

St Margaret's



Year 10 **2027**
Curriculum
HANDBOOK



TABLE OF CONTENTS

MISSION STATEMENT	2
YEAR 10 2027	3
PROCESS FOR ONLINE SELECTION	4
CAREERS DEVELOPMENT PROGRAM	5
INDEPENDENT LEARNING OPTIONS FOR FLYERS	6
CERTIFICATE 2 QUALIFICATIONS	7
CORE SUBJECTS	9
ENGLISH	9
HEALTH & PHYSICAL EDUCATION	10
HISTORY	11
HISTORY LEARNING ENHANCEMENT (HisLE)	12
MATHEMATICS	13
ON BEING HUMAN	15
SCIENCE	16
ELECTIVE SUBJECTS	17
CHINESE (MANDARIN)	17
DIGITAL TECHNOLOGIES	18
DRAMA	19
ECONOMICS & ENTREPRENEURIAL STUDIES	20
ENGLISH EXTENSION	21
FOOD & DESIGN	22
FRENCH	23
GEOGRAPHY	24
LEGAL STUDIES	25
MATHS EXTENSION	26
MUSIC	27
PHYSICAL EDUCATION	28
STEM	29
VISUAL ART	30

MISSION STATEMENT

In a supportive Christian environment, reflecting the philosophy of the Society of the Sacred Advent, St Margaret's Anglican Girls School aims to provide excellence in teaching and learning within a broad, balanced and flexible curriculum complemented by other school activities; preparing confident, compassionate and capable young women able to contribute in a global community.

YEAR 10 2027

The academic program for students entering Year 10 in 2027 will consist of six core subjects, two elective subjects and a Certificate II qualification. Within the core program students will have the ability to select into specific streams to ensure the learning opportunities offer a tailored approach to their needs.

Electives are organised into Majors (4 lessons a week) and a Certificate II qualification (2 lessons a week).

Below is a table that outlines the curriculum offerings for your daughter.

Core	Electives		
	Major – Select One	Major - Select One	*Certificate II – Select One
English	Chinese	Digital Technology	Agriculture #
Health & Physical Education	Drama	Economics & Entrepreneurial Studies	Electrotechnology / Engineering Pathways+
History	Economics & Entrepreneurial Studies	Food & Design	Health Support
<ul style="list-style-type: none"> History History Learning Enhancement 	Food & Design	Geography	Hospitality
Mathematics:	French	Music	Sport Coaching
<ul style="list-style-type: none"> 10.1 (inc. Numeracy Short Course) 10.2 	Legal Studies	Physical Education	Tourism
On Being Human (RVE)	Visual Art	Visual Art	
Science	STEM	English Extension (Invitation Only)	
<ul style="list-style-type: none"> 10.1 10.2 		Maths Extension (Invitation Only)	
^Independent Learning Option (2 lessons)			

^ This option is available to Flyer Students only, and takes the place of Health and Physical Education

+ This option requires students to attend 4-days of practical assessment offsite during School holidays – dates to be confirmed

This option should be discussed with Kelly Alford, Head of Faculty – Student Pathways & Futures

* Please note: The availability of Certificate II courses is subject to government funding through the Queensland Government's Career Ready program, which is set to begin in 2027. The final list of funded qualifications and approved training providers will be confirmed in the coming months. Further details will be provided as they become available.

Staffing and resource constraints oblige the school to remove those courses which are not sufficiently supported by student selection. All students affected will be asked to reselect from those courses that are available.

Students who require English as an Additional Language (EAL) support in Year 10, will be offered this on an individual basis.

If students or parents have any questions in relation to the information contained in this Curriculum Handbook or the subject selection process, they should contact the Dean of Academics, Ms Caitlin McCluskey or the relevant Head of Faculty. Contact details are recorded at the back of this Handbook.

PROCESS FOR ONLINE SELECTION

In Term Two, Year 9 students will be required to select their elective subjects through the online process outlined below.

1. Each student will receive an email with the information required for entering their subject preferences online.
It is very important that this is done by Friday 12 June 3.00pm
2. For your records, please print a receipt of your subject selections. This is for your reference only - there is no need to submit this receipt to the school as we have an electronic copy of your preferences.

If there are any difficulties with this process, please contact the EA to the Deputy Principal on 3862 0771.

CAREERS DEVELOPMENT PROGRAM

In Year 10 all students will be engaged in the School's Career Development Program that commences in Year 10 and continues into Year 11 and 12. This program has been designed in conjunction with research from the National Career Education Strategy (2019).

Elements that make up this program include:

Career Avenues Profile Testing

All Year 10 students will undertake a full career assessment conducted by Dr Marian Kratzing, Principal Psychologist with Career Avenues. Career Avenues have developed a unique career profiling system which they have provided to independent schools in Australia for over 25 years. On completion of the Profile tests, every Year 10 student will attend an online 30-minute individual career counselling session with a member of the Career Avenues team to receive their Career Avenues Profile Report. This session will help students identify their strengths and skills, areas of interest, and their distinctive personal style. It will also help students to integrate their understanding in these areas and their relevance to suitable career alternatives.

Broadening Horizons Conference

The Broadening Horizons Conference provides Year 10 students with the opportunity to increase their exposure to a range of career pathways and opportunities. Experienced and early career professionals, recent school leavers, tertiary institutions and organisations have been invited to present through a variety of panels, workshops and stalls. This is opportunity to raise aspirations, create awareness and highlight the changing nature of work and its impacts. Students attend a Careers Expo in the afternoon, providing the opportunity to learn more about post school pathways from a variety of tertiary institutions.

Transition Day

The Year 10 students will also attend sessions at school with the Heads of Faculty and Dean of Academics to gain a better understanding of subjects and pathways on offer at St Margaret's for Years 11 and 12.

SET Plan Interviews

The last stage before Year 10 students select subjects for Years 11 and 12, all students and parents are required to attend an individual SET Plan (Senior Education and Training Plan) meeting. The interviews are approximately 30 minutes in duration with the purpose of discussing possible senior study pathways and subject selections for Years 11 and 12. It is essential that parents attend the interview either in person or online.

Any questions about this program can be directed to Mrs Kelly Alford – Head of Faculty – Student Pathways and Futures.

INDEPENDENT LEARNING OPTIONS FOR FLYERS

At St Margaret's, we recognise that some students undertake significant extra-curricular activities in Sport or Performance, in addition to their academic load. For such students, there may be periods of the year where their commitment increases, such as when preparing for a high-level Music examination or competing at an elite level (State or National Representation). The Independent Learning Option (ILO) may be considered when the School believes that it is in the student's best interests to have a lighter academic load for a semester. In this event, it is expected that students will use the time at school for study purposes maximising their capacity to prepare for their extra-curricular activities at other times. This flexibility is provided to assist students maintain their wide-ranging commitments in a balanced and positive way.

This option is only available to students who have applied to the Flyers Program and have been accepted. It is school policy that students take as close to the full complement of subjects as possible to ensure they fine-tune skills such as time management, in preparation for the academic rigours of Years 11 and 12. By studying a wide range of subjects, students have more options for subjects in Senior, particularly where prerequisites may be required.

REQUIREMENTS FOR SELECTING THE INDEPENDENT STUDY OPTION

Students wishing to undertake the Independent Study Option must:

- Complete a Flyer application and submit to the Director of Sport, Head of Performance or Head of Faculty – Arts.
- Have an interview with the Director of Sport, Head of Performance or Head of Faculty – Arts to discuss a training/practice schedule identifying the number of hours assigned to the activity per week. Following this interview, they will receive a letter of recommendation to support the application for this elective option
- Make an appointment to discuss the recommendation with the Deputy Principal
- Demonstrate conduct with a high degree of discipline
- Communicate with their Head of Year, and meet regularly with the Director of Sport, Head of Performance or Head of Faculty – Arts to provide details as to how the time will be utilised

CERTIFICATE 2 QUALIFICATIONS

Students are to select one of these areas to study in Year 10. These qualifications will run for 2 lessons a week and will contribute 4 points towards a student's Queensland Certificate of Education.

AHC30116 - Certificate III Agriculture (School Based Traineeship) [TAFE Queensland, 0526]

This course will provide students with the skills needed to take on high-level responsibilities a senior farm hand in livestock, cropping or mixed-enterprise. Students will be equipped with the specific skills employers are looking for to prepare them for future innovation within the agricultural sector. Successful completion of this course will qualify students to work in a diverse range of settings as a farmhand in the agricultural industry. The Certificate III can be tailored to meet most agricultural settings, with a range of electives to suit the property the student will be working on. A copy of electives can be provided on request. Completion of this qualification contributes 6 points to a student's QCE.

Please note: As this is a School Based Traineeship (SAT), students must enter into a training contract with an employer in Queensland. The training contract legally binds the employer and the student for the duration of the SAT. Employers are required to provide students with a minimum of 375 hours (50 days) of paid employment over each 12-month period of the training contact, equalling a total of 750 hours. A logbook of hours and payslips will be required for audit purposes. Further information on School Based Traineeships can be found here: <https://desbt.qld.gov.au/training/apprentices/sats>

In the past, St Margaret's students who have undertaken this qualification have been boarding students who have been employed by their parents to work on their family's properties over each school holiday. The students have been paid (wages can be subsidised in many circumstances) to work throughout the holiday to accrue required hours.

UEE22020 - Cert II in Electrotechnology [Axial training 2437]

Axial Training's Certificate II in Electrotechnology serves as a rigorous introduction to the electrical industry, bridging the gap between foundational STEM principles and practical engineering applications. Through immersive, project-based learning, students develop the technical proficiency required to troubleshoot extra-low voltage single and multiple-path DC circuits while mastering the selection and integration of specialized components. The curriculum emphasizes sustainable engineering practices and the precise use of industry-standard materials and tools. This qualification establishes a high-level technical baseline, facilitating direct pathways into advanced apprenticeships and specialised careers in instrumentation, telecommunications, renewable energy systems, and electrotechnical engineering.

MEM20413 - Certificate II Engineering Pathways [Axial Training, 2437]

This qualification will provide the foundation skills required for students interested in exposure to an engineering or related working environment. This hands-on course will provide skills to operate tools and equipment to build and fly a drone. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. **Please note that students are required to complete 5-days of practical assessment offsite during School holidays as part of this qualification.**

SIT20322 - Certificate II Health Support [Axial Training, 2437]

This qualification will provide foundation skills necessary to work in an assistant role in a health, aged or residential care setting, or to undertake further study in the field. This course will equip students to work with people from diverse backgrounds, recognise body healthy systems, respond to behaviours of concern, and transport patients.

SIT20316 - Certificate II Hospitality [Axial Training, 2437]

This qualification offers students an introduction to hospitality, the basic skills to work effectively and safely, interact with customers, increase hospitality knowledge and skills and boost cultural awareness. It will equip students with the operational knowledge for work in various hospitality settings, such as restaurants, hotels, catering operations, motels, clubs, pubs, cafes and coffee shops. As part of this qualification students will complete barista and responsible service of alcohol units.

SIS20321 - Certificate II Sport Coaching [College of Sport & Fitness, 91345]

This entry-level qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching session with foundation level participants in a specific sport. This qualification pathway is to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry. Students will assist with facilitation of coaching programs within the school community. They will also be equipped with the skills to provide assistance at community recreation centres, aquatic centres, outdoor sporting grounds, or progress into further studies. This qualification includes officiating and coaching accreditations.

SIT2022 – Certificate II in Tourism [Axial training 2437]

This comprehensive qualification equips aspiring professionals with the essential expertise required to excel in the global tourism sector. The curriculum integrates foundational competencies such as customer service excellence, information management, and workplace health and safety with advanced professional skills in sales and organizational logistics. Graduates emerge with a versatile, industry recognized credential suitable for a wide array of roles, providing a strategic platform for both immediate employment and further specialization in fields such as event coordination and tourism management.

CORE SUBJECTS

ENGLISH

SUBJECT OVERVIEW

Students will employ imagination, creativity and their appreciation of worldviews to interpret and construct English texts that share their ideas, foster their imagination, explore diverse perspectives, persuade audiences and address issues and events in their own lives and communities.

English is organised according to the three interrelated content strands laid out by the Australian Curriculum - Language, Literature and Literacy. The Year 10 English program provides our students with a range of opportunities to engage with the capabilities outlined in the Australian Curriculum, whilst also preparing them for their Senior studies. English will allow students to develop their skills and knowledge in the area of English, as ethical and thoughtful members of society, and they will be presented with opportunities to engage imaginatively and critically with literature by First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors.

LEARNING EXPERIENCES

In this subject, students will:

- interact with others, and listen to and create spoken and multimodal texts including literary texts
- create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation for their interpretations
- experiment with text structures and language features to organise and develop their ideas
- read, view and comprehend a range of texts created to inform, influence and engage audiences
- analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers
- analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts

TOPICS OF STUDY

Throughout the year, students will consider a variety of topics which involve them exploring the ways in which texts offer persuasive and reflective viewpoints, and how language can be used for emotive and aesthetic impact on readers. Students will explore a variety of literary and non-literary texts, including:

- classic novels and plays by renowned authors such as William Shakespeare
- a selection of classic and contemporary short stories
- a selection of famous speeches from history
- modern feature films such as the *Barbie* movie
- a selection of classic and contemporary poems by First Nations Australian and Australian and world authors

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• persuasive, analytical, reflective and imaginative writing on demand• practice essay examinations• short responses• draft responses, concept proposals and conferences	<ul style="list-style-type: none">• persuasive speech on a contemporary social issue• imaginative narrative intervention• analytical essay examination• literary article for a public audience

HEALTH & PHYSICAL EDUCATION

SUBJECT OVERVIEW

In Year 10, students will participate in two core Health and Physical Education lessons per week. The subject focuses on the students being active across a range of physical activity contexts. The main objective is based on the principle that students should be provided with opportunities that allow them to develop their competence and confidence.

LEARNING EXPERIENCES

In this subject, students will:

- Apply and transfer movement concepts and strategies to new and challenging movement situations
- Apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances
- Work collaboratively to design and apply solutions to movement challenges
- Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes
- Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Apply a range of tactics and strategies to a variety of sports

TOPICS OF STUDY

- Challenge and adventure activities – Rock climbing
- Games and sports – Ultimate Frisbee, Rugby 7s, Oz Tag, Floor Ball, Volleyball, Water Polo, Indoor Netball, Futsal and Beach Volleyball
- Health-related physical activities – Strength and Conditioning activities, Pilates

ASSESSMENT

Assessment is not the focus of this subject and as such there will not be any formal assessment.

HISTORY

SUBJECT OVERVIEW

In Year 10 History, students explore one period of ancient history, to understand the nature of power in early imperial Rome. They learn how the political and social structures of the time continue to shape our understanding of leadership in the modern world. Students then investigate the historical significance of the period between 1918 and the early 21st century. They explore causes and effects of events, developments, turning points and movements in 20th century Australia and internationally, leading up to and through World War II, and the post-war world. They describe social, cultural, economic and political aspects, including international developments, related to the changes and continuities in Australian society over this historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.

LEARNING EXPERIENCES

In this subject, students will:

- Ask and answer questions about the past to guide their historical enquiries
- Locate, select and compare primary and secondary sources
- Synthesise information from sources to use as evidence
- Analyse the origin, content, context and purpose of primary and secondary sources
- Evaluate the usefulness and reliability of sources as evidence
- Sequence events and developments to analyse cause and effect, and patterns of continuity and change
- Evaluate perspectives of significant events and developments
- Explain the key factors that influence historical perspectives
- Compare and evaluate different and contested historical interpretations
- Use historical knowledge, concepts and terms to develop descriptions, explanations and arguments that synthesise evidence from sources
- Take part in pair, group and whole class discussions to build and refine their thinking

TOPICS OF STUDY

- Ancient History: Nero and the Power of the Roman Emperor
- Modern History:
 - Australia's role in WW2
 - Building Modern Australia: Rights and Freedoms for First Nations Australians
 - The Globalising World: Vietnam-era Australia

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Retrieval Practice• In-class questioning and discussion• In-class monitoring and feedback of written work• Homework tasks• Practice assessment questions• Practice assessment papers	<ul style="list-style-type: none">• Short response assessment• Essay examinations based on research

HISTORY LEARNING ENHANCEMENT (HisLE)

SUBJECT OVERVIEW

History Learning Enhancement (HisLE) offers a modified and simplified Year 10 History curriculum designed for students who require additional support. The course focuses on significant turning points in history, beginning with a study of Ancient Rome to understand power and leadership. Students then investigate the period between 1918 and the early 21st century, exploring the causes and effects of World War II and the development of rights and freedoms in modern Australia.

This subject is offered on an invitation-only basis. Two lessons per week are dedicated to the core modified History curriculum, while the remaining timetabled lessons provide intensive support for study skills, assessment tasks, and the integration of assistive technology to help students manage their academic workload.

Due to the modified nature of this curriculum, students who enrol in HisLE will not be eligible to select History as a subject in Years 11 and 12.

LEARNING EXPERIENCES

In this subject, students will:

- Engage with simplified historical enquiries by asking and answering guided questions about significant global events.
- Locate and compare sources using supported frameworks to identify primary and secondary evidence.
- Analyse the origin and purpose of sources through scaffolded tasks to understand their historical context.
- Sequence key events to identify simple patterns of cause, effect, and change over time.
- Explore different historical perspectives and explain the factors that influence how people view the past.
- Communicate historical understanding using modified writing structures and key terminology.
- Participate in structured pair and group discussions to build confidence and articulate their own views.
- Build academic independence through dedicated support lessons focused on homework, organisation, and assessment preparation.
- Master assistive technology and study strategies to remove barriers to learning and improve information retention.

TOPICS OF STUDY

- Ancient History: Nero and the Power of the Roman Emperor
- Modern History:
 - Australia's role in WW2
 - Building Modern Australia: Rights and Freedoms for First Nations Australians
 - The Globalising World: Vietnam-era Australia

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Retrieval Practice• Teacher Observation and Feedback• Source Analysis Check-ins• Assistive Technology Reviews• Graphic Organisers and Visual Mapping• Oral Rehearsals• Metacognitive Reflections• Guided Practice Tasks	<ul style="list-style-type: none">• Students in the subject will not be graded in this subject but will receive a comment on their end of semester report cards about their progress and effort.

MATHEMATICS

SUBJECT OVERVIEW

In Year 10, students will choose to study **Mathematics 1** or **Mathematics 2**. Mathematics 1 is directed at students looking to take General Mathematics in Years 11 and 12 and Mathematics 2 is for students looking to take Mathematical Methods in Year 11 and 12.

Both subjects provide opportunities for students to apply linear, quadratic or exponential functions to model real-world growth and decay, solving related equations and inequalities using numerical, graphical and algebraic approaches. They will use digital tools to test conjectures and interpret logarithmic scales in applied contexts. In measurement and geometry, students will solve surface area, volume, proportion and scaling problems, apply Pythagoras' theorem and trigonometry, and use deductive reasoning and theorems to solve spatial problems. They will interpret network diagrams representing practical situations. In statistics and probability, students will investigate bivariate data, interpret scatter plots, identify bias, and compare data distributions. They will apply conditional probability to compound events and design digital simulations.

LEARNING EXPERIENCES

In this subject, students will:

- Investigate accuracy of decimal approximations, computation with real numbers and use of logarithmic scales
- Analyse pairs of linear equations and inequalities in 2 variables using numerical, graphical and algebraic approaches
- Extend algebraic techniques involving quadratic and exponential expressions
- Use mathematical modelling to solve problems involving growth and decay using linear, quadratic and exponential functions
- Solve surface area and volume problems, and apply Pythagoras' theorem and trigonometry to spatial problems in 2D and 3D
- Apply geometric theorems to solve problems involving plane shapes and interpret network diagrams
- Investigate conditional probability, dependent and independent events, and sampling with and without replacement
- Devise simulations to test intuitions about chance events
- Compare representations of continuous data distributions and interpret key features
- Explore association between variables using scatterplots, informally consider lines of fit and discuss limitations of interpolation and extrapolation

TOPICS OF STUDY

Mathematics 1

- Unit 1 – Linear relations
- Unit 2 – Measurement
- Unit 3 – Trigonometry
- Unit 4 – Networks
- Unit 5 – Statistics (PSMT)
- Unit 6 – Probability
- Unit 7 – Index laws and exponential equations
- *In addition to these units, students will also complete the Numeracy Short Course in Mathematics 1 in Term 3.*

Mathematics 2

- Unit 1 – Linear relations
- Unit 2 – Measurement
- Unit 3 – Trigonometry
- Unit 4 – Surds
- Unit 5 – Quadratic relations (PSMT)
- Unit 6 – Exponential equations
- Unit 7 – Statistics
- Unit 8 – Probability

ASSESSMENT

Formative	Summative
<p>In class:</p> <ul style="list-style-type: none"> • Regular quizzes and retrieval practice • Mid-term quizzes for feedback <p>Mathematics 2</p> <ul style="list-style-type: none"> • Term 3 formative Quadratics quiz 	<p>Term 1 - End of term exam</p> <p>Term 2 - End of Semester 1 exam</p> <p>Term 3 - Problem Solving and Modelling Task (PSMT) Extended response</p> <p>Term 4</p> <p>Mathematics 1: End of Semester 2 exam</p> <p>Mathematics 2: End of Year exam</p>

ON BEING HUMAN

SUBJECT OVERVIEW

In Year 10, students explore the nature and boundaries of belief, considering what it means to know, and to have faith. They explore the role of myths, stories and personal experiences in shaping how we see the world. Students consider the limits of our 'right' to know, considering the role of doubt and uncertainty in our fast-changing world.

Students use ethical frameworks to explore a range of case studies on aspects of our modern world. They consider how values and beliefs shape individual responses, the nature of altruism, and how understanding the lives of others builds towards a socially just world.

Through a book study, students investigate one man's experience of the Holocaust, considering its themes of hope, resilience, courage and compassion. They connect these lessons on humanity to what it means to be human today.

LEARNING EXPERIENCES

In this subject, students will:

- Explore what it means to 'be human' in the 21st century
- Examine and develop their own beliefs and values by learning how others see the world
- Focus on the importance of community and connection to others, including how this is lived out in our everyday lives
- Examine current social and political issues through a faith-based, spiritual and secular lens, applying ethical frameworks to make reasoned judgements
- Use case studies from ancient and modern times, as well as popular culture and the academic world to explore what it means to live a good life
- Develop skills of active listening, respect for others and curiosity, exploring our differences and diversity with an open heart and open mind

TOPICS OF STUDY

- The Nature of Knowledge and Belief
- Book Study: 'The Happiest Man on Earth'
- Ethical Case Studies: exploring current issues through an ethical lens
- The Nature of Altruism

ASSESSMENT

There is no formal assessment in On Being Human.

SCIENCE

SUBJECT OVERVIEW

In Year 10, students choose between two Science pathways. **Science 1** is a preparatory course for students intending to study Senior Biology in Years 11 and 12, while **Science 2** is a preparatory course for Senior Biology, Chemistry and Physics.

Both pathways follow the Australian Curriculum v9.0 and develop students' capacity to engage with the biological, chemical, geological and astronomical evidence underpinning major scientific theories, including the theory of evolution by natural selection and the big bang theory. They investigate heredity and genetic diversity, exploring how evolutionary mechanisms ensure the continuity and adaptation of life. In chemistry, students deepen their understanding of atomic theory to explain patterns and trends in the periodic table and predict the behaviour of substances. In physics, students apply Newton's laws to explain and mathematically model the relationship between motion and forces.

Throughout the course, students will build knowledge, develop skills and scientific reasoning that are essential for senior science and beyond. Students' will analyse and interpret complex data, construct evidence-based arguments, and develop a critical understanding of the assumptions and limitations within scientific models.

LEARNING EXPERIENCES

In this subject, students will develop their scientific skills and understanding through the following learning experiences:

- Practical laboratory classes
- Inquiry-based learning activities
- Exercises involving analysis and interpretation of data
- Exercises involving evaluation of data

TOPICS OF STUDY

Science 1

- Chemical Reactions
- Global Systems & the Universe
- DNA & Genetics
- Evolution

Science 2

- Chemical Reactions & Stoichiometry
- Forces & Motion
- DNA & Genetics
- Advanced Chemistry

ASSESSMENT

Formative	Summative
In class: <ul style="list-style-type: none">• Regular quizzes and retrieval practice• End of semester practice test for feedback	Term 1 Student Experiment Task Term 2 End of Semester exam <ul style="list-style-type: none">• Assessing the following criteria: Science Understanding (SU) and Science Inquiry Skills (SIS) Term 3 Research Task Term 4 End of Semester exam <ul style="list-style-type: none">• Assessing the following criteria: Science Understanding (SU) and Science Inquiry Skills (SIS)

ELECTIVE SUBJECTS

CHINESE (MANDARIN)

SUBJECT OVERVIEW

The Year 10 Chinese (Mandarin) program builds on students' established language skills, extending their capacity to engage with a broad range of authentic texts and to communicate ideas and opinions with increasing accuracy, fluency and independence. Through topics drawn from health and education, students develop the vocabulary, grammar and analytical skills needed to discuss complex issues and create extended written and spoken texts. The program utilises assessment structures that directly mirror those of the senior Chinese syllabus. Only students who have studied Chinese in Year 9, or who are background speakers, should consider this course. Students wishing to study Chinese in Years 11 and 12 must complete the Years 9 and 10 sequence.

LEARNING EXPERIENCES

In this subject, students will:

- Communicate in Mandarin Chinese across listening, speaking, reading and writing, engaging with complex topics and producing extended responses
- Expand vocabulary and grammatical structures to discuss health, lifestyle, education and personal choices with depth and nuance
- Develop independence as language learners using online dictionaries, blended learning technologies and self-directed study strategies
- Engage with and analyse a variety of authentic texts including films, short video clips, advertisements, interviews and written passages, expressing informed opinions about characters, themes and ideas
- Apply reading and writing skills across a range of text types, demonstrating understanding of grammatical functions and text conventions
- Explore Chinese cultural perspectives related to health, education and youth, comparing these with students' own experiences and contexts
- Develop the skills needed to respond to unseen stimulus in examination conditions, including short response, extended response and student-centred conversation formats
- Collaborate with peers through interactive and communicative activities to consolidate and extend language skills

TOPICS OF STUDY

- Health (Unit 1): Seeing a doctor — describing symptoms and comparing traditional Chinese medicine with Western medicine; Healthy lifestyle — nutrition, sleep and exercise; evidence-based discussion of health guidelines in China and Australia
- Education (Unit 2): School life — daily school experiences, subject choices and extracurricular activities; comparing student life in Australia and China; Choices — career pathways, part-time work and leadership; exploring the reasons behind life choices

ASSESSMENT

Formative	Summative
<p>Character writing and vocabulary practice</p> <ul style="list-style-type: none">• In-class oral activities, role plays and interactive tasks• Listening comprehension exercises• Reading comprehension tasks• Vocabulary and grammar quizzes• Draft responses and teacher feedback	<ul style="list-style-type: none">• Short response to stimulus examination• Combination short response, extended response to stimulus examination and student-centred conversation• Multimodal presentation with student-centred conversation• Combination short response and extended response to stimulus examination

DIGITAL TECHNOLOGIES

SUBJECT OVERVIEW

By the end of Year 10 students should have had the opportunity to apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them, including in an object-oriented programming language. Students use techniques, including interviewing stakeholders to develop user stories, to increase the precision of their problem definitions and solution specifications. They verify their solutions solve the problem by validating their algorithms, represented as flowcharts and pseudocode, and using test cases to confirm the correctness of their solutions. Students develop their object-oriented programming skills, and apply them to develop, modify and debug programs. They explain the importance of abstraction by representing online documents in terms of content, structure and presentation, as well as exploring simple data compression techniques and comparing their effectiveness.

LEARNING EXPERIENCES

In this subject, students will:

- model multidimensional data in more complex spreadsheets and relational databases, filtering and querying it to give insights into its meaning, and to pose further questions or make conclusions.
- extend their knowledge of the importance of security by developing cyber security threat models and exploring an example of a supply chain vulnerability.
- increasingly use advanced features of existing and emerging digital tools to create interactive content for a diverse audience.
- explore simple tools that help plan tasks, timelines and responsibilities for individual and collaborative projects.

TOPICS OF STUDY

Unit 1 – Game Design

Unit 2 – Robotics

Unit 3 – Cyber Security

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Low fidelity prototypes• Brainstorming• Stakeholder feedback• Teacher Observation• Peer to Peer feedback rounds• Reflections• Progress journals• Wireframes• Quizzes	<p>Unit 1 – Portfolio including prototyping and built game.</p> <p>Unit 2 – Robotics Challenge Portfolio</p> <p>Unit 3 - Exam</p>

DRAMA

SUBJECT OVERVIEW

The Year 10 Drama program challenges students to engage with complex theatrical styles, dramatic texts and directorial practice across four units. Students investigate Australian and international theatre, develop sophisticated performance and devising skills, and begin to work with the analytical and creative frameworks that underpin senior Drama. The program addresses achievement standards across Exploring and Responding, Creating and Making, Developing Practices and Skills, and Presenting and Performing.

LEARNING EXPERIENCES

In this subject, students will:

- Explore Australian Gothic conventions through playscripts including Picnic at Hanging Rock, The Hanging, Children of the Black Skirt and Ruby Moon
- Examine the Stolen Generation's socio-historical context and ethical responsibilities when performing First Nations' stories
- Apply Stanislavski's Magic If, given circumstances and seven levels of tension in gothic and naturalistic performance
- Develop physical theatre skills including flocking, canon and chorus work to build atmosphere and tension
- Devise original work using Australian Gothic conventions such as fluid characterisation, shadow and heightened realism
- Investigate The Crucible through directorial practice, exploring Puritan context, subtext and dramatic meaning
- Develop a director's concept by selecting a genre, identifying conventions and design elements, and articulating a dramatic vision
- Direct peers in a filmed workshop scene and communicate decisions through an annotated digital design folio
- Explore post dramatic theatre through the Icarus script, devising ensemble work on themes of freedom and identity
- Perform original devised work in a professional theatre context alongside other schools at Queensland Theatre
- Apply dramaturgical principles to curate and sequence performance fragments into a unified whole
- Investigate Brechtian Epic Theatre conventions including Verfremdungseffekt, Gestus, direct address and episodic structure
- Perform from Six Hundred Ways to Filter a Sunset to communicate social and political meaning
- Annotate scripts and reflect on performances through peer feedback and written self-assessment

TOPICS OF STUDY

- Australian Gothic: Devised group performance and a written evaluation
- Directing a scene and creating a multi-modal digital design folio (MP4)
- Scene Project: ensemble devised performance performed at Queensland Theatre
- Six Hundred Ways to Filter a Sunset: scripted group performance

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• In-class devising workshops and convention exploration tasks• Script annotation and director's planning documents• Draft concept submissions and teacher conferencing• Peer feedback sessions using structured 'Glow and Grow' protocols• Session receipts, rehearsal reflections and process documentation• Quizzes	<ul style="list-style-type: none">• Group devised performance• Written evaluation• Filmed directed peer scene• Multi-modal Director's Concept folio• Individual contribution to collaboration process

ECONOMICS & ENTREPRENEURIAL STUDIES

SUBJECT OVERVIEW

The Year 10 Economics and Entrepreneurial Studies program deepens students' understanding of economic principles, financial analysis and entrepreneurship, equipping them with the analytical skills and real-world knowledge required for further study in Economics and Accounting. Students investigate Australia's role in the global economy, explore the principles of financial statement analysis and accounting, and apply entrepreneurial thinking to authentic business contexts. Students will learn to explain how businesses and governments respond to economic conditions, analyse the implications of Australia's participation in global trade, and evaluate strategies for improving business performance and financial sustainability. Assessment structures in Year 10 directly mirror those used in the senior Accounting and Economics syllabuses.

LEARNING EXPERIENCES

In this subject, students will:

- Apply economic models including supply and demand to analyse how markets respond to changing conditions, resource allocation and scarcity
- Investigate Australia's participation in international trade and evaluate the role of free trade as a tool for global economic development
- Explore Australia's economic relationships within Asia and the broader global economy through independent research and inquiry
- Develop practical accounting skills including general journals, financial statement analysis and comparison to alternative investment opportunities, and the use of financial ratios to evaluate business performance
- Plan and execute a real business at the school Market Day, applying knowledge of marketing, pricing, profit analysis and customer engagement
- Evaluate entrepreneurial business ideas and develop strategies for financing, marketing and growing a business concept
- Construct and communicate economic and business arguments using data, case studies and evidence-based reasoning across a range of assessment formats

TOPICS OF STUDY

- Introduction to accounting and financial statement analysis
- Basic principles of economics: scarcity, demand and supply, and core economic models
- The global village: trade and Australia's place in the global economy
- Entrepreneurship: cultivating, financing, marketing and growing a business idea

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Retrieval practice and economic concept activities• Case study analysis tasks• Market Day preparation and business planning tasks• Creating journal entries and financial statements• Draft responses and teacher feedback	<ul style="list-style-type: none">• Combination multiple choice, short response and response to stimulus examination• Extended response to stimulus examination• Multimodal presentation

ENGLISH EXTENSION

SUBJECT OVERVIEW

English Extension is offered on an invitation-only basis for students in Year 10. The course is designed for students who excel in English and have a passion for literature, literary analysis and imaginative writing. The subject offers opportunities for increased challenge and builds upon the skills and learning students engage with in core English. The nature of learning and assessment in the subject demands that students are able to work on intellectually challenging tasks whilst engaging with a wide range of traditional and contemporary literary texts which will equip them for further studies in Senior subjects including English, Literature and Year 12 English & Literature Extension.

LEARNING EXPERIENCES

In this subject, students will:

- engage with a range of opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users
- study a diverse range of prose literature and consider how textual choices engage readers imaginatively, emotionally and critically
- develop familiarity with key terms, concepts and practices that will equip them for further studies in English and Literature
- learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes
- deepen their appreciation of the various ways literary texts are crafted and can inspire their own imaginative responses
- use their knowledge and appreciation of literary techniques to explore and experiment with aesthetic features and stylistic devices to achieve particular effects in their imaginative responses
- make choices about generic structures, language and textual features to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts
- engage in critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences

TOPICS OF STUDY

Throughout the year, students will consider a variety of topics which involve them exploring the various perspectives, textual and aesthetic features in literary texts and how language can be used to prompt emotional and critical responses in readers. Students will explore a variety of literary texts, including:

- novels such as *The Book Thief* by Markus Zusak and *Pride and Prejudice* by Jane Austen
- a selection of classic and contemporary short stories by writers such Ursula Le Guin, Edgar Allan Poe, Katherine Mansfield, Flannery O'Connor, Margo Lanagan and Ray Bradbury
- a selection of classic and contemporary poems

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• analytical, reflective and imaginative writing on demand• practice essay examinations• short responses• draft responses, concept proposals and conferences	<ul style="list-style-type: none">• imaginative written response• narrative intervention• analytical essay examinations

FOOD & DESIGN

SUBJECT OVERVIEW

By the end of Year 10 students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. For one or more of the technologies contexts, students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.

LEARNING EXPERIENCES

In this subject, students will:

- Identify the steps involved in planning the production of designed solutions.
- They develop detailed project management plans, incorporating elements such as sequenced time, cost and action plans, to manage design tasks safely.
- Apply management plans, making adjustments, when necessary, to successfully complete design tasks.
- They identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success.

TOPICS OF STUDY

- Unit 1 – Design
- Unit 2 – Sustainable Textiles
- Unit 3 - Food

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Low fidelity prototypes• Brainstorming• Stakeholder feedback• Teacher Observation• Peer to Peer feedback rounds• Reflections• Journal	<ul style="list-style-type: none">• Students will complete a range of tasks that contribute to a portfolio of work across each unit.

FRENCH

SUBJECT OVERVIEW

The Year 10 French program extends students' communicative competence across an increasingly complex range of contexts and text types, preparing them directly for senior study. Students engage with the four macro-skills of listening, speaking, reading and writing to narrate, describe, express opinions and discuss events across past, present and future timeframes, responding with confidence to unpredictable language in unrehearsed situations. The program has a strong emphasis on intercultural understanding, sophisticated grammatical control and the analytical skills required for the senior French syllabus. Year 10 French is a prerequisite for the Years 11 and 12 French program.

LEARNING EXPERIENCES

In this subject, students will:

- Communicate in French across all four macro-skills — listening, speaking, reading and writing — using language for genuine purposes within realistic and culturally relevant contexts
- Develop grammatical accuracy and fluency, including confident use of a range of past, present and future tenses
- Engage with a wide range of authentic and semi-authentic texts including conversations, films, news reports, articles, songs, advertisements and literary excerpts
- Participate in purposeful and interactive language activities including role plays, dialogues, and interviews
- Develop strategies for responding spontaneously and analytically to unseen and unpredictable language stimuli
- Study a French-language film, developing the skills to analyse and discuss cultural and linguistic content
- Use digital technologies to engage directly with the target language and culture in a range of ways
- Build the analytical language skills required for senior assessment, including extended written responses and spoken interaction with an examiner

TOPICS OF STUDY

- Sporting injuries and illnesses
- How things used to be: discussing the past using a range of past tenses
- Constructing a narrative news report
- Personal relationships and problems; offering advice
- Expressing desires and plans for the future
- French film study

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Vocabulary and grammar activities• In-class oral practice, recorded homework tasks for individual teacher feedback• Listening comprehension exercises• Draft written responses and teacher feedback	<ul style="list-style-type: none">• Listening examination• Speaking examination• Reading examination• Writing examination

GEOGRAPHY

SUBJECT OVERVIEW

In Year 10 Geography, students learn how people and environmental processes interact across different scales to shape the characteristics of places. They develop their ability to describe and learn how to evaluate the implications of spatial distributions. Students analyse the interconnections between people, places, and environments along with their consequences. Students also learn to evaluate strategies to address geographical phenomena using environmental, social, and economic criteria.

LEARNING EXPERIENCES

In this subject, students will:

- Practice forming relevant geographical questions to guide inquiry
- Collect, represent and compare data using primary and secondary methods
- Interpret data to identify patterns, trends and relationships
- Draw evidence-based conclusions about geographical challenges
- Develop and evaluate strategies, and recommend solutions
- Explain the predicted impacts of recommended strategies
- Apply geographical knowledge, concepts and digital tools to produce well-structured descriptions explanations and responses that synthesise research findings.

TOPICS OF STUDY

- Geographies of Human Wellbeing
- Environmental Change and Management
 - Climate and Land Cover Change
 - Dynamic Coastlines
- Natural Hazards

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Retrieval practice• In-class monitoring and feedback• Homework tasks• Practice assessment questions• Practice assessment papers	<ul style="list-style-type: none">• Combination Response Examinations• Field Report

LEGAL STUDIES

SUBJECT OVERVIEW

The Year 10 Legal Studies program deepens students' understanding of the relationship between law and society, exploring how the legal system operates across criminal, civil and international contexts. Students examine the criminal investigation and justice process, the legal structures of governments beyond Australia, and areas of family law, developing their capacity to analyse legal concepts, evaluate the effectiveness of legal processes and argue for law reform. Students analyse features of Australia's legal and democratic systems, evaluate the role of law in protecting rights and managing obligations, and investigate how legal institutions respond to changing social values and the needs of diverse communities. Assessment in Year 10 mirrors the techniques students will encounter in the senior Legal Studies syllabus, providing strong preparation for further study.

LEARNING EXPERIENCES

In this subject, students will:

- Investigate the criminal investigation process, including the roles of police, legal practitioners and the courts in responding to crime
- Analyse primary and secondary sources including legislation, case law, media and expert commentary to identify and interpret key legal issues
- Examine the legal and governmental system of America and comparing it to Australia's democratic institutions
- Explore the principles and processes of Australian family law, including how the legal system responds to significant life events including marriage and wills
- Evaluate the effectiveness of laws and legal processes in delivering just, equitable and socially responsive outcomes
- Synthesise evidence from multiple legal sources to construct informed, evidence-based arguments and recommendations for law reform
- Develop and apply legal reasoning skills to assess competing perspectives and communicate well-supported legal analysis
- Communicate legal knowledge through a range of modes including extended writing, structured responses to stimulus

TOPICS OF STUDY

- Law: What is it good for? An introduction to the Australian legal system
- Police to Punishment: Crime and the criminal investigation process
- Law and systems of government: Australia, America and the Asia Pacific region
- Family Law: Births, deaths and marriages

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Retrieval practice and vocabulary activities• In-class discussion and structured debate• Source analysis tasks• Draft written responses and teacher feedback Practice examination questions and papers	<ul style="list-style-type: none">• Combination short response and extended response to stimulus examination• Analytical essay

MATHS EXTENSION

SUBJECT OVERVIEW

In Year 10 Mathematics Extension, students will deepen their algebraic understanding by working with fractional exponents, surds and complex linear expressions, and transforming functions. They will explore sine and cosine functions using the unit circle and investigate the relationship between exponential and logarithmic functions. In measurement and geometry, students will analyse instantaneous rates of change and use deductive reasoning to prove geometric theorems involving circle angles, chords and tangents. In statistics and probability, students will compare advanced measures of spread including standard deviation and apply factorial notation and the multiplication principle to solve counting and sampling problems.

LEARNING EXPERIENCES

In this subject, students will:

- Work with fractional exponents and surds, simplifying and performing operations with these forms
- Simplify and transform complex linear expressions using a variety of algebraic techniques
- Explore sine and cosine functions using the unit circle and investigate their periodic nature
- Investigate the inverse relationship between exponential and logarithmic functions
- Analyse instantaneous rates of change in applied contexts
- Use deductive reasoning to prove geometric theorems involving circle angles, chords and tangents
- Compare and interpret advanced measures of spread including standard deviation
- Apply factorial notation and the multiplication principle to solve counting problems
- Design and solve sophisticated sampling problems using combinatorial reasoning

TOPICS OF STUDY

- Unit 1 – Circle theorems and geometric proofs
- Unit 2 – Combinations and permutations
- Unit 3 – Complex numbers
- Unit 4 – Advanced trigonometry
- Unit 5 – Logarithms and exponential relations
- Unit 6 – Statistics

ASSESSMENT

Formative	Summative
In class: Regular quizzes and retrieval practice Mid-term quizzes for feedback	End of Term exams Multiple choice and short response Criteria: <ul style="list-style-type: none">• Fluency• Understanding• Problem Solving and Reasoning

MUSIC

SUBJECT OVERVIEW

The Year 10 Music program is designed to build on previous knowledge by exploring a range of musical skills and contexts. Through a study of music belonging to 'Stage and Screen', students explore music that connects to their interest with the focus on developing their individual skills. Working across two Semesters, students develop compositional, performance and musicological skills, culminating in an integrated task that combines a solo performance with a multimodal musicology response. The program addresses achievement standards across Exploring and Responding, Developing Practices and Skills, Creating and Making, and Presenting and Performing.

LEARNING EXPERIENCES

In this subject, students will:

Film Music

- Identifying the four functions of film music: evoking time and place, supporting action, creating mood and developing character
- Analysing film excerpts aurally and visually, evaluating compositional choices using the elements of music
- Reading and annotating scores
- Composing an original film score in Sibelius, GarageBand or MuseScore to create mood and support screen action
- Investigating Australian film composers, including Bruce Rowland, exploring how music communicates place and cultural identity
- Writing a statement of intent documenting creative intent and process
- Developing aural skills through Blitz book exercises in rhythmic dictation, intervals, chord recognition and error perception

Musical Theatre

- Exploring musical theatre through works
- Analysing how melody, harmony, texture, timbre, tempo and form create mood, character and dramatic meaning
- Identifying voice types and how musical conventions communicate emotion and narrative
- Comparing and evaluating multiple performances, articulating a justified viewpoint
- Researching the historical, social and cultural context of chosen musical theatre works
- Constructing analytical paragraphs and a multimodal musicology response
- Selecting, rehearsing and recording a solo performance
- Maintaining a reflection journal with goal-setting and self-assessment at checkpoints

TOPICS OF STUDY

- Stage and Screen — film music composition
- Musical theatre performance and musicology
- Integrated task combining solo performance
- Multimodal musicology response

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Sequential aural skills exercises (Blitz book): rhythmic dictation, interval and chord recognition, error perception• Composition and statement draft• Draft musicology analysis submitted at checkpoint• Performance/composition statement draft• Reflection journal with goals and self-assessment at each checkpoint	<ul style="list-style-type: none">• Solo performance (filmed)• Composition• Statement of Intent• Integrated Task Multimodal task

PHYSICAL EDUCATION

SUBJECT OVERVIEW

The knowledge, understanding and skills taught through Physical Education will enable students to enhance their own and others' participation in a diverse range of physical activities. The program consists of applying topics (linked to improving individual performance) directly to a variety of games, sports and performances. The study of this subject will provide students with the foundations for learning and is aligned to the Physical Education syllabus offered in the senior years.

LEARNING EXPERIENCES

In this subject, students will:

- Understand concepts and strategies related to:
 - tactical awareness in individual and team sporting activities
 - energy systems, fitness and training methods
 - movement and skill acquisition
- Investigate tactics/strategies to improve success in individual and team practical contexts
- Evaluate the energy requirements needed to participate in physical activities
- Devise a training program to optimise performance
- Implement motor learning concepts to enhance skill development

TOPICS OF STUDY

The following list illustrates a suggested course of study for Year 10. The choice of physical activity (integrated into the focus area) will depend on both facility availability and teacher expertise.

- Tactical awareness and badminton
- Energy systems and netball
- Fitness and Training with varied activities
- Movement and Motor Learning and volleyball

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Regular quizzes and retrieval practice• Homework tasks	<ul style="list-style-type: none">• Exam• Multi-modal presentation – Project Folio

STEM

SUBJECT OVERVIEW

STEM is a course that challenges and inspires students in year 10 to develop their critical and creative skills across the disciplines of Science, Technology, Engineering and Mathematics through a practical, interdisciplinary approach. Students will undertake a series of context-based projects that utilise the engineering design, build and refine cycle, combining mathematical reasoning with the application of technology and scientific understanding. These projects involve a hands-on approach to finding practical solutions to real-world problems, with each semester introducing a more complex project that builds on the skills and knowledge acquired previously.

Entry into STEM is subject to high achievement in the core subjects of Science and Mathematics through Year 9, and to the approval of the Head of Faculty — Science.

LEARNING EXPERIENCES

In this subject, students will:

- Solve real-world problems and create innovative engineering solutions
- Use Fusion 360 3D modelling software to design and visualise solutions
- 3D print components and prototypes
- Laser cut materials for design and fabrication projects
- Program and code using Arduino software
- Operate power tools and equipment safely

TOPICS OF STUDY

The following show examples of possible topics that may be covered (but not limited to) during the Semesters.

Prosthetic Limb

Students investigate how engineering solutions can improve living conditions through the field of biomechanics. Drawing on their study of the anatomy of the human arm and the engineering principles of levers, students design, fabricate and refine a prosthetic limb operated by a microprocessor. They develop proficiency in both physical design and software coding to produce a working prototype that emulates the human hand.

Water Tower

Students explore the structural and mechanical properties of plastics and construction materials, calculating forces exerted on structures under load. Working collaboratively and applying the engineering design cycle, students design and build a model crane arm that efficiently moves a load from one point to another. They demonstrate their learning through 3D CAD design, 3D printing, and laser cutting, producing a model that maximises strength while minimising material waste.

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Peer review sessions on product designs or code• Build and test phases, students receive real-time feedback through teacher observation and peer review, to diagnose problems and refine their designs iteratively	<ul style="list-style-type: none">• Term 1 - Examination• Term 2 – Multimodal• Term 3 – Written Portfolio• Term 4 – Multimodal

VISUAL ART

SUBJECT OVERVIEW

The Year 10 Visual Arts program challenges students to develop personal expression across a diverse range of media, techniques and conceptual frameworks. Through four units exploring social comment, portraiture and alternative cyanotype photographic processes. Students investigate how artists communicate ideas and challenge perspectives. They produce resolved artworks supported by analytical writing and develop the reflective and critical skills that underpin senior Visual Arts. The program addresses achievement standards across Exploring and Responding, Developing Practices and Skills, Creating and Making, and Presenting and Performing.

LEARNING EXPERIENCES

In this subject, students will:

- Investigating how artists use visual arts practice to challenge bias, stereotypes and injustice, including First Nations Australian artists who celebrate and challenge perspectives of Australian identity
- Selecting a social comment theme and developing a sustained canvas painting using underpainting, colour mixing and tonal variation
- Applying mixed media techniques and refining compositional choices to ensure social messages communicate clearly to audiences
- Conducting peer gallery walks and applying constructive feedback to resolve and improve artworks
- Creating work in response to an investigation of an artist
- Planning and curating a gallery display of resolved work in a collaborative exhibition space
- Writing analytical essays on focus artists, applying visual arts terminology to evaluate how elements and principles communicate meaning
- Creating experimental cyanotypes using pressed botanicals, transparency film drawings and photographic imagery
- Reworking and resolving cyanotypes with coloured pencil, then curating a folio in a concertina artist book format
- Producing written reflections, artist statements and analytical essays using visual arts terminology to evaluate artistic decision-making
- Documenting the creative process through art journals and digital visual folios

TOPICS OF STUDY

- Social Comment — Justice for All — resolved canvas painting responding to a chosen social issue; digital visual journal
- Social Comment extension — continuation and resolution of canvas painting; gallery display with didactic
- Let's Face It — investigation
- Cyanotype exploration

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• In-class technique demonstrations and skill-building exercises• Draft written responses with teacher feedback• Checkpoint reviews of artwork and journal progress• Peer gallery walk feedback sessions• Individual teacher–student conferencing throughout the making process• Quizzes• Artist pages	<ul style="list-style-type: none">• Artwork displayed in gallery• In-class analytical essay• Resolved social comment canvas painting• Digital visual journal written reflection• Artist statement• Cyanotype concertina artist book/folio• Written reflection

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