



**DAKABIN**  
STATE HIGH SCHOOL

*The future lies within*

# Year 10 Curriculum Handbook

*Commencing 2025*



**LEARNING | DISCIPLINE | COMMUNITY**

Information within this handbook is subject to change



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At Dakabin State High School, our vision is to be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21<sup>st</sup> century.

## Our Values

Learning at Dakabin State High School is based on harmonious teacher-student relationships. Our school has developed strategies that build on the core philosophy of Learning, Discipline and Community which provides each student the opportunities for the highest personal development.

## Our Staff Community

We are an understanding and highly experienced organisation. We are committed to providing all students with quality learning experiences and opportunities.

Our teachers build strong relationships with students and families that fosters success, improves performance and enhances wellbeing.

Our wide range of programs offers every student experiences in academic and extra-curricular activities within the school and wider community. In collaboration with our staff, a dedicated Parents and Citizens Association encourages and supports students and families to reinforce a sense of community at Dakabin State High School.

The mission, vision, values and goals of Dakabin State High School underpin all that happens across the school.

At Dakabin State High School **Our Mission** is to:

- Provide a quality education to all students and be inclusive and supportive of diversity
- Promote an understanding within the school community that education is the key to success in a student's chosen pathways after school
- Utilise current research based pedagogy to provide quality educational practices for all students in a supportive environment to improve learning outcomes

At Dakabin State High School **Our Vision** is:

- To be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21<sup>st</sup> century



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At Dakabin State High School **Our Values** are:

- **Learning:** I am responsible and accountable for my learning
- **Discipline:** I am positive in my attitude and approach toward learning
- **Community:** I communicate and collaborate respectfully with others to enhance my learning

## Key Staff

### Administration Team

Principal

Deputy Principal Year 10

Senior Schooling Head of Department

Year Level Co-ordinator Year 10

### Student Wellbeing Team

Guidance Officer

School-Based Youth Health Nurse

School Chaplain

Student Wellbeing Practitioner

School Based Youth Support Officer

Student Support Officer - Broncos Girls Academy

Onsite Doctors GP for Schools Program

UQ Psychologists



## Curriculum Overview Year 10

Year 10	
Semester 1	Semester 2
English	
Mathematics	
Science	
Humanities or HPE	HPE or Humanities
Year 10 Elective	
Year 10 Elective	



## Pre-requisites

In Year 10 English, Maths, Science, Health and Physical Education and History are compulsory subjects. This booklet contains information on both the core and the elective subjects that may be offered, depending on the number of students who wish to enrol in a specific subject or teacher expertise.

Entry into elective subjects may have academic pre-requisites as well as Effort and Behaviour pre-requisites. The inclusion of effort and behaviour pre-requisites is due to the practical nature of the work and the need to follow teacher instruction quickly and without argument. This also includes the wearing of appropriate footwear and clothing.

Subject	Description	Standard
English	General subjects offered in Year 11/12 require a C standard in Year 10 English.	
<ul style="list-style-type: none"> <li>• Music</li> <li>• Dance</li> <li>• Food Studies</li> <li>• Industrial Technology</li> <li>• ACM10121 Certificate I in Animal Care Industry Pathways</li> <li>• AHC10222 Certificate I in Agriculture</li> <li>• Visual Art</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Digital Technologies</li> </ul> <p><i>It is a requirement for students to be a financial member of the Student Resource Scheme before entry is permitted.</i></p>	Due to safety protocols involving machinery, tools and specialist equipment students must adhere to following teacher instructions immediately and the wearing of correct footwear as prescribed by the school.	Year 9 Effort and Behaviour results may be reviewed for some subjects due to workplace health and safety concerns.



# English

## Subject Information

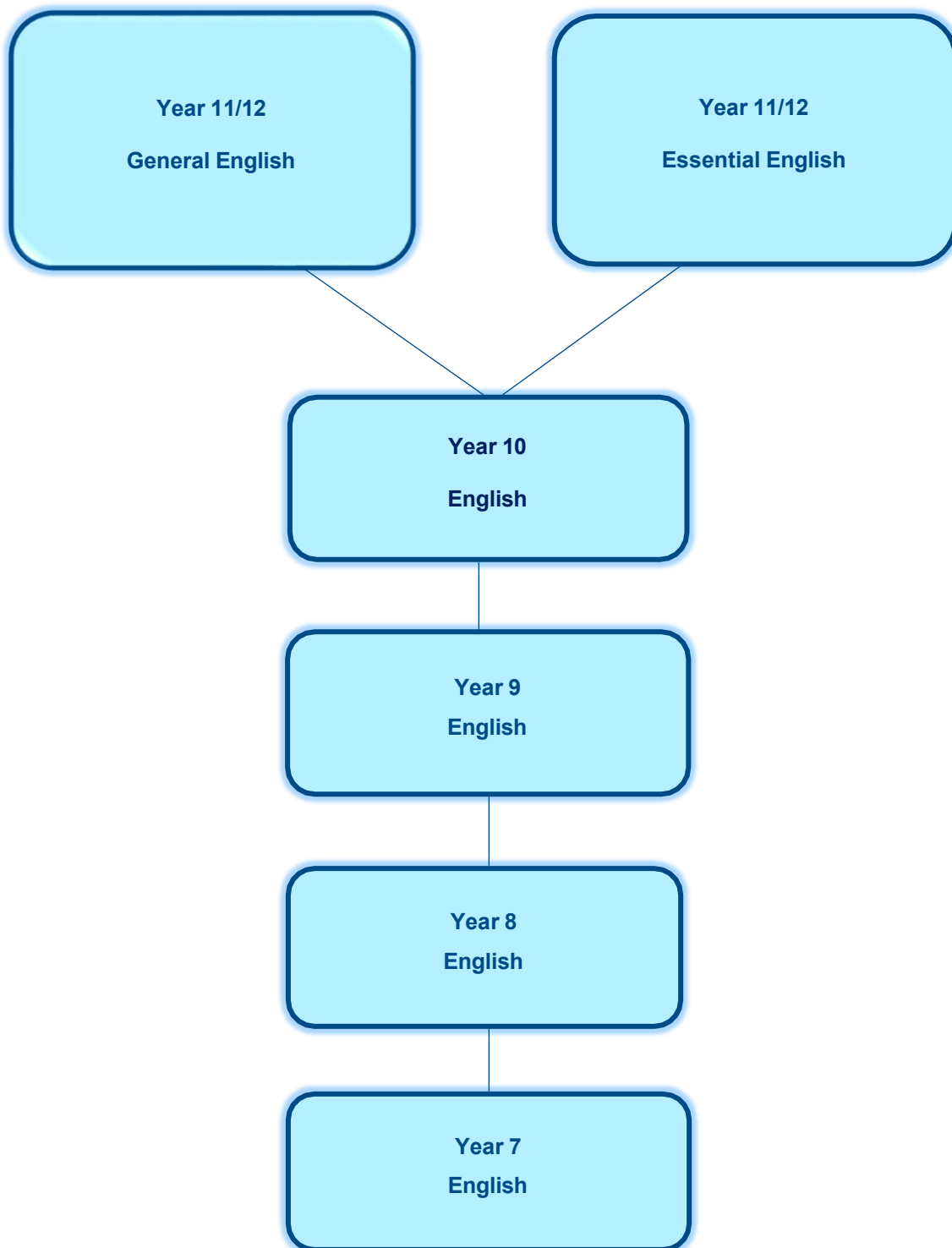
Participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The study of English also helps students to engage imaginatively and critically with literature from a range of cultures. In English, students will learn to listen to, read, view, speak, write, create and reflect on a range of texts. They will appreciate, enjoy and use the English language to evoke feelings, convey information, form ideas, entertain, persuade and argue. Furthermore, students will understand how Standard Australian English works in its spoken and written forms to create meaning.

	<b>Brief Description</b>	<b>Assessment Requirements</b>
<b>Unit 1</b>	Cultures and Subcultures	Analytical written, 600-800 words
<b>Unit 2</b>	The Plot Thickens	Imaginative written, 600-800 words
<b>Unit 3</b>	All the World's A Stage	Analytical written, exam, 600-800 words
<b>Unit 4</b>	You're The Voice	Persuasive spoken, multimodal, individual 4-6 min

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme
<b>Required Materials</b>	USB, Notebook for English use only, black and blue pens, 2B pencils, eraser, highlighter, glue stick, ruler, scissors, coloured felt pens (pack 12), document wallet.



## English Pathways





# Mathematics

## Subject Information

The Year 10 Mathematics course at Dakabin SHS is aligned to the Australian Curriculum and is developed to prepare students for Senior Mathematics Subjects. These subjects include Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics.

Students will take part in Units of work that include:

- Number and Algebra
- Measurement, Geometry
- Statistics and Probability

The Australian Mathematics curriculum has four proficiency strands. These are understanding, fluency, problem solving and reasoning. These strands enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

	<b>Brief Description</b>	<b>Assessment Requirements</b>
<b>Unit 1</b>	Patterns and Algebra, Chance and Geometry	Formative Assessment: What do you know? Problem Solving and Modelling Task Summative Assessment: Examination
<b>Unit 2</b>	Measurement, Geometry and Patterns and Algebra	Formative Assessment: What do you know? Summative Assessment: Examination
<b>Unit 3</b>	Number and Patterns and Algebra	Formative Assessment: What do you know? Summative Assessment: Examination
<b>Unit 4</b>	Preparation for Senior General - Number and Financial Management Essential - Data and Statistics	Formative Assessment: What do you know? Summative Assessment: General – Examination Essentials – Problem Solving and Modelling Task

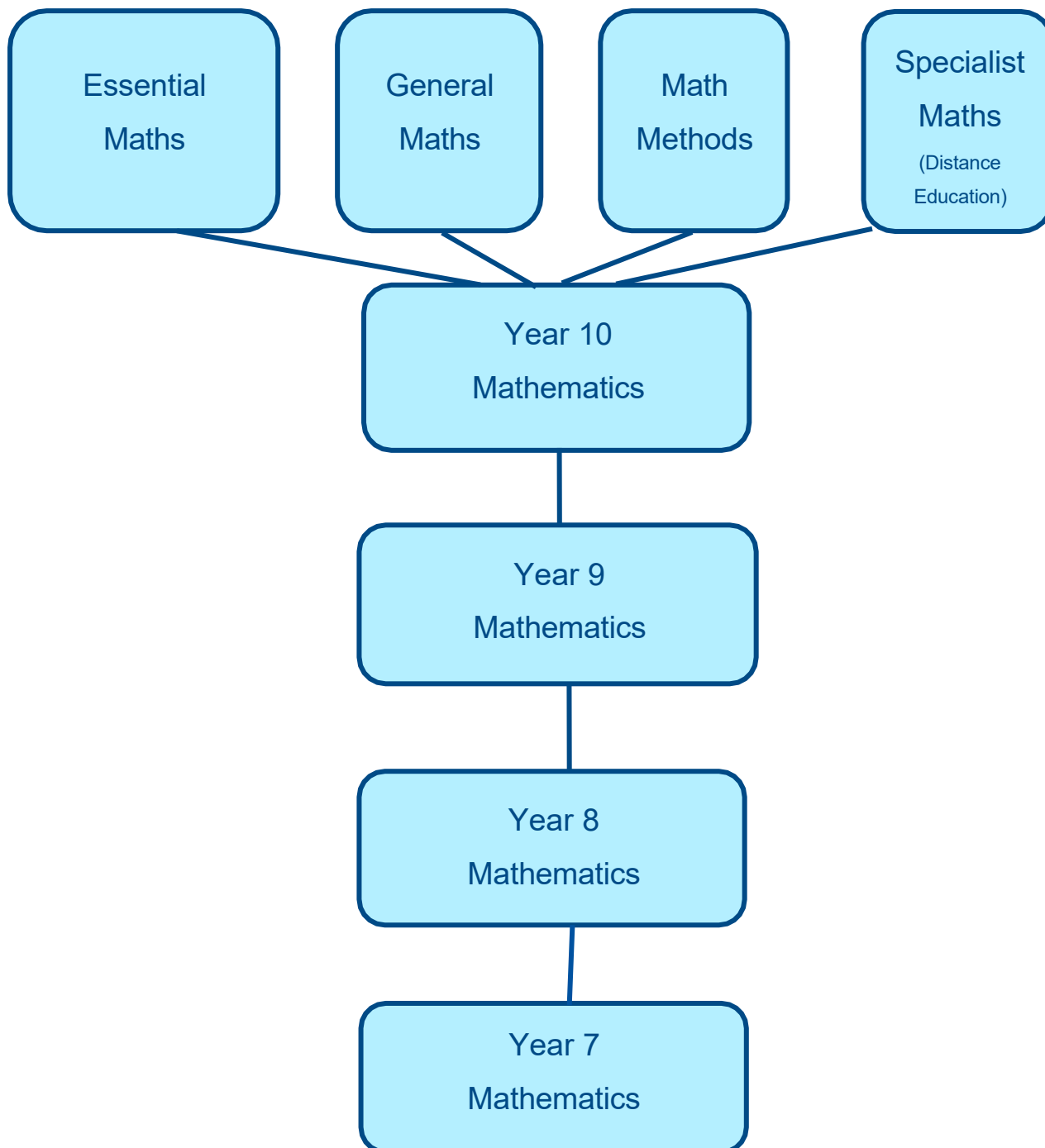
<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme
<b>Required Materials</b>	USB, Pencil Case (including: scissors, ruler, glue, correction tape, highlighter, pens and pencils, sharpener and eraser) A4 Exercise book (minimum 160 page), Display folders for assessment items, Scientific Calculator





## Mathematics Pathways

Year 11 / 12





## Science

### Subject Information

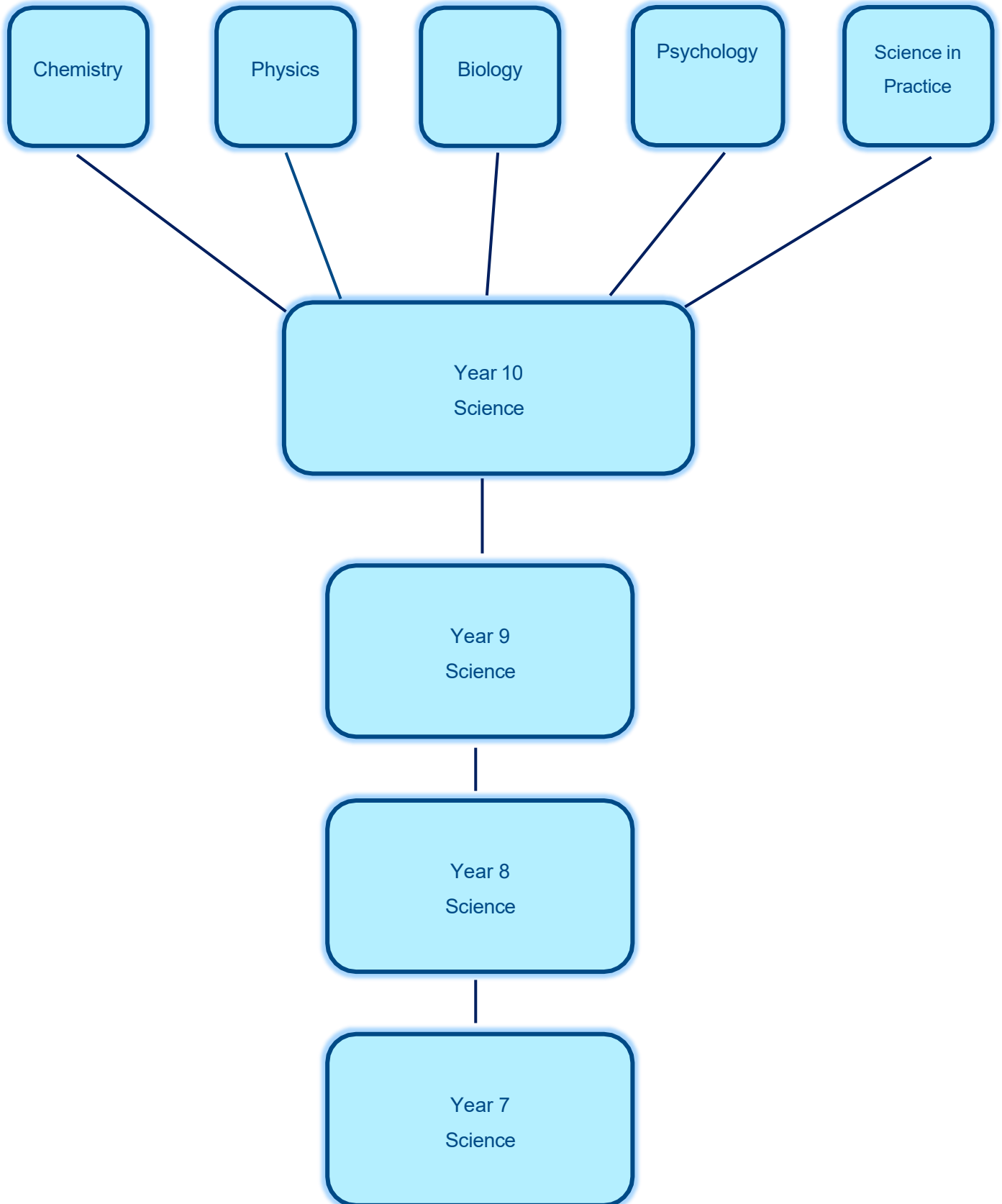
In Year 10 students explore the biological, chemical, geological and astronomical evidence for different theories, such as the theory of natural selection and the big bang theory. Through investigating natural selection and processes of heredity they come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They appreciate how energy drives the Earth system and how climate models simulate the flow of energy and matter within and between Earth's spheres. Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical laws and can be modelled mathematically. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	Psychology – Introduction to Psychology	Exam
<b>Unit 2</b>	Biology – Genetics & Evolution	Research Investigation
<b>Unit 3</b>	Chemistry – Periodic Table and Rates of Reactions	Data Test
<b>Unit 4</b>	Physics – Newton's Laws of Motion	Student Experiment
<b>Unit 5</b>	Earth and Space Science – Global Systems and the Universe	Data Test

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme
<b>Required Materials</b>	Notebook, black and red pens, pencils, eraser, highlighter, glue stick



## Science Pathways





## Humanities: History

### Subject Information

History is the story of who we are as humans – who we are today, how this happened and who we might be tomorrow. Year 10 History examines the modern world post World War I, a time of political turmoil, global conflict and international cooperation. Students will learn about World War II as well as the way it influenced the rights and freedoms we have in the modern world – as well as how to critically absorb media.

In History students will typically, examine historical evidence, explore context, motivation and perspective. They will also research, identify appropriate evidence and construct essays.

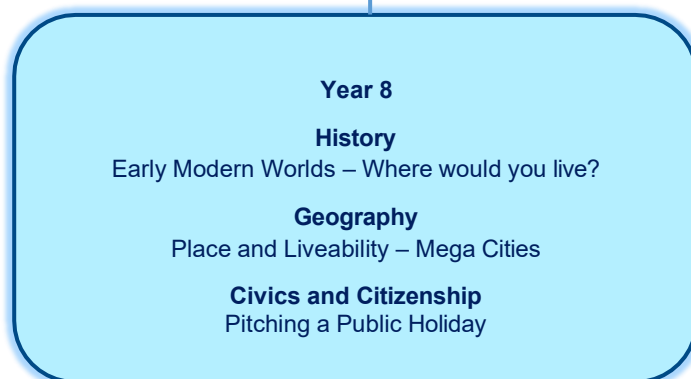
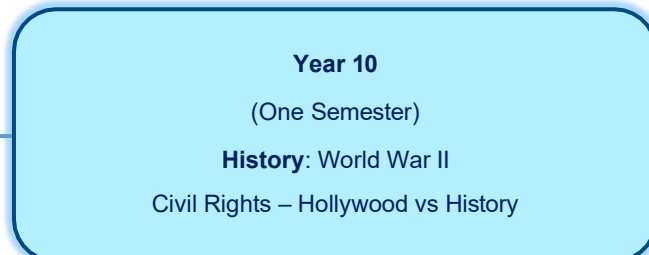
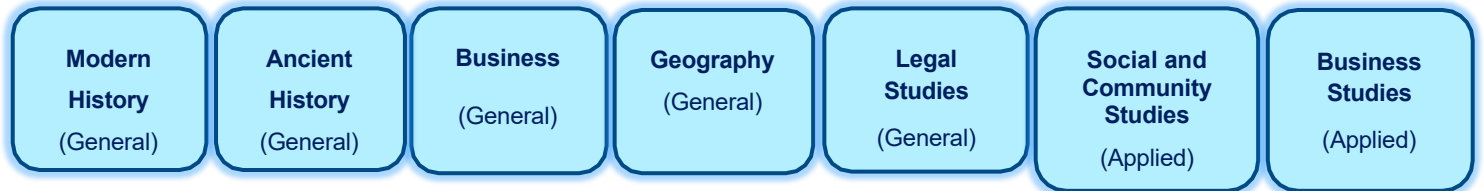
	Brief Description	Assessment Requirements
<b>Unit 1</b>	World War II – Europe and the Pacific	Independent Source Investigation
<b>Unit 2</b>	Hollywood and History	In-class Essay Exam

<b>Associated Costs</b>	Potential low-cost excursion - pending permissions
<b>Required Materials</b>	Notebook, A4 display folder, USB memory stick, pens, pencils, glue, coloured pencils/ pens



## Humanities Pathways

Year 11 and 12





# Health and Physical Education

## Subject Information

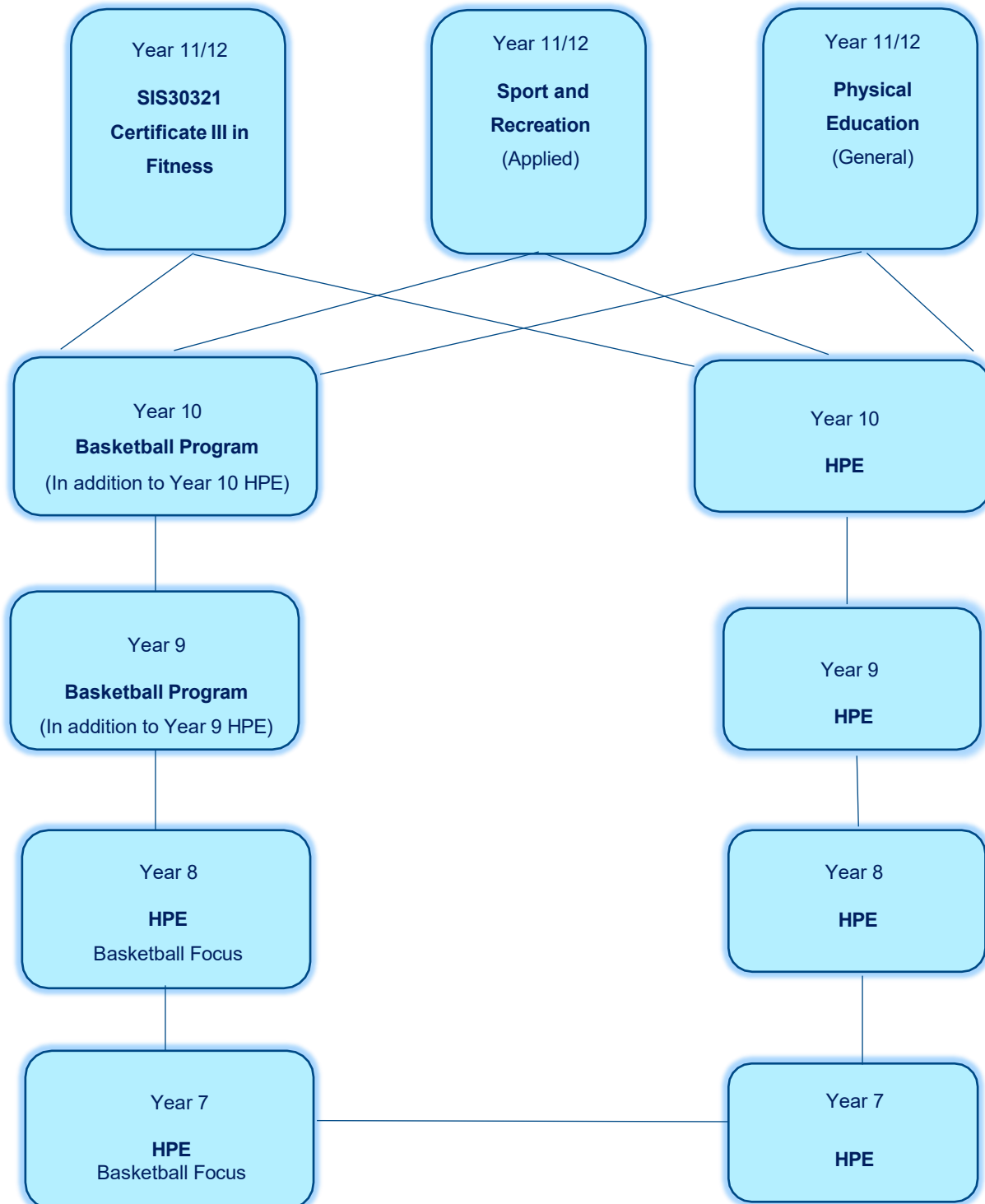
The knowledge, understanding and skills taught in Year 10 Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social and emotional capacities necessary in the strands of 'Movement and physical activity' and 'Personal, social and community health' is a key component of the P–10 Australian Curriculum: Health and Physical Education. It provides the foundations for learning and alignment to the Physical Education and Health senior syllabuses to build increasingly complex and developmental courses of study in the senior years.

	Brief Description	Assessment Requirements
<b>Unit 4</b>	Mechanics of the Disc	Multimodal Presentation
<b>Unit 5</b>	Party Safe	Argumentative Essay - Exam conditions
<b>Unit 6</b>	Set for Change	Performance

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme
<b>Required Materials</b>	Notebook, black and red pens, pencils, eraser, highlighter, glue stick, scissors, hat



## Health and Physical Education Pathways





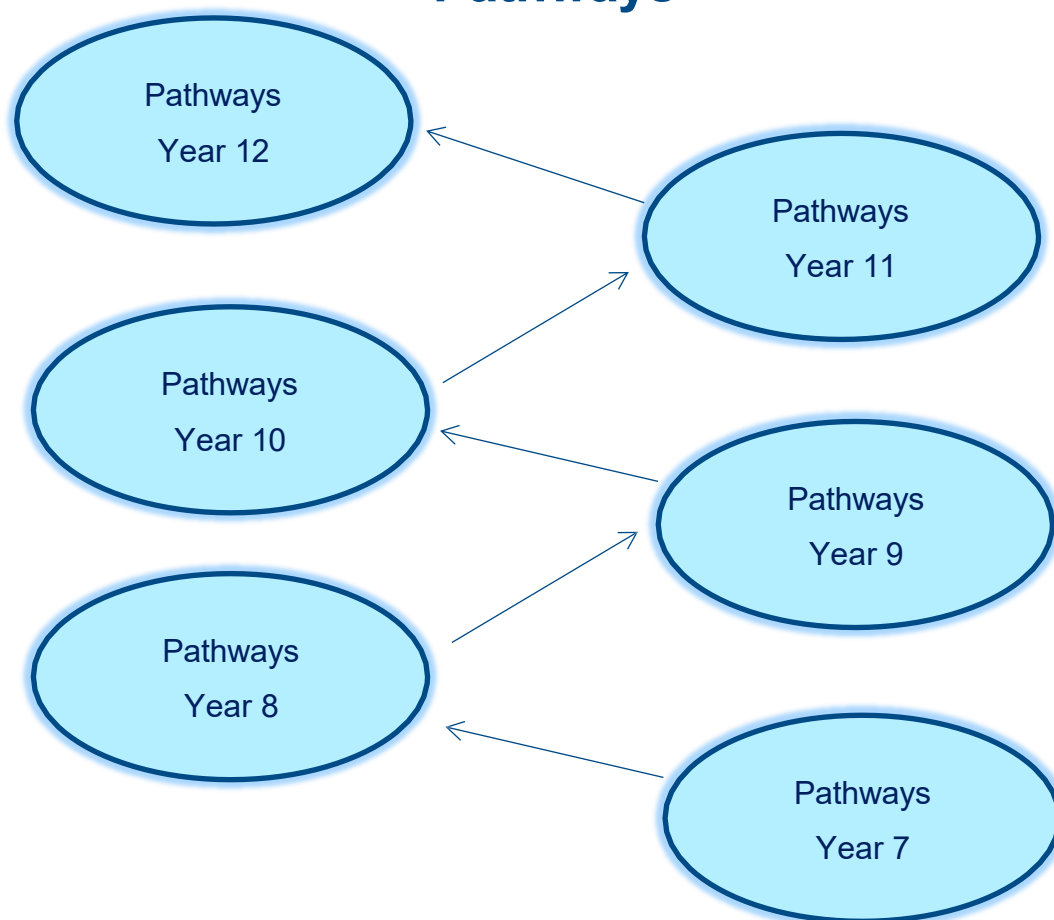
## Pathways

Our students engage in a variety of learning experiences that incorporate developing their knowledge of topics that are relevant to them. This occurs one lesson a week. This ranges from knowledge to keep students healthy, looking to the future and career pathways.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	Varies – Dependant on cohort needs	No Assessment Requirements
<b>Unit 2</b>	Varies – Dependant on cohort needs	No Assessment Requirements
<b>Unit 3</b>	Varies – Dependant on cohort needs	No Assessment Requirements
<b>Unit 4</b>	Varies – Dependant on cohort needs	No Assessment Requirements

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick

## Pathways







# Electives

## Languages Other than English (LOTE)

Languages Other Than English (LOTE) is one of the prescribed learning areas that are studied in Years 7 and 8. **Japanese** is the LOTE offered at Dakabin State High School.

### Japanese

#### Subject Information

Students will build further on the knowledge and understanding of Japanese language systems established in Years 7, 8 and 9. They cover a range of topics with the goal of communicative language development through communicating and comprehending a range of Japanese texts. They have the opportunity to represent the school by volunteering as an 'International Study Buddy' with our visiting study tour groups from Japan to put their studies into practice.

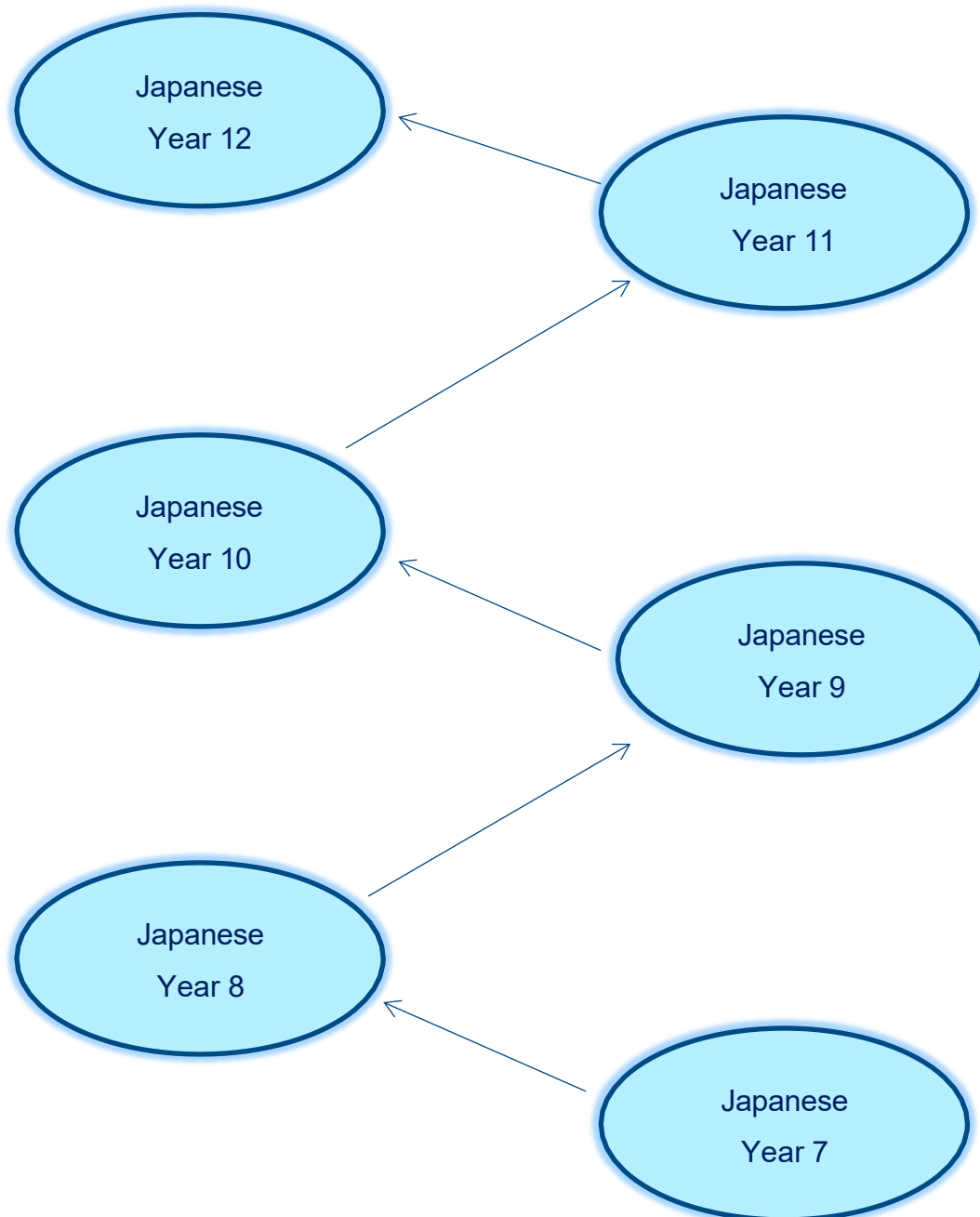
	Brief Description	Assessment Requirements
<b>Unit 1</b>	'Shopping'	Listening Exam
<b>Unit 2</b>	'Fast Food'	Brochure
<b>Unit 3</b>	'Festivals and Celebrations'	Reading Exam
<b>Unit 4</b>	Fashion'	Photo Journal

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme
<b>Required Materials</b>	Notebook, black and red pens, pencils, eraser, highlighter, glue stick



## LOTE Pathways

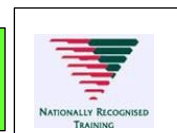
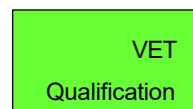
Knowledge of a second language is becoming more and more important in our world today. Many businesses look for this skill in their employees, and the ever-expanding tourism and hospitality industries are constantly looking for employees who are able to speak a second language.





## ACM10222 Certificate I in Agriculture

Delivered by Dakabin State High School - RTO Code 30064



### Subject Information

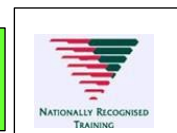
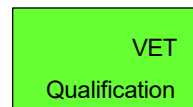
This subject is practically based so students will be involved in practical activities involved in the running of the school's farm. Students will gain knowledge and skills to enable them to produce plant and animal products. Students who obtain their ACM1022 Certificate I in Agriculture at the end of Year 10 are able to bank two credits towards their QCE.

	Units of Competency	Assessment Requirements
<b>Core</b>	AHCK102 Maintain the workplace AHCHS102 Work safely	All assessment techniques fall into the following categories: direct observations of student activity, questions (written, online or direct verbal), and reviews of things students produce (project work, folios, online materials, services).
<b>Electives</b>	AHCPGD102 Support gardening work AHCMOM101 Assist with routine maintenance of machinery and equipment AHCLSK101 Support extensive livestock work AHCSK205 Handle livestock using basic techniques	
<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme	
<b>Required Materials</b>	USB, Pencil Case (including: coloured pencils, scissor, ruler, glue, correction tape, highlighter, pens and pencils, sharpener and eraser) A4 Exercise book (minimum 160 page), Display folders for assessment items	
<b>Other Information</b>	Students must be willing to: <ul style="list-style-type: none"><li>• wear their own hat when working on the school farm</li><li>• follow instructions and work safely as directed</li><li>• get their hands dirty and work with animals, plants, soil and small machinery</li></ul>	



## ACM10121 Certificate I in Animal Care Industry Pathways

Delivered by Dakabin State High School - RTO Code 30064



### Subject Information

This subject is practically based so students spend most of their time involved in the running of the school's farm. Students who obtain their ACM10121 Certificate I in Animal Care Industry Pathways at the end of Year 10 are able to bank two credits towards their QCE.

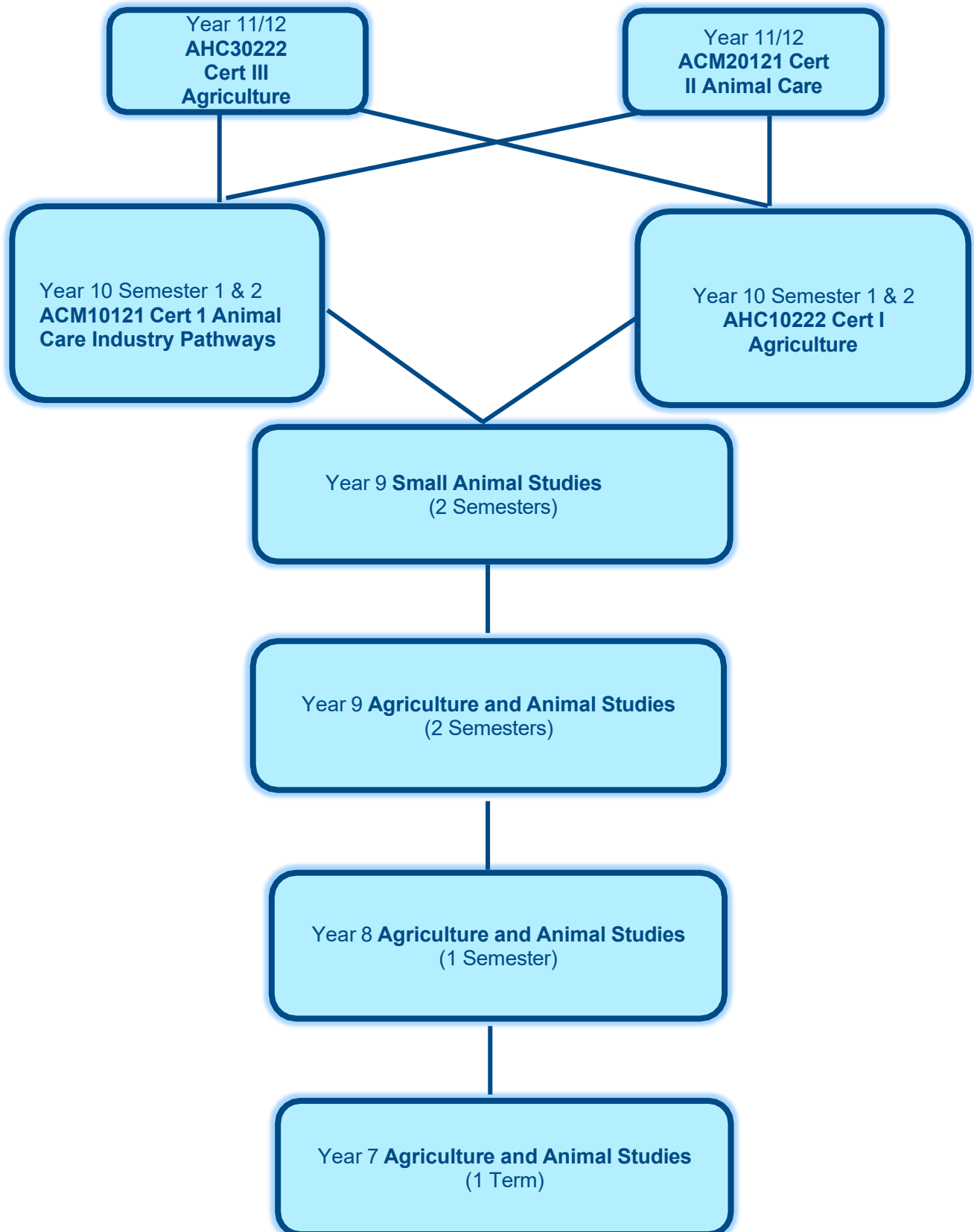
	Units of Competency	Assessment Requirements
<b>Core</b>	ACMGEN101 Explore job opportunities in animal care and related industries ACMGEN102 Approach and handle a range of calm animals ACMGEN103 Assist in the care of animals ACMWS201 Participate in workplace health and safety processes FSKOCM002 Engage in short and simple spoken exchanges at work	All assessment techniques fall into the following categories: direct observations of student activity, questions (written, online or direct verbal), and reviews of things students produce (project work, folios, online materials, services).
<b>Electives</b>	ACMINF101 Take responsibility for the health and welfare of animals in own care FSKLRG005 Use strategies to plan simple workplace tasks	
<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme	
<b>Required Materials</b>	USB, Pencil Case (including: coloured pencils, scissor, ruler, glue, correction tape, highlighter, pens and pencils, sharpener and eraser) A4 Exercise book (minimum 160 page), Display folders for assessment items	
<b>Other Information</b>	Students must be willing to: <ul style="list-style-type: none"><li>• wear their own hat when working on the school farm</li><li>• follow instructions and work safely as directed</li><li>• get their hands dirty and work with animals, plants, soil and small machinery</li></ul>	



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## Agricultural Science Pathways





# Design and Technologies: Food Science

## Subject Information

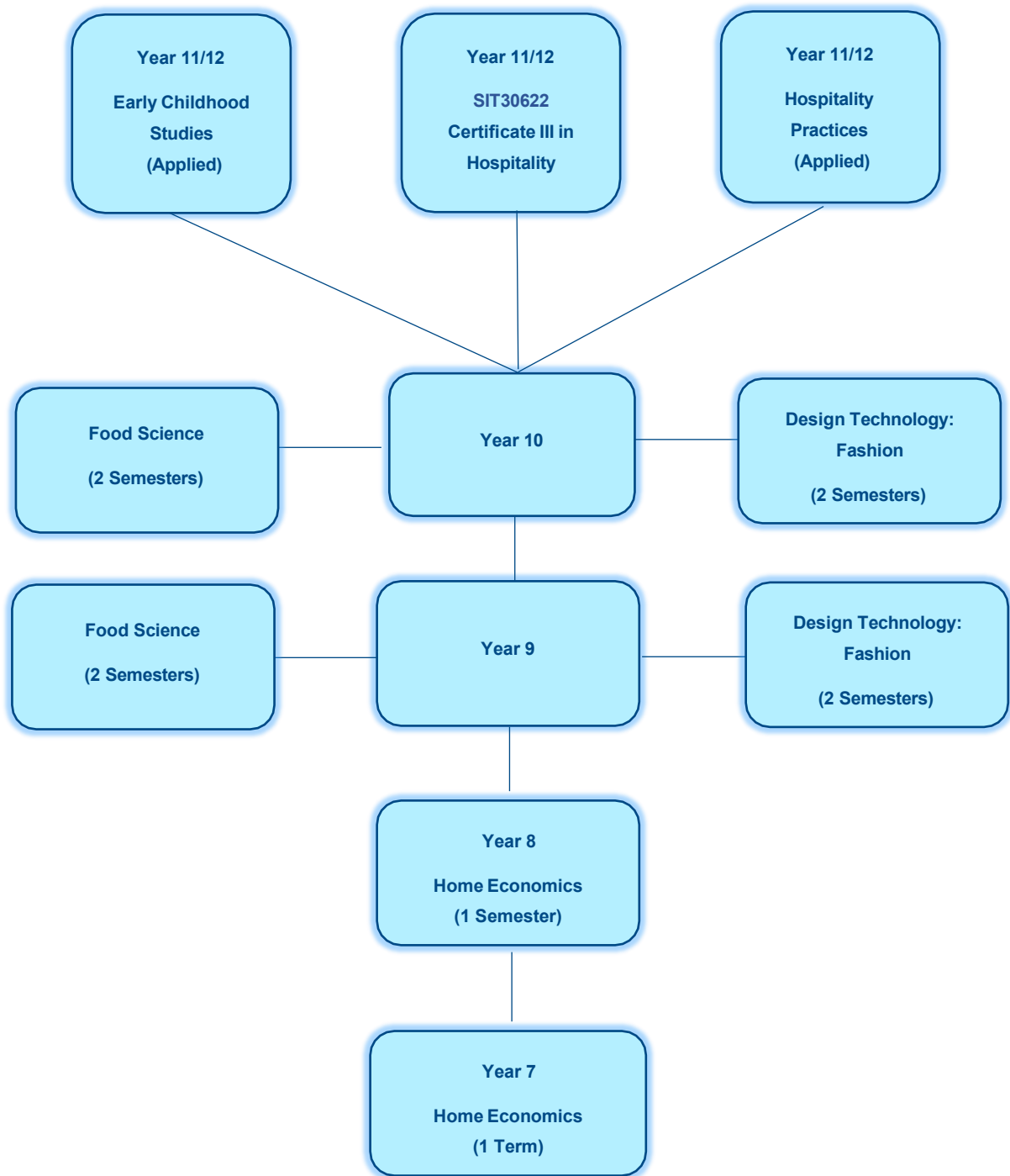
Food studies allows students to be creative in the design and production of food products. It focuses on the importance of consuming a variety of foods, and food preparation skills when making food decisions within specific contexts. Students will progressively develop knowledge and understanding about the nature of food and how to make informed and appropriate food preparation choices when experimenting with, preparing, presenting and serving food.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	Make it Last	Project: Written Folio and Practical Task
<b>Unit 2</b>	Food Styling for Daka Eats	Project: Written Folio and Practical Task
<b>Unit 3</b>	McCormick Challenge	Project: Written Folio and Practical Task
<b>Unit 4</b>	Café Foods with an Indigenous Perspective	Project: Written Folio and Practical Task

<b>Associated Costs</b>	There is an additional consumable fee of \$50 to study this subject Note: Students may be required to provide extra ingredients for assessment
<b>Required Materials</b>	Laptop, notebook, black and red pens, coloured pencils, eraser, highlighter, glue stick, plastic container for cooking lessons



## Food Science / Hospitality / Design and Technology Pathways





## Design and Technologies: Industrial Technology and Design (Timber)

### Subject Information

This course of study builds on elementary skills and learning from earlier years in industrial technology and design principles. Studies commence with workshop health and safety units and utilise skills in design to produce products from many different materials including timber, metals, plastic and recyclables. Students further investigate design principles by creating and adapting design ideas, communicating and using appropriate terminology and drawing/sketching techniques. Students are given guidance working through design booklets and investigative studies to make prototype and final products whilst investigating technology, design factors, sustainability, and design detailed criteria for success, project management skills and safety in the workshop.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	Timber n Tools 3 (Passive Amp, coffee table)	Practical projects and workbooks
<b>Unit 2</b>	Recycled timber and new timber natural edge box with storage capability	Practical projects and workbooks

<b>Associated Costs</b>	There is an additional consumable fee of \$50 to study this subject
<b>Required Materials</b>	Notebook, black and red pens, pencils, eraser, highlighter, glue stick





## Design and Technologies: Industrial Technology and Design (Metal)

### Subject Information

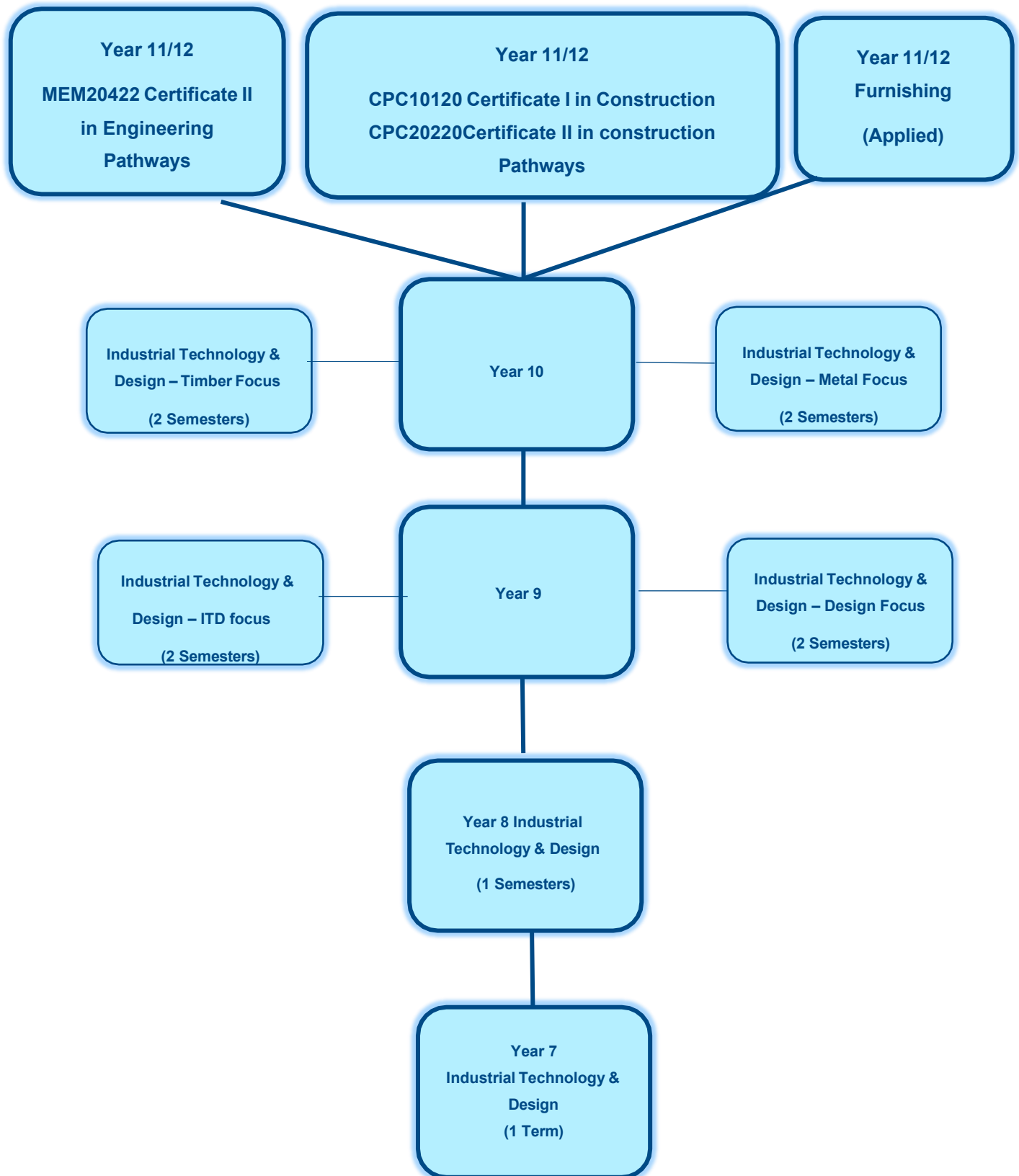
This course of study introduces students to engineer and design principles. Studies commence with workshop health and safety units and utilise skills in design to produce products from many different materials including electronics, metals, plastics and recyclables. Students further investigate design principles by creating and adapting design ideas, communicating and using appropriate terminology and drawing/sketching techniques. Students are given guidance working through design booklets and investigative studies to make prototype and final products whilst investigating technology, design factors, sustainability, project management skills and safety in the workshop. They complete exercises in fabrication, fitting and metal machining, whilst investigation forces, motion, energy and sustainability. Workshop health and safety is integrated into all aspects of workshop learnings. Students work with machinery and tools as an introduction into senior engineering courses available. They learn skills in welding, metal turning, basic electronic circuitry and plastics.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	Engineering III (Tool box)	Practical projects and workbooks
<b>Unit 2</b>	Engineering IV (Barbeque, nutcracker)	Practical projects and workbooks

<b>Costs</b>	There is an additional consumable fee of \$50 to study this subject
<b>Required Materials</b>	Notebook, black and red pens, pencils, eraser, highlighter, glue stick



## Industrial Technology and Design Pathways





## Digital Innovations

### Subject Information

Digital Innovations follows the Australian Digital Technologies curriculum by focusing on further developing understanding and skills in computational thinking such as, precisely and accurately describing problems, and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites, artificial intelligence engines and simulations.

In Years 9 and 10, students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

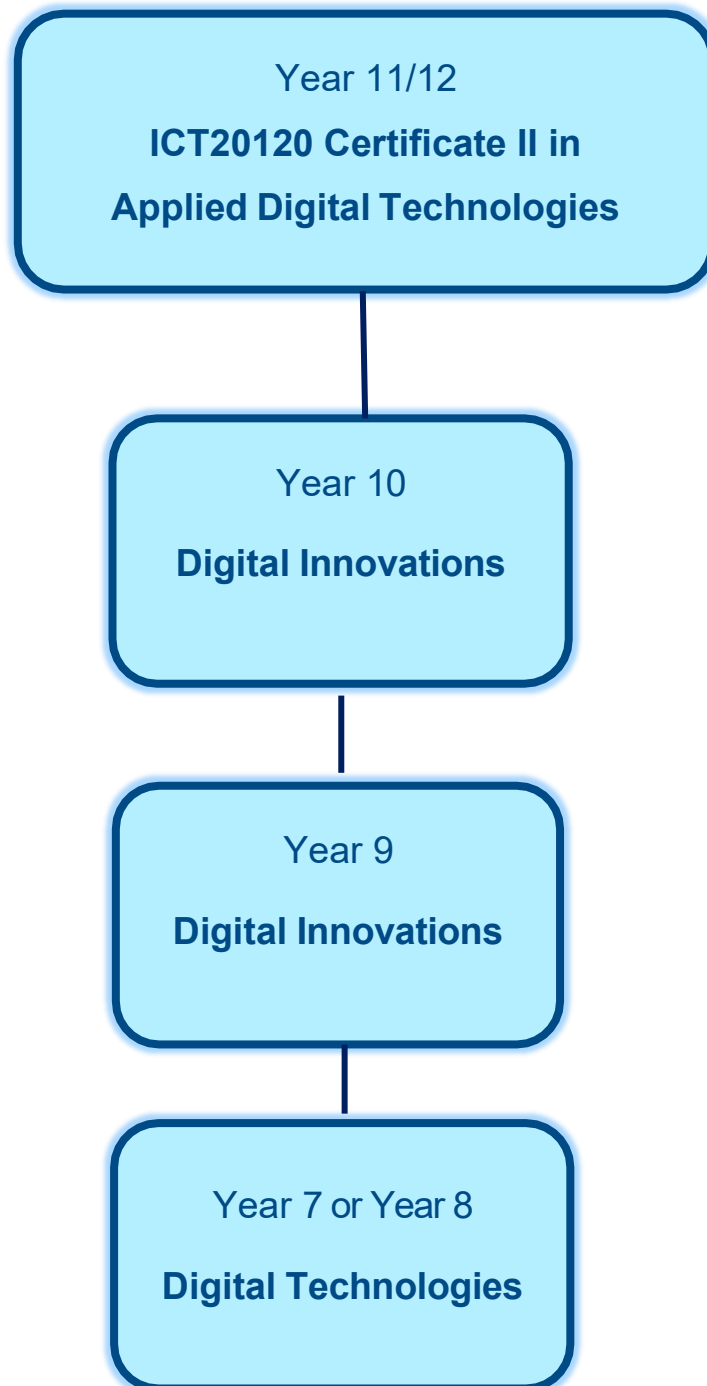
Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	Relational databases and encryption	Portfolio and project
<b>Unit 2</b>	Understand computer functions and programming	Portfolio and project
<b>Unit 3</b>	How do devices connect and HTML	Portfolio and project
<b>Unit 4</b>	Build Lego Mindstorm robot for complex maze	Portfolio and project

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme
<b>Required Materials</b>	USB, Pencil Case (including: coloured pencils, scissor, ruler, glue, correction tape, highlighter, pens and pencils, sharpener and eraser) A4 Exercise book (minimum 160 page), Display folders for assessment items



## Digital Technologies Pathways





# Dance

## Subject Information

Safe dance practices are a major focus for Year 10 Dance students as they become self-aware of these processes and moderate their learning pace according to their own physical ability. The focus in year 9 dance is to become familiar with safe dance practices, genres, routines and structures surrounding a practical dance class and the foundation of dance history through analysis, interpretation and evaluation. Students will perform, choreograph and respond to researched eras, genres and themes in class, utilising the elements of dance, choreographic devices and form.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	<b>Musical Theatre:</b> Students will study how musical theatre contribute to entertaining and engaging an audience. In this unit, students will have the opportunity to demonstrate their knowledge via a performance task and choreographic task with a choice in a Broadway Musical. Students will also explore, respond to, analyse and interpret their own dance works after their making. Response will communicate the choreographer's use of Elements of dance, Form, Choreographic devices and production elements.	1. Performance – Teacher Devised Choreography 2. Choreography – Student Devised Choreography 3. Responding – Choreographic Reflection
<b>Unit 2</b>	<b>Inspirational Choreographer:</b> Students will study inspirational choreographer and their dance works. In this unit, students will have the opportunity to demonstrate their knowledge via a performance task and choreographic task with a choice in dance genre. Students will also explore, respond to, analyse and interpret dance works of a chosen inspirational choreographer after their making. Response will communicate the choreographer's use of Elements of dance, Form, Choreographic devices and production elements.	1. Performance – Teacher Devised Choreography 2. Choreography – Student Devised Choreography 3. Responding – Analysis Essay
<b>Unit 3</b>	<b>Dance Through the Ages:</b> Students will experience Dance Styles and Genres through the Ages from the 'Roaring Twenties' to the 'Naughty Noughties'. Students will learn about the environmental, social, political, economic and cultural factors, which influenced the Dance Styles of the day. In this unit, students will perform, choreograph and respond to different dance styles and eras in class utilising the elements of dance, choreographic devices and form.	1. Performance – Teacher Devised Choreography 2. Choreography – Student Devised Choreography 3. Responding – Choreographic Reflection
<b>Unit 4</b>	<b>Theme Based Dance:</b> This unit is focused on communicating intent and theme in creative endeavors. Encouraging students to find and analyse meaning in other's dance works, as well as create and communicate themes and intent in their own dance works. The students will develop this understanding through a focus on the genre of Contemporary dance. Throughout the start of the unit the students will also become familiarised with subject-specific terminology and become equipped to analyse intent in dance, as well as communicate their own ideas effectively.	1. Performance – Teacher Devised Choreography 2. Choreography – Student Devised Choreography 3. Responding – Analysis Essay

<b>Associated Costs</b>	There is an additional consumable fee of \$20 for this subject. An additional fee may be invoiced subsequent to excursion cost.
<b>Required Materials</b>	Notebook, pens, HB and coloured pencils, sharpener, eraser, highlighter, glue stick, ruler



# Drama

## Subject Information

The Drama program is designed as a lead in to Senior General and Applied Drama. We will undertake greater focus on cognitive skills and complex projects in order to explore students own voice in creating and performing drama. There will be an emphasis on written analytical and persuasive skills in order to be ready for in depth exploration of themes and ideas and in proposing their own creative ideas for development. Students will be encouraged to research and explore concepts and issues they are passionate about in order to create their own performances on stage, as well as look at celebrated theatre creators and how they develop concepts for a stage.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	<b>Children's Theatre</b> Focusing on directing and creating plays for young audiences, teaching them about a moral message.	Take on role of director to create a script that is targeted towards a young audience.  Performance piece to a young audience.
<b>Unit 2</b>	<b>Acting Out</b> Class study of Children of the Black Skirt play and the experience of orphaned and neglected Children in Australia's History including indigenous perspectives.	Analysis of a Live production and folio of work outlining understanding of text  Performance of a section of Scripted Drama

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme
<b>Required Materials</b>	Notebook, pens, H2B pencils, coloured pencils, glue



## Media Arts (Film and Media Studies)

### Subject Information

In Media Arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	<b>Long Story Short</b> Students will analyse and evaluate short form media formats including music video, short animations, documentary shorts promotional videos and social media shorts in relation to Australian Identity. They will focus on learning genre conventions as well as specific editing styles that allow a message to be communicated to the audience in a short amount of time. Students will design their own short form media artwork using knowledge of their chosen format and key editing techniques.	<ol style="list-style-type: none"> <li>Multimodal Presentation - Responding</li> <li>Short Form Media Production (treatment, shot list or storyboard, production of a music video, advertisement, short animation or social media content)</li> </ol>
<b>Unit 2</b>	<b>Teens on Screen</b> Students will analyse the way media arts concepts are manipulated to create representations of teens on screen ranging from traditional platforms like film and TV to new platforms such as social media. Students will learn how teen representations have evolved through the decades. Students will design their own teen media product addressing issues faced by teenagers today. They will use technical and symbolic codes to challenge negative representations of teens and communicate their message to audiences.	<ol style="list-style-type: none"> <li>Analytical Essay (400-600 words)</li> <li>Short Film Production (storyboard, screenplay and film 1 min)</li> </ol>

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme
<b>Required Materials</b>	Notebook, pens, H2B pencils, coloured pencils, glue, USB stick, 8GB micro SD Card



# Music

## Subject Information

In Music, students use the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work. They learn the elements of music including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality). They apply this knowledge to the materials of music, including the voice, body, instruments, found sound sources (natural and manufactured objects including stones, household objects and so on) and information and communication technology.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	Music in Advertising	Composition
<b>Unit 2</b>	Blues	Analysis Performance
<b>Unit 3</b>	Romantic Period	Analysis
<b>Unit 4</b>	Rock	Composition Performance

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme
<b>Required Materials</b>	Music Exercise Book; Display Folder; 2x 2B pencil; 1x Eraser; 1x sharpener; 1x glue stick; 1x 30cm ruler; 2x black pen; 1x fine tip marker; USB





## Visual Arts

### Subject Information

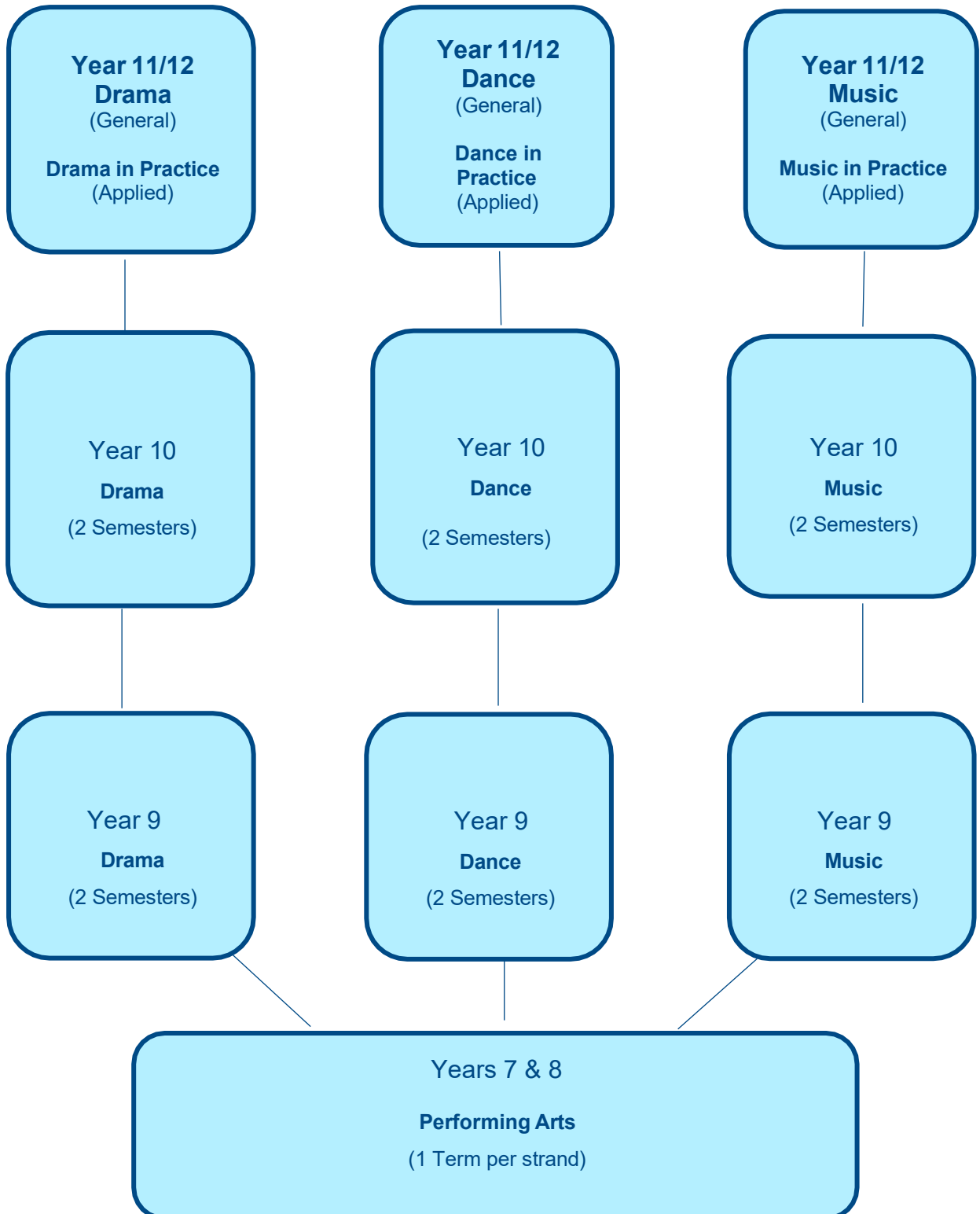
Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

	Brief Description	Assessment Requirements
Unit 1	<b>Mapping Me: Navigating Self</b> Students embark on a creative journey exploring identity, self-discovery, culture, and expression. The central theme revolves around metaphorical road maps as visual and conceptual guides for navigating personal identities. Beyond traditional mediums, students delve into the dynamic combination of watercolour, ink, pencil, and more, pushing the boundaries of conventional artistic expression. This exploration extends globally, studying artists and techniques from places such as Japan, Africa, and Australia.	Work booklet Mixed Media Artwork
Unit 2	<b>Eye of the Beholder: Portraiture as Perception</b> Students will dissect the fascinating interplay between observation and interpretation in portraiture. Inspired by the stylistic lens of a chosen artist, they'll analyse how artists manipulate elements like light, shadow, and composition to reveal character and emotion. This unit encourages students to explore the complex layers of identity and perception. Through close observation, they'll learn to decipher the language of body language, interpret facial expressions, and understand how cultural influences shape representations in portraiture. Students will translate their understanding into expressive portraits, choosing either self-portraiture or to capture the essence of a significant person in their lives artworks.	Work Booklet Portrait Artwork Responding Task – Artist Statement
Unit 3	<b>Tradition to Transformation</b> Students dive deep into the fascinating world of tattoos and body art across cultures. They will dissect diverse practices like Aboriginal body art, Indian henna, and Polynesian Pe'a, analysing how symbols, rituals, and narratives are etched or painted onto the human canvas. Drawing inspiration from renowned artists and cultures around the world, students will experiment and develop a printmaking artwork representing a significant motif. This unit pushes boundaries, challenging perceptions of self and societal norms. The final pieces will become platforms for expression, sparking conversations about cultural appreciation, diversity, and the transformative power of art. Students will analyse these artists and reflect on their artwork, making connections to culture, self, and interconnectedness.	Work Booklet Printmaking artwork Responding Task – Artist Statement
Unit 4	<b>Beyond the Beast</b> Year 10 Art's "Beyond the Beast" crafts cultural narratives in clay. Students dissect mythical and real creatures, such as sphinxes, Tanuki, dragons, and Australia fauna, exploring how their forms weave cultural beliefs, historical narratives, and national pride. Inspired by artists like Bourgeois, Hirst, and Botero, they will sculpt captivating narratives in clay, mastering hand-building and slab construction. Each artwork echoes cultural symbolism and personal visions, exploring themes of identity and the enduring link between humans and the animal kingdom. Showcasing their sculptures ignites conversations about cultural appreciation and the power of myth.	Work Booklet Clay Artwork

<b>Associated Costs</b>	There is an additional consumable fee of \$50 to study this subject
<b>Required Materials</b>	1 x pencil case, 2 x HB pencils, 1 x eraser, 1 x sharpener, 1 x glue stick, 1 x 30cm ruler, 1 x set of 4-5 paint brushes (including flat and round), 1 x set of oil pastels (min 12 set), 1 x coloured pencils, 1 x fine tip marker, 1 x student set of acrylic paints

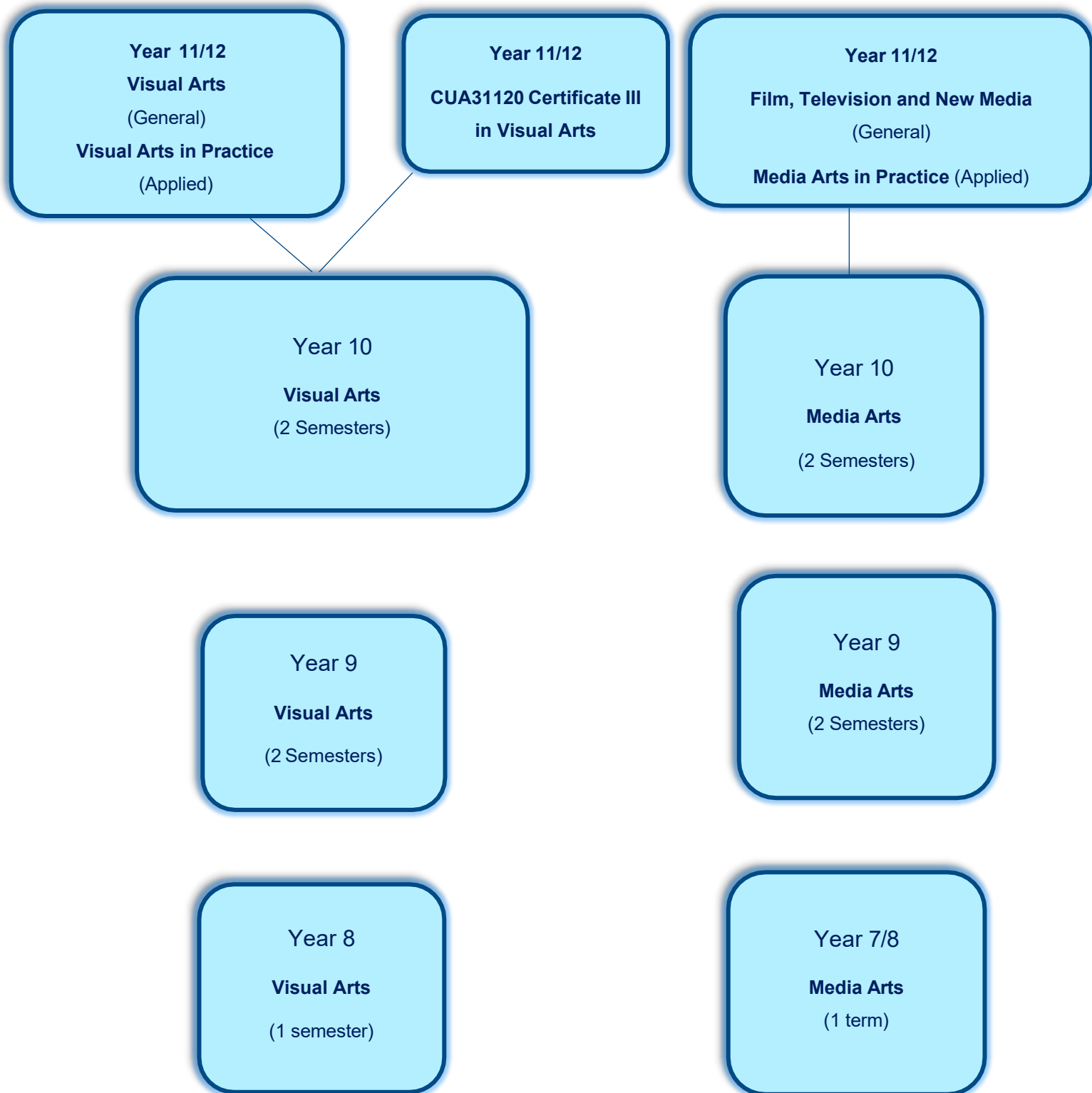


## Performing Arts Pathways





## Performing Arts Pathways



*Note: Different combinations are possible upon meeting pre-requisites. Individual circumstances will be considered.*



## Elective Humanities: Business and Economics (Business Studies)

### Subject Information

Business and Economics offers students opportunities to engage in and understand a range of practices through real-life situations and simulations. The economics and business curriculum explore aspects of economics and business that affect daily life. Through real world opportunities- students will learn to effectively seek innovation, work with others, show initiative, flexibility and leadership. They will also develop many transferable skills such as creativity as well proficiency in technology and communication. They will explore introductory concepts of economics via globalisation, including an examination of how we use our limited resources to satisfy our unlimited wants and needs.

In Year 10 Business, we focus on innovation in product development and investment portfolios. In Semester 1, students have the opportunity to create a new product idea with a prototype using various technologies in order to participate in the Moreton Bay Innovations Awards. Semester 2 is all about financial growth, teaching the core skills needed to manage and grow investments from the ASX Stock Market Competition to managing a property portfolio. This hands-on, practical approach to business and investment management allows students to learn with real-life contexts and applications to a variety of industries.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	Business Seeding Ideas: Shark Tank	Multi-modal pitch
<b>Unit 2</b>	Innovations and Product Development	Prototype + student choice of mode (400 – 600 words)
<b>Unit 3</b>	Rea-estate Tycoon	Market analysis + Written recommendation for client
<b>Unit 4</b>	Australian Stock Market	Business report - 400-600 words with sales trend analysis

<b>Associated Costs</b>	A small additional fee may be invoiced subsequent to entry into the Business Challenge – resources for prototype development
<b>Required Materials</b>	Book to write notes, A4 display folder, USB memory stick, pens, pencils, glue, coloured pencils/pens



## Elective Humanities: Geography

### Subject Information

There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'.

'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment through an excursion. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views. Students will develop field work skills through collecting primary data to conduct an inquiry.

'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students are required to demonstrate their ICT skills using "Minecraft" to design a city focused on improving human wellbeing.

Brief Description		Assessment Requirements
Unit 1	Factory Farming and Environmental Change	Investigation Report
Unit 2	Environmental Management	Field Research Report
Unit 3	Human Wellbeing	Exam
Unit 4	Life is easy'	Project

Associated Costs	A small additional fee may be invoiced subsequent to excursion costs - (Term 2)
Required Materials	Book to write notes, A4 display folder, USB memory stick, pens, pencils, glue, coloured pencils/pens



# Basketball Academy

## Subject Information

Basketball Academy focuses on all aspects of basketball both on and off the court. Students will progressively develop knowledge and understanding of the game of basketball, state and national styles of game play, as well as the concepts of team dynamics and the nature of basketball subculture.

The subject consists of two on-court training sessions per week and one classroom lesson.

The Basketball Program looks to improve overall student outcomes, health and fitness. Furthermore, the Academy will focus on the development of personal and social values such as commitment and perseverance whilst learning to compete.

Students have access to external competitions and tournaments. These will incur extra cost. Individual training sessions are also available before and after school for Academy students at no extra charge.

	Brief Description	Assessment Requirements
Unit 1	Team Building	Reflective Journal
Unit 2	Basketball Analytics	Performance and Analytical Essay
Unit 3	Basketball Subcultures	Research Assignment
Unit 4	3v3	Performance

Associated Costs	\$60 subject fee - Reversible training singlet and water bottle provided
Required Materials	Notebook, black and red pens, pencils, eraser, highlighter, glue stick, hat
Prerequisites	Satisfactory for effort and behaviour in all subjects and nothing lower than a C academically