

# Senior Secondary YEAR 10 2022



## Course Information

*“... Within a supportive learning environment, to ensure all our students develop the literacy and numeracy skills in junior secondary that will enable them to successfully meet our Service Commitment within the senior secondary years”.*

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# Senior Secondary - Year 10

## The Curriculum

At Malanda State High School, Senior Secondary education starts in Year 10. The focus in the senior school is our Service Commitment. This means that students will follow career pathways that will lead them to one of the following outcomes:

- Obtaining an ATAR and entering University
- Identifying a clear Applied subject pathway to employment
- Arranging for paid employment of 25+ hours / week
- Establishing pathways for some students with special needs.

During Year 10, students will engage in career planning to assist them in identifying suitable pathways.

The Curriculum in Year 10 is based on the Core + Electives model. All students will be studying the Core subjects.

Students will have the opportunity to select Elective subjects. Each of the elective subjects are designed to lead into a Year 11 subject, where offered. By studying a subject in Year 10, students should have a solid foundation for when they commence their studies in Year 11.

### **Australian Curriculum (Core)**

Malanda High is implementing core elements of the Australian Curriculum, and modifying where appropriate to our local context. This curriculum emphasises the importance of knowledge, understanding and skills of learning areas as the basis for a curriculum designed for 21<sup>st</sup> century learning.

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.

The Australian Curriculum is being developed progressively. It will eventually be developed for all learning areas.

# A COURSE OF STUDY

## What does this mean?

- Core subjects are English, Mathematics and Science - these subjects must be studied by all Year 10 students.
- Elective subjects are the courses that students may choose to study. These are organised as full year units. Students are expected to remain in the elective for the entire year.
- Students are encouraged to choose electives that they are interested in continuing to study in Year 11.
- In Year 10, all students will study 7 subjects in each semester comprising: -
  - 3 Core subjects – English, Maths, Science
  - 3 Electives
  - Career Education Short Course

## Subject Charges

Subject charges for 2022 are still being finalised. Some subjects will attract subject fees and resource lists will be sent out at the end of 2021.

Please note that students with outstanding fees from previous years may not be permitted to participate in fee paying subjects until a payment plan is in place or fees are paid in full.

**Core**

**Subjects**

# ENGLISH

## Overview

- English is a Core subject with a focus on developing student's literacy skills. The Year 10 program connects content from the Australian National Curriculum and aligns this content with that of our senior secondary English units.
- Students build on their existing understanding of reading and writing and further develop their literacy skills in both spoken and written modes throughout the course.
- Students will have opportunities to utilise technologies to create and evaluate texts in classroom activities as well as in development of assessment pieces.

## Pathways

- Student results, and choices about pathways, will help to identify by the end of Year 10 English, those who will be considered as appropriate candidates for either General English or Essential English for Year 11.

## Assessment

- Students will be expected to evaluate and create both spoken and written texts throughout the course. They will display their knowledge through the creation of a variety of genres in both test and assignment conditions.

## Resources

- 1 x 96 page binder book
- 1 x USB
- 1 x Ear buds

ENGLISH	TOPIC	ASSESSMENT
<b>Semester 1</b>	Shakespeare Literature – novel study	Short Story (Exam conditions) Analytical Essay
<b>Semester 2</b>	Media Positioning Global Voices	Ted Talk Presentation Feature Article

# MATHEMATICS

## Overview

- Mathematics is a Core subject with the units based on the Australian Curriculum.
- Students build on their existing understandings of mathematical concepts and can relate mathematics to real-life and purely mathematical situations. Problems in mathematics may range from the familiar to the unfamiliar, and also from simple to complex. Students recognise that there are many career opportunities which involve the application of mathematics.
- Students would have opportunities to utilise technology, including ICT's, to explore and extend knowledge of mathematical concepts.
- Students demonstrate evidence of their learning in the criteria :  
**Understanding and Fluency** and **Problem Solving and Reasoning**

## Pathways

- The courses available are **Year 10 Mathematics** or **Year 10 Mathematics Extension**. The Extension course will explore topics in much greater depth.
- Those students who are intending to study Mathematical Methods and Specialist Mathematics in Year 11 must study the Extension course.
- Students studying Year 10 Mathematics would expect to progress to General Mathematics or Essential Mathematics in Year 11.
- Decisions about the allocation of students into these courses should be made in consultation with the class teacher and the Head of Student Support.

## Assessment

- Student results will record the skills and processes attained in each unit.
- This information will be used to monitor progress and help make decisions about the courses to be studied in the future.
- Assessment tasks may take a variety of forms depending on the nature of the work being studied.

## Resources

- 1 x 96 page A4 book.
- Calculator – CASIO FX82AU Plus II Scientific

Subject	Year 10 Mathematics Extension / Year 10 Mathematics	
Topics / Description	<b>Term 1</b>  <b>Term 2.</b>  <b>Term 3</b>  <b>Term 4.</b>	1. Probability 2. Financial Mathematics 3. Pythagoras & Trigonometry 4. Measurement and Geometry 5. Statistics 6. Linear Relationships 7. Algebra & Non-Linear Relationships
Assessment	Unit tests; Assignments.	

# SCIENCE

## Overview

- Science is a Core subject with the units based on the Australian Curriculum.
- In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.
- Students would have opportunities to utilise technology, including ICTs, to explore and extend knowledge of scientific and mathematical concepts.

## Pathways

- Students studying Year 10 Science will have the foundation knowledge to participate in any Senior Science subject, including Chemistry, Physics, Biology, Agricultural Science and Science in Practice.

## Assessment

- Student results will record the skills and processes attained in each unit.
- This information will be used to monitor progress and help make decisions about the courses to be studied in the future.
- Assessment tasks may take a variety of forms depending on the nature of the work being studied.

## Resources

- 1 x 96 page binder book with punched holes.
- Display folder for sheets
- Calculator – CASIO FX82AU Plus II Scientific

Subject	Year 10 Science
Topics / Description	<ol style="list-style-type: none"><li>1. Global Systems – Geology<ul style="list-style-type: none"><li>• Understand the dynamic nature of Earth and its place in the universe.</li></ul></li><li>2. The Recipe of Life – Biology<ul style="list-style-type: none"><li>• Explore genetics and the theory of evolution and natural selection.</li></ul></li><li>3. Chemical Reactions Matter – Chemistry<ul style="list-style-type: none"><li>• Investigate natural and processed materials, learning to classify them by their patterns of interactions with other materials, their properties and structures.</li></ul></li><li>4. Energy of Motion – Physics<ul style="list-style-type: none"><li>• Learn the mathematical and experimental foundations of our understanding of forces, motion and energy.</li></ul></li></ol>
Assessment	Unit tests; Assignments – Research or Experimental

**Elective**

**Subjects**

# HISTORY

## Overview

- History is an elective subject with the units based on the Australian Curriculum.
- History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.
- Year 10 History encourages interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Students will undertake historical projects, including skills in the analysis and use of documents and historical objects, and in explanation and communication.
- Some of the Year 10 History course is presented in multimedia mode

## Pathways

- Year 10 History will prepare students for Senior Modern History (General)
- Decisions about the selection of courses should be made in consultation with the class teacher and the Head of Student Support.
- Career pathways may include Journalism and communications, Information management, museums, Intelligence and foreign affairs

## Assessment

Students will be assessed on four criteria using the following activities:

- Multi-modal presentations
- Research written tasks
- Extended written response to historical evidence
- Additional test formats
- Assessment tasks may take a variety of forms depending on the nature of the work being studied.

## Resources

1 x 96 page binder book with punched holes.

Subject	Year 10 History
Topics / Description	Term 1. Overview of the 20 <sup>th</sup> Century Term 2. World War II Term 3. Rights and freedoms Term 4. Environmental Protest Movement
Assessment	Investigations (research tasks), Response to Stimulus – short response and essay exams

# GEOGRAPHY

## Overview

- Geography is an elective subject based on the topics of the Australian Curriculum
- Students build on their existing understanding of space, nature and countries around the world.
- Students study space and the natural world for one semester and people around the world in the other.
- The course relates to skills for success at school and everyday life, managing the environment and understanding the world around us.

## Pathways

- Students will develop skills for Senior Geography and Senior Modern History (both General subjects)
- The subject studies skills that are used for caring for endangered species, environmental law, mine development, journalism, tourist guiding, climate change planning and environmental engineering and design.

## Assessment

- Assessment tasks will include investigations, projects and exams.
- Student will complete at least two field excursions during the year.

## Resources

1 x 96 page notebook.  
Small pack colour pencils, sharpener, eraser  
Ruler

Subject	Year 10 Geography
Topics / Description	Term 1. Environmental change and management Term 2. Geographics of Human Well Being Term 3. Sustainable development and improving wellbeing Term 4. Coastal change and management (Field Trip)
Assessment	Investigations, projects and exams

# FOOD AND TEXTILES

## Overview

- Unit one focuses on the past, present and future of Indigenous Culture within Australia and around the World. Students investigate and critique food and fibre production to produce design solutions that create products, services and events.
- Unit two builds on student's knowledge and understanding of sustainability within the food and textiles industries. They investigate practical ways to address sustainability issues in a modern and relevant context. Students will build their knowledge by creating solutions to proposed problems in different food and industry-based scenarios.
- Students will use skills such as critical and creative thinking, problem solving, teamwork and collaboration to explore and extend their knowledge in food and textiles design.
- Students use a range of technologies to communicate, generate and represent original ideas. They develop detailed project action plans to manage a range of design tasks. Students learn to transfer theoretical knowledge to practical activities across a range of projects.
- Students demonstrate evidence of their learning in the criteria :  
**Knowledge and Understanding; Processes and Production Skills**

## Pathways

- Those students who are intending to study *Design (General)* and/or *Hospitality (Certificate III)* in Year 11 should participate in the Year 10 course.
- Decisions about the selection of courses should be made in consultation with the class teacher and the Head of Student Support.

## Assessment

- Assessment tasks may take a variety of forms depending on the nature of the work being studied.

## Resources

1 x 96 page binder book with punched holes.  
Apron  
2 tea towels  
Practical materials to be advised

Subject	Year 10 Food Technologies
<b>Topics / Description</b>	Term 1.    1.    Past, Present and Future – Textiles in Culture Term 2.    2.    Bush Tucker – Indigenous Food Solutions Term 3.    3.    Reuse, Recycle, Reduce – Sustainable Design Term 4.    4.    Celebrations – Event Planning
<b>Assessment</b>	Written Exam Portfolio Research Task Practical Tasks

# DIGITAL TECHNOLOGIES

## Overview

In Digital Technologies students use digital systems, digital information and computational thinking to create solutions that enable the articulation of human knowledge. They develop understanding of the relationship and interconnectedness between the components of digital systems in authentic situations. They use computational thinking methods and strategies to understand and solve information problems.

## Pathways

- Information and Communication Technology is offered in Year 11 and 12.
- The subject can also be studied for personal enjoyment and knowledge of information technology techniques that are commonly encountered in everyday life.
- Students can also continue their studies of this subject through distance education and beyond to tertiary institutions and the workforce.

## Assessment

- Assessment tasks will be assignment/project based.

## Resources

1 x USB stick.  
Subscription to Grok Learning

Subject	Year 10 – Digital Technologies	
Topics / Description	Term 1	An introduction to databases and Structured Query Language (SQL)
	Term 2	Web Design and Web building
	Term 3	Python coding
	Term 4	There's an App for That – Java Script coding
Assessment	Assignments.	

# AGRICULTURAL SCIENCE

## Overview

- Theory sessions will include:
  - ⇒ completing industry relevant paperwork such as reading and interpreting operations manuals, Chemical labels and directions, Material Safety Data Sheets and Tax File number applications
  - ⇒ Potentially collaboration with CQU in the GPS Cows project – experimental design, data collection and collation, interpretation and presentation of a final report may be included
  - ⇒ agricultural tools and equipment identification and operation
  - ⇒ agricultural maths such as rates and ratios, measurement and volumes
- Workplace projects within the school grounds such as
  - ⇒ the handling, caring for and routine husbandry for cattle, goats and poultry and the
  - ⇒ Preparation, planting and care and management of a large market garden.

## Pathways

- Students who undertake and complete the Agriculture course and will have an excellent grounding for further study in Senior Agricultural Science (General) and Certificate II Rural Operations available in Years 11 and 12.
- Skills and knowledge obtained during this course will also enhance the student's employability potential in the Agricultural sectors.

## Assessment

- Students will be assessed using the following methods
  - Projects/Portfolios
  - Verbal Questioning
  - Observation of practical components
  - Potentially a scientific report based on the GPS Cows project
  - Agricultural core skills written exam

## Resources

- Broad brimmed hat and leather safety work boots are compulsory requirements to undertake this course.
- Safety Glasses
- Ear plugs
- A small fee will be levied to cover the cost of course consumables.

# PERFORMING ARTS

## Overview

- Students learn several different aspects of performance and production of several theatrical pieces for an audience including directing, backstage management, stage lighting and sound, videography, music, movement/dance, and performance.
- Students work with scripts and devise their own vision of a performance through rotations of each aspect to develop skills across all areas. These rotations give students the opportunity to learn how to be a director, stage perspective and management, the use of stage lighting and sound equipment, camera angles and editing footage, music (singing and instrumental), movement/dance, and the use of the Elements of Drama to portray characters.
- A master class in stage lighting, and another in the use of sound equipment will be run each semester with professionals in the field from the wider community and teaching staff.
- Students respond to their own, peers and others' performances and critically evaluate experiences of drama-making, performing, responding, and analysing how meaning is created through the different aspects of performance-making.

## Pathways

- This course is suitable for students who wish to pursue further drama studies, or as a stand-alone subject.

## Assessment

- Assessment is based on demonstrated evidence of the specific aspects that students have participated within each rotation culminating with group performances at the end of each semester.

Subject	YEAR 10 - PERFORMING ARTS	Assessment
<b>Semester 1</b>	Rotations of themes based on students selecting from options such as: <ul style="list-style-type: none"> <li>• Performance</li> <li>• Music</li> <li>• Movement/Dance</li> <li>• Direction</li> <li>• Stage Management</li> <li>• Lighting and Sound</li> <li>• Videography</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and reflection on own, peers' and others' performances.</li> <li>• Contribution to end of semester performance.</li> <li>• Film making</li> </ul>
<b>Semester 2</b>	Rotations of themes based on students selecting from options such as: <ul style="list-style-type: none"> <li>• Performance</li> <li>• Music</li> <li>• Movement/Dance</li> <li>• Direction</li> <li>• Stage Management</li> <li>• Lighting and Sound</li> <li>• Videography</li> </ul>	<ul style="list-style-type: none"> <li>• Stage perspective and set development.</li> <li>• Contribution to end of semester performances.</li> </ul>

# BUSINESS STUDIES

## Overview

- Business Studies is important for students in their secondary schooling. In this phase of schooling, they gain a degree of independence in accumulating and managing finances, making decisions about goods and services and acquiring legal rights and responsibilities as citizens. Students studying business will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters. The skills will result in improved economic, consumer and financial literacy.
- Students will develop their ICT skills through the use of Microsoft Software, Word, Excel and PPT.
- Students demonstrate evidence of their learning in the following criteria:  
Knowing and Understanding  
Skills

## Pathways

- Business Studies leads to the senior subject Business Studies (Applied).

## Assessment

- Student results will record the skills and knowledge and understanding attained in each unit.
- This information will be used to monitor progress and help make decisions about the courses to be studied in the future.
- Assessment tasks may take a variety of forms depending on the nature of the work being studied.

## Resources

1 x Display folder

Subject	Year 10 Business Studies
Topics / Description	<ul style="list-style-type: none"><li>• Business Planning: Business Expo Preparation</li><li>• Entrepreneurs</li><li>• Economic decisions and global performance</li><li>• Consumerism</li><li>• Financing and investing</li></ul>
Assessment	Short Answer Tests, Written Reports, Assignments, Trade Fair, Presentations.

# VISUAL ART

## Overview

- Visual Art units are based on the Australian Curriculum.
- By the end of Year 10, students will be given the opportunity to evaluate how representations communicate artistic intentions in artworks they make and view, and be given the opportunity to evaluate artworks and displays.
- Students will also be given the opportunity to analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas, and be able to identify influences of other artists on their own artworks.
- The Visual Art curriculum is built around the two interrelated strands, **making** and **responding**. Together they focus on developing student's knowledge, understanding and skills as artists, designers, craftspeople, critics, historians and audiences.

## Pathways

- This course is suitable for students who wish to pursue further studies in the Visual Arts (Applied), Design (General) or as a stand-alone subject.

Subject	Yr 10 Visual Art: All in the Mind	Assessment
Drawing	<b>Semester One</b> TASK 1 MAKING: Create a drawing folio that consists of technical & experimental drawings.	Drawing Folio
	TASK 2 RESPONDING: Written critical appraisal of 5 selected 2D drawn artworks	Critical Appraisal 500-600 words
Sculpture	TASK 3 MAKING: Ceramic sculpture: Design & produce a 3D clay artwork/ series of clay artworks based on a politically motivating issue.	Figure Sculpture
Painting	<b>Semester Two</b> TASK 4 RESPONDING: Critical appraisal. Select an artist who uses the landscape to communicate a sense of place and evaluate.	Critical Appraisal Artwork analysis 500- 700 words
	TASK 5 MAKING: Photograph and construct a painting of the the local area to communicate a sense of place.	Local landscapes Painting
Printmaking	TASK 6 MAKING: Use a variety of printmaking making techniques, (e.g. lino, chin colle, drypoint etching) to create an 2D book that pays homage to your hero.	Hand Printed Book

# INDUSTRIAL TECHNOLOGY - MANUFACTURING

## Overview

- Students will create products using industrial materials to gain knowledge and skills in the manufacturing area. They will be taught to identify potential hazards and risks in workshops and industrial environments and demonstrate safe practices in their own work environment.
- There are many career opportunities which involve the application of skills acquired in this area of study.
- Students demonstrate evidence of their learning by producing projects and are assessed in the criteria:
  - Knowing and Understanding
  - Analysing and Applying
  - Producing and Evaluating

## Pathways

- Students studying Industrial Technology will be well situated to progress into the Year 11 Furnishing Skills (Applied), Year 11 Industrial Skills (Applied), school-based apprenticeships or any vocation where improved hand skills and an understanding of manufacturing processes would be beneficial, including TAFE Engineering.

## Assessment

- Students will produce practical projects from industrial materials such as timber, metals and plastics. Knowledge of these materials and the demonstration of the skills gained during the course to use these materials to produce projects will be monitored and assessed.

## Conditions

- Students must comply with all mandatory safety requirements for the workshops.
- Fully enclosed leather shoes or similar protective footwear of substantial construction **MUST** be worn in the workshops.

## Resources

- HB Pencil
- Resource List indicates costs for materials for set projects.

<b>Subject</b>	<b>Industrial Technology Manufacturing</b>
<b>Projects</b>	Camp stool, Drinks table, Metal tool box, Clock and Carry-all, Shovel (Projects may vary – skills taught will remain the same)
<b>Assessment</b>	Project construction.

# HEALTH & PHYSICAL EDUCATION

## Overview

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can improve their quality of life. Students individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. Health and Physical Education seeks to promote health and physical activity as a lifelong pursuit for all. Approximately 30% of the course is spent in classroom setting and 70% at other venues.

The following unit outlines are designed to allow students to make an informed decision when choosing their pathway in HPE. Units are unlikely to change, however, certain circumstances may arise where some changes have to be made. This could include weather, changing of staff and therefore a change in expertise in physical activities etc. Staff conducting unit selection interviews should be advised of any changes to HPE units.

## Pathways

- Those students who are intending to study Physical Education (General), Sport & Recreation (Applied) or Certificate III in Fitness in Year 11 and 12 should study the HPE course in Year 10.

## Assessment

- Student results will record the skills and processes attained in each unit.
- This information will be used to monitor progress and help make decisions about the courses to be studied in the future.
- Assessment tasks may take a variety of forms depending on the nature of the work being studied. Practical 50% and Theory 50% of total grades awarded.

## Resources

1 x 96 page binder book with punched holes.

Wide brim hat (cap may be worn for running activities in HPE only).

Appropriate foot wear for outdoor practical activities

Individual unit charges (these will vary depending on the unit of choice)

- Cost for pool entry and transport during the water polo unit

<b>Pre Requisites</b>	Nil
<b>Physical Units</b>	Water Polo, Oztag, Netball, Ultimate Frisbee/Volleyball
<b>Theory Unit</b>	Body Image, Physiology, Skill acquisition Principles, Biomechanics
<b>Description</b>	Throughout this unit students will learn about the importance of nutrition and investigate the issues of body image. Students will also examine human physiology, especially in relation to sport performance. In semester 2 students will examine skill acquisition principles as they relate to sport skill development, as well as biomechanics.
<b>Notes</b>	Students will need to actively participate in all sport units within this subject. Within the theory unit, students will need to be willing to participate in mature discussions regarding a range of topics including physical anatomy and bodily functions.

# EXTENSION SCIENCE

## Overview

- Extension Science is an elective subject that is to support students in developing their skills in research and extended experimental investigations.
- The topics will be different from National Curriculum and will incorporate Biology, Chemistry, Physics and Marine Studies within them. These topics do not overlap Senior Science topics; however they do give a unique opportunity to provide foundation ideas which will be covered.
- Students would have opportunities to utilise technology, including ICT's, to explore and extend knowledge of mathematical concepts.
- Students demonstrate evidence of their learning in the criteria:

**Science Understanding**

**Science as a Human Endeavour**

**Science Inquiry Skills**

## Pathways

- Students studying Year 10 Extension Science will have the foundation skills to participate in any Senior Science subject.

## Assessment

- Student results will record the skills and processes attained in each unit.
- This information will be used to monitor progress and help make decisions about the courses to be studied in the future.
- Assessment tasks may take a variety of forms depending on the nature of the work being studied.

## Resources

- 1 x 96 page binder book with punched holes.
- Display folder for sheets
- Calculator – CASIO FX82AU Scientific

<b>Subject</b>	<b>Year 10 Extension Science</b>
<b>Topics / Description</b>	<ol style="list-style-type: none"><li>1. Medical Technology/Biomechanics</li><li>2. Forensic Science</li><li>3. Engineering &amp; Construction</li><li>4. Environmental Chemistry</li></ol>
<b>Assessment</b>	Unit tests; Assignments – Research or Experimental

# GRAPHICS

## Overview

- Graphics focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

## Pathways

- Students studying Year 10 Graphics will develop the skills required to be able to read & interpret plans as well as representing these plans in drawing & digital formats, to contribute to senior school pathways such as Furnishing Skills and Industrial Technology Skills.

## Assessment

- Student results will record the skills and processes attained in each unit.
- This information will be used to monitor progress and help make decisions about the courses to be studied in the future.
- Assessment tasks will take the form of drawings, project investigations, project evaluation or creating models, depending on the nature of the work being studied.

## Resources

- 1 x 96 page binder book.
- Calculator – CASIO FX82AU Scientific

<b>Subject</b>	<b>Year 10 Graphics</b>
<b>Topics / Description</b>	<ol style="list-style-type: none"><li>1. Back to the basics, including board and T-square and computer work.</li><li>2. General graphical drawing using board and computer.</li><li>3. Architectural Drawing and Floor plans</li><li>4. 3 Dimensional Modelling.</li></ol>
<b>Assessment</b>	Could include Drawings, Investigations, Evaluations or Creating Models.

# JAPANESE

## Overview

- The Japanese language elective follows the Australian Curriculum
- Year 10 Japanese builds on prior knowledge and experience with Japanese in junior years.
- Students become more confident in communicating in a wider range of contexts through greater control of language structures and vocabulary and increased understanding of the variability of language use. They use Japanese to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences.
- Students have a variety of opportunities to interact with people from Japan and use their language skills throughout the year, including excursions, competitions and incursions.

## Pathways

- Japanese is recognised as an important language in enabling students to engage with Asia and increased trade, tourism and educational opportunities.
- Students studying Japanese in year 10 are preparing for continued languages through Distance Education and employability in a globalised workforce.
- Students who continue Japanese through year 10 are eligible for participation in future school Japan Trips.

## Assessment

- Students will be assessed in a range of tasks demonstrating their Japanese language communication and understanding skills. Assessment will include tasks for students to demonstrate comprehension (listening and reading) and composition (speaking and writing) in Japanese.
- Unit tests and assignments, including videos and portfolio work

## Resources

- 1 x 96 page 10mm grid book.
- Education Perfect subscription
- iiTomo 3+4 Activity Book (carried over from year 9)

<b>Subject</b>	<b>Year 10 Japanese</b>
<b>Topics / Description</b>	<ol style="list-style-type: none"><li>1. Languages and multicultural Japan</li><li>2. Shopping</li><li>3. Homestay in Australia - considering cultural experiences</li><li>4. Recreation - Inviting Friends</li><li>5. Part-time work, job opportunities and considering work conditions</li><li>6. Future plans</li></ol>
<b>Assessment</b>	Tests, assignments, video production and digital portfolios

# Career Education: A Short Course Senior Syllabus

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The short course senior syllabus in career education complements strategies that promote successful transition of Year 10 students through the senior phase of learning to adult pathways of community, work, further education and vocational training.

Students who complete the short course at a Sound Achievement will achieve **one credit** in the Enrichment learning category of the QCE.

Career education is important for individuals of all ages, with proven economic and social benefits for the country as a whole. These include:

- **Effective learning:** If individuals make decisions about what they are to learn in a well-informed and well-thought-through way, linked to their interests, their capacities and their aspirations, and informed realistically about the opportunities to which the learning can lead, then they are likely to be more successful learners. Additionally, the huge sums of public money invested in education and training systems are likely to yield much higher returns.
- **Effective labour market:** If individuals construct career paths and secure employment which use their potential and meet their own goals, they are likely to be more motivated and more productive, and therefore contribute to enhancing national prosperity.
- **Social equity, equal opportunities and social inclusion:** Career development services can raise the aspirations of disadvantaged groups, giving them access to opportunities that might otherwise have been denied.

Individuals need help to develop their career management skills. Schools in partnership with universities, training institutions, workplaces, and support services have an important role to play in developing students' career development knowledge and skills.

## Core units

The course has three core units:

- Beginning the senior phase of learning
- Designing your future
- Skills for success after school.

Requirements:

- A4 Book
- USB