

Senior YEAR 10

2027



CURRICULUM HANDBOOK

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Principal's Foreword

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

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

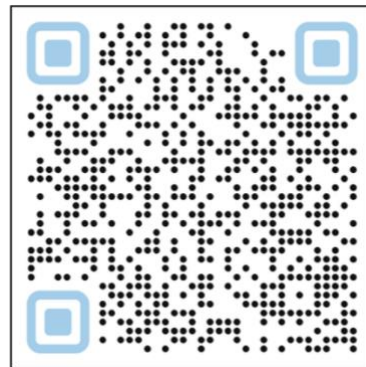
OUR MOTTO

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

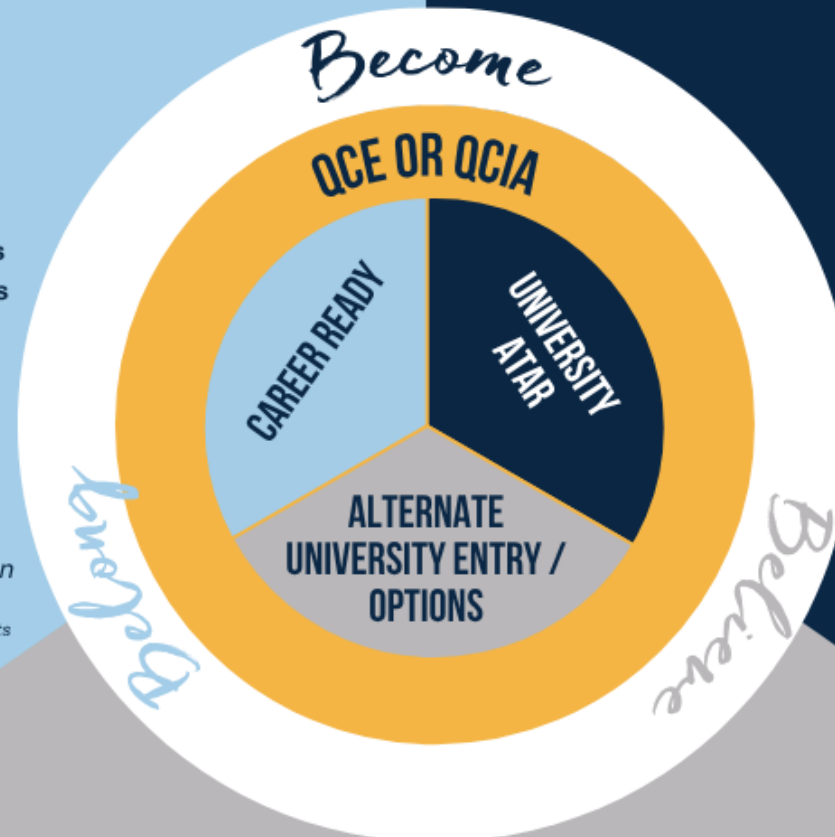
OR

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	Poetry Unit	Literacy Essay
Term 2	Mystery Writing	Short Story
Term 3	Romeo and Juliet	Essay Exam
Term 4	TED Talk	Persuasive Presentation

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	Exam
Term 2	Algebra and linear relationships	Exam
Term 3	Probability and statistics	Problem Solving & Modelling Task
Term 4	Financial mathematics	Exam

ESSENTIALS MATHEMATICS

Essential mathematics focuses on building numeracy competency for students. 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	Term 1 – Exam
Term 2	Sport and Fitness Travel	Term 2 – Problem Solving & Modelling Task
Term 3	Short course – Numeracy (1 QCE point)	Term 3 – Exam
Term 4		Term 4 – Multimodal Presentation

[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	Exam
Term 2	Functions, graphs and quadratic relationships	Exam
Term 3	Trigonometric functions and statistics	Problem Solving & Modelling Task
Term 4	Financial mathematics, measurement and logarithms	Exam

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	Problem solving and modelling task
Term 3	Trigonometry functions, geometry and probability	Exam
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. 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.

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.

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

In Year 10 Chemistry, students learn about the properties of the periodic table, atomic bonding and the properties of compounds, and relationships between reactants and products in chemical reactions

COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Structure and properties of atoms and compounds	Data test Exam Experimental investigation Research investigation
Term 2	Chemical Reactions	
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.

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
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 as 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
Term 2	Coaching for sport	Performance (annotated video)
Term 3	Strength and conditioning	Project
Term 4	Tournament organisation	

RECREATION - ACADEMY CLASSES

This subject allows our dedicated sporting academy students to further develop their skills and knowledge of their sport. Units are constructed to help the student become a more-rounded athlete.

Students can only select one of the Academy classes (from Football, Volleyball, Basketball or AFL) and must meet the pre-requisite of being an existing student of the academy or have intentions to sign-on to the chosen academy. Students are permitted to select both this course and the general Recreation subject.

COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Nutrition	Exam
Term 2	Officiating	Project
Term 3	Fitness/Performance	Project
Term 4	Psychology	Practical Performance

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	Persian Wars	Investigation
Term 2	Personalities in History – Boudica	Exam
Term 3	Personalities in History – Akhenaten	Investigation
Term 4	Spartan Family	Exam

ECONOMICS AND BUSINESS

In Business, students learn about the factors that shape state, federal and global economic decisions that influences daily life, including inflation and the ongoing housing crisis. They explore and create their own business ideas to meet local customer demand, accounting for the changing market landscape, financial factors and likelihood of success.

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, economic, 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 20th and 21st 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	Terrorism	Investigation
Term 2	World War Two	Exam
Term 3	Genocide	Investigation
Term 4	Revolutions	Exam

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	Stakeholder Centered Design	Design Challenge - Exam
Term 2	Human-centered design	Design Project
Term 3	Commercial design	Design Project
Term 4	Sustainable design	Design Challenge - Exam

[Technologies continued next page]

DIGITAL SOLUTIONS

In this Digital Technologies course, students apply computational thinking to define and decompose real-world problems, design user experiences, develop and refine algorithms, and implement solutions using a range of programming languages. They create increasingly precise problem definitions and solution specifications, verify their solutions through flowcharts, pseudocode, and test cases, and strengthen their object-oriented programming skills by developing, modifying, and debugging programs. Students explore the importance of abstraction by representing online documents through content, structure, and presentation, while investigating privacy, security techniques, cybersecurity threat models, supply chain vulnerabilities, and the Australian Privacy Principles to evaluate the effectiveness and impact of digital solutions. They also build skills in data acquisition, cleaning, validation, and interpretation, model multidimensional data using complex relational databases, query data to identify patterns and draw conclusions, and create data visualisations that communicate trends and outliers to support evidence-based analysis.

COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Text based Adventure Game	Folio
Term 2	Database - Backend Web development	Project
Term 3	Front End Web Development	Folio
Term 4	JavaScript Web Development	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 Year 10 students to the fundamentals of garment construction, pattern reading, and design thinking. Through this subject, students develop practical sewing skills in a structured, scaffolded environment — building confidence with machines, fabric, and construction techniques before progressing to more independent work. Students engage in hands-on making projects while exploring design elements and principles, colour theory, and fabric selection to inform their creative decisions. The subject prepares students for the expectations of senior Applied Fashion, developing the skills, design language, and independent work habits required for Year 11 and 12 study.

Note: Assessment types may be subject to change.

COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Foundations in Fashion	Design Folio & Product
Term 2	Panel Play by design	Design Folio & Product
Term 3	From Brief to Plan - Garment Construction	Design Folio
Term 4	From Brief to Plan - Garment Construction	Project

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

introduces Year 10 students to graphic design principles and techniques with a focus on industrial applications. Students learn about Australian Standards in manufacturing and drafting, typography, 3D modelling, and computer-aided design (CAD) tools used in industry to create visual communication materials. Through hands-on projects, students apply their graphic design skills to solve real-world industrial challenges, fostering creativity and critical thinking. They also explore emerging technologies, including VR architecture walkthroughs to experience and evaluate building designs in immersive virtual environments, and 3D printing to develop functional **prototypes** from their digital models. These practical experiences provide valuable insights into modern design and manufacturing workflows while strengthening spatial awareness, problem-solving, and communication skills. Overall, the subject equips students with industry-relevant graphic skills and knowledge, preparing them for future studies, apprenticeships, and careers in architecture, engineering, manufacturing, product design, and the broader design industry.

COURSE AND ASSESSMENT OUTLINE

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

INDUSTRIAL TECHNOLOGY SKILLS

ITS at Springfield Central equips grade 10 students with practical knowledge and expertise in industrial manufacturing processes and technologies. Through hands-on activities and projects, students explore manufacturing, materials processing, and industry work skills. They gain proficiency in using industrial machinery and tooling, while developing problem-solving and critical thinking skills. They learn how to read technical drawings, work with different materials and apply various techniques to bring their design to life. Additionally, students gain an understanding of safety protocols and best practises in an industrial setting. The subject emphasises safe work practises while producing functional items in different industrial contexts. ITS 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.

YEAR 10	UNIT	ASSESSMENT
Term 1	Introduction to Timber Techniques	Exam and Skills Demonstrations
Term 2	Wooden Stool Project	Production Folio
Term 3	Working with Sheet Metal	Practical Demonstration
Term 4	Metal Manufacturing Skills	Production 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 learn various animation styles and consider how available technologies influence stylistic choices. Students explore YouTube and its conventions and create their own content to engage an audience. Students create film scripts, design and pitch short films that are then used to make products.

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 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	Rock Music	Composition and performance tasks
Term 2	World Music	
Term 3	Classical	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	Sense of place	Responding task 1 Making task 1
Unit 2	Sense of self	Responding task 2 Making task 2
Unit 3	Art as activism	Responding task 3 Making task 3
Unit 4	Exploring my world	Responding task 4 Making task 4

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	Sense of place	Responding task 1 Making task 1
Unit 2	Sense of self	Responding task 2 Making task 2
Unit 3	Art as activism	Responding task 3 Making task 3
Unit 4	Exploring my world	Responding task 4 Making task 4

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

UNIT	ASSESSMENT
Looney Leisure	Short Response Exam (20%) PACT Exam (all English)
Tantalizing travel	PA2 – Combination Response Exam 25% writing exam and spoken exam
Creative careers	PA3 – Multimodal Presentation 30% Multimodal Presentation and spoken exam
Happy homestay	PA4 – Combination Response Exam 25% PACT Exam (3x Qns ENG, 2x Qns in JPS).

FSK20119 CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS

RTO Number: 40560



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:

BSBTWK201 - Work effectively with others
FSKOCM007 - Interact effectively with others at work
BSBWHS211 - Contribute to the health and safety of self and others
FSKOCM006 - Use oral communication skills to participate in workplace teams
FSKLRG009 - Use strategies to respond to routine workplace problems
FSKNUM014 - Calculate with whole numbers and familiar fractions, decimals and percentages
FSKNUM015 - Estimate, measure and calculate with routine metric measurements for work
FNSFLT213 - Develop knowledge of debt and consumer credit
FSKOCM005 - Use oral communication skills for effective workplace presentations
BSBTEC203 - Research using the internet
FSKLRG010 - Use routine strategies for career planning
FSKLRG011 - Use routine strategies for work related learning
FSKWTG009 - Write routine workplace texts
BSBPEF101 - Plan and prepare for work readiness

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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

CERTIFICATE II IN GENERAL EDUCATION FOR ADULTS (GEA)

22691VIC – SCSHS 40560

PREREQUISITES - NIL

QUALIFICATION DESCRIPTION

- ✓ The Certificate II in General Education for Adults focuses on the extension of literacy skills to engage with and create complex texts for less familiar contexts and the development and application of oral and written numeracy skills in less familiar situations.
- ✓ Refer to <http://training.gov.au> website for specific information about the qualification:
 - <https://training.gov.au/training/details/22691VIC/summary>

ENTRY REQUIREMENTS

There are no entry requirements for this qualification.

DURATION AND LOCATION

This is a one semester course delivered in Year 10 on site at Springfield Central SHS.

COURSE UNITS

To achieve the qualification 22691VIC Certificate II in General Education for Adults, learners must successfully complete a total of 11 units comprising:

UNIT CODE AND TITLE
FNSFLT211 Develop and use a personal budget
FNSFLT212 Develop and use a savings plan
VU22411 Research pathways and produce a learning plan and portfolio
VU22422 Investigate and interpret shapes and measurements and related formulae
VU22423 Investigate numerical and statistical information
VU22429 Investigate features of Australian culture
VU22414 Engage with a range of complex texts for learning purposes
VU22419 Create a range of complex texts for learning purposes
VU22412 Implement and review a project
VU22416 Engage with a range of complex texts to participate in the community
VU22421 Create a range of complex texts to participate in the community

DELIVERY MODES

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

- ✓ Face to face instruction
- ✓ Guided learning
- ✓ Online training

FEES

There is no fee for this qualification.

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ASSESSMENT

Assessment is competency based and completed in simulated business and vocational training environments.

Units of competency are clustered. Assessment techniques include:

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

RTO OBLIGATION

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES (VDT)

ICT20120 RTO SCSHS 40560

PREREQUISITES - NIL

QUALIFICATION DESCRIPTION

- ✓ This entry level qualification provides the foundation skills and knowledge to develop ICT capability, media literacy, and research skills.
- ✓ Three Clusters:
 - ✓ Photography and Computer Basics
 - ✓ Critical Thinking: Fake News and Research
 - ✓ Content Creation Using Emerging Technologies
- ✓ Students learn to limit risk to themselves and others in a digital environment. They locate, access, generate, organise and analyse data and information and apply criteria to verify the integrity and value of the digital data, information and sources using ICT. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can use whenever they encounter problems within digital content and media, unfamiliar information and new ideas, therefore developing their capabilities around critical and creative thinking. Students learn digital photography and image manipulation skills to produce content while developing the skills to recognise illegitimate and AI generated content.

ENTRY REQUIREMENTS

There are no entry requirements for this qualification.

DURATION AND LOCATION

This is a one semester course delivered in Year 10 on site at Springfield Central SHS.

COURSE UNITS

To attain a ICT20120 Certificate II in Applied Digital Technologies, 12 units of competency must be achieved:

UNIT AND CODE TITLE
BSBTEC202 – Use Digital technologies to communicate in a work environment
BSBWHS211 – Contribute to the health and safety of self and others
BSBSUS211 – Participate in sustainable work practices
ICTICT213 – Use Computer operating systems
ICTICT214 – Operate application software packages
ICTICT215 – Operate digital media technology packages
BSBTEC203 – operate digital devices
CUADIG303 – Produce and prepare photo images
SBTEC203 - Research using the internet
ICTSAS218 - Obtain and connect hardware peripherals
CUADIG212 - Develop digital imaging skills
CUAACD101 - Use basic drawing techniques (Release 1)

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DELIVERY MODES

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

- ✓ Face to face instruction
- ✓ Guided learning
- ✓ Online training
- ✓ Attendance at guest lectures and workshops at USQ

FEES

The cost of this course in 2027 may be subject to change. All school subject costs are endorsed by SCSHS P&C in September annually.

Assessment is competency based and completed in a simulated Digital Photography Business environment.

Units of competency are clustered and assessed in this way to replicate as close as possible what occurs in a Photography company. Assessment techniques include:

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

RTO OBLIGATION

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

The Pathways Office

SUCCESSFUL FUTURES

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 (2nd 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)

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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>