Middle Secondary
Year 10
2026 Learning Program Information

OUR BELIEFS

Our Vision

Leading education, building futures

Our Purpose

At MacGregor State High School our purpose is to inspire and empower people in our community to learn, contribute and lead to be the best they can be.

Our Values

Respect
Integrity
Diversity

Our Motto

The Best We Can Be

English	Technologies
English Essential English English as an Additional Language	Engineering Design Industrial Graphics Skills Industrial Technology Skills Childcare Studies Hospitality Fashion
Mathematics	
General Mathematics Essential Mathematics Specialist Mathematics Mathematical Methods	
Science	**Health and Physical Education**
Biology Chemistry Physics Psychology Science	Health Education Physical Education Sport and Recreation Cert II Health Support Services – 3yr Program
Arts – Performing Arts/Visual Arts	**Humanities**
Dance Drama Media Arts Visual Art Music	Economics Geography History Legal Studies
Business and International Faculty	**Languages**
Accounting Business Digital Solutions	Chinese German Japanese

English Faculty

English

Subject Overview

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster: skills to communicate effectively in Standard Australian English; skills to make choices about generic structures, language, textual features and technologies; enjoyment and appreciation of literary and non-literary texts; creative thinking and imagination by exploring how texts shape perceptions of the world; critical exploration of ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences; and empathy for others and appreciation of different perspectives.

Year 10 English will serve as a platform for one QCAA subject, **English,** and this subject will be offered in Years 11 and 12.

Course Outline - Core Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Poetry** Students will understand how to develop voice and perspective by using a variety of poems, and be able to write a narrative that expands and develops the central theme of the poem.	Narrative Edited Draft
Unit 2	**Novel** Students will understand the ways in which authors manipulate major components of the novel, and be able to analyse how the issues in a novel can be reflected in the values, attitudes and beliefs embedded within the text.	Analytical Essay Exam
Unit 3	**Shakespeare** Students will understand the purpose and structure of a Shakespearean play, and be able to write a feature article which addresses the ongoing relevance of Shakespeare for an adolescent audience or audiences in general.	Feature Article Assignment
Unit 4	**Finding Voice** Students will understand how an advertisement uses representations of social groups to reflect its currency, and be able to present a persuasive speech which indicates the extent to which it is socially and politically responsible.	Persuasive Speech Spoken

Essential English

Subject Overview

Essential English aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on a variety of spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. They understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.

This subject caters for the needs of those students who need maximum support in developing literacy skills. It acts as a forerunner to the QCAA subject Essential English which will be offered in Years 11 and 12. Students who perform particularly well in this subject in Year 10 (an A result and a recommendation by the teacher is required) would not be precluded from selecting mainstream English in senior years.

Course Outline - Core Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Resilience and Inspiration** Students will understand how the themes and issues related to inspiration and resilience are presented through a variety of texts. They will understand how conflict is an unfortunate element of human existence and resolving problems is usually far more demanding than creating them. Students will be able to consider options in an effort to seek solutions in order to prevent future dispute.	Folio of Work Written
Unit 2	**Conflicted Youth** Students will understand how to analyse and evaluate a variety of media texts that construct representations of youth in society. In response to these representations, they will be able to write a feature article that considers the causes, effects and consequences on youth in the community.	Feature Article Assignment
Unit 3	**Novel Insights** Students will understand how authors use the elements of writing to position the audience to appreciate the values, attitudes and beliefs of the characters and the circumstances that shape their decisions. They will be able to use creative writing skills to produce an imaginative response.	Narrative Written
Unit 4	**Media Magic** Students will understand the power of advertising, and be able to deliver a spoken multimodal presentation which offers insight into how persuasive techniques are used to influence consumers.	Multimodal Spoken

English as an Additional Language

Subject Overview

This subject is designed for students for whom English is not their first or home language. Students study English as an Additional Language in an immersion English context. Whilst the units and skills developed are similar to general English, this subject also aims to incorporate additional teaching and learning of language and literacy skills.

English as an Additional Language acts as a forerunner to the Year 11 and 12 QCAA General Subjects English, English as an additional language or QCAA Applied subject Essential English. Decisions on entry to a senior English subject are based on readiness criteria which align with results achieved in Year 10.

Course Outline - Core Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Satire** Students will learn about satire and the use of satirical techniques in media and visual texts. They will understand key terms and definitions and evaluate visual and media texts to understand how authors use satirical techniques and particular language choices to influence readers and viewers.	Extended Response
Unit 2	**Novel Study** In this unit, students will read the novel 'To Kill a Mockingbird' by Harper Lee to gain an understanding of the plot, characters and themes. Students will develop an understanding of the mockingbird symbol and how it is reflected in some characters, as well as understand attitudes, values and beliefs in that era.	Analytical Essay
Unit 3	**Shakespearean Drama** Students will read 'Romeo and Juliet' by William Shakespeare and will understand how Elizabethan attitudes, values and beliefs influenced the characters' thinking, actions and interactions with other characters. They will understand the plot, characters, themes and language devices, and gain an understanding of figurative language used by Shakespeare.	Analytical Essay
Unit 4	**Poetry** Students will read and understand that poetry conveys social, moral and ethical positions. They will study poems which address a variety of themes to provide further insight into issues faced by individuals or groups in society. Students will develop knowledge of the language of poetry, how this affects meaning and prompts critical and emotional responses in audiences.	Imaginative Personal Recount

Mathematics Faculty

Mathematics

Subject Overview

Mathematics aims to develop critical and creative thinking of students to ultimately become lifelong learners who demonstrate initiative when facing a challenge, reflecting the demands of the 21st century. Mathematics develops the numeracy capabilities needed to make informed, efficient decisions in the real world. Mathematics aims to develop confident, creative users of mathematics by cultivating the ability to pose and solve problems.

Three core subject strands are offered to students to study, **Mathematical Methods**, **General Mathematics** and **Essential Mathematics**. Specialist Mathematics is offered as an elective subject. Mathematical Methods must be studied if studying **Specialist Mathematics**. Each mathematics course provides mastery of the Year 10 Australian Curriculum with increasing complexity across the strands to prepare students with the assumed knowledge of subject matter to continue their studies in that strand in Years 11 and 12.

Each year 10 Math subject provides a platform for the corresponding QCAA subjects offered in Years 11 and 12, with subject matter studied to prepare students for each strand.

The Mathematical Methods strand includes a study of surds, indices, logarithms, polynomials to sketch a range of curves.

The Year 10 Essential Mathematics course has been designed to enable students to develop mathematical skills, capabilities and competencies to use in everyday life and for the real world. The year 10 course has been structured to prepare students for the Senior Essential Mathematics course and is a specialised preparatory program designed to target specific pre-requisite knowledge required for the Essential Mathematics course. This course does not prepare students to study the Senior General Math strands ie: General Mathematics, Mathematical Methods or Specialist Mathematics.

Course Outline - Core Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Number and Algebra** Students will understand simple and compound interest; they will factorise, simplify expressions to solve algebraic fractions; and make connections between algebraic and graphical representations. Students will be able to expand binomials; factorise monic quadratic expressions.	Supervised Examinations Problem Solving and Modelling Task (PSMT)
Unit 2	**Measurement and Geometric Reasoning** Students will solve surface area and volume problems of composite shapes; use triangle and angle properties to prove congruence and similarity and apply deductive reasoning to proofs. Students will apply their knowledge of Pythagoras to find unknown values and use Trigonometry to calculate unknown angles in right-angled triangles.	
Unit 3	**Statistics and Probability** Students will list the outcomes for multi-step chance experiments and assign probabilities for these experiments; they will be able to understand how to calculate quartile and inter-quartile ranges. Students will compare data sets and describe bivariate data where the independent variable is time; they will describe statistical relationships.	

Unit 4	**Linear and Non-Linear Relationships** Students will solve problems involving linear equations and inequalities; they will recognise the relationships between parallel and perpendicular lines and solve simple quadratic equations and pairs of simultaneous equations. Students will be able to solve problems involving simple linear equations, simple linear inequalities and simultaneous equations.	

Specialist Mathematics

Subject Overview

Specialist Mathematics is designed for students with a strong interest in Mathematics. It provides additional preparation for tertiary studies in subjects with high mathematical demand, especially in the natural sciences, all branches of mathematics and statistics, computer science, medicine, finance and economics.

The Specialist Mathematics course is designed to deepen students' understanding of the laws of mathematics, algebra, the nature of mathematical proof and develop students' problem-solving skills. Students will develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematical learners.

Specialist Mathematics is to be studied in conjunction with Mathematical Methods and extends the concepts learned. The Specialist Mathematics strand is a specialised preparatory program that prepares students with the assumed knowledge for students to continue their studies of this strand into Years 11 and 12.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Number and Algebra** Students will understand logarithms, make connections between exponential and logarithmic expressions, establish and apply the laws of logarithms, simplify expressions using logarithmic laws and solve financial problems involving the use of logarithms. They will be able to expand and factorise non-monic quadratics, solve quadratic equations.	Supervised Examinations Problem Solving and Modelling Task (PSMT)
Unit 2	**Linear and Non-linear Relationships** Students will understand how to connect functions and their transformations, be able to graph parabolas, circles and exponential functions, and apply the index laws for irrational numbers. They will be able to identify the features of a polynomial, connect a written division algorithm and understand the factor and remainder theorems. Students will sketch polynomials and sketch and describe hyperbolas.	
Unit 3	**Statistics and Probability** Students will understand how to compare data sets using standard deviation and be able to make predictions using a line of best fit. Students will evaluate media statements and statistical reports.	
Unit 4	**Measurement and Geometry** Students will be able to apply formulas and processes to extend measurement calculations to pyramids, cones and spheres and be able to apply proofs to circles. Students will understand and be able to solve problems involving Pythagoras' Theorem in 3-D, the sine, cosine and area rules, the unit circle, trigonometric functions and periodicity.	

The Arts Faculty

Performing Arts

Visual Arts

Dance

Subject Overview

Dance is the language of movement and a dynamic form of human expression. This subject encourages holistic development of a person, engaging the intellect, body and spirit, allowing students to explore their physical abilities whilst developing creative thinkers and reflective, independent learners. Studying dance not only gives students skills that are transferable across other areas of learning and life, but it also fosters the development of special interests and talents not emphasised in other subjects. It is a highly valuable foundation for students wishing to pursue the senior Dance subject and subsequently post-secondary dance, the creative and cultural industries, and health-related careers.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Dance Now** Introduction to popular commercial dance and the impact of media and technology in the form of the video clip, to be able to utilise dance to sell an idea, image or brand.	Practical Choreography
Unit 2	**World Dance** Appreciate the foundation and influence of modernism through to contemporary dance today, to be able to perform specific contemporary technique under exam conditions, and analyse, interpret and evaluate selected dance elements, concepts and skills under exam conditions.	Practical Exam Written Exam
Unit 3	**Take Centre Stage** Understand and apply safe dance practices whilst developing the technical and expressive skills, to be able to achieve effective performance in two contrasting genres for public performance. Students also explore how dance communicates meaning for them, through a solo choreographic work.	Practical Performance Practical Choreography
Unit 4	**Experiments Through Dance** Collaboratively experiment with production elements in dance, to be able to devise a work in which the focus element enhances the creativity and impacts the meaning of the choreography.	Project (dance work)

Drama

Subject Overview

Year 10 Drama provides a link to Senior Drama by enabling students to explore forms which developed in response to social, political and cultural changes in order to create, shape, perform, analyse and evaluate dramatic meaning. Such development is integral for students to become critical thinkers who are able to challenge and influence contexts, not only in the arts, but also within local and global communities. They learn to think, move, speak and act with confidence; to be focused, innovative, resourceful, collaborative and take on responsibilities. All units are framed through the concept of *"Transforming Meaning".*

Course Outline –Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Transforming Meaning through Contemporary Theatre – Greek Tragedy and Physical Theatre** Understand the conventions of form and style of both classic Greek tragedy and Physical Theatre in the creation of dramatic meaning. Understand the underlying social and political contexts within performances and be able to generate dramatic meaning across differing dramatic forms. To be able to contemporise a classic Greek playscript for performance. To be able to analyse and evaluate dramatic conventions, purposes and contexts of a live theatrical performance.	Responding: Examination – Live Theatre Making: Presenting – Scripted Drama
Unit 2	**Transforming Meaning through Theatre for Young People** Understand the playmaking process: from the generation of scripts, direction of scenes, ensemble technique and rehearsal process to performance presentation. To become directors and co-collaborators of a live theatrical performance. To be able to perform for a live audience within a professional theatrical setting (Powerhouse Theatre, Metro Arts, Billie Brown Theatre etc.)	Making: Forming – Directorial Pitch Making: Presenting – Ensemble Performance
Units 3 + 4	**Transforming Meaning through Realism and Non-Realism** Understand Method Acting conventions and their use within the role creation process to shape believable characters for an audience. To understand the social, political, historical purposes and contexts of non- realist dramatic forms and their place within contemporary theatre. To interpret non-realism conventions, purposes and contexts in the creation of new dramatic works.	Making: Forming and Responding – Dramatic Concept

Media Arts

Subject Overview

Media Arts analyses our primary sources of information and entertainment. These sources are important channels for education and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Moving-image media enable us to understand and express ourselves and engage meaningfully in local and global participatory media cultures. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and critical awareness of the expressive, functional and creative potential of moving image media in a diverse range of global contexts.

By studying Media Arts, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. Students will develop the necessary critical and creative skills to reflect on, and appreciate Australian and global cultures and make sense of what they see and experience. Media Arts will equip students for a future of unimaginable possibilities with highly transferable and flexible thinking and communication skills.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**What's On the Box?** Students apply their understanding of the changing nature of television – multi-platform production, product placement, brand integration, streaming sites and binge watching. Students respond to these 21st century features of TV viewing within the contexts of globalisation and piracy.	Responding: Written Assignment
Unit 2	**Foley Artist** Students understand the manipulative effect of sound in films and TV, and how this can affect the viewer. Students understand how to manipulate a non-linear editing system.	Making: Foley Sound Editing - Production Project
Unit 3	**Responding to Artworks** Under the intention of preparation for their senior year exam, students are required to apply written literacy skills using relevant terminology and language conventions to communicate meaning under exam conditions. Students will analyse the characteristics of moving-image media key concepts in stimulus, appraise the impact of key concepts and artistic practices in the communication of meaning.	Responding: Written response to stimulus exam
Unit 4	**Event Doco-Promo de Arts Gala** Students understand and apply the Preproduction (planning), Production (making) and Post-Production (editing) processes of creating and making a Promotional/Documentary film for school's annual Arts Gala. In this unit, students are required to explore techniques in moving-image media that can be used to record and market events.	Making: Short film - Preproduction
Unit 5	**Videos for Change** By entering this annual nationwide short film competition, students will be learning about global citizenship and leadership by creating and distributing a social action video. This unit Introduces film making as a compelling way of motivating other people to take action to create a positive change to social issues. They may be issues in their school or local communities, or on a national or even global scale.	Making: Production Project

Music

Subject Overview

Music offers students the opportunity to develop their skills in Composition, Performance and Musicology, with an opportunity to be included in the Instrumental Music Program. Through four units, students study a broad range of musical styles, which include Rock, Orchestral Music, Film Scoring, Musical Theatre and Recording Studio.

They are provided with the opportunity to develop new and pre-existing musical skills in performance, theory, analysis, composition and writing.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Music of the Twentieth Century** Develop an understanding of the musical genres of the Twentieth Century from Impressionism through to Rock identifying the range of genres and styles by the way in which the elements of music have been used. To be able to identify specific genres and styles from Twentieth Century Art Music and a variety of sub-genres of rock. Students will be able to recognise the musical elements of all genres studied both visually through the use of scores and aurally while listening to sound files. This unit also includes the development of theory, aural, writing and performance skills.	Written Exam - Literacy/Aural/Short Response
Unit 2	**Musical Theatre** Identify specific elements and components of Musical Theatre. To present an Integrated Project resulting in a multimodal presentation (which includes song analysis) and performance of a song from a musical. Performance skills are developed as are analytical and writing skills through the preparation of the musicology task and performance statement.	Integrated Project Musicology/Performance
Unit 3	**Music for the Big Screen – Film Music** Identify the four elements of film scoring and develop an understanding of how the elements of music are used to create a film score, to convey mood, emotion and character. Students will compose a score to a short film. Analytical and writing skills will be developed through a multimodal presentation where students will discuss their compositional processes.	Integrated Project Musicology/Composition
Unit 4	**Rock and Contemporary styles** In continuation of Unit 1: Music of the 20th Century, students will explore the development of contemporary music styles from the 1960's to the present with particular focus on rock styles of the 20th century. This unit culminates in a recital which includes both a solo performance of any genre and a class ensemble performance of a work studied in this unit.	Performance

Visual Art

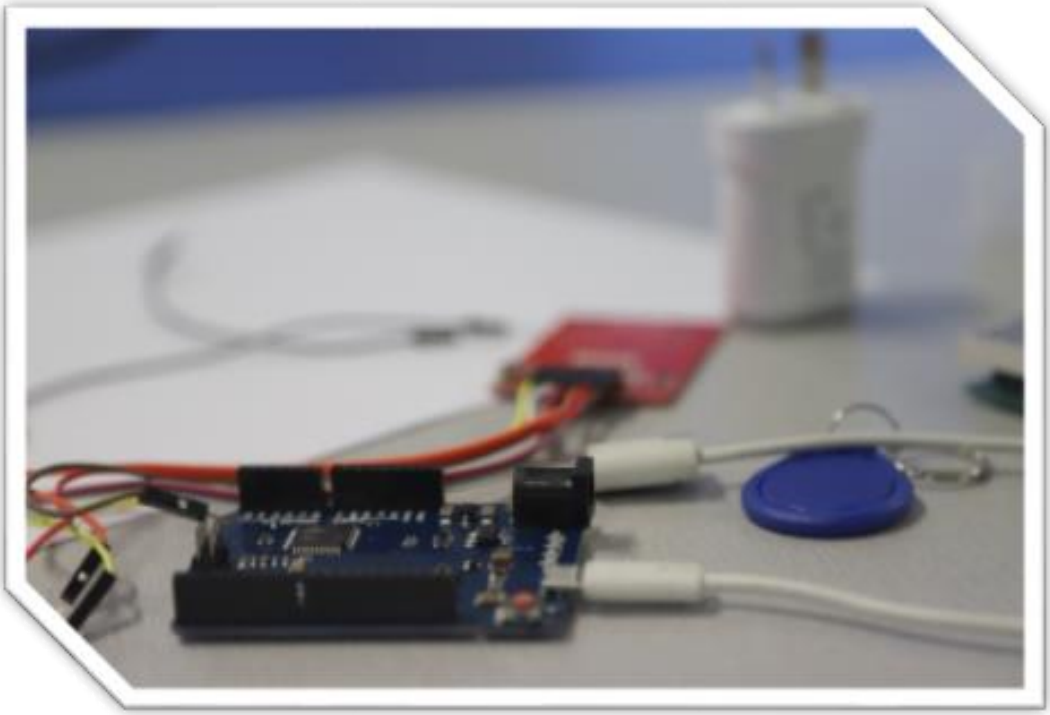
Subject Overview

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience. In Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. Students will interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Formal** The **Formal** Context investigates artwork through formal visual structures including the Elements and Principles of Art, Codes, Symbols and Art Conventions. Within this unit, students investigate the formal process of image construction and visual communication and apply this knowledge to the creation of their own artwork and the analysis and interpretation of works of art.	Body of Work (Making and Responding)
Unit 2	**Personal** The **Personal** Context investigates how artists are influenced by personal experiences, values, beliefs, emotions, cultural knowledge and personal perspectives. Within this unit, students investigate visual communication with a particular focus and an understanding of autobiography, personal positioning and perspectives. Students apply this knowledge to the creation of their own artwork and the analysis and interpretation of works of art.	Body of Work (Making and Responding)
Unit 3	**Cultural** The **Cultural** Context investigates the social and historical influences and cultural contexts of an artwork and considers communication and meaning within the visual format. Within this unit, students investigate and explore cultural values and influences in their own art making and develop sophisticated analytical and decoding skills when looking at and writing about works of art.	Body of Work (Making and Responding)
Unit 4	**Contemporary** The **Contemporary** Context explores the history of art making through a contemporary lens. Investigating how history informs contemporary art making and how new developments and perspectives can change and alter the meaning of an artwork. Within this unit, students reinterpret traditional methodologies and critically evaluate historical and contextual meanings embedded in cultural products. Students apply this knowledge to the creation and analysis of their own artwork exploring concepts of influence, interpretation, modification and appropriation.	Body of Work (Making and Responding)

Business and International Faculty



Accounting

Subject Overview

Accounting is a way of organising, analysing and communicating financial data and information for decision-making. When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students.

It is recommended students have studied Year 10 Accounting to study Accounting (General) in Years 11 and 12.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Real World Accounting** Students are introduced to accounting concepts through the analysis of financial statements for companies. Double entry accounting principles are applied to record and process cash and some basic credit transactions for sole trader service businesses. Students implement end-of-month processes to produce simple financial statements.	Exam
Unit 2	**Computerised Accounting** Students are introduced to the software package, Mind Your Own Business (MYOB), to record and process transactions for a sole trading GST business. Students will explore the benefits and limitations of computerised accounting systems.	Exam
Unit 3	**Management effectiveness** Students explore how accounting information is used to effectively manage the finances for a business. The accounting process is applied to record and process transactions and accounts for a sole trader trading GST business. GST and credit transactions are introduced for purchasing inventories from accounts payable and selling inventories to accounts receivable.	Exam
Unit 4	**End-of-Year Reporting** Accounting principles and processes are applied to prepare balance day adjustments (no calculations) at the end of year to determine profit or loss and net worth in the financial statements. Students explore the implementation of internal controls in the accounting process to secure inventories and effectively manage credit accounts, and communicate their decisions and recommendations to internal users.	Exam

Business

Subject Overview

The study of Business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic and real-life practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations are explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

It is recommended students have studied Year 10 Business to study Business (General) in Years 11 and 12.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Fundamentals of Business** Students explore fundamental business concepts, strategies and processes relating to strategic planning, business environments, leadership, management, entrepreneurship, human resources, finance, marketing, operations and technology. Students investigate the impact business environments play on competitiveness, effectiveness, efficiency and stakeholder satisfaction.	Exam
Unit 2	**Business Plan** Students will generate ideas to plan their own small business venture, incorporating product development and manufacturing, sales and marketing, human resources, information systems, environmental issues and financial operations. Enterprise skills such as decision making, negotiating, risk taking, creativity, communication and teamwork will be developed as students tackle typical issues and challenges that confront commercial operations.	Project
Unit 3	**Marketing for Growth** Students explore marketing concepts and processes used by businesses looking to grow their market share. Strategies to establish a business and market entry are evaluated using the criteria of competitiveness, effectiveness, efficiency and stakeholder satisfaction.	Business Report
Unit 4	**Evolution and Change** Students investigate the challenges for businesses in the post-maturity stage of the business life cycle and explore the leadership and management required when repositioning or transforming a business using human resources and operational management strategies.	Feasibility Report

Digital Solutions

Subject Overview

Digital Solutions empowers students to shape change by influencing how contemporary and emerging digital systems and practices are applied to meet current and future needs. A deep knowledge and understanding of programming and user-experience techniques enables students to be creative and discerning decision--makers when they select, use and manage data and information to meet needs and shape preferred futures.

Technology aids students to be confident and responsible when individually and collaboratively creating solutions, by making informed and ethical decisions when investigating, designing, planning, managing and evaluating for a sustainable economy, environment and society.

It is recommended students have studied Year 10 Digital Solutions to study Digital Solutions (General) in Years 11 and 12.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Digital Imaging** As an introduction to digital systems, students will explore how the interaction between the hardware and software components of digital cameras produce images and why the relationship between data, the user experience and code is key to creating digital solutions.	Exam
Unit 2	**Creative Coding 2** Using a problem-based learning model, students will complete a systems analysis of a complex robotics problem and use computational thinking and python to generate a range of coded solutions. Students will then test and evaluate their solutions against prescribed criteria.	Project
Unit 3	**User Experience and User Interface Development** Students will explore and understand user experience (ux) and user interface (ui) design and development. Students will develop an application using the design thinking process and present their work through a multimodal presentation.	Multimodal
Unit 4	**Website Development** Students explore website design and development processes to generate a website using HTML and CSS coding languages suitable for both desktop browsers and mobile platforms. Their designs must meet key usability principles – accessibility, safety, effectiveness, utility and learnability.	Project

Design and Technology Faculty

Design

Subject Overview

Design focuses on the application of design thinking to envisage creative ideas in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Year 10 Design is a pathway to Senior Design, which is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies. A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture. Students will gain a deep understanding of the following design fundamentals:

- Design problem-solving
- Concept sketching and digital illustrations
- Prototyping and modelling.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Stakeholder-Centred Design** Students will learn about and experience designing in the context of stakeholder-centred design. Fundamental to this context is the principle that design is a purposeful documented process undertaken by design professionals in response to identified needs and wants of a range of stakeholders. Students are introduced to the breadth of design professions, the design process and how designs of the past inform contemporary design practice.	Examination – Design Challenge
Unit 3	**Human-Centred Design** Students will learn about and experience designing in the context of human-centred design (HCD). Fundamental to HCD is the principle that a designer considers human needs and wants as a higher priority than other influences throughout the design process. The success of a design depends on effectively considering the attitudes, expectations, motivations and experiences of humans. Designers use observations, interviews and experiences to acquire data about people and seek to avoid making assumptions about their needs and wants.	Project Folio
Unit 4	**Sustainable Design Influences** Students will learn about and experience designing in the context of sustainable design. Fundamental to sustainable design is the principle that designers should create new designs that can be supported indefinitely in terms of their economic, social and ecological impact on the wellbeing of humans.	Project Folio

Engineering

Subject Overview

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills. It involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services.

Year 10 Engineering is a pathway to Senior Engineering, which is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies. A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Engineering Fundamentals** Engineering fundamentals will have students begin to learn the basics of statics and how this applies to various engineered structures. They will develop a range of fundamental skills including sketching, prototyping and frame analysis using software. Students will apply this knowledge through the engineering problem solving process to produce a stable structure based on the fundamental principles of statics.	Project Folio
Unit 2	**Emerging Technologies** Emerging technologies will have students learn how to use CAD (Computer-Aided Drawing) / CAM (Computer Aided Manufacturing) software to produce parts and products that meet a particular need. They will then utilise 3D printing and laser cutting to bring their solutions from software to reality.	Project Folio
Unit 4	**Machines and Mechanisms** Students will understand the theory and practical application of mechanical devices. Students will be able to apply basic mechanical principles to everyday contexts.	Examination

Industrial Graphics Skills

Subject Overview

Industrial Graphics Skills includes the study of drafting industry practices and production processes. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drafting skills and procedures in relation to production processes. They work with each other to solve problems and complete practical work.

Production processes include the drafting skills and procedures required to produce industry-specific technical drawings and graphical representations. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Year 10 Industrial Graphics Skills is a pathway to Senior Industrial Graphics Skills, which is an Applied subject suited to students who are interested in either:

- Professional pathways leading to further education and employment in manufacturing industries beyond school, such as building and construction, engineering trades, furnishing, industrial graphics, plastics industries, aero skills and automotive industries.
- Developing practical skills that can be transferred to a range of career pathways.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Graphics for the Furnishing Industry** Students will produce sketches, working drawings and pictorial representations that enable the manufacture of furnishings such as tables, chairs, storage systems, cabinets, kitchens and interior features. Students will learn to interpret client briefs and technical information & develop drawings drafted to specified industry standards.	Practical Demonstration
Unit 2	**Graphics for the Engineering Industry** Students will produce sketches, working drawings and pictorial representations that enable the manufacture of predominantly metal products such as tools, automotive and marine parts, brackets, machine parts, moulds and ducting. Students will learn to interpret client briefs and technical information & develop drawings drafted to specified industry standards.	Project
Unit 3	**Computer-Aided Drafting – Modelling and Manufacturing** Students will reproduce, modify, analyse and optimise designs using 3D solid modelling software. Students will use CAD modelling to digitally prototype design concepts for industrial designers and engineers. Students will learn to interpret client briefs and technical information & develop drawings drafted to specified industry standards.	Project Practical Demonstration

Industrial Technology Skills

Subject Overview

Industrial Technology Skills focuses on developing industry related skills and practices. Students have the opportunity to gain new skills in using hand and power tools while designing unique and creative projects.

By completing manufacturing tasks, students develop transferable skills and processes relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create.

Year 10 Industrial Technology Skills is a pathway to Senior Furnishing Skills and Senior Engineering Skills, which are Applied subjects suited to students who are interested in either:

- Professional pathways leading to further education and employment in manufacturing industries beyond school, such as building and construction, engineering trades, furnishing, industrial graphics, plastics industries, aero skills and automotive industries.
- Developing practical skills that can be transferred to a range of career pathways.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Furnishing Skills – Joining Exercise and Coffee Table** Students will gain an understanding of the Furnishing Industry through an introductory-level woodworking “Project”. Students will understand and apply core industry knowledge, technical terminology, workplace health and safety skills, interpretation of drawings, as well as the safe use of hand and power tools.	Project
Unit 2	**Engineering Skills – Welding / CNC Plasma Cutting:** Students will continue to build their knowledge and understanding of the Engineering Industry by creating a “Project”: CNC Case. Students will develop practical skills in workplace health and safety, project planning, metal preparation and joining techniques.	Project
Unit 3	**Engineering Skills – Lathe Turning / Milling: Mallet** Students will gain an understanding of the Engineering Industry through an introductory-level metalworking “Project”. Students will understand and apply core industry knowledge, technical terminology, workplace health and safety skills, development of drawings, turning techniques, welding as well as the safe use of hand and power tools.	Project
Unit 4	**Furnishing Skills – Bespoke Veneer Jewellery Box** Students will continue to build their knowledge and understanding of the Furnishing Industry by creating a Project: Bespoke Veneer Jewellery Box. Students will develop practical skills in workplace health and safety, project planning, timber preparation and joining techniques.	Project

Food and Fashion Faculty

Childcare Studies

Subject Overview

Childcare Studies assists students to gain, develop and apply knowledge and practical skills in an early childhood context. The course will develop the student's capacity to identify effective care-giving practices.

This subject leads students into the Applied Senior subject, Early Childhood Studies.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Self and Families** Students will understand the diversity of the individual and families, and the basic needs that underpin their wellbeing. They will be able to demonstrate skills which are fundamental to participation in a range of life skills.	Project – Folio of Samples
Unit 2	**Health and Nutrition** Students will be able to apply knowledge to promote health of individuals and families in relation to the living environment and nutrition.	Extended Response
Unit 3	**Play and Development** Students will be involved in opportunities to engage in purposeful and meaningful experiences that explore play and development for learning and life skills.	Project – Storybook

Fashion

Subject Overview

Fashion has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce items. It challenges students to use their imagination to create, innovate and express themselves and their ideas. The subject explores what underpins fashion culture, technology and design.

This subject leads students into the Applied Senior subject, Fashion.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Textile Technologies** Students will understand that characteristics of textiles and materials influence designs and products. They will be able to complete a variety of technical skills to construct an item.	Project: Folio of Samples
Unit 2	**Decorate a Room** Students will be able to use the design process to generate design solutions and a textile item.	Project: Written and Practical Components
Unit 3	**Creative Industries** Students will understand that careers in fashion are diverse with many of the skills transferable to other vocations. Students will be able to work in teams to complete and manage projects effectively.	Project: Written and Practical Components

Hospitality

Subject Overview

Hospitality develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service. Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector. They work as individuals and as part of teams to plan and implement events in a hospitality context.

This subject leads students into the Applied Senior subject, Hospitality Practices.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Small Business** Students will develop knowledge of food safety, kitchen hygiene and kitchen operations, whilst developing skills to collaboratively implement hospitality events. A range of food literacy and numeracy skills will be implemented to plan, prepare and operate a small business.	Project: Written and Practical Components
Unit 2	**Casual Dining** Students will understand how to plan, prepare and serve food and beverage for a casual dining event. They will be able to collaborate in small groups to deliver a themed event.	Project: Written and Practical Components
Unit 3	**Special Events** Students will understand dining etiquette as they plan and prepare a function for guests. They will be able to collaborate in teams, as they develop communication and teamwork skills and deliver a successful food and beverage service.	Project: Written and Practical Components

Hospitality

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This subject leads students into the *Applied* senior subject, Hospitality Practices.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Small Business** Students will develop knowledge of food safety, kitchen hygiene and kitchen operations, whilst developing skills to collaboratively implement hospitality events. A range of food literacy and numeracy skills will be implemented to plan, prepare and operate a small business.	Exam
Unit 2	**Casual Dining** Students will understand how to plan, prepare and serve food and beverage for a casual dining event. They will be able to collaborate in small groups to deliver a themed event.	Project
Unit 3	**Special Events** Students will understand dining etiquette as they plan and prepare a function for paying guests. They will be able to collaborate in teams, as they develop communication and teamwork skills and deliver a successful food and beverage service.	Project

Health and Physical Education Faculty

Health Education

Subject Overview

Health Education focuses on linking the theoretical concepts and models of health promotion to contemporary health issues affecting the community. Students will develop an awareness of the role of health in society, the impact of community health concerns on adolescents, and the use of health research to improve health outcomes.

Health Education will serve as an introduction to the QCAA Senior Health subject by offering an introduction to key frameworks/models (e.g. Salutogenic Model of Health; AIHW conceptual framework for determinants of health; Ottawa Charter; Social Justice Framework) that are explored in the senior subject. Senior Health provides the foundation for further education or employment in fields such as health sciences, public health education, allied health, nursing and other medical professions.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Lifestyle Choices** Students will be introduced to some of the key approaches, models and frameworks of Health (e.g. AIHW determinants, pathogenic and salutogenic perspectives). These models and frameworks will be used to explore the concept making appropriate lifestyle choices in the adolescent context, and analyse strategies that promote safer health outcomes for teens.	Analytical Essay (Exam)
Unit 2	**Domestic Violence** Students will explore domestic violence trends, and analyse evidence that suggest women are the predominant victims in these relationships. The resulting health outcomes, as well as strategies and resources that exist to enable women to leave these relationships, will also be evaluated.	Extended Response (Analytical Essay)
Unit 3	**Organ Donation** Using the community health context of Year 11 and 12 students at MacGregor SHS, students in this course will plan, implement and evaluate an action research strategy to advocate and enable change in relation to organ donation awareness. This will involve collation of survey data, delivery of informative organ donation activities and presentations to the relevant student groups, and a report to evaluate overall findings.	Action Research Report
Unit 4	**Mental Health** Students will investigate the mental health concerns of stress and anxiety experienced by today's youth. Students will then analyse current support services, strategies and programs available to promote positive health outcomes for these young people.	Extended Response (Exam - response to stimulus)

Physical Education

Subject Overview

Through an inquiry-based approach, students will use the physical activity context to understand and apply knowledge about sports psychology, motor learning, tactical awareness, equity/integrity, and training through integrated learning opportunities. In this course, students will investigate the sociocultural, psychological and biophysical bases of physical activity and their applications in a performance context. Students will engage in a variety of physical activities to assist their understanding of key concepts, including (but not limited to) touch football, volleyball, basketball, team handball, resistance training, lawn bowls, badminton, AFL, and netball. Whilst this subject has both practical and theoretical elements, the practical elements will not be independently assessed.

Physical Education is designed as a preparatory subject for the QCAA senior subject, Physical Education.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Motor Learning and Biomechanics** (Track and Field) Students will build foundational knowledge of **biomechanics** and the relationship this has with **learning a skill**. This will be utilised in order to analyse movement patterns of themselves, as well as skilled performers, in the area of track and field (athletics).	Integrated Task (Report)
Unit 2	**Exercise Physiology, Training and Performance** (Basketball/Netball) This unit will explore **fitness components**, **energy systems**, **training principles** and **methods**. This knowledge will be used to plan, create and analyse **training sequences and programs** to maximise performance. Students will explore physiological concepts and strategies that assist in enhancing performance (e.g. principles of training, micro and macro cycles, training zones). Participation in a variety of training types, as well as AFL drills and games, will be a key part of the collection of performance data for this unit.	Exam Performance
Unit 3	**Tactical Awareness** (Volleyball) Students will engage with the concepts of **skill acquisition**, **motor learning** and **tactical awareness**, by participating in the physical activity context of Touch Football. **Movement concepts, sequences** and **strategies**, will be explored to allow students to gather data in order to devise a strategy, to optimise their performance. This data will be used to formulate a multimodal folio, to evaluate the effectiveness of the tactical / movement strategy.	Integrated Task (Folio: 5-8mins)
Unit 4	**Equity and Access** (Netball/AFL) Students will engage with concepts associated with **equity and integrity** in physical activity. They will investigate the **barriers and enablers** that influence engagement in physical activity and analyse **societal inequities** in relation to participation. There will be opportunities for students to apply their knowledge of these concepts in a selected physical activity context.	Extended written response (Essay) Performance

Sport and Recreation

Subject Overview

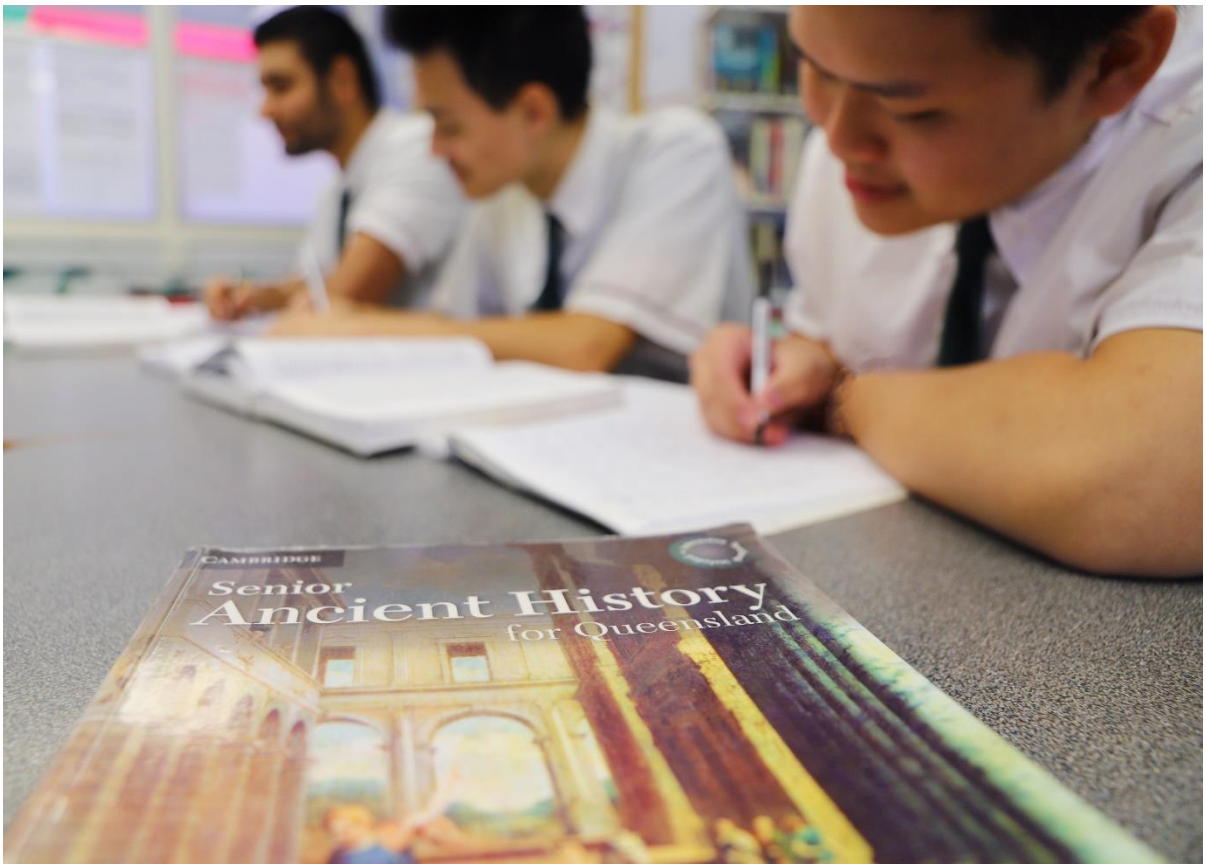
Sport and Recreation provides students with a variety of physical, intellectual, technical, operational and workplace skills essential for careers in the recreation industry. It encompasses learning in, about and through physical activities, and focuses on the role sport and recreation has in the life of individuals and communities. While the subject focuses on both theoretical and practical skills and assessment, there is a greater emphasis on **learning in practical environments**. Sport and Recreation activities have a number of categories including, active play and minor games, games and sports, and lifelong physical activities. In addition to these activities, there will be **a written assessment per semester**.

This subject leads students into the *Applied* senior subject, Sport and Recreation.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Sport & Rec in the Community** In this unit, students will analyse policies, strategies, rules and technology that can be used to promote health and safety in the sport and recreation industry. Students will look specifically at the local MacGregor community, to see what strategies are being implemented.	Written: Multimodal Presentation Practical: Performance in team games/sports
Unit 2	**Fitness and Training Programs** This unit involves a general introduction to health and fitness, and exposes students to a variety of training types. Through this practical involvement, students will understand the purpose and benefits of different types of training, and be able to implement safe and effective training techniques within a gym environment, for themselves and others. Students will explore the benefits of participation in fitness activities and training programs, as well as identify their personal training needs.	Folio of Tasks • Practical performance of various training types • Design a personalised training program • Written evaluation of training program
Unit 3 (Semester 2)	**Health and Safety in Sport (First Aid and Target Games)** Students will engage in multiple (up to three) team games/sports throughout this unit, to gain an understanding of the personal and interpersonal skills that are required to effectively participate in selected team sport games and activities. These practical experiences will allow students to construct and deliver, a coaching session to their peers.	Written: Exam Practical: Performance in minor games
Unit 4	**Personal and Interpersonal Skills in Sport (Coaching)** In this unit, students will explore the important role of sport and recreation within Australian society. This will include the consideration of a range of factors that influence participation in sport and recreation activities. This understanding will be consolidated through participation in Australian Rules Football or Gaelic Football.	Project Folio

Humanities Faculty



Economics

Subject Overview

Economics is the study of how wealth is distributed. In our society Economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The study of Economics challenges students to use evidence and be innovative when solving problems in a world of complex global relationships and trends. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise wellbeing. The Year 10 course concentrates on both the Australian and Global economies.

Economics will serve as an introduction to the QCAA senior Economics subject by offering an introduction to key terminology and skills that are explored in the senior subject.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Introduction to Economics** Students will develop an understanding of the key concepts and ideas in Economics. They will explore the different types of markets and the importance of supply and demand. Students will be able to construct and analyse economic ideas, facts and concepts.	Combination Response Exam
Unit 2 or Unit 3	**Macro-Economics** Students will understand and explore the concept of Macro-Economics. Students will explore the concept of monetary and fiscal policy and the impact these have on the economy. They will research how different political parties adopt different fiscal policies and look at the benefits and costs of each. They will choose one of interest to deeply explore, analyse and evaluate.	Research Assignment
Unit 3 or Unit 2	**To Market** Students will investigate the stock exchange market. Students will explore and and analyse and evaluate current Australian stock trends, through engagement in the stock exchange student game. Students will be able to select, classify and analyse economic information to construct economic meaning and viewpoints.	Extended Written Response
Unit 4	**'Made in China'** Students will look at the ever-increasing need for international economic engagement amongst and between countries, particularly focusing on Australia's growing need to engage with Asia. Students will be able to select, organise, display and classify economic information related to international trade.	Combination Response Exam

Geography

Subject Overview

A study of Geography is a structured way of exploring place and spaces that make up our world. In Year 10 geographical knowledge and skills are developed around the themes of the environment and human wellbeing. Students study the diversity of places, peoples, cultures and environments, and question why places have particular characteristics. A focus will be local, national and global case studies and students will explore and propose and evaluate future actions to overcome these complex issues.

Geography will serve as an introduction to the QCAA senior Geography subject by offering an introduction to key terminology and geographical skills (particularly in regards to field data collection and analysis) that will then be further explored in the senior subject.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**World Diseases** Students explore the nature of local and global diseases and pandemics looking at the social, biological, economic and political challenges communities face when managing the impacts of diseases. Students, as geographers, will be able to analyse the perspectives of stakeholders to make decisions about how to best prepare all communities for current and future outbreaks.	Combination Response Exam
Unit 2	**Under Threat** Students investigate the development of our growing cities and extent of disappearing natural environments. They will look at the future of cities both through Australia and the World. They will use this knowledge to conduct a field study, with council and community experts, on a local land environment under threat and change and recommend future management strategies.	Field Report
Unit 3	**Is Life the Same Everywhere?** Students will develop an understanding of the variations in development of different nations around the world. They will explore a variety of development factors that impact on human wellbeing and development, including health, education, occupation and leisure opportunities in a place. They will undertake an investigation on a global case study (e.g. India) and evaluate and recommend strategies to improve human wellbeing and living.	Data Report
Unit 4	**Trapped in Conflict** Students will explore the nature of conflict and its prevalence in less developed nations. Students will look at a variety of nations that have been involved in conflict and reasons for these conflicts. By examining case studies they will explore social, economic and environmental impacts of conflicts.	Combination Response Exam

History

Subject Overview

History is an inquiry-based subject where students examine traces of humanity's ancient and recent past so they may form their own views about the world. Through History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. In Year 10, students gain a broad understanding of the history of the Ancient and Modern world and its people and civilisations.

History will serve as an introduction to the QCAA senior Ancient History and Modern History subjects by offering an introduction to key terminology and historical research skills (particularly in regards to the inquiry process) that will then be further explored in the senior subject.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**InterWar Years** Students will examine the factors that led to the rise of totalitarian governments such as in Nazi Germany after World War 1.	Short Response to Historical Sources
Unit 2	**World War 2** Students will analyse and evaluate what life was like in war-time Australia and Australia's contribution to the war effort in Europe and the Pacific.	Response to Stimulus Essay
Unit 3	**'I have a Dream'** Students will investigate the causes and consequences of the Civil Rights Movement and how it impacted on various international communities, including Australia. Students will undertake historical inquiry to analyse the perspectives of different Civil Rights' leaders and groups, in order to evaluate and synthesise the significance and legacy these have had for current and future communities.	Independent Source Investigation
Unit 4	**Gods, Goddesses and Gladiators** Students explore the lifestyles of the people of Ancient Rome. They will examine the belief system of Imperial Rome and the means by which various emperors controlled the masses. Students will investigate Ancient Rome and its belief system, to understand its hierarchical structure and evaluate its relevance to modern society.	Response to Stimulus Essay

Legal Studies

Subject Overview

As students are growing to be responsible adults, it is important for them to become informed citizens in order to constructively question and contribute to the improvement of laws. In Legal Studies, students study how the legal system regulates activities, whilst protecting the individual rights and balancing these with obligations and responsibilities. The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. These are critical skills that allow students to think strategically in the 21st century.

It is recommended students have studied Year 10 Legal Studies to study Legal Studies (General) in Years 11 and 12.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Criminal Law** Students will understand the role of the Queensland criminal justice system and consider how criminal law attempts to safeguard individual rights with society's need for order. They will investigate the consequences of alleged criminal behaviour in terms of trial processes, punishment and sentences and apply legal principles and criteria to determine if the system provides just and equitable outcomes.	Exam
Unit 2	**Contemporary Legal Issues** Students will understand how the law and governance change through relevant contemporary issues. They will investigate issues that could arise from areas such as family law, technology law and employment law in order to make justified decisions regarding the suitability of legal outcomes.	Assignment
Unit 3	**Civil Obligations** Students will understand how civil law operates in Queensland. They will consider areas such as contractual obligations, consumer law and negligence and apply their understandings of these principles to a variety of real-life situations.	Assignment
Unit 4	**Human Rights** Students will understand the sources of law and the Australian legal framework. They will examine how the United Nations Declaration of Human Rights influence the Australian legal framework and investigate the impact such rights have on our legal system and those who are subjected to it.	Exam

Languages Faculty

Chinese

Subject Overview

The world is becoming increasingly diverse, both in the immediate environment and on a more global level. The study of Chinese provides access to different ways and opportunities to broaden understanding of self and others. China is a powerful Asian economy with ever-increasing trade links to Australia. Study in this subject increases career and employment opportunities, and improves access to the systems of digital communication and representation which are increasingly a core component of students' lives in and out of school. The ability to speak additional languages and to communicate across cultures is enriching in many ways and is an important skill wanted by employers.

Chinese will serve as an introduction to the QCAA senior Chinese subject by offering an introduction to key language and communication forms that are explored in the senior subject.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**It's the Holidays** Students will understand the language and cultural practices involved in communicating about holidays and festivals. They will be able to compare holidays in Australia with those in Chinese-speaking cities.	Exam/s covering reading and writing skills
Unit 2	**Let's Go Shopping** Students will investigate and explore the nature of systems of shopping in Chinese-speaking countries as opposed to Australia. They will be able to use Chinese language to express their own opinions about shopping.	Exam/s covering listening, and speaking skills
Unit 3	**I am Not Feeling Well** Students will understand aspects of communicating about health and illness in Chinese. They will be able to communicate in the Chinese language why someone is unwell.	Exam/s covering writing and reading skills
Unit 4	**What's on Today?** Students will explore the concept of television and film. They will understand how to communicate about television and viewing preferences and be able to compare Chinese and Western-style films.	Exam/s covering combined response including listening, reading and writing skills

German

Subject Overview

The world is becoming increasingly diverse, both in the immediate environment and on a more global level. The study of German provides access to different ways and opportunities to broaden understanding of self and others. Communicating with people from German-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding. Study of German increases career and employment opportunities, as the ability to speak additional languages and to communicate across cultures is an important skill wanted by employers.

German will serve as an introduction to the QCAA senior German subject by offering an introduction to key language and communications forms that are explored in the senior subject.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Seeing the Sights** Students will understand the features of a city in German-speaking countries compared to those of cities in Australia. They will be able to identify and describe these features using the German language.	Exam/s covering writing and listening skills
Unit 2	**Getting Around** Students will understand the features of transport systems in German-speaking countries. Students will be able to use the German language to negotiate and navigate travel in a German -speaking country.	Exam/s covering speaking and reading skills
Unit 3	**Shopping** Students will understand and be able to compare the nature and systems of shopping in German-speaking countries as opposed to Australia. They will be able to use the language to express their own opinions about shopping.	Exam/s covering reading and listening skills
Unit 4	**What's on Today?** Students will understand and be able to apply language systems specifically related to dining out in German-speaking countries. Students will begin to explore using appropriate grammar and tenses in their communication of the German language in preparation for Years 11 and 12 German.	Exam/s covering writing and speaking skills

Japanese

Subject Overview

The world is becoming increasingly diverse, both in the immediate environment and on a more global level. The study of Japanese provides access to different ways and opportunities to broaden understanding of self and others. Communicating in and with people in Japanese is an important leading edge skill in which students develop knowledge and understanding that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens. Study in this subject increases career and employment opportunities, as the ability to speak additional languages and to communicate across cultures is an important skill wanted by employers.

Japanese will serve as an introduction to the QCAA senior Japanese subject by offering an introduction to key language and communications forms that are explored in the senior subject.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**School and Family Life** Students will understand the features and characteristics of school life in Japan and Australia. They will be able to use the Japanese language to communicate about family life and daily activities at school both for students studying in Japan and themselves in Australia.	Short response exam including listening and reading comprehension skills
Unit 2	**Student Exchanges and Events** Students will investigate the idea of a student exchange, as well as events for their lives in their near future. They will be able to use the language needed to express plans for the future and current desired occupations of choice.	Multimodal presentation and writing exam
Unit 3	**Celebrating and Seasons** Students will understand the language of special events and celebrations in Japan and Australia and be able to use language to compare special events in Japan and Australia. They will be able to communicate and plan a celebration using the Japanese language.	Short response exam including listening and reading comprehension skills
Unit 4	**Holidays and Travel** Students will investigate the nature of holidays, specifically locations, activities and plans and be able to interpret and use written and spoken language to express their own holiday plans/desired future travel plans.	Multimodal presentation and writing exam

Science Faculty

Biology

Subject Overview

Biology is the study of living things. It aims to provide a greater understanding of how organisms and systems work together to bring meaning to observations.

Throughout the course of study, students will use an inquiry-based approach to develop an understanding of ecology, anatomy, physiology and genetics. These concepts will then be applied in a variety of contexts including plants and animals.

The Year 10 Biology course prepares students for the senior Biology QCAA course of study.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Ecology** Ecology is the branch of biology that deals with the relations of organisms to one another and to their physical surroundings. This unit focuses on the adaptations that organisms have that enable them to survive as they interact with living and non-living factors, the physiology and anatomy specific to aquatic environments, and cycling of matter.	Data Test Student Experiment Supervised Assessment
Unit 2	**Plant Anatomy and Physiology** This unit focuses to developing understanding of plant structure and function through investigating plant taxonomy, structures, leaf structures, transport photosynthesis and reproduction.	
Unit 3	**Genetics** This unit aims to develop an understanding of the processes that result in changes in genetic material and subsequent changes in characteristics, altering the diversity of living things. It focuses on DNA and protein synthesis, and how theories of evolution by natural selection are used to explain variations in organisms and speciation over time.	Research Investigation Supervised Assessment
Unit 4	**Animal Anatomy and Physiology** This unit focuses on the anatomy (structure) and physiology (functions) of animals. These include the digestive, circulatory, respiratory, and excretory body systems. The structure and function of multicellular organisms are compared as functioning sets of interrelated systems.	

Chemistry

Subject Overview

Chemistry is the branch of science that gives meaning to the properties of matter and its composition. It uses these properties to examine how matter reacts to form new products in chemical reactions.

Throughout the course of study, students will use an inquiry-based approach to develop an understanding of atoms and their properties, chemical bonding, chemical reactions and quantitative analysis. Students will link these concepts together throughout the course of study to develop a holistic understanding of Chemistry.

The Year 10 Chemistry course prepares students for the senior Chemistry QCAA course of study.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Properties of Matter** This unit explores the fundamentals of chemistry and the properties of matter. This is accomplished by examining the characteristics of matter and the periodic table. The properties of molecules, compounds and mixtures are also linked to elemental properties. Measurement and sources of error are also discussed.	Data Test Research Investigation Supervised Assessment
Unit 2	**Chemical Bonding** Chemical bonding is the chemistry involved in atoms joining through electron interactions. This unit examines a variety of bonding types (ionic and covalent) and links these to the properties of the bonding type and the elements within. Atomic structure and variations (Isotopes) are also explored.	
Unit 3	**Chemical Reactions** Chemical reactions are often seen to be the most exciting component of science. This unit focuses on the types of chemical reactions and also on the quantitative amount of chemicals used and produced (Reaction rates). Solubility rules and aqueous solutions are also discussed.	Student Experiment Supervised Assessment
Unit 4	**Quantitative Analysis** This unit focuses on the quantitative analysis area of chemistry (stoichiometry). This analysis helps to ensure an understanding of chemical reactions.	

Physics

Subject Overview

Physics is the area of science that explains energy, its conversions, as well as the physical aspects of nature. It focuses on mechanics and various types of energy including heat, light and sound.

Throughout the course of study, students will use an inquiry-based approach to develop an understanding of heat energy, electrical energy, motion and forces. Students will link these concepts together throughout the course of study to predict outcomes.

The Year 10 Physics course prepares students for the senior Physics QCAA course of study.

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Thermodynamics** This unit focuses on heat energy, its conversions and other aspects associated with thermodynamics. It brings meaning to measurement and sources of error and investigates specific heat capacity and heat transfer using the particle model as a basis. It also explores the laws of thermodynamics.	Data Test Research Investigation Supervised Assessment
Unit 2	**Electricity** This unit on electricity explores a variety of aspects involved in electrical energy including voltage, current and resistance. It explores the differences between series and parallel circuits and uses Kirchhoff's laws to calculate voltages and current to ensure safety and to minimise risk of equipment failure.	
Unit 3	**Motion** Kinematics is the analysis of objects in motion. This unit focuses on the quantities of displacement, acceleration and velocity and uses them to predict the motion of an object. The movement of objects are also explored graphically and related to momentum.	Student Experiment Supervised Assessment
Unit 4	**Forces** This unit focuses on **forces** and the resulting effects on objects. Newton's laws of motion are utilised to explain observations and predict outcomes. Force systems are analysed to determine the motion of objects and their corresponding characteristics.	

Psychology

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society

The Year 10 Psychology course prepares students for the senior Psychology QCAA course of study**.**

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Introduction to Psychology & Statistics** This unit comprises of a range of foundational psychological concepts that will introduce many perspectives and theories that underpin the study of psychology. A variety of relevant theorists and their ideas will be investigated in addition to concepts relating to scientific method, statistics, ethical considerations, scientific writing and research methods. Students will develop their ability to accurately interpret data and be able to draw conclusions from these.	Research Investigation
Unit 2	**Brain and Nervous System** Students will continue to apply their knowledge and understanding of statistics to a variety of data sets. Foundational concepts relating to the role of the brain will be covered including brain investigative techniques, the basic structure and function of the nervous system and the role and structure of different types of neurons.	Data Test Supervised Assessment
Unit 3	**States of Consciousness and the Function of Sleep** Sleep plays a critical role in the function of a human being. This unit explores the psychological construct of consciousness, including normal waking consciousness and altered states of consciousness. Students will also investigate why humans need to sleep in addition to looking at the various stages of sleep humans are in during sleep. Sleep disorders will also be explored and possible interventions to treat these.	Student Experiment
Unit 4	**Intelligence and Motivation** In this unit Students will explore the concept of intelligence and factors that influence intelligence, including the interaction of genetic and environmental factors. Motivation will be investigated and the role it plays in achievements.	Supervised Assessment

Science

Subject Overview

This Science course will foster an interest in science and a curiosity and willingness to speculate about and explore the world. Students will engage in communication of and about science, value evidence and scepticism, and question scientific claims made by others. They will identify and investigate scientific questions, draw evidence-based conclusions and make informed decisions about their own health and wellbeing students will learn that science is a human endeavour and will appreciate and apply their scientific knowledge to daily life.

The Year 10 Science course prepares students for the following senior QCAA course of study:

- Science in Practice

Course Outline - Elective Year Subject

Year 10	Unit Description	Assessment Overview
Unit 1	**Module 1 – Global Systems** (Earth and Space Sciences) Students will identify relationships and interactions existing between the living, physical and chemical worlds, on both a local and global scale. Students will learn to predict how transfer of energy will affect equilibrium within a system. **Module 2 – Heredity and the Theory of Evolution** (Biological Sciences) Students will understand the role of DNA and genes in controlling the characteristic of organisms from one generation to the next. Students will be able to apply the theory of evolution to explain the diversity of living.	Project - Terrarium Examination
Unit 2	**Module 3 – Chemistry** (Chemical Sciences) Students will learn to identify and observe trends and relationships occurring between elements within the periodic table. Students will predict and explain how these trends and relationships effect chemical reactions and the products they produce.	Investigation – Student Experiment Examination
Unit 3	**Module 4 – Physics** (Physical Sciences) Students will understand the interrelationship of speed, acceleration, distance and time and the forces involved in everyday motion. Students will explore the concepts of energy conservation in a system and explain energy transfer and transformations. Students will be able to analyse data and use these concepts in the real world using the laws of physics.	Examination
Unit 4	**Module 5 – The Universe** (Earth and Space Sciences) Students will understand the universe contains features including galaxies, stars and solar systems. Students will be able to use the Big Bang theory to explain the origin of the universe and consequently these features.	Project – Research task and Group presentation

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