

Senior YEAR 10

2024



CURRICULUM HANDBOOK

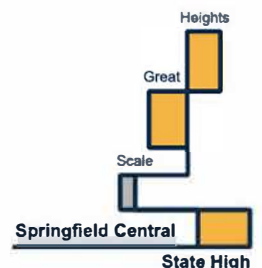


Table of Contents

PRINCIPAL'S FORWARD	4
ABOUT OUR SCHOOL.....	5
Our Vision	5
Our Mission.....	5
Our Values	5
Our Strategic Priorities.....	5
Our Motto	5
KEY STAFF CONTACTS.....	6
Executive Team	6
Year Level Coordinator	6
Heads of Department – Curriculum.....	6
Learning and Student Support Services	6
YEAR 10 OVERVIEW AND SENIOR PATHWAYS	7
ENGLISH	8
English.....	8
Essential English.....	8
Literature	8
MATHEMATICS.....	9
General Mathematics	9
Mathematics Essentials	9
Mathematical Methods	10
Specialist Mathematics	10
SCIENCE	11
Essential Science.....	11
Biology	12
Chemistry.....	12
Physics	12
Psychology	12
HEALTH AND PHYSICAL EDUCATION.....	13
Health	13
Physical Education	13
Recreation.....	13
HUMANITIES	14
Accounting.....	14
Ancient History	14
Business	14
Geography	15
Legal Studies	15
Modern History.....	15
Social and Community Studies.....	16
Tourism	16
TECHNOLOGIES	17
Aerospace	17

Design	18
Digital Solutions	18
Engineering	19
Fashion.....	19
Hospitality.....	20
Industrial Graphic Skills.....	20
Industrial Technology Skills.....	21
THE ARTS	22
Dance	22
Drama	22
Media.....	22
Music	23
Magna Music	23
Visual Art.....	23
Essential Visual Art.....	24
LANGUAGES.....	25
Japanese	25
FSK 20119 and THE PATHWAYS OFFICE.....	26
Successful Futures	27
Academic Extension programs.....	27

Principal's Forward



Since Springfield Central State High opened in 2011, we have progressively combined excellence in student outcomes and strong family values, to build a reputation in the wider community as a school of choice.

We endeavour to “Scale Great Heights” with every individual student by focusing on high performance expectations and a personalised approach. Our expectations are high, and our students have proven that they can continue to scale even greater heights as we continue to support their needs and challenge their expectations to strive for excellence.

We have developed a culture that is about focused learning, high expectations and celebrating success. Our school is a safe, enjoyable, focused, and disciplined place of learning. Expectations around work effort, personal presentation and behaviour are very high with strong pro-active strategies to support students who are struggling and clear consequences for those students who do not engage with that support.

Schooling at Springfield Central State High is a happy and inspiring experience, a time, and a place where every young person develops intellectually, personally and socially. Each student experiences rigorous learning, significant personal growth and the spirit that comes from belonging to a nurturing community bigger than themselves. Our community is very supportive of the school and our parent body is actively engaged with the school in our mission to develop young people who strive for the highest of standards, personal bests and have strong values that will empower them to contribute to life within and beyond Springfield in the years ahead.

I look forward to sharing the exciting journey of ‘Scale Great Heights’ with each of you in Year 10 and beyond.

Mrs Michelle Campbell

Principal

About our school

OUR VISION

Exceptional Today, Inspirational Tomorrow

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

EXECUTIVE TEAM

Deputy Principal – Year 10	Chris Owen	cowen14@eq.edu.au
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YEAR LEVEL COORDINATOR

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LEARNING AND STUDENT SUPPORT SERVICES

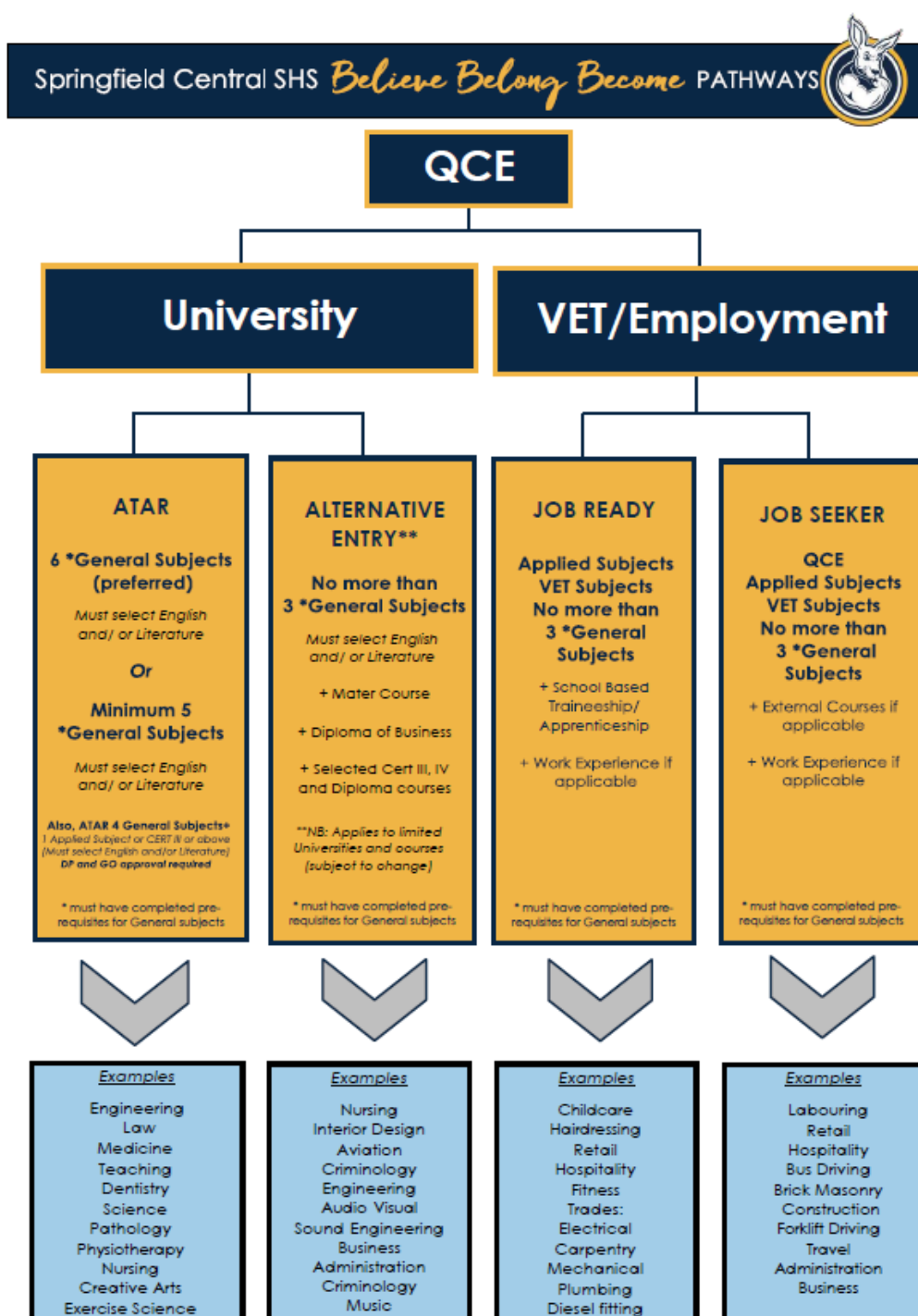
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Year 10 Overview and Senior Pathways

It is essential for students to recognise the role that Year 10 studies play in their pathway through Year 11 and 12. Below is the **Springfield Central SHS Senior 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.



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 Oral
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	Teenage Views	Public Service Announcement
Term 2	Novel Study	Short Response Exam
Term 3	TED Talk	Persuasive Oral
Term 4	Play Study	Imaginative Script

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. 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	Essay assignment
Term 2		Short Story
Term 3	Other Worlds- Dystopian and Fantasy Fiction	Digi-story
Term 4		Essay assignment

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)	Oral Mathematical presentation Exam Student learning journal
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

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	Problem solving and modelling task Exams
Term 2	Probability and combinatorics	
Term 3	Quadratics and complex numbers	
Term 4	Introduction to proofs	

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 (Biology or Psychology in Year 11) you must choose one of these subjects in Year 10 as well as English and either General Maths or Maths Methods and achieve at least a B in the science subject and at least a C in English and Maths.

To be able to choose (Chemistry or Physics in Year 11) you must choose one of these subjects in year 10 as well as English and either General Maths or Maths Methods and achieve at least a B in the science subject and at least a C in 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.
- ✓ Research assignment - gathering research, analysing, interpreting and evaluating secondary evidence and drawing conclusions.

ESSENTIAL SCIENCE

Year 10 Essential 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	Exam 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
Term 2	Cells and body systems	Exam
Term 3	Genetics	Experimental investigation
Term 4	Evolution	Research investigation

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
Term 2	Chemical Reactions	Exam
Term 3	Moles, concentration and stoichiometry	Experimental investigation
Term 4		Research investigation

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
Term 2	Energy	Exam
Term 3	The universe	Experimental investigation
Term 4	Waves	Research investigation

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 - Term 4	<ul style="list-style-type: none">Cognitive developmentSleep and performanceThe adolescent brain	Data test
		Exam
		Experimental investigation
		Research investigation

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 Performance (annotated video) Project
Term 2	Coaching for sport	
Term 3	Strength and conditioning	
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 their times	Exam
Term 3	Personalities in history	Investigation
Term 4	Greece- the Persian Wars	Investigation

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	Sustainable Business Change	Exam
Term 2	Future Anything Program	Folio
Term 3	Business Ventures	Multimodal Assessment
Term 4	Economic Performance	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	Law, Governance and change	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	Australian/ American Civil Rights	Examination
Term 2	Genocide and ethnic cleansing	Investigation – source interrogation
Term 3	Middle Eastern conflicts	Investigation – historical essay
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.

COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Introduction to tourism	Investigation- written
Term 2	Local area tourism	Project-magazine
Term 3	Theme parks and attractions	Investigation- report
Term 4	World tourism	Project- multimodal

Technologies

Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments. It ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

AEROSPACE

In the Aerospace program, students delve into the fascinating world of aerospace, covering its fundamental principles, historical developments, and future prospects. They explore various aspects such as aeronautics, aerospace operations, human factors, safety management, and systems thinking, all of which contribute to their understanding of the aerospace industry. By learning the problem-solving process in Aerospace Systems, students gain the ability to tackle real-world aerospace challenges effectively.

Moreover, the program aims to equip students with valuable 21st-century skills that will support their aspirations in life. Throughout their aerospace journey, they develop critical thinking, creative thinking, communication, collaboration, and social skills. Additionally, they become proficient in using information and communication technologies (ICT) to enhance their problem-solving and learning capabilities. The Aerospace program provides an exciting opportunity for students to explore the wonders of flight and space while developing essential skills that will benefit them in their future endeavours.

COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Basic Aeronautical knowledge	Exam
Term 2	Rocket and life support systems	Project
Term 3	Airline operations and air traffic management	Extended response (report)
Term 4	UAVs and guidance systems	Exam

[Technologies continued next page]

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 challenges (exams) Design folios
Term 2	Commercial design	
Term 3	Human-centred design	
Term 4	Sustainable design	

DIGITAL SOLUTIONS

In the Digital Solutions course, students dive into the world of algorithms, computer languages, and user interfaces as they work on generating digital solutions to various problems. They learn how to engage with data, information, and applications to create digital solutions that efficiently filter and present data. Additionally, they grasp the importance of encrypting and safeguarding data to ensure privacy and security.

Throughout the course, students gain insights into the broader impact of computing on personal, local, and global levels. They explore the ethical considerations surrounding the integration of technology into our daily lives, understanding the potential challenges and responsibilities that come with using digital tools and applications. By delving into Digital Solutions, students develop valuable skills and knowledge that equip them to navigate the digital world responsibly and contribute to a technologically advanced society.

Note: Order of Units 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

[Technologies continued next page]

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	Exam and Folio
Term 2	Forces and Materials - Bridges	Folio
Term 3	Gears, Levers and Machines – Hydraulic Arm	Folio
Term 4	Electrical circuits & Automation - Arduino	Exam

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, pattern making, 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.

COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Who am I?	Practical folio & Product
Term 2	Slow fashion	Multimodal – social media video
Term 3	Upcycling	Practical Folio & product
Term 4	Industry Trends	Marketing campaign

[Technologies continued next page]

HOSPITALITY

Hospitality provides grade 10 students with a comprehensive understanding of the hospitality industry and its various facets. This subject focuses on developing students' practical skills, knowledge, and professionalism in areas such as food preparation, customer service, event management, and restaurant operations. Through the subject, students learn about food safety and hygiene practices, menu planning, nutrition, and the art of food presentation. They also explore the importance of providing excellent customer service and managing the various aspects of a hospitality business. The subject emphasises hands-on learning through practical activities and industry experiences, allowing students to apply their skills in real-life scenarios. They may have the opportunity to work in school-run cafes or restaurants, participate in catering events, or engage in work experience placements in actual hospitality establishments. They learn to work collaboratively, manage resources efficiently, and adapt to different situations, all of which are transferable skills that can benefit them in various areas of their personal and professional lives.

COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Introduction to Hospitality	Exam and weekly cooking
Term 2	Dietary Requirements – café, hospitality trends	Project Folio
Term 3	Events in Hospitality – trends and planning	Project Folio
Term 4	MasterChef – cultural diversity	Project Folio

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	Practical Demonstration Project

[Technologies continued next page]

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	SYTYCD	Cha Cha, Bollywood, Hip Hop performance
Term 2	To the pointe	Ballet performance exam History theory exam
Term 3	Martha to Merce	Contemporary performance task Contemporary choreography
Term 4	Dance on film	Own genre choreography video Dance Analysis exam

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	Scripted group performance
Term 2	Play study	Devising dramatic concepts
Term 3	Transformation theatre	Group performance task
Term 4	Realism	Extended response exam

MEDIA

Students have the opportunity to create film scripts, design and pitch feature 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	Feature 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		
Term 3	Rock music	Response project Group performance
Term 4		

MAGNA MUSIC

Students explore the wonderful world of Music in the Movies through digital performances and productions. In the second unit, students broaden their music horizons through the study of Classical music. Students applying for Magna Music complete a audition as this subject is an extension of the general core Music subject. Students in this program already have experience in playing their own musical instrument'

COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Term 1	Film and Video Game Music	Composition and performance tasks
Term 2		
Term 3	Film music	Musicology and performance or composition AMEB exam (on line)
Term 4	Jazz music	

VISUAL ART

This subject simulates what year 11 Visual Art General Subject and provides students with the opportunity to experience Senior Visual Art. Students explore artists and respond to the investigations through making artworks. The mediums used range from drawing to digital artworks, painting to ceramics, and sculpture to finally aa project where students have a free choice in the final term of year 10 Art.

COURSE AND ASSESSMENT OUTLINE

YEAR 10	UNIT	ASSESSMENT
Unit 1	Art as symbolism	Responding task 1 Making task 1
Unit 2	Art us what you see?	Responding task 2 Making task 2

[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: Comic superheros	Folio: Printmaking
Term 4	Project 4: Painting our country	Folio: Painting

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 Japanese restaurant excursion linked in with their travel unit.

COURSE AND ASSESSMENT OUTLINE – JAPANESE

YEAR 10	UNIT	ASSESSMENT
Term 1	Looney Leisure	Short response exam Writing assignment Multimodal presentation Short Response exam
Term 2	Tantalizing travel	
Term 3	Creative careers	
Term 4	Happy homestay	

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

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)

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>

UPDATED AUGUST 2023

Believe *Belong* *Become*