through the development of a modular, object-oriented program, students create an engaging game that educates users about cyber security risks and behaviours. They implement iterative design practices, including testing, debugging and evaluation, to refine their solutions. By the end of the unit, students demonstrate their ability to design, develop and evaluate a purposeful digital solution while considering usability, risk, sustainability and the broader impact of cyber security in everyday life.	Project - Design Journal Project – Prototype Unity Game that teaches Cyber Security concepts.

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 10 booklist for required stationery

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.

Instruction

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 or 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
- 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
- folio of work
- questioning
- products

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:

- MSF20522 Certificate II in Furniture Making Pathways
- MSF31018 Certificate III in Decoration Retail Services
- work within a construction business organisation
- apprenticeship within a construction business or organisation

See other financial qualifications at training.gov.au.

