

# Senior YEAR 10

2026



# CURRICULUM HANDBOOK

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# Principal's Forward



At Springfield Central State High School, we challenge our young people to “Scale Great Heights” through high expectations, focusing on teaching and learning and inspiring our students to become lifelong learners. Fostering a love of learning will ensure our students have success in the ever-changing world and workforce. Along with our focus on teaching and learning, we also strive to create an inclusive, safe, and supportive learning environment catering for students needs and interests. We take great pride in the richness of our diversity, embracing our vibrant multicultural community. We nurture student achievement in academic, sporting, and creative fields through our high expectations around work effort, personal presentation, and behaviour.

Everything at Springfield Central stems from the school's vision and priorities:

*Believe* all students can learn, improve and achieve.

*Belong* all students are valued and included.

*Become* all Students are future-orientated.

This school has gained a reputation as a school of choice in the community, known for its endless pathways and realising the potential of every student. Our senior school offerings of job ready, job seeker, alternative pathways, and Australian Tertiary Admission Rank (ATAR) ensure that all students succeed. With over 50 external courses available, spanning both academic and Vocational Education and Training (VET) pathways, students are empowered to pursue their passions and prepare for their futures. Furthermore, our school offers MAGNA excellence programs, a growing International Student Program, and Sport Academies in Volleyball, AFL, Basketball, and Soccer.

Education is the key to a successful future and to the numerous opportunities we come across in our lives. Education has the power to improve all elements of our life. It makes the impossible, possible. But just like all things in life, it takes commitment and effort. Learning is not always easy, and that is why we have the best teachers possible to support our student's learning and significantly improve their schooling experience and engagement. We aim to ensure that our young people enjoy their schooling experience, while preparing our young people academically, socially and physically from entry to high school to graduation.

Our school is deeply supported by a committed and engaged community, with our parents and community playing a pivotal role. Together, we are united in our purpose to cultivate young individuals who are dedicated to striving for the highest standards of excellence, both within school and beyond.

We have a saying at Springfield Central SHS “once a Springer, always a Springer” which we extend to our whole school community. Our students, staff, parents/carers and wider school community, we welcome you with open arms and am excited for you to be part of our Springer community.

Sally Goodfellow

Acting Executive Principal

# About our school

## OUR VISION

Believe, Belong, Become

## OUR MISSION

Springfield Central State High School develops young people who strive for the highest standards, personal bests and have strong values that will empower them to contribute in life within and beyond Springfield in the years ahead

## OUR VALUES



Respect,



Resilience,



Relationships,



Responsibility,

## OUR STRATEGIC PRIORITIES



Believe - all Springers can learn, improve and achieve



Belong - all Springers are valued and included



Become - all Springers are futures-orientated

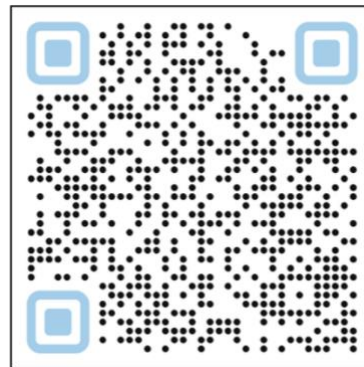
## OUR MOTTO

Scale Great Heights



# Key Staff Contacts

For the most up-to-date staff contact information, please scan the QR code. This will take you directly to our Staff page on the school website, where all contact details are maintained and regularly updated.



## Year 10 Overview and Senior Pathways

It is essential for students to recognise the role that Year 10 studies play in their pathway through Year 11 and 12. On the next page is the ***Springer Pathways*** document that will help guide subject selections in the senior school.

All students MUST study an English, Mathematics and FSK 20119 (Skills for Work). Heads of Department will help guide student subject selections.

All students will then study three other elective subjects chosen from courses on offer from each of the Departments. In selecting these subjects, students need to refer to the guidelines provided throughout this booklet.

# SPRINGER PATHWAYS

## CAREER READY

**GOAL = Fulltime work or Apprenticeship with VET Training at school**

**NO MORE THAN 3 \*General Subjects + min. 2 Applied and/or VET Subjects**

**Also undertake at least ONE of the following:**

- School Based Traineeship / Apprenticeship
- External Course
- Work Experience / Career Preparation

*\*must have completed pre-requisites for General Subjects*

## UNIVERSITY: ATAR

**GOAL = ATAR of 80+**

**6 \*General Subjects (preferred)**  
*Must select English and/or Literature*

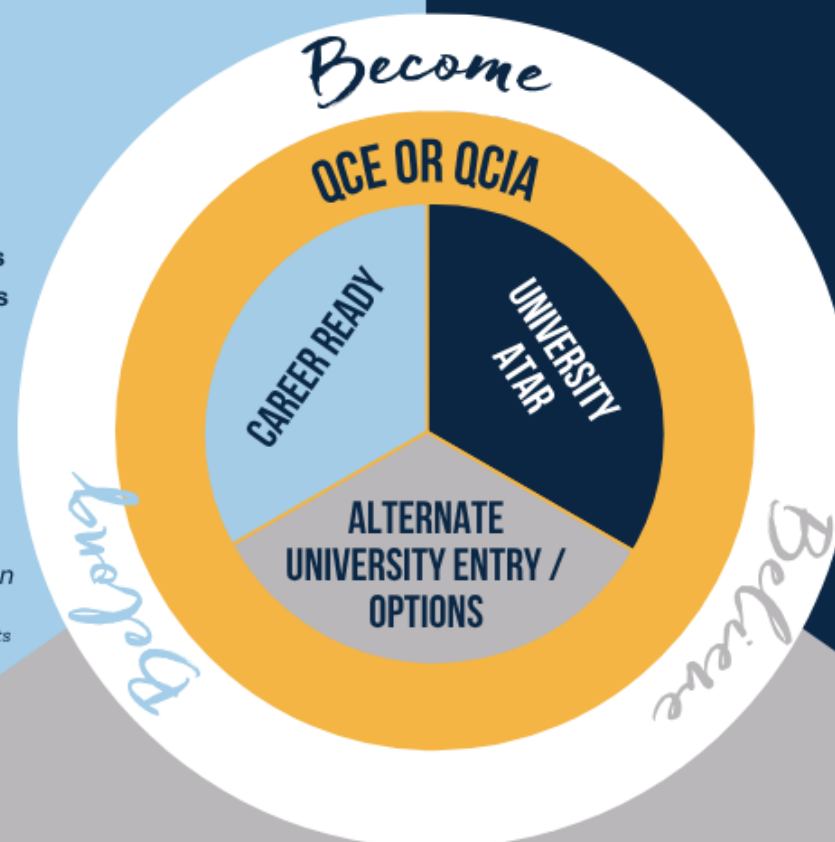
**OR**

**Minimum 5 \*General Subjects**  
*Must select English and/or Literature*

**Also, ATAR 4\* General Subjects**  
*(+ min. 1 Applied subject OR Cert III or above. Must select English and/or Literature)*

**Deputy Principal and Guidance Officer APPROVAL REQUIRED**

*\*must have completed pre-requisites for General Subjects*



**GOAL = Alternate university entry / unsure of pathway post school.**

**NO MORE THAN 3 \*General Subjects + min. 2 Applied and/or VET Subjects**  
*Must select English and/or Literature*

- Also undertake at least ONE of the following:**
- Selected Certificate III, IV or Diploma courses (Selection Rank Entry) \*\*
  - HeadStart Program (Direct Entry) \*\*

*\*\* Range of selection rank = approx. 65 - 86. Check QTAC for relevant courses (subject to change)*

*\*must have completed pre-requisites for General Subjects*



## ALTERNATE UNIVERSITY ENTRY / POST-SCHOOL OPTIONS

# English

## ENGLISH

English is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	TED Talk	Persuasive Presentation
Term 2	Poetry Unit	Literacy Essay
Term 3	Romeo and Juliet	Essay Exam
Term 4	Novel Study	Narrative Intervention

## ESSENTIAL ENGLISH

An Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	TED Talk	Persuasive Oral Presentation
Term 2	It's My Opinion	Film Critique
Term 3	Novel Study	Short Response Exam
Term 4	World of Work	Folio of Short Response Writing

## LITERATURE

Literature is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Students studying Literature work towards the Australian Curriculum Achievement standards for year 10 English, but with a focus on literary texts. Literary texts are texts with a plot, such as films, novels, short stories, poems, plays etc. A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Texts that challenge	Fan Fiction Short Story
Term 2		Adaptation Essay Assignment
Term 3	Other Worlds- Dystopian and Fantasy Fiction	Digi-story
Term 4		Novel Review

# Mathematics

Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

## GENERAL MATHEMATICS

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and act regarding social issues in their world

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Measurement and geometry	Problem solving and modelling task Exams
Term 2	Algebra and linear relationships	
Term 3	Probability and statistics	
Term 4	Financial mathematics	

## MATHEMATICS ESSENTIALS

Numeracy is considered integral to a person's ability to function effectively in society. To be numerate requires more than being able to operate with numbers: it requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Life skills and finance Building and construction	Problem solving and modelling task Exam
Term 2	Sport and Fitness Travel	
Term 3	Short course – Numeracy (1 QCE point)	Multimodel presentation and Exam
Term 4		

[Mathematics continued next page]

# MATHEMATICAL METHODS

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Students will develop the foundational skills for study of calculus needed for study of advanced mathematics.

Mathematical Methods is usually a prerequisite subject for university degrees such as engineering, science, medicine, dentistry, physiotherapy, mathematics and others. Year 10 Mathematical Methods is also required for those students wishing to study Specialist Mathematics, and for eligibility for Mathematical Methods and Specialist Mathematics in year 11.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Algebra and linear relationships	Problem solving and modelling task Exams
Term 2	Functions, graphs and quadratic relationships	
Term 3	Trigonometric functions and statistics	
Term 4	Financial mathematics, measurement and logarithms	

# SPECIALIST MATHEMATICS

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Algebra and matrices	Exam
Term 2	Probability and combinatorics	Exam
Term 3	Trigonometry functions, geometry and probability	Problem solving and modelling task
Term 4	Logarithms, statistics, financial mathematics and geometry	Exam

# Science

In Year 10, you may choose from either the University pathway sciences of Biology, Chemistry, Physics or Psychology; or the VET/Employment pathway subject of applied science. A senior science is a requirement for many university courses including medicine, teaching, vet science, physiotherapy, engineering, nursing. Science is useful for many trades and the defence forces.

**Pre-Requisites for Year 11 and 12:** To be able to choose a general science in Year 11 (Biology, Chemistry, Physics or Psychology) you must choose one of these subjects in Year 10 (Biology, Chemistry, Physics or Psychology) and achieve at least a B in the science subject. You may choose more than one science. It is also highly recommended that you are also passing year 10 English and maths.

Year 10 sciences are designed to help you prepare for year 11 and 12 sciences and include similar assessment types. These include:



**Experimental investigation** – This involves modifying a practical performed in class, justifying modifications, analysing and interpreting primary data, evaluating the quality of data and the limitations of the evidence and drawing justified conclusions. Students produce a written report.



**Research investigation** – This involves developing a research question to evaluate a claim, describing why that research question was chosen, conducting research to gather secondary evidence to answer the research question, analysing, interpreting and evaluating the secondary evidence, drawing justified conclusions about the research question and extrapolating evidence to evaluate the claim. Students produce a written report.



**Data test** – analysis of secondary data based on practicals performed in class. This includes applying understanding, analysis and interpretation.



**Exam** – This includes description and explanation of concepts, application of understanding and skills, analysis and interpretation of evidence.

## APPLIED SCIENCE

Year 10 Applied Science elective will improve your knowledge about science and develop your inquiry and analysis skills. It supports senior Science in Practice. You will study genetics and heredity, theories of natural selection and evolution, laws of motion, and global systems and the environment by applying these understandings in a practical way.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Global systems	Exams Experimental investigation Research assignment
Term 2	Genetics	
Term 3	Science of motion	
Term 4	Natural selection and the environment	

[Science continued next page]

# BIOLOGY

Year 10 Biology builds on your previous studies about cells, body systems and responses; interconnectedness of organisms and ecology as well as introducing genetics, heredity and evolution. Biology uses a systematic approach to thinking as well as critical and creative reasoning to study living systems.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Ecology	Data test Exam Experimental investigation Research investigation
Term 2	Cells and body systems	
Term 3	Genetics	
Term 4	Evolution	

# CHEMISTRY

Chemistry involves problem solving, critical reasoning, understanding theories and models and analysing data.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Structure and properties of atoms and compounds	Data test Exam
Term 2	Chemical Reactions	Experimental investigation Research investigation
Term 3	Moles, concentration and stoichiometry	
Term 4		

# PHYSICS

In Year 10 Physics you will learn about conservation of energy, electrical energy, the laws of motion, the Universe and life cycle of stars and waves. Physics provides opportunities for creative and critical thinking, analysis and evaluation of data and logical reasoning.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Analysis of motion	Data test Exam Experimental investigation Research investigation
Term 2	Energy	
Term 3	The universe	
Term 4	Waves	

# PSYCHOLOGY

Psychology is the scientific study of the mind and its functions, particularly in regard to behaviour. Year 10 psychology looks at cognitive development (learning), how sleep affects performance and changes in the brain's structure and function during adolescence.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
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Term 1	Nature vs Nurture	Data test Exam Experimental investigation Research investigation
Term 2	Statistics	
Term 3	Sleep and Consciousness	
Term 4	Functions of the Brain	

# Health and physical education

## HEALTH

An academic subject focussing on local and global Health Policy, preparing students for Senior Health. This subject revolves around evaluating health interventions through health frameworks.

Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Adolescent identity	Exam Research Report Analytical Exposition
Term 2	Organ donation	
Term 3	Body image	
Term 4	Indigenous health	

## PHYSICAL EDUCATION

A dynamic, rigorous subject that prepares students to complete Senior Physical Education in year 11 and 12. Students learn in, through and about physical activity. Learning occurs in both the classroom and practical spaces.

Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Ethics and integrity	Exam Multimodal Investigation Report Performance
Term 2	Tactical awareness	
Term 3	Physical performance	
Term 4	Energy systems	

## RECREATION

Recreation is a subject that previews the Sport and Recreation subject studied in year 11 and 12. This subject encompasses concepts such social and competitive sport, fitness programs and outdoor pursuits. The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Recreation in Springfield	Investigation Performance (annotated video)
Term 2	Coaching for sport	

Term 3	Strength and conditioning	Project
Term 4	Tournament organisation	

# Humanities

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

## ACCOUNTING

In Accounting, students learn about the successful management of financial resources of the public sector, businesses and individuals. They gain knowledge of how to systematically organise, critically analyse and communicate financial data and information for decision-making. Students learn fundamental accounting concepts and skills, including an understanding of the essential role accounting plays in the successful performance of any organisation. Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many industries.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Fundamental processes	Project
Term 2	Reporting processes	Exam- combination response
Term 3	Decision making processes	Exam-combination response
Term 4	Business processes	Multi-modal presentation

## ANCIENT HISTORY

Provides students with an opportunity to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Digging up the past	Exam
Term 2	Personalities in History – Akhenaten	Examination
Term 3	Personalities in History – Boudicca	Investigation
Term 4	Greece – The Persian Wars	Source Interrogation

## ECONOMICS AND BUSINESS

In Business, students learn about business and financial practices by applying an inquiry process in undertaking investigations of business situations. Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. Business allows students to engage with the dynamic business world, the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Introduction to Economics	Exam
Term 2	Business Entrepreneurship	Investigation
Term 3	Economics of Events	Investigation
Term 4	Evaluating Business Innovations	Exam

# GEOGRAPHY

Aims to provide insight and develop student knowledge focussing on two areas: Environmental change and management, and Geographies of human wellbeing. Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economics, political, social and cultural factors.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	The Amazing Race	Folio
Term 2	Human Wellbeing	Data report
Term 3	Environmental Change and Management	Field report (excursion)
Term 4	Living with Climate Change	Exam

# LEGAL STUDIES

Focusses on the interaction between society and the discipline of law. Students will critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and International human rights issues.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Legal foundations	Examination – combination response
Term 2	Criminal laws in focus	Investigation – inquiry report
Term 3	Civil law foundations	Examination – combination response
Term 4	Sport and Law	Investigation –argumentative essay

# MODERN HISTORY

Focusses on events from the 20<sup>th</sup> and 21<sup>st</sup> Centuries, providing the opportunity for students to form their own views about the forces which have shaped the world in which we live today. Students will expand critical thinking skills and understand the historical implications of events, actions and decisions made by key personalities.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Modernising Australia: The Globalising World	Investigation
Term 2	Terrorism and the Middle East	Investigation
Term 3	Genocide	Investigation
Term 4	World War Two	Examination

[Humanities continued next page]

# SOCIAL AND COMMUNITY STUDIES

Focusses on personal development and social skills which lead to self-reliance, self-management and concern for others.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	The world of work	Project Examination Investigation
Term 2	Gender and identity	
Term 3	Health – recreation and leisure	
Term 4	Money management	

# TOURISM

Enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. A large part of Tourism is the external experiences. In Year 10 Tourism, students will attend two excursions as part of their Assessment.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	The Role of Tourism in Australia	Investigation
Term 2	Local Area Tourism	Project
Term 3	The Travel Experience	Investigation
Term 4	Theme Parks and Recreation	Investigation

# Technologies

Technologies play a vital role in transforming, restoring, and sustaining societies and environments—natural, managed, and built. The learning area ensures all students engage with traditional, contemporary, and emerging technologies that shape our world. Through hands-on experiences, students apply knowledge and skills to develop innovative solutions both independently and collaboratively, preparing them to meet current and future challenges. The practical focus fosters critical and creative thinking, encouraging students to understand system interrelationships and use a structured approach to experimentation, problem-solving, prototyping, and evaluation.

## AEROSPACE

The Aerospace program immerses students in the dynamic world of flight and space, exploring core principles, historical milestones, and future developments. Students investigate key areas such as aeronautics, aerospace operations, human factors, safety management, and systems thinking, building a strong understanding of the industry. Through the Aerospace Systems problem-solving process, they learn to address real-world challenges with confidence and skill. The program also fosters critical and creative thinking, communication, collaboration, and digital literacy—equipping students with valuable 21st-century skills and preparing them for future careers in aerospace, engineering, aviation, and related STEM fields.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Basic Aeronautical knowledge	Exam
Term 2	Airport Operations	Extended response (report)
Term 3	UAV's and Multirotor Systems	Project
Term 4	Weather and Navigations Systems	Exam

## DESIGN

Design offers grade 10 students a dynamic and creative learning experience. Through hands-on activities, they explore various design aspects such as product, graphic, and architectural design. Students develop problem-solving and critical thinking skills as they identify user needs, conduct research, and create innovative solutions. The subject fosters collaboration and communication through teamwork on design projects, promoting resilience and adaptability as they refine their designs based on feedback. Moreover, students learn about sustainability and ethical considerations, instilling a sense of responsibility. Overall, Design equips grade 10 students with valuable design and technical skills, nurturing creativity and preparing them for potential careers while enriching their learning journey through engaging projects.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Design in practice	Design Challenge - Exam
Term 2	Commercial design	Design Project
Term 3	Human-centred design	Design Project
Term 4	Sustainable design	Mini Design Project & Design Challenge

[Technologies continued next page]

# DIGITAL SOLUTIONS

In the Digital Solutions course, students explore algorithms, programming languages, and user interfaces as they develop digital solutions to real-world problems. They learn to work with data and applications to efficiently filter, present, and secure information, gaining an understanding of data privacy and encryption. The course also examines the broader impact of computing at personal, local, and global levels, with a strong focus on ethical and responsible technology use. Through this, students build essential skills to navigate the digital world and contribute to a technology-driven society.

Note: Unit order may be subject to change.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Robotics	Folio
Term 2	Programming in Python	Project
Term 3	Web Development	Folio
Term 4	Data Management	Project

# ENGINEERING

Engineering at Springfield Central introduces grade 10 students to the principles of engineering design and problem-solving. Through hands-on activities and projects, students explore various branches of engineering, developing their critical thinking and analytical skills. They learn to propose innovative solutions, construct prototypes, and test their designs for functionality and efficiency. Additionally, the subject emphasises ethical and environmental considerations, instilling a sense of responsibility for sustainable engineering practices. Engineering equips grade 10 students with valuable skills such as teamwork, communication, and creativity, preparing them for potential engineering careers and enhancing their learning journey with engaging and practical experiences.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Sustainable Energies & introduction to electrical engineering	Folio
Term 2	Forces and Materials - Bridges	Folio
Term 3	Gears, Levers and Machines – Hydraulic Arm	Folio
Term 4	Electrical circuits & Automation - Arduino	Exam

[Technologies continued next page]

# FASHION

Fashion at Springfield Central introduces grade 10 students to the world of fashion design, garment construction, textiles, and creative expression. Through this subject, students explore various aspects of fashion, including fashion history, design principles, fabric selection, and garment construction techniques. Students engage in practical projects, designing and creating their own garments. They learn about fashion sustainability, ethical considerations, and the impact of the fashion industry on the environment and society. The subject fosters creativity, critical thinking, and problem-solving skills as students work on fashion projects and develop their unique design style. It also encourages collaboration and effective communication as students present their ideas and receive feedback from their peers and teachers.

Note: Assessment types may be subject to change.

YEAR 10	UNIT	ASSESSMENT
Term 1	Sewing Basics	Practical folio
Term 2	Threads for Change – Fashion & Social Movements	Project and Practical Demonstration
Term 3	Historical Fashion Influences	Multimodal- Folio
Term 4	Industry Trends	Marketing campaign

# HOSPITALITY

Hospitality offers Year 10 students an introduction to the dynamic hospitality industry, equipping them with foundational skills essential for advanced studies in senior hospitality practices. This curriculum emphasizes the cultivation of practical competencies and theoretical knowledge crucial to excel in various facets of hospitality, encompassing food safety and hygiene protocols, strategic menu planning, nutritional fundamentals, and the artistry of food presentation. Through immersive real-world experiences, students will acquire invaluable insights and refine their capabilities to thrive in this multifaceted field.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Semester 1	Casual Dining	Practical Demonstration Project
Semester 2	Culinary Trends	Practical Demonstration Project

[Technologies continued next page]

# INDUSTRIAL GRAPHIC SKILLS

Industrial Graphic Skills introduces grade 10 students to graphic design principles and techniques with a focus on industrial applications. They learn about Australian Standards in Manufacturing and drafting, typography, 3D modelling, and computer-aided design/drafting tools used in industries to create visual communication materials. Through hands-on projects, students apply their graphics skills to solve real-world industrial challenges, fostering creativity and critical thinking. They gain insights into the significance of visual communication in user experience within industrial contexts. Overall, the subject would equip students with valuable graphics skills applicable in industries, preparing them for potential careers and enriching their learning journey with practical and industry-relevant applications.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Semester 1	Inventor	Practical Demonstration Project
Semester 2	Revit/AutoCAD	Practical Demonstration Project

# INDUSTRIAL TECHNOLOGY SKILLS

Industrial Technology Skills (ITS) at Springfield Central equips grade 10 students with practical knowledge and expertise in industrial processes and technologies. Through hands-on activities and projects, students explore manufacturing, materials processing, and systems design. They gain proficiency in using industrial machinery, developing problem-solving and critical thinking skills along the way. They learn how to read technical drawings, work with different materials, and apply various techniques to bring their designs to life. Additionally, students gain an understanding of safety protocols and best practices in an industrial setting. The subject emphasises creativity and innovation in designing functional products while promoting sustainable and ethical practices. Industrial Technology Skills prepares students for potential careers in industrial fields and provides a well-rounded understanding of industrial technology and its applications, enriching their learning journey and fostering valuable skills for the future.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Semester 1	Safety Training (Mandated) Side Table Project	Production Log Folio
Semester 2	Camp Stool Project	Production Log Folio

# The Arts

Through The Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the arts as is creating a finished artwork. Students develop their arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the arts subjects. Arts learning provides students with opportunities to engage with creative industries and arts professionals.

## DANCE

In year 10 Dance, students develop their performance, choreography and analytical skills through practical and theoretical tasks in a variety of genres. Year 10 dancers become versatile, collaborative and creative thinkers while enjoying learning to express themselves and their culture through dance.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Cultural Fusion	Fusion Choreography
Term 2	Contemporary	Analytical Essay
Term 3	Musical Theatre	Performance
Term 4	Dance on film	Choreography Project

## DRAMA

Drama is a fun, practical subject that is the foundation for Senior Drama. Students study Drama basics and drama skills- including acting, directing and view live performances.

### COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Melodrama	Script Writing Ensemble Performance
Term 2	Play study	Directing Folio
Term 3	Transformation theatre	Student devised Ensemble Performance
Term 4	Contemporary Theatre	Scripted Performance Response to Live Theatre (Exam)

## MEDIA

Students have the opportunity to create film scripts, design and pitch short films that are then used to make productions. These productions are then edited by students to create a film. Students also analyse different film genres to develop an understanding for how to create a film, from the first idea, to the filming and editing, and finally the screening of their film.

### COURSE AND ASSESSMENT OUTLINE

Year 10	Unit	Assessment
Unit 1	Beyond Reality: How- to Animation	Aminated film analysis How- to video production
Unit 2	She Doesn't Even Go Here: Teen Drama	Short film design Script production

# MUSIC

Students explore how music is made and performed at the Movies. In the second unit students are given opportunity to work collaboratively with their peers to perform in their own Rock group.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Music in the movies	Composition and performance tasks
Term 2	Classical	
Term 3	Rock music	Composition and Performance
Term 4	Jazz	

# VISUAL ART

This subject simulates what year 11 Visual Art General Subject and provides students with the opportunity to experience the academic rigour of Senior Visual Art. Students explore artists and respond to the investigations through making artworks. The mediums used range from drawing to digital artworks, painting, ceramics, and sculpture. This subject is for those students wanting to study Visual Art (General) in years 11 and 12.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Unit 1	My land, my home	Responding task 1 Making task 1
Unit 2	And the winner is...?	Responding task 2 Making task 2
Unit 3	My latest masterpiece?	Responding task 3 Making task 3
Unit 4	What on earth were they thinking?	Responding task 4 Making task 4

[The Arts continued next page]

# ESSENTIAL VISUAL ART

This subject provides students with the opportunity to experience a Certificate II in Visual Arts in Senior. Students making practical artworks using the mediums of mixed media drawing, ceramics, printmaking and painting. This subject has a hands-on approach with oily work place health and safety theory components. This subject is for those students who only want to create artwork.

## COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Project 1: Drawing on-board	Folio: Mixed media drawing
Term 2	Project 2: Throw down	Folio: Ceramics and sculpture
Term 3	Project 3: Painting Our Country	Folio: Painting
Term 4	Project 4: Artist Choice	Folio: Student Choice

# Languages

## JAPANESE

During the Year 10 Japanese course, students will be specifically exposed to four separate units, “Looney Leisure”, “Tantalizing Travel”, “Creative Careers” and “Happy Homestay” and the units are designed to prepare students for Senior Japanese studies in Year 11 and 12. Throughout the year, students will be further developing their recognition and production skills of all three Japanese scripts; Hiragana, Katakana and Kanji through the exploration of the themes and topics associated with the four core units. Students will also participate in a Buddhist temple and Sunnybank market square "Asia Culture Experience" excursion linked in with their travel unit.

### COURSE AND ASSESSMENT OUTLINE – JAPANESE

YEAR 10	UNIT	ASSESSMENT
Term 1	Looney Leisure	Short response exam
Term 2	Tantalizing travel	Short response exam, writing exam and spoken exam
Term 3	Creative careers	Multimodal presentation and spoken exam
Term 4	Happy homestay	Short response exam, writing exam, spoken exam

#### YEAR 7-9

Japanese

#### YEAR 10-12

Japanese

#### AFTER SCHOOL

University/  
TAFE/Work

## FSK20119 Certificate II in Skills for Work and Vocational Pathways

### 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 further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Refer to <http://training.gov.au> website for specific information about the qualification.

<https://training.gov.au/training/details/FSK20119>

### Entry Requirements

There are no entry requirements for this qualification.

### Duration and Location

This is a one-year course delivered in Year 10 on site at SCSHS

### Course Units

To attain a FSK20119 Certificate II in Skills for Work and Vocational Pathways, 14 units of competency must be achieved:

#### Cluster 1: Preparing to enter the workforce

BSBPEF101 - Plan and prepare for work readiness

BSBTEC203 - Research using the internet

FSKWTG009 - Write routine workplace texts

FSKLRG006 - Participate in workplace placement

#### Cluster 2: Choosing my Senior pathway

FSKLRG010 - Use routine strategies for career planning

FSKLRG011 - Use routine strategies for work related learning

FSKOCM005 - Use oral communication skills for effective workplace presentations

FSKOCM006 - Use oral communication skills to participate in workplace teams

FSKLRG009 - Use strategies to respond to routine workplace problems

#### Cluster 3: Engaging in the workplace

FSKOCM007 - Interact effectively with others at work

BSBTWK201 - Work effectively with others

FSKNUM014 - Calculate with whole numbers and familiar fractions, decimals and percentages

FSKNUM015 - Estimate, measure and calculate with routine metric measurements for work

#### Cluster 4: Develop knowledge of debt and consumer credit (Alternate unit for FSKLRG006)

FNSFLT213 - Develop knowledge of debt and consumer credit

### Delivery Modes

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

These include:

- Face to face instruction
- Work-based learning
- Guided learning
- Online training

### Fees

There are no additional costs involved in this course.

### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate as close as possible what occurs in a business office.

Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks

# The Pathways Office

## SUCCESSFUL FUTURES

[pathways@springfieldcentralshs.eq.edu.au](mailto:pathways@springfieldcentralshs.eq.edu.au)

The Pathways office is dedicated to helping students acquire the qualifications, skills and experiences needed to be successful in their chosen career paths.

The Pathways office manages a range of opportunities including:



External VET courses



School based apprenticeships and traineeships



Academic extension programs



Work Experience



Independent Study Room

Students wishing to represent Springfield Central State High School must adhere strictly to following our core values "respect, resilience, relationships and responsibility" and ensure attendance, behaviour and academic requirements are met.

To qualify for a Pathways option students must have demonstrated appropriate behaviour, effort and attendance at school.

For course options and enrolment details please visit our school website

<https://springfieldcentralshs.eq.edu.au/curriculum/senior-school/external-courses>

### EXTERNAL VET COURSES

To help meet the diverse needs and interests of our school, students are able to access external course options available from WesTec Trade Training Centre, TAFE, Mater Education, Apprenticeships Queensland and Barrington College.

### SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBATS)

School based traineeships and apprenticeships are a combination of school, off the job training (with a Registered Training Organisation) and paid work (with a host employer) that gain credit towards a nationally recognised qualification.

## ACADEMIC EXTENSION PROGRAMS

### HEAD START – UNISQ

USQ Head Start is an academic extension program for high achieving students in Year 10 (2<sup>nd</sup> semester), 11 and 12. Students are able to experience university by studying one university subject per semester.

Students choose to study a Head Start program because it can give them:



A taste of university



Credit towards a related USQ degree



Entry into a related USQ Degree (as long as prerequisites are met)

## INDEPENDENT STUDY LINE

Students accepted into an external offering will be asked to 'drop' an existing subject, giving them a study line so they can have more time to be successful in their school program and course as well as be supported in the Independent Study Line (ISL) room.

## WORK EXPERIENCE:

Work Experience is a highly valued activity at our school and students are strongly encouraged to take this opportunity to gain a broader understanding of the world of work. Attending Work Experience gives students the opportunity to gain a range of knowledge, skills and attributes relevant to a wide range of work environments. This includes:



The development of employability skills;



Increasing the connections between learning in the classroom and learning in the workplace;



Facilitating an awareness of knowledge and skills required in workplaces; and



Facilitating an awareness of future career or training opportunities.

For information and application details please visit our school website

<https://springfieldcentralshs.eq.edu.au/curriculum/senior-school/work-experience>

*Believe* *Belong* *Become*