

2027



MACKAY NORTH STATE HIGH SCHOOL

YEAR 10 CURRICULUM GUIDE



07 49631 666



mackaynorthshs@eq.edu.au

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Mackay North State High School is a Registered Training Organisation:
RTO Number – 30076

YEAR 10 SUBJECT CHOICES 2027

Core Subjects (Studied for the entire year)

ENGLISH – 3 lessons per week
MATHEMATICS – 3 lessons per week
SCIENCE – 3 lessons per week
HEALTH & PHYSICAL EDUCATION – 2 lessons per week
HUMANITIES (History & Geography) – 3 lessons per week
CERTIFICATE II SKILLS FOR WORK AND VOCATIONAL PATHWAYS – 2 lessons per week

The remaining two (2) subjects (each 2 lessons per week) are to be chosen from the available elective options below:

The Arts

VISUAL ART (ART)
DANCE (DAN)
DRAMA (DRA)
MUSIC (MUS)
CHEER AND DANCE

Technologies

ECONOMICS & BUSINESS (ECB)
DIGITAL TECHNOLOGIES (DIG)
FOOD SPECIALISATION (TFD)
TEXTILES
MATERIALS & TECHNOLOGIES SPECIALISATION (WOODWORK) (TMT)
MATERIALS & TECHNOLOGIES SPECIALISATION 2 (METALWORK) (TTZ)
MEDIA ART

Other

LITERACY & NUMERACY
MATHS EXTENSION
JAPANESE (JAP)
SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STM)
AGRICULTURE & SUSTAINABLE LIVING (ASL)
ENRICHMENT – PHYSICAL EDUCATION

Special note (1): While every effort is made to ensure that students make informed choices and are placed in the subjects of their choice, classes can only be formed where student numbers, teacher availability and appropriate resources exist.

There may be some students who are not able to make the selection of their choice, and there may be some students who will be counselled to alter their initial choice.

Special note (2): Senior Secondary Subjects have a fee which is reviewed annually.

For continuing students:

To access the subject selection process, your student goes to the website: oslp.eq.edu.au; the student is then asked for their school log-in details. They then click on the tab marked, "Careers" and then "Subject Selections" in the following window, and then follow the prompts to make their selections. Students will be shown how to do this at school, so they will be able to show you how to navigate through the process at home.

Australian Curriculum Subjects

These subjects are mandatory for all junior school students.

10 ENGLISH

What is the subject?

English is part of the Australian Curriculum and is compulsory for all students. This course aligns with the National Curriculum.

The English program offers students challenging and practical language, literacy and literature experiences.

What is in the subject?

Students will participate in a variety of language activities involving listening, speaking, reading, writing and viewing. They are given opportunities to develop their capacity to use language fluently, appropriately and effectively in a wide range of social contexts.

Students will experience a variety of units designed to develop their understanding of how language works and their appreciation of language and its use. Units of work are developed around literature texts (novels, short stories, plays and poems), mass media (print and electronic) or a theme (Migrant perspectives).

Students will use a wide range of literary, non-literary and mass media resources significant to their needs and interests.

How is the subject assessed?

Students are assessed in a variety of forms, for a variety of audiences, in a variety of conditions over the course of each semester. Students will complete four assessment items over the year. Students will be exposed to elements of the senior curriculum in semester 2 in preparation for their choice of English subject in Year 11 (English, Essential English and Literature).

Notes:

10 HEALTH & PHYSICAL EDUCATION

What is the subject?

The Health and Physical Education course is an Australian Curriculum Ver 9.0 subject which will be studied by all students in Years 7, 8, 9 and 10 at Mackay North.

What is in the subject?

The subject has two focuses : Personal, Social and Community Health and Movement and Physical Activity.

The Personal, Social and Community Health focus looks at the topics of Identities and Change, Interacting With Others and Making Safe and Healthy Choices.

The Movement and Physical Activity focus covers Learning Through Movement, Making Active Choices and Moving Our Bodies.

How is the subject assessed?

The theory in Physical Education is assessed through the completion of folios based around a particular topic. Within these folios students may be asked to complete tables, write short answers or develop longer, more detailed responses. The theory mark assigned to each of these folios is determined by the completeness and quality of the answers.

The mark given for each practical unit is determined through three criteria. These are personal and social skills, movement skills and strategies and knowledge of terminology and rules. Through these criteria we hope to not only strive for excellence in performance but also to encourage all students to participate to the best of their ability.

Parental Help and Guidance

We encourage parents to take an active role with their student's schooling and to develop a working relationship with their student's teacher. This could take the form of monitoring theory work; ensuring appropriate clothing is worn to practical lessons and encouraging students to fully participate to the best of their ability during these lessons. The H.P.E. staff is available at all times to discuss student progress.

*Student Folios / Theory information will be delivered and assessed through the QLearn online platform : **it is essential that every student has a device to access these materials**

10 HUMANITIES

Semester One

History

Term 1- World War 2

- significant events of World War II and its impact on the home front
- experiences of Australians during World War II
- significance of World War II to Australia's international relationships in the twentieth century

Term 2 – Building Modern Australia

- events, individuals and methods in the movement for the civil rights of First Nations Australians
- women's movement in Australia
- changes in perspectives, responses, beliefs and values on migration

Semester Two

Term 3 – Stories, Sources & Skills Part I

Students study a range of topics across the ancient and modern periods.

Term 4 - Stories, Sources & Skills Part II

Students select one of the topics from Term 3 and conduct an historical investigation relating to their chosen topic

Stories, Sources & Skills - designed to develop skills to prepare students selecting an ATAR pathway in Year 11, which may include general Humanities subjects such as Modern or Ancient History.

<p>There are four pieces of assessment for the year. Assessment for Humanities subjects is a combination of examinations, source analyses and research assignments.</p>

10 MATHEMATICS

What is the subject?

Junior Mathematics is part of the Australian Curriculum in the Junior Secondary School and is compulsory for all students. Our course aligns with the National Curriculum.

Mathematics is organised into two sets of strands. Proficiency strands describe the skills or “how”, of Mathematics and content strands describe the knowledge and understanding, or “what”, of Mathematics.

What is in the Subject?

There are three (6) content strands in the Australian Curriculum, including:

Number (develops number sense and the ability to work effectively with numbers)
Algebra (provides a means for recognising patterns and structures and connects symbolic, graphical and numerical representations)

Measurement (develops ways of quantifying aspects of the physical world)
Space (develops ways of visualising and working with location, direction, shape, placement and transformation of objects)

Statistics (develops ways of collecting, understanding and describing data and its distribution)
Probability (develops ways of dealing with uncertainty and expectation, making predictions and characterising the chance of events occurring)

How will the subject be assessed?

During Year 10, students will complete a variety of assessment pieces each term, predominantly exams, and some investigation tasks requiring response by writing a mathematical report.

In Year 10, the school will be preparing students for the transition into Year 11. As such, classes will be re-organised at the beginning of Year 10 to reflect the transition into either Essential Mathematics and General Mathematics (core classes) or Mathematics Methods (extension classes). The students will cover various aspects of the Australian Curriculum based on their ability.

From Semester two, students in core classes will be again organised to further prepare them for Essential Mathematics or General Mathematics in Senior. Students will be advised by the HOD of their recommended placement into one of those classes. Parents and students are welcome to be involved in discussions about future Mathematics classes in Year 11 and there will be room for negotiation during in term 3 for students to change classes based on their results.

10 SCIENCE

What is the subject?

Science at Mackay North SHS is compulsory for students as part of the National Curriculum and is studied by all students in Years 7 -10.

What is in the subject?

Students will experience both theoretical and practical components in the subject.

The units align with Australian Curriculum requirements and in Year 10 cover the following units:

Unit 1: Moving along	Unit 2: Life blueprints and life evolves	Unit 3: Chemical reactions matter	Unit 4: Global systems and Beyond
Students will explore the motion of different objects and apply the laws of physics to describe motion. They will explore conservation of energy, energy-force relationships and apply these to everyday situations, including the effect of energy and motion during collisions and the use of safety features to minimize their impact.	Students will investigate the importance of DNA and genes in controlling characteristics of organisms. They will develop an understanding of the theory of evolution by natural selection, and biodiversity.	Students will explore structure and properties of elements and their organisation in the periodic table. They will examine chemical reactions to predict products, and ways in which rates of reaction can be changed.	Students will understand that global systems rely on the interactions between the different spheres on earth. They will examine the cause and effect of changes in global systems and recognise the effects of human activity on the environment. Moving out from the Earth, they will explore features of the universe.

How is the subject assessed?

Assessment in Year 10 has been designed to help prepare students for the style of assessment in Year 11. Students will be assessed through an experimental report, research investigation and end of semester exams.

Beyond Junior Science

Junior science provides students an opportunity to develop an understanding of important scientific concepts and processes, practices used to develop scientific knowledge, of science's contribution to our culture, society and applications in our lives.

For those students wishing to continue their studies into senior, North provides students the opportunity to specialise their studies with a variety of Senior Science subject offerings. Entry into these senior subjects is strongly guided by the demonstrated success of students in their junior science studies.

The recommended pre-requisites for the senior science subjects are listed below:

Senior Science Subject Options & Pre-requisites			
General Subject	Year 10 result recommendation	Applied Subject	Year 10 Recommendation
Biology	'B' or higher in Year 10 Science Pass in Maths & English	Aquatic Practices	Pass in Year 10 Science Pass in HPE swimming 'the survival swim' An interest in the ocean & marine life. The ability to participate in numerous excursions as part of the assessment
Chemistry			
Marine Science			
Psychology		Agricultural Practices	Pass in Year 10 Science. Agriculture & Sustainable Living Elective preferred but not essential.
Physics	'B' or higher in Science & Maths Pass in English		

It is important for students to have considered future career pathways and to be building a strong foundation in junior science. Strong performance in this subject helps prepare students for the senior science subjects and their career pathway outside of school, be it towards university, apprenticeships or other work opportunities.

Elective Subjects

Students are to choose only two (2) subjects from this section

10 AGRICULTURE & SUSTAINABLE LIVING

Why study Agriculture and Sustainable Living?

Agriculture is the growing of plants and animals to provide food, fibre, shelter, medicines and a wide range of other products. Mackay and district is a rich agricultural area that offers a wide range of career pathways and employment opportunities for students.

Furthermore, world communities are becoming increasingly concerned about the source and quality of the food they eat, and the security of their food production for the future.

Agriculture and Sustainable Living aims to offer students the opportunity to acquire skills in basic agricultural practices such as horticulture, hydroponics and poultry. Sustainable and environmentally responsible practices will be firmly integrated into the course.

The subject will have approximately equal theoretical and practical components.

Who can take Agriculture and Sustainable Living?

Any student with a keen desire to learn about food production and would like the opportunity to work in an “outdoor” classroom.

What will be studied?

Horticulture (Growing of vegetables and fruits)
Poultry (egg production)
Hydroponics
Recycling/Composting
Agribusiness

Assessment

Practical Assessment (50%)
Theoretical Assessment (exams, reports - 50%)
Homework - as applicable to the current unit of work

Notes:

10 ART (VISUAL)

What is Art?

Art is about creating artworks around a theme, solving problems, experimenting with techniques, materials and ideas.

Who can take Art?

This is for anyone who is keen to learn about different aspects of the subject. The classroom takes on more of a studio environment with guided practice, independent explorations and responses to topics.

What practical work is done in Art?

Artworks focus around a central idea/concept. Students create works in a variety of media including Drawing, Printmaking, Painting, Mixed Media, Photography and Digital Manipulation, Ceramics and Sculpture.

In Year 10 students look at Art History including Ancient Cultures, Realism, Stylisation, Expressions, and Abstraction (20th Century Art Styles)

What are our expectations?

Every lesson, bring your Art book, fineliner, 2B pencil, ruler, watercolour pencils (Staedtler or Derwent), eraser, homework diary and device.

Complete regular homework and assessment by the due dates.

Students will use a minimum of 2 X A4 sketchbooks and approximately 5 fine point black pens during the year.

Assessment

Major Practical Artworks / Folio

Written Assignment – 1 per year

Bookwork – theory, lead up activities and planning, minor practical work

Who can tell me more?

Ask the Head of Department or any of the Art Teachers.

Notes:

10 CHEER AND DANCE

Description

Cheer is a unique team-based subject. This course aims to explore dance from the perspective of an athlete. This subject will have a cheerleading focus with an emphasis on:

- The development of physical skills including co-ordination, balance, flexibility and strength
- Healthy and safe preparation, rehearsal and performance practices
- High-energy activity (including tumbling, lifts and stunts)
- Participation in competitions where possible

Instruction for this subject will be provided by a registered Cheerleading coach.

What benefits do students gain from this subject?

Social skills are highlighted with a focus on teamwork, cooperation, trust, peer support and problem solving.

Emotional wellbeing is often enhanced through increased confidence, personal and school pride and self-awareness.

Personal attributes are celebrated to explore how individual qualities can strengthen performance in a team.

Pre-requisites

The course is offered from years 8 to 12. The subject is designed to support students who have existing dance or athletic sports (i.e. gymnastics) experience.

To be involved, there will be an application process followed by an audition. Beginners may be allowed to trial the subject but continued participation in the course will be subject to the discretion of the Head of Department.

Assessment

This subject will focus heavily on performance and dance production. Students will be expected to participate in competitions. This is dependent on whether the team can safely participate.

Students will be marked on their skill competency at each reporting juncture.

Notes:

10 CREATIVE WRITING

What is Creative Writing?

In Creative Writing, students develop critical and creative thinking skills through listening to, reading, viewing, analysing, creating and presenting texts. Through close analysis of texts, students critically analyse the opinions, perspectives and unstated assumptions embedded in texts. Students develop creative thinking skills by considering authors' innovations, and planning, exploring and creating ideas for imaginative texts.

What benefits do students gain from the subject?

All Senior English subjects (English, Essential English and Literature) require students to write creatively so this elective is of benefit to all students. It will be of particular interest to students who intend on studying Literature in Years 11 and 12.

Pre-requisites

Students Selecting Creative Writing should demonstrate:

- a C in Year 9 English
- an enjoyment of English
- a willingness to complete writing tasks outside of the classroom.

Description

Students study four integrated aspects:

- Inquiring
- Generating
- Analysing
- Reflecting

These strands are embedded in each unit which is organised around a form of creative writing.

Assessment

There will be two assessment tasks each semester, one of which will be an oral task (presented live or pre-recorded).

Notes:

10 DANCE

What benefits do students gain from this subject?

Dance as a subject has a broad range of benefits.

Physical skills are developed including coordination, balance, flexibility and strength.

Social skills are highlighted with a focus on teamwork, cooperation, trust, peer support and problem solving.

Emotional wellbeing is often enhanced through increased confidence, personal and school pride and self-awareness.

The course is offered in Years 9 and 10. Students are then encouraged to study Senior Dance in Years 11 and 12.

Pre-requisites

There are no prerequisites for the study of Dance. It is an appropriate subject for both males and females as movements are not gender specific. Students who have not had previous dance experience, as well as those who have training outside school, will benefit from the individualised nature of the subject. Dance lends itself to catering to individual needs and levels of achievement. Advanced students can engage in extension activities and benefit greatly from peer teaching, while students with little experience can develop skills very rapidly and achieve success in the subject.

Description

This course aims to give students a chance to experience dance withing three central organisers of:

- Creating and making (choreography)
- Presenting and performing
- Exploring and responding

Assessment

Assessment tasks from each of the three organisers will be balanced over the two year course.

Tasks include creating dances, performing dances and writing about dance from a variety of styles e.g. Jazz, Hip-Hop, Contemporary, Social dance and Music Theatre.

Notes:

10 DIGITAL TECHNOLOGIES

The aim of Year 10 Digital Technologies is to equip students with the **knowledge, skills, and confidence** to use digital systems effectively, responsibly, and creatively in their everyday lives. Students develop the ability to **inquire, create, communicate, and operate** a wide range of ICTs while deepening their understanding of the **social, legal, and ethical implications** of technology use in modern society.

Assessment

A lot of the course is project-based, with students working both independently and collaboratively to design and develop digital products for authentic 'clients'. Throughout the year, students will use industry-standard software to create solutions such as mobile apps and interactive applications.

Students will also be enrolled in QLearn, Education Queensland's secure eLearning environment. Through QLearn, they will access online virtual classrooms that provide *anytime, anywhere* access to class activities, learning resources, and assessment tasks.

Topics covered

Encryption/decryption

Digital Systems

Visual Novels

Integrated project (combining all the skills acquired in this course)

Year 11-12 Pathways

Pathway:- Digital Solutions University Technology industry Pathway:- ICT Assist in employment in the workforce.

Other points to note:

Students will discover that Digital Technology is a hands-on subject where active participation is rewarded with success.

Assists in problem-solving skills which students can use in other subjects and in life in general.

Students are required to have their own laptop for this course. A Windows laptop with a **minimum CPU of an Intel i5 (or equivalent)** is advised to ensure it can run industry-standard software such as Adobe Photoshop, Illustrator, and Microsoft Visual Studio effectively. Having a capable personal device will allow students to work efficiently in class and at home, and will support the project-based nature of the course.

Notes:

10 DRAMA

What is Drama?

Drama deals with the study of communication through a variety of dramatic forms. It develops creative expression, an appreciation of and control over the dramatic form and skills in functional communication.

What benefits do students gain from the subject?

Being able to communicate effectively is a pre-requisite for success at school, in the outside world and in establishing and maintaining relationships. Students contemplating early childhood/primary/secondary teaching, or any position where you need to 'perform' before an 'audience', will find Drama very useful.

Pre-requisites

Students electing Drama should demonstrate:
an ability to work with others
self-discipline and readiness to perform in front of an audience
willingness to take direction.

Description

The course is offered in Years 9 and 10. Students are then encouraged to study Senior Drama in Years 11 and 12. A sound level of achievement in Year 8 English is advisable for students undertaking this subject.

Students study three integrated aspects:

Creating and making
Presenting and performing
Exploring and responding

These are organised thematically, with students undertaking activities such as Theatresports, Greek Theatre, Physical Theatre and Melodrama.

Assessment

The course is 50% practical and 50% theoretical. For practical assessment, students perform in groups, but are assessed individually. Assessments are based on creative writing, essay writing and performance. Students are expected to work on assessment tasks in class and at home.

Although it is not compulsory, students of Drama are encouraged to participate in extra-curricular activities within the Performing Arts Department.

Notes:

10 ECONOMICS & BUSINESS

Why study Business?

By doing this subject you will obtain many useful skills which you can apply in the business world and in your own personal life. This subject will improve your financial literacy and give you a greater understanding of business.

Who can take Business?

Anyone who is interested in the world of business, money, managing personal finances and investing.

What is studied?

The processes that businesses use to manage the workforce, improve productivity and the importance of superannuation. Students analyse how economic indicators influence Australian Government decision-making and explain ways that the government intervenes to improve economic performance and living standards.

Practical Accounting – Journals, Ledger and Trial Balance.

Assessment

Assignments will be set to develop individual and group research, thinking skills and teamwork. The remaining assessment will be in the form of exams, at the completion of the topic of study.

How much homework will there be?

Homework generally involves completing practical exercises, revising content and/or assignment work.

Notes:

10 ENRICHMENT – PHYSICAL EDUCATION

What is the subject?

This subject is a Year 10 Elective.

Year 10 Enrichment Physical Education is designed for students who are interested in extending their understanding of both the theoretical and practical components of physical activity, sport and performance.

The subject challenges students to analyse performance, apply movement concepts and evaluate strategies that improve participation and athletic performance in a variety of sporting environments.

Students engage in practical and classroom learning experiences that develop their ability to think critically about performance, training, tactics and movement. The course also prepares students for the Physical Education pathways offered in senior school.

What is in the subject?

The subject contains a strong focus on theoretical concepts which are then applied in practical performance settings.

Throughout the year students explore four major theory areas:

- Tactical Awareness
- Fitness Components, Energy Systems and Training Principles
- Evaluation of Personal Performance
- Biomechanics and Motor Learning

The practical units included are Court Games (Volleyball / Netball), Invasion Games, Touch Football and a Personal Choice of Games and Sports.

Students participate in learning experiences that involve performance analysis, tactical strategy development, training methods, movement evaluation and biomechanical principles in authentic sporting environments.

How is the subject assessed?

Students are assessed across both practical and theoretical criteria.

Assessment may include:

• Practical Performance	• Short answer responses
• Performance analysis and evaluation	• Exams
• Program and training session design	• Folio tasks
• Extended responses	• Video analysis tasks

Theory components are assessed through a combination of classwork, online learning, projects, exams and written responses. Students are expected to analyse performance, justify decisions, evaluate effectiveness and apply theoretical concepts to practical sporting situations.

Practical performance is assessed through students' demonstration of:

- Knowledge of terminology and rules
- Movement concepts and strategies
- Personal and social skills in sporting environments

Student folios and theory information will be delivered and assessed through the QLearn online platform. **It is highly recommended that every student has access to a device to complete course requirements.**

Prerequisite

Please note that there are limited numbers within this elective and acceptance into this subject is dependent on:

- High participation levels
- Positive behaviour and engagement
- Academic success in both Year 9 H.P.E. and English

Notes:

Course Outline

Term	Practical	Theory
Term 1	Court Games	Tactical Awareness
	Advanced Volleyball / Netball skills and strategies	Students analyse netball performance to identify tactical strengths and weaknesses within performance environments.
	Students apply tactical concepts and strategies during practical performance.	Students devise, implement and evaluate a tactical strategy designed to improve performance effectiveness.
	Assessment – Practical Performance	Assessment – Performance Analysis and Evaluation Task
Term 2	Invasion Games / Volleyball	Fitness Components, Energy Systems and Training Principles
	Students participate in practical activities focused on training methods, conditioning and game performance.	Students investigate fitness components, aerobic and anaerobic energy systems and the application of training principles in performance environments.
	Students engage with different training methods and principles to improve performance outcomes.	Students evaluate a volleyball training session and propose and justify modifications to improve effectiveness.
	Assessment – Practical Performance	Assessment – Examination
Term 3	Touch Football	Personal Performance
	Advanced touch football skills and strategies	Production of a personal performance video that includes evidence of implementation of attacking and defensive skills and strategies.
	Assessment – Practical Performance (Assessment – 2–3 minute video)	
Term 4	Personal Choice of Games and Sports	Biomechanics and Motor Learning
	Advanced skills and strategies in selected sporting environments	Students engage in integrated learning experiences about motor learning and biomechanics in authentic sporting environments.
	Students apply movement concepts and strategies to optimise personal performance.	Students explore how biomechanics and motor learning can improve performance in physical activity and sport. Assessment – Examination where students identify, analyse and evaluate biomechanical principles within performance scenarios and environments.

10 FOOD SPECIALISATION

The “Food Technology” Home Economics course has been designed to cater for students with a particular interest in food preparation and nutrition. All food and the necessary take-home containers are supplied to students.

Semester 1

‘Food as a Business’ and ‘Nuts about Nutrition’

Students explore the latest information about nutrition and healthy eating.

Students examine some myths and misconceptions surrounding food and diet related diseases.

Students will be introduced to topics such as sensory evaluations, properties of food, packaging, labelling and branding.

Students produce foods involving a variety of cookery techniques over both terms.

Semester 2

‘Delectable Muffins’ and “Festive Hampers’

Students explore the importance of meals — breakfast, lunch and dinner.

Influences on teenage eating habits and food models in relation to healthy eating.

Pre-requisites

An interest in practical cookery and investigating nutrition issues that impact on teenagers and their families.

Homework

Using practical skills developed in class at home and completion of work plans for practical cookery lessons. Students will be required to complete unfinished work from class time as well as set weekly review tasks.

Assessment

Each Semester students will complete at least

Written Exam

Folio / Project – Following a design brief

Where will this subject lead?

To the senior subjects of Home Economics and Hospitality. Skills developed in this subject may assist in occupations such as dietician, health care workers, nurse, teacher, hospitality worker.

Notes:

10 JAPANESE

What work will be covered?

In Year 10 Japanese students will investigate Japan, its people and their culture through the medium of the Japanese language.

The following topics will be covered:

Leisure Activities

Where we Live

Japanese Student's School Trips

Part Time Jobs

In 2024, North High recommenced student tour of Japan, which is offered every two years. North High has a strong commitment to providing students with opportunities to experience the rich culture of modern and historical Japan. Students studying Japanese are given priority for selection in the limited number of tour places.

Why study a language?

Students who do a second language often find links easier to understand in other subjects. Relations between Australia and Japan have flourished for many years and they are one of our most important trading partners. As such, it is advantageous to have a second language in many areas, including business, banking, education, hospitality, travel and tourism, media, journalism and the arts.

What kind of assessment?

The four skills (listening, speaking, reading and writing) will each be tested at least once per semester. Each skill is weighted equally. Students will be required to complete both exams and assignment work.

Notes:

Year 9 is a prerequisite for this subject. The "ii TOMO" Activity book 3&4 that is purchased is used for a 2 year course of study both years 9 and year 10.

10 LITERACY AND NUMERACY SHORT COURSE

What is the subject?

This Year 10 Elective is a two-unit course of study, one unit of literacy and one unit of numeracy, which will run consecutively through the year.

Students who successfully complete this course will also commence their Senior years of schooling with both the literacy and numeracy tick, components required to obtain the Queensland Certificate of Education (QCE), upon completion of year 11 and 12. They will have also achieved 2 credit points out of the total of 20 points required to obtain their QCE.

Who should consider taking this course?

This subject is suited for students who are performing at a below satisfactory level in English or Mathematics and who may be:

- at risk of not succeeding in Senior English or Mathematics
- disengaged with school.

What is in the subject?

Literacy Short Course:

In this course of study, students:

- learn a variety of strategies to develop and monitor their own learning
- select and apply reading and oral strategies to comprehend and make meaning in texts
- demonstrate the relationships between ideas and information in written, oral, visual and multimodal texts
- evaluate and communicate ideas and information in written, oral, visual or digital modes
- learn and use textual features and conventions, including vocabulary and grammatical structures.

There are four interrelated core skills associated with the Literacy course

- reading
- writing
- oral communication
- learning.

Numeracy Short Course:

In this course of study, students will:

- learn a variety of strategies to develop and monitor their own learning
- identify and communicate mathematical information that is embedded in a range of texts and contexts from everyday life and work
- use mathematical processes and strategies to solve problems in a range of situations
- reflect on outcomes and the appropriateness of mathematical processes used.

The three interrelated core skills associated with the Numeracy course are:

- identifying and communicating mathematical information
- approaching and solving mathematical problems
- learning.

Both Literacy and Numeracy are courses of study that consists of two topics:

- Personal identity and education

- In this topic, students will develop the core skills through expressing personal identity, achieving personal goals, and understanding and interacting with the wider community.
- The work environment
 - In this topic, the core skills will be developed through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment.

How is the subject assessed?

The assessment for the Literacy course will include:

- an extended response — written
- a student learning journal
- an extended response — spoken/signed
- a reading comprehension task

The assessment for the Numeracy course consists of:

- an oral presentation, live or virtual
- a short response examination
- a student learning journal

Notes:

10 MATERIALS AND TECHNOLOGIES SPECIALISATIONS (WOODWORK)

Materials & Technologies Specialisations is a subject designed around the building, construction, furnishing and timber industries. In particular it will look at the application of tools, working of materials, designing and planning of projects culminating in manufacturing them. It introduces practically oriented learning experiences, involves practical applications of mathematical and scientific principles and provides grounding for life in a technological age.

Aims

To emphasise the necessity for safe working habits.

To develop and plan procedures, solve problems and make decisions.

To apply technical literacy relevant to the building and construction industry

To develop technical skills and appreciation of materials, equipment, processes and work methods within the building and construction, and furnishing industries.

Areas of study

Project planning and design

Woodworking and fabrication

Foundational furnishing concepts

Joinery

Assessment

Class projects

Design booklets

Students are well advised to have taken Year 9 Design & Technologies Specialisations as a pre-requisite to Year 10.

Where will this subject lead?

Materials & Technologies Specialisations lays the foundations of career opportunities in a host of areas including the building and furnishing industries.

If students are considering traineeships or apprenticeships along these career paths it is advisable to continue into Years 11 and 12 Building & Construction Skills, Furnishing Skills, Industrial Technology Skills and/or Industrial Graphics. Many local industries have appreciated students having studied these types of practical subjects.

Notes:

10 MATERIALS AND TECHNOLOGIES SPECIALISATIONS 2 (METALWORK)

Materials and Technologies Specialisations 2 (Metalwork) is a subject designed around the metal and engineering industries. In particular it will look at the application of tools, working of materials, designing and planning of projects culminating in manufacturing them. It introduces practically oriented learning experiences, involves practical applications of mathematical and scientific principles and provides grounding for life in a technological age.

Aims

To emphasise the necessity for safe working habits

To develop design principles

To apply technical literacy relevant to the engineering industries

To develop a knowledge and appreciation of materials, equipment, processes, work methods and technical skills within the engineering industries

Areas of study

Project planning and design

Sheet metal working

Metal cutting and joining

Metal turning

Metal fabrication and fitting

Assessment

Class projects

Design booklets

Students are well advised to have taken Year 9 Design and Technology - Manufacturing as a pre-requisite to Year 10.

Where will this subject lead?

Materials and Technologies Specialisations 2 (Metalwork) has laid the foundations of career opportunities in a host of areas including the engineering and fabricating industries.

If students are considering traineeships or apprenticeships along these career paths it is advisable to continue into Years 11 and 12 Engineering Skills, Industrial Technology Skills and/or Industrial Graphics. Many local industries have appreciated students having studied these types of practical subjects.

Notes:

10 MEDIA ART

What is Media Art?

Media Art involves creating representations of the world and telling stories through communication technologies such as television, film, video, newspapers, radio, video games, the internet, and mobile media. It involves using cameras (still and video), digital and mobile technologies (including games), editing equipment, animation materials, and special effects to create media products. This includes using, downloading, mashing, manipulating, and posting material sourced from various contexts, including online copyright-free sources.

Who can take Media Art?

This course is for anyone who successfully completed Year 9 Media Art. Media Art is a digital arts subject that requires students to use applications on computers, so a working knowledge of using computers is necessary. The classroom will take on more of a studio environment with guided practice, independent explorations, and responses to topics.

What practical work is done in Media Art?

Building on the skills learned in Year 9, students will:

- **Explore 3D modelling using Blender/Illustrator** to create complex digital environments and objects.
- **Enhance video projects with After Effects**, adding advanced visual effects and animations.
- **Develop storyboarding skills** to plan and organize their media projects.
- **Use Adobe Premiere Pro** for editing and producing high-quality videos.

We will use a number of applications to produce works for individuals and/or clients. These include Adobe Photoshop and Adobe Illustrator for graphic design, Adobe Premiere Pro for producing short videos, Adobe Animate for animation, Audacity for sound bites and commercials, Blender for 3D modelling, and After Effects for advanced video effects.

What are our expectations?

Students are to bring a laptop with a CPU of at least an i5, as the applications we will use will not run properly on an i3 CPU. The Adobe Suite, which can be purchased through the school for about \$10.50, is required.

Assessment

- **Practical Media Artworks / Folio**
- **Assignment** – 1 per term

Who can tell me more?

Ask the Head of Department of Technology.

Notes:

10 MUSIC

What is music?

Music plays an important role in our everyday life and Music aims to introduce students to a wide range of styles. Students have the opportunity to play and sing music, to create their own “masterpieces” and to listen to and begin to understand music from diverse perspectives.

What benefits do students gain from the subject?

After Year 10, music can be continued into Years 11 and 12, and then can be included in a student’s assessment for tertiary entrance. The study of music can lead to a wide variety of job opportunities and often students contemplating early childhood/primary teaching find music very useful. Music enables students to develop in many ways – students can get to know others and enjoy working with them. Practical aspects provide an artistic outlet and assist with co-ordination.

Pre-requisites

Anyone with a love of or interest in music could handle music successfully. Being able to play a musical instrument is recommended. Students involved in the school instrumental program or learning voice or an instrument privately are strongly advised to choose classroom music.

Description

The course covers many different types of music including folk music, pop/rock music, vocal music, jazz, electronic and computer music. Students are involved in:

practical music making - playing and singing in groups

knowing about music - being able to discuss musical ideas and write down music

listening to and understanding music - becoming more aware and informed listeners.

Resources

The music department is equipped with a number of acoustic guitars; a keyboard lab; 15 computers plus numerous tuned and untuned percussion instruments. As well, orchestral instruments are available on loan through the music department.

Assessment

Each term students complete a performance test plus either a composition or analysis.

Notes:

10 STEM

Why study STEM?

STEM refers to science, technology, engineering and mathematics. The importance of STEM disciplines for the future economic and social well-being of Australia cannot be underestimated. International research indicates that 75 per cent of the fastest growing occupations require STEM skills and knowledge.

The main purpose of STEM Excellence is to better engage students in science, technology, engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry-based learning where students are encouraged to learn by doing.

Who can take STEM?

To be successful in this subject you should be achieving at least a 'B' in English, Maths and Science and preferably studied STEM in year 9.

What is studied?

Examples of topics studied in Year 10 include:

- STEM challenges
- Entrepreneurship
- Design thinking
- Problem solving
- Scientific observation
- A variety of technology

Assessment

- Research essay
- Project work
- Work booklet

How much homework will there be?

Homework generally involves completing practical exercises, revising content and/or assignment work.

Where will this subject lead?

Year 10 STEM lays the foundation for career opportunities in a host of areas including science, technology, engineering and mathematics.

If students are considering a tertiary education in these fields, it is advisable to continue study in Physics, Chemistry, Mathematic Methods and/or Engineering.

10 MATHS EXTENSION

What is Maths Extension?

This subject is a Year 10 Elective, and will be studied in addition to the compulsory Australian Curriculum Year 10 Maths. Maths Extension is designed for students who enjoy and excel in Mathematics. This subject aims to extend and challenge students and prepare them for Mathematical Methods and Specialist Mathematics, two subjects that are offered in senior school.

Who should consider taking this course?

Any student who is interested in following a university pathway in Engineering, Medicine, Mathematics or Science degrees, or any student who intends to study Mathematical Methods or Specialist Mathematics in senior.

What is in the subject?

This subject will provide foundation knowledge for a better understanding of Unit 1 and 2 concepts in Mathematical Methods and Specialist Mathematics.

Examples of topics to be studied include:

- Arithmetic and Geometric Sequences
- Matrices
- Vectors
- Circle Geometry
- Complex Numbers
- Permutations and Combinations

How is the subject assessed?

Assessment for this subject will be in the form of project and assignment work in Semester 1 and exams in Semester 2.

Notes:

10 TEXTILES & DESIGN

The Textiles Design course has been designed to cater for students interest in the design area. This subject focuses on students designing, making, displaying and appraising textile images and objects. Students learn to apply knowledge of design elements and principles to construct textile objects, that can be worn, displayed, used to carry items or used to decorate.

Year 10 – Semester 1 “Youth Cultures”

- Students investigate a variety of past & present cultures then produce textile items inspired by these cultures.

Year 10 – Semester 2 “Textile Marketing”

- Students investigate a variety of techniques to design and produce textile items suitable for sale at a charity auction or for public use.

Assessment:

Each Semester students will complete

- class test
- written research assignment
- two practical items

Notes:



FSK20113

Certificate II in Skills for work and vocational pathways

STATUS: Vocational Education and Training Subject

Potential QCE credit points: 4

Entry requirements: Nil

Duration of study: 6 months

Grade 10 students are given the opportunity to elect to do this course instead of Humanities in Semester Two.

The following information is sourced from <https://training.gov.au/Training/Details/FSK20113>

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

It is suitable for individuals who require:

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

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

QUALIFICATION PACKAGING RULES

Total number of units = 14

8 core units plus

6 elective units

Core Units

FSKDIG03 Use digital technology for routine workplace tasks

FSKLRG09 Use strategies to respond to routine workplace problems

FSKLRG11 Use routine strategies for work-related learning

FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work

FSKNUM15 Estimate, measure and calculate routine metric measurements for work

FSKOCM07 Interact effectively with others at work

FSKRDG10 Read and respond to routine workplace information

FSKWTG09 Write routine workplace texts

Elective units

FSKLRG05 Use strategies to plan simple workplace tasks

FSKLRG10 Use routine strategies for career planning

FSKRDG07 Read and respond to simple workplace information

FSKWTG01 Write Personal details on basic workplace forms

+ 2 others from a different training package (prob a WHS and a inclusion/cultural diversity style one)

Units come from Learning, Reading, Writing, Oral Communication, Numeracy and Digital technology contexts.

Note: this course will include the latest current version of these units.

HOW ARE STUDENTS ASSESSED?

Students in this course work to develop competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Students are assessed using various forms of competency based assessment including:

- Practical tasks
- Written assessment
- Observations
- Self and peer assessments
- Reports from workplace supervisors
- Simulation tasks
- Quizzes
- Contribution to class discussions
- One on one verbal questioning
- Oral presentations

Note: as Certificate courses are assessed using a competency based approach students will not be given a level of achievement for this subject – report cards will use the following language

WTC- Working towards competency

CA – Competency Achieved

CNA – Competency not achieved

WITH – Withdrawn

Upon successful completion of the course students will receive a qualification and record of result.

Students will receive a Statement of Attainment if they do not achieve the full qualification. (must be successful in at least one unit of competency)

WHAT COSTS ARE ASSOCIATED WITH THIS CERTIFICATE?

As per the school fees structure. This course does not incur an additional fee.

MORE INFORMATION ABOUT THIS CERTIFICATE CAN BE FOUND AT: <https://training.gov.au/Training/Details/FSK20113>

The information above is correct at time of publication however it is subject to change.