Nanango
State High School

2025
Curriculum Booklet
Year 10

Contents

Nanango State High School

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School Curriculum Statement

Nanango State High School endeavours to provide a 'total curriculum' for our students. Besides developing the academic curriculum, the school attempts, through various curriculum programs, to develop the potential within students to exhibit positive characteristics including:

- a caring attitude
- leadership
- individuality
- a healthy self-image
- assertiveness

In addition, the school endeavours to provide courses that ensure that all students have the opportunity to experience some measure of success in their time at school. This, it is hoped, will engender a feeling in students that school has been a profitable and enjoyable experience. It is recognised that schooling is part of "life-long learning" and that this will continue after the school age years.

The aims of the junior curriculum are:

- to continue to address the specific learning needs of young adolescents;
- to develop the intellectual, social, emotional and physical capacities of individual students;
- to develop students' understanding of social customs, institutions and practices;
- to introduce students to the different kinds of knowledge which are personally beneficial and necessary for effective participation in society;
- to equip students with ways of learning which will enable them to function competently in society; and
- to promote students' moral and spiritual growth.

As part of a total curriculum plan, all students undertake a core program. This program provides a sound educational base in areas considered to be essential learning.

All Junior students at Nanango State High School participate in a core program of study which includes:

- Career Education and Living Skills (C.E.A.L.S)
- Humanities and Social Sciences (Geography and History)
- Maths
- English
- Science

Course Structures

In Year 10 students' study four elective subjects through the year, two in each Semester.

Core Subjects - Studied throughout the year

- English
- Maths
- Science
- Humanities and Social Sciences (Geography and History)
- Certificate II in Skills for Work and Vocational Pathways
- Certificate I in Workplace Skills

Elective Subjects can include

- Ancient History Prep
- Business
- Computer Education
- Design, Automation and Technology
- Drama
- Engineering Principals & Systems
- Food Specialisations
- Materials & Technologies Specialisations
- Foundations in Health & Physical Education
- Physical Education (Extension)
- Food & Fibre Production
- Mathematics Extension
- Visual Art

The C.E.A.L.S Program

This is an active and popular program that provides the opportunity for students to examine a range of topics and issues that are important for young people to consider.

The program will include:

- Career Education
- Personal Development Activities
- Human Relationships Education
- Drug and Alcohol Education
- Leadership Training
- A range of guest speakers with expertise in various fields

Courses and Careers

Notes on Selections

The selection of Year 10 subjects is generally **not critical** with respect to post-secondary school course options. However, there are relationships between Junior subjects and Senior subjects. For example, Junior Drama may provide a useful introduction to Senior Drama, however, these Junior subjects are in no way pre-requisites for the Senior equivalents.

If unsure about what is involved in studying some subjects, the subject descriptions in this handbook will prove helpful. In particular, students should find out about the type of assessment, and the topics studied. If students have further queries regarding subject descriptions, they should see the relevant Heads of Department/Coordinators for more information.

Heads of Department / Coordinators

English	Mrs Deb Bygrave
Mathematics	Mr William Kok
Humanities and Social Sciences, Ancient History	Mr Cheyne Kerr
Food & Fibre Production	Mr Nathan Trace
Design, Automation and Technology, Science	Mr Peter Cavallaro
Business Studies	Ms Odette Cheal/Mrs Angela Marshall
Drama	Miss Claire Smith
Materials and Technologies Specialisation	Mr Stephen Anderson/Mr Steve Wilshaw
Physical Education	Mr Ben Bouchereau
Food & Nutrition Prep, Food Specialisations	Mrs Trish Harch
Visual Art	Ms Grace Kevill-Davies

Choosing Year 10 Subjects

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in Year 10 and later the selection of subjects for Year 11 and 12. These are important decisions since they may affect the type of occupation or career you can follow when you leave school. Your course selections can also directly affect your success at school and how you feel about school.

Overall Plan

As an overall plan, it is suggested that you choose subjects:

- You enjoy
- In which you have already had some success
- Which will help you reach your chosen career/s, or at least keep many careers open to you
- Which will develop skills, knowledge and attitudes useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

Guidelines

Keep your options open

Many students in Year 9 have thought about their future but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at subject choice, to keep your options open. This means choosing a selection of subjects which makes it possible for you to continue thinking about your career choice over the next two years before making more definite choices as you approach the end of Year 10.

English at Nanango State High School

The study of English is central to the learning and development of all students. It helps to create confident communicators, imaginative thinkers and informed citizens. English focuses on developing students' analytical, creative and critical thinking and communication skills in all language modes. It encourages students to engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures.

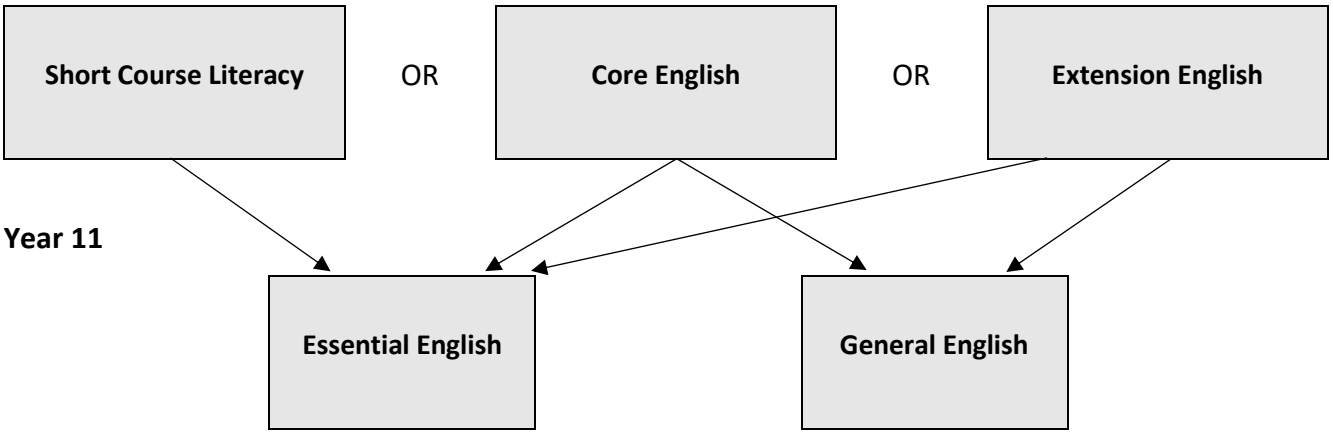
In Year 10, we are able to offer three distinct pathways for our students: English Core, English Extension or Short Course in Literacy.

Some students will be offered a position in the Literacy Short Course to start at the beginning of Term 2. This offer will be based on a combination of Year 9 results, diagnostic testing, feedback from teachers and first term of Year 10 results. The Literacy Short Course will provide those students, who find English challenging, the opportunity to reinforce their literacy skills, in preparation for Year 11.

Students who are in Core English will be offered the opportunity to continue with their core English studies or enrol in English Extension.

English Extension offers those students who enjoy English and/or believe they will study General English in Year 11 an opportunity to have a deeper understanding of literature and its components. English Core will continue with the work already being studied, focussing on every day success. Completing either Core or Extension English will give students the foundation for studying General or Essential English in Year 11.

Year 10 (Term 2)

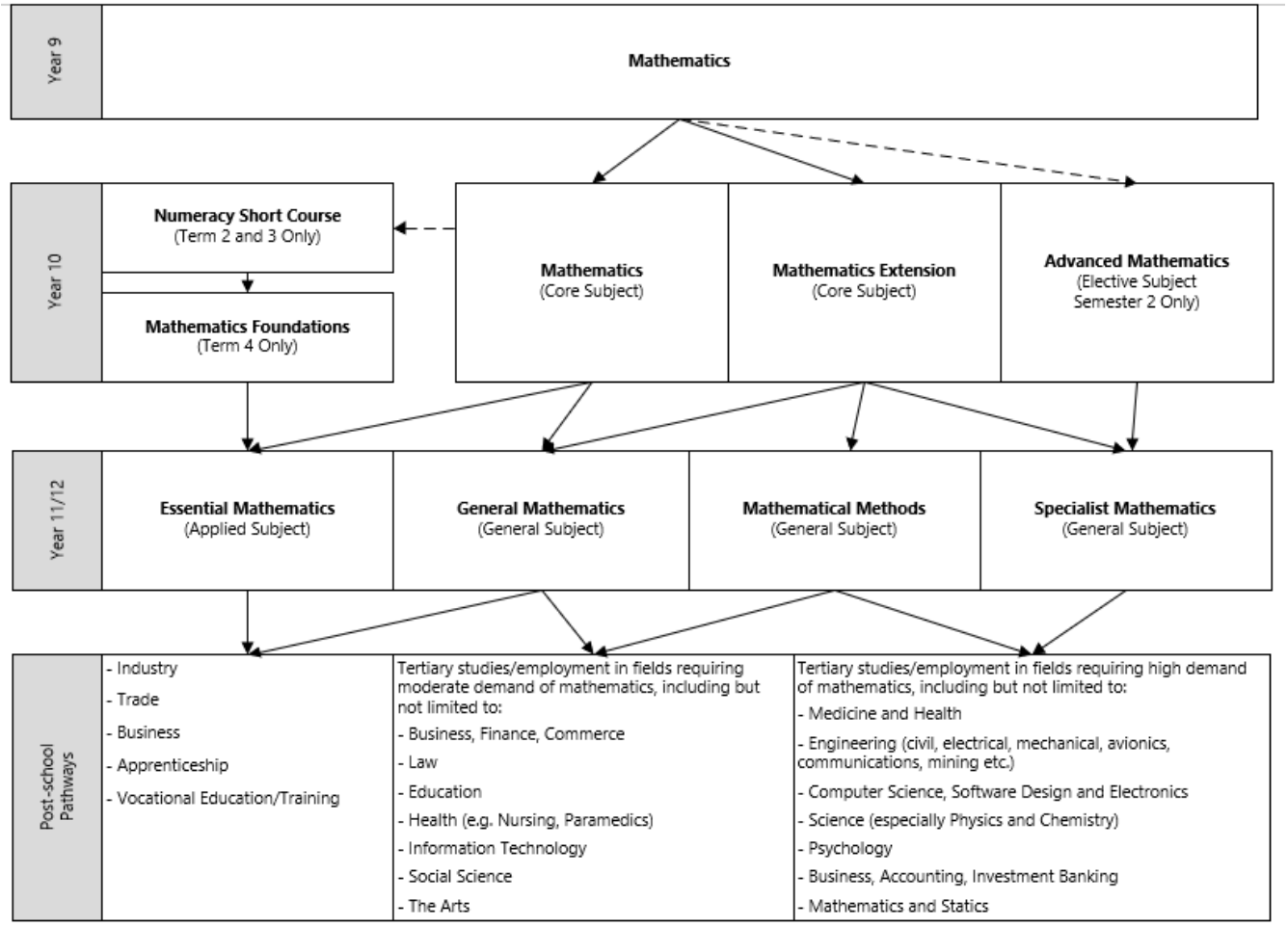


Mathematics at Nanango State High School

Mathematics is an integral part of education. It enhances understanding of our world and the quality of our participation in a rapidly changing society. Mathematics focuses on observing and investigating patterns and relationships, and it encompasses all aspects of daily life. The ability to model and understand the world in terms of mathematics is fast becoming the most sought after skillset in the modern workplace. Through enhanced mathematical understanding, individuals can become better informed economically, socially and politically in an increasingly mathematically oriented society.

At Nanango State High School, we pride ourselves in offering a comprehensive range of mathematics courses to cater for the individual needs of students. Based on Year 9 results, diagnostic tests and feedback from teachers, students will be placed in either *Mathematics* or *Mathematics Extension* for Year 10, with the option to move into other levels of mathematics depending on their aspiration, effort and achievement as the year progresses. Students can also select *Advanced Mathematics* as an elective for a semester. This is highly recommended for those students who aspire to further education and employment in fields with higher demand of mathematics. In Term 2 of Year 10, our specially designed *Numeracy Short Course* will provide students who find *Mathematics* challenging with the opportunity to reinforce their basic numeracy skills.

The following flowchart shows the pathways that Nanango State High School mathematics courses can progress to future aspirations.



Thinking About Careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Years 9 and 10. We have a program to help you with career exploration. Also, we encourage you to talk to the Guidance Officer and check the following sources of information on subjects, courses and careers.

- Job guide – available in all schools
- Other career information such as literature from industry groups which show the various pathways to jobs in these industries
- QTAC My Path website for careers requiring further study at University or TAFE
- After checking through this information, it is likely that you will come up with a list of subjects needed for courses and careers that interest you. If details are still unclear, check with your guidance officer
- The Real Game.

Find Out As Much As Possible About ALL Subjects on Offer

Even though you have studied a wide range of subjects in Year 9, it is important to find out as much as possible about the subjects offered in Year 10. Some of the subjects will be new, and others with the same name as in Year 8 may be a little different for higher year levels.

To find out about your subjects:

- Read the subject descriptions in this booklet
- Ask Heads of Department and teachers of particular subjects
- Look at books and materials used by students in the subjects
- Listen carefully at class and subject selection talks
- Talk to students who are already studying the subjects.

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered in the subject) and how the subject is taught and assessed,

For example:

- Does the subject mainly involve learning from a textbook?
- Are there any field trips, practical work, or experiments?
- How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

Make A Decision About A Combination Of Subjects That Suits You

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Your friends are or are not taking it
- You like or dislike the teacher
- "All the boys or girls take that subject" (*all subjects have equal value for males and females*).

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put

in your best effort. Similarly, if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

Be Prepared To Ask For Help

If you need more help then seek it, otherwise you may regret it later. Talk to your parents/guardians, teachers, Guidance Officer, HODs, Deputy Principals and Principal. Make use of the school subject selection program.

Assessment Policy

Student's assessment is a vital part of the school program. All formal assessment for all year levels is entered in the assessment calendar (posted to parents at the beginning of each semester.

For the purpose of this policy, an **"Assessment Item"** is defined as a task undertaken by a student which contributes to the student's overall assessment profile for a particular subject. These items may be in the form of a **Test/Examination or an Assignment.**

Assignments may include:

- Major Research Projects
- Folios of Work
- Works of Art
- Field Trips
- Practical Performances
- Extended Writing Tasks
- Reports
- Models
- Oral Presentations

Assignments/Tests

N.B All assessment done in Year 10 is classed as substantive.

1. If non-submitted/not sat by the due date time frame without special consideration, the teacher will use professional judgement to award a grade based on the following:
    a. From class observation
    b. Conferencing
    c. Monitoring of drafts

Teachers should endeavour to obtain documentary evidence e.g. drafts, plans, journals, reference sources etc. to be used as supporting evidence of teacher judgement. (If the teacher believes the students work does not meet the minimum requirements outlined in the syllabus, then in consultation with the relevant HOD a non-submitted result may be entered on the profile.)

2. If a student cannot present any documentation or the teacher has not sighted such documentation during the drafting process/or has not sat the test and there has been no special consideration granted a grade cannot be awarded for that item and a NR will be entered on the profile.

Discussions will occur between the teacher, HOD and relevant Admin personnel to determine this course of action.

NOTE: Substantive means a piece of assessment that covers a core/integral component of the accredited schools Work Program. Discussion must occur with relevant HODs to determine what is considered substantive for the particular subject. Time-frame - a time frame may be a particular date when an assessment is due or may be a period of time over which a piece of assessment may be submitted. This will be determined by the nature of the assessment item.

Granting of Special Consideration to Students

It is recognised that on occasions exceptional circumstances may arise, which require extensions of time or special consideration to be given to a student.

Extensions:

a. An extension of time can be granted by **the Heads of Department** following recommendation by the class teacher, if, in their opinion sufficient reason exists.

b. In this event **a new due date** is set.

c. For an extension to be granted, the student **must notify administration prior to the final due date** of the assignment.
   - Application made prior to the due date must be made on an assignment extension form available at the office.
   - For extended absence due to illness up to and including the due date:
     - students may produce a medical certificate

       or
     - parent/caregiver may speak personally with the Head of Department to discuss relevant circumstances.
   - For absence due to illness on the **due date only**:
     - students may produce a medical certificate.

d. Absence due to special circumstances, e.g. bereavement:
   - parent should speak personally with the Administration or Head of Department to discuss the circumstances.

Special consideration for students missing a test/examination

a. Special consideration may be granted by **the Administration** (i.e. Principal, Deputy Principals) following recommendation by Heads of Department, if, in their opinion sufficient reason exists.

b. In this event:
   - the student may be required to complete the test/examination at the next available opportunity, the result of which would be used as a notional estimate of the student's performance. The student should take responsibility for negotiating this alternative assessment time;
   - the student's assessment may be deferred and determined on information from subsequent assessments;
   - under exceptional circumstances Administration may grant tests/examinations to be supervised by a parent, nurse etc. away from the school. This result would be used as a notional estimate of the student's performance.

c. For special consideration to be granted, the student **must notify Administration**:
   - prior to or on the due date of the test examination a request for special consideration may be made through the appropriate Head of Department
   - for absence due to illness **on the date** of the test examination:
     - students may produce a medical certificate

       or
     - parent may speak personally with the Administration or Head of Department **on the day** to discuss relevant circumstances.

d. Absence due to special circumstances, e.g. bereavement:
   - Parent should speak personally with a member of the Administration to discuss the circumstances.

Student with a Number of Assessment Items Outstanding

- The student will be identified by the Year Level Co-ordinator and be subsequently withdrawn from the regular school day, including normal lunch breaks, to complete the items outstanding.
- The completed work will be of a satisfactory quality as determined by the teacher/s concerned.
- The relevant member of Administration will notify parents.

Hardware/Software Problems:

- Should a student experience hardware problems, for example a printer or other hardware failure at home, extensions of the due date will **only** be considered where the teacher has **previously** had draft work submitted by the student. In the situation where at least one draft has **not** been submitted an extension may not be considered.

Assessment Misconduct

This is any type of cheating that occurs in relation to any formal academic exercise. It can include, but is not limited to:

Plagiarism which can be:

- **word-for-word copying** of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, working papers, conference papers, websites or other students' assignments) without clearly identifying their origin by appropriate referencing;
- **closely paraphrasing** sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works;
- **copying** or **cutting and pasting** computer files or documents in whole or in part without indicating and acknowledging their origin;
- **submitting work** which has been **produced by someone else** on the student's behalf as if it were the work of the student;
- **using another person's ideas**, work or research data without appropriate acknowledgment;
- **producing** work in conjunction with other people (e.g. other students, a tutor, parents) when it is purported to be work from the student's own independent research.

Cheating: is any attempt to give/obtain assistance or advantage in any formal academic exercise (like an examination) without due acknowledgment and or approval. e.g.

- Taking notes of any type into a formal academic exercise without permission,
- The use of data, notes, formulae or other information stored on any personal technology device in any formal academic exercise without the express permission of the school;
- The use of the capabilities of any Personal Technology Device in any formal academic exercise without the express permission of the school;
- Attempting to gain access to other students work without permission throughout any formal academic exercise.

Consequences for Academic Misconduct

- Academic Misconduct by any student is a serious issue;
- Students who are found to have engaged in Academic Misconduct may be subject to behavioural **and** academic penalty;
- Students who are found to have engaged in Academic Misconduct in Vocational **(VET)** subjects may be expected to re-submit all competencies in which the misconduct occurred,
- All incidents of academic misconduct will be entered into the **OneSchool** database.

Plagiarism

- The section of work that is plagiarized **will not contribute** to any result for that piece of assessment; the remainder will be judged against the criteria for that assessment piece.

Use of Artificial Intelligence (AI)

- Work found to be generated by AI will not contribute to any result for that piece of assessment; the remainder will be judged against the criteria for that assessment price.

Cheating

- The portion of the assessment item that was cheated on will not contribute to the students results for that semester.

PLEASE NOTE:

- One incident of academic misconduct may be treated as a Minor Behaviour incident as described in the schools Responsible Behaviour Plan.
- **Second and subsequent incidents** of any Academic Misconduct may be treated as Major Behaviour incidents as described in the schools Responsible Behaviour Plan.

Laptop BYOX

- Nanango State High School is a laptop school
- It is **compulsory** for all students to bring their own laptop to school or hire through Nanango State High School various hire schemes.
- Information regarding this is available by contacting the school administration.

Core Subjects

English

AIMS

By the end of Year 10, students should have developed their ability to use English as active and informed citizens and are able to use language to:

- Participate as confident members of family and community life;
- Undertake further formal and informal study;
- Obtain employment or to participate in unpaid work;
- Be involved in satisfying recreational activities particularly those involving literature, drama and the mass media.

CONTENT

Students will study a range of units including those that deal with Documentaries, Satire, Poetry, Shakespearean Drama, Novel and Media Studies.

ASSESSMENT

- Students will be assessed on both their spoken and written work including in-class supervised tasks and assignment work.
- Oral assessment may be presented in front of the class or pre-recorded. Pre-recorded presentations must be given to the teacher at the beginning of the relevant lesson.
- All classes will engage in the study of language features and text structures focussing on, grammar, sentence construction, punctuation and text types.

RELEVANCE FOR FURTHER STUDY/CAREERS

English is an important subject for both further study and for careers – it is a prerequisite for virtually every University, TAFE and apprenticeship course and is a subject most employers look at in the portfolio of job seekers.

Humanities and Social Sciences

AIMS

Study of Humanities and Social Sciences (HSS) should enable students to:

- Appreciate themselves as unique and worthwhile individuals and social beings;
- Understand the nature of relationships among people, societies and environments in various times and places;
- Develop their capacities for reasoned analysis and critical reflection on diverse social attitudes, sensitivities and feelings.

OTHER INFORMATION

Students studying HSS in Year 10 could expect to be involved in up to two compulsory field trips. The cost of these field trips are included in the SRS.

CONTENT

Content is selected from a number of interesting topics with the year split into two distinct subject units - History and Geography, as shown below. Classes will rotate between Semester's for one and two.

Semester One or Two: History - Modern

1. World War II *(1939 – 1945)*
2. Popular Culture *(1945 – Present)*
   - Rights and Freedoms

Semester One or Two: Geography

1. Environmental Change and Management
   - Coasts
2. Geographies of Human Wellbeing
   - Case Study: The Impact of Disasters on Human Wellbeing

During the Year 10 course students will have the opportunity to complete Certificate I in Workplace Skills as part of their studies (a nationally recognised VET Qualification – Contributes 2 QCE points). Students will also commence Certificate II in skills for Work and Vocational Pathways, which will be completed in Year 11 (a nationally recognised VET qualification – contributes 4 QCE points).

NATIONALLY RECOGNISED TRAINING

ASSESSMENT

Assessment techniques include a wide range of items such as fieldwork, research tasks, class tests, seminars etc.

RELEVANCE FOR FURTHER STUDY/CAREERS

The processes and skills taught in the Humanities and Social Sciences can be transferred to a wide range of senior subject offerings, but in particular are most suitable for senior Economics, Geography and Modern/Ancient History.

After senior these same skills can be transferred to a wide range of tertiary courses and further lead to a number of career options including: Business, Management, Law, Journalism, Finance/Banking, Tourism, Government Services, Advertising, Politics, Teaching, Small Business and Defence Forces.

Mathematics

AIMS

This subject contains a range of mathematical topics in preparation for Senior *General Mathematics* in years 11 and 12. It is designed for students to extend their mathematical skills for future studies or careers with moderate demand in mathematics.

General Mathematics incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms.

SPECIAL SUBJECT REQUIREMENTS

- Exercise book(s) and electronic textbook
- Scientific calculator – Model: *Casio FX82AU PLUS II* (school sells at discounted price)
- BYOx laptop with *Microsoft Office 365* installed

CONTENT

- Shape and measurement
- Linear equations and their graphs
- Applications of trigonometry
- Algebra and matrices
- Data analysis

ASSESSMENT

Problem-solving and modelling assignments, written examinations

PATHWAYS FOR FURTHER STUDY/CAREERS

General Mathematics is a senior subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in the subject can establish a basis for further education and employment in the fields of:

- Business/Commerce/Finance
- Law
- Education
- Health (eg Nursing, Paramedics)
- IT
- Social Science
- The Arts
- Trade-based careers (eg electrician)

RELEVANCE FOR FURTHER STUDY/CAREERS

- Based on Year 9 results, diagnostic tests and feedback from teachers, students will be placed in either *Mathematics or Mathematics Extension* at the beginning of Year 10. Students can move to other levels of mathematics depending on their aspiration, effort and success rate as the year progresses.
- At the end of Term 1, students who have found *Mathematics* challenging will be offered the opportunity to move into *Numeracy Short Course*. This provides students with the opportunity to reinforce their basic numeracy skills and achieve one QCE credit point.
- To study *General Mathematics* in Year 11, it is **strongly recommended** that students achieve above a 'B' level in this subject by the end of Year 10. The work covered in this subject is the pre-requisite knowledge for *General Mathematics*.

Mathematics Extension

AIMS

- *Mathematics Extension* contains a range of mathematical topics with the focus on algebraic concepts, and explicitly prepares students for Senior *Mathematical Methods* and *Specialist Mathematics* in years 11 and 12. It is a recommended precursor to tertiary studies with high demand in mathematics, which includes areas in science, medicine, mining, engineering, information technology, mathematics, finance, business and economics.
- This subject is designed to accelerate students who demonstrate an aptitude towards mathematics.
- Students will rigorously build and apply their mathematical skills to real-world problems in becoming critical thinkers, innovators and problem-solvers.

SPECIAL SUBJECT REQUIREMENTS

- Exercise book(s) and electronic textbook
- Graphing calculator – Model: *TI-Nspire CX II Non-Cas* (loan from school or purchase your own)
- BYOx laptop with *Microsoft Office 365* installed

CONTENT

- Measurement and geometry
- Pythagoras and trigonometry
- Number and algebra
- Statistics and probability
- Arithmetic and geometric sequences
- Functions and graphs
- Counting and probability
- Exponential functions

ASSESSMENT

Problem-solving and modelling assignments, written examinations

PATHWAYS FOR FURTHER STUDY/CAREERS

Mathematical Methods is a senior subject suited to students who are interested in pathways beyond school that lead to tertiary studies. A course of study in this subject can establish a basis for further education and employment in fields with higher demand of mathematics, including but not limited to:

- Medicine and Health
- Engineering (civil, electrical, mechanical, avionics, communications, mining etc.)
- Computer Science, Software Design and Electronics
- Science (especially Physics and Chemistry)
- Psychology
- Business, Accounting, Investment banking, Finance

RELEVANCE FOR FURTHER STUDY/CAREERS

- Based on Year 9 results, diagnostics tests and feedback from teachers, students will be placed in either *Mathematics* or *Mathematics Extension* at the beginning of Term 1 Year 10. Students can move to other levels of mathematics depending on their aspiration, effort and success rate as the year progresses.
- To study *Mathematical Methods* or *Specialist Mathematics* in Year 11, it is **strongly recommended** that students achieve above a 'C' level by the end of the year 10. The work covered in this subject is the pre-requisite knowledge for *Mathematical Methods* and *Specialist Mathematics.*
- For more information on possible pathways with our mathematics courses, please refer to '*Mathematics at Nanango State High School'* on page 4.

Science

AIMS

- To equip students for future employment in a high-tech society
- Become scientifically literate citizens
- Prepare students for tertiary study and the trades

OTHER INFORMATION

Students are expected to participate in field trips. The cost of these field trips is covered in the SRS.

Suitability qualified students may participate in an extension class in Term 4

CONTENT

Follows the Australian Curriculum

Core Science and Extension

- Chemistry – The Periodic Table & Chemical Reaction Rates
- Biology - Evolution & Genetics
- Physics – Forces and Energy
- Earth Sciences

ASSESSMENT

- Exam
- Data Test
- Student Investigation
- Student Experiment

RELEVANCE FOR FURTHER STUDY/CAREERS

Science is the study of how the universe works. This involves looking at the way matter and energy interacts by observing, measuring and experimenting in order to gain a better understanding of the underlying laws of nature. People who choose to study science do so because;

- They are fascinated by the world around them.
- Increase their analytic abilities.
- Gain transferable skills to increase post-secondary options.

Some typical career paths

- Trades/Apprenticeships
- Veterinary Science
- Engineering/Electrical
- Sports Medicine
- Physiotherapy
- Mechanical/Mining
- Medicine
- Nursing
- Teaching
- Radiography

Elective Subjects

Ancient History Prep

AIMS

Ancient History should enable students to:

- Understand the nature of relationships among people, societies and environments in various times and places;
- Develop their capacities for reasoned analysis and critical reflection on diverse social attitudes, sensitivities and feelings.

OTHER INFORMATION

Students studying Ancient History in Year 10 could expect to be involved in one compulsory field trip. The cost of this field trip is included in the SRS.

CONTENT

Content is selected from two distinct focus units as shown below.

Unit 1: Introduction to Ancient History

- What is History?
- Archaeology
- Recording historical time periods

Unit 2: Ancient Rome

Topics are chosen from the following themes:

- Foundations of Rome
- Myths and Legends
- Lifestyle
- Entertainment – Gladiators and Charioteers
- Military – Conflicts/Battles
- Important Personalities
- Roman Inventions

ASSESSMENT

Assessment techniques include a wide range of items such as research tasks, class tests, seminars and practical activities. Students would expect two assessment items only in Year 10 (one Semester course).

RELEVANCE FOR FURTHER STUDY/CAREERS

The processes and skills taught in Ancient History can be transferred to a wide range of senior subject offerings, but in particular are most suitable for senior Ancient History, Economics and Geography.

After senior these same skills can be transferred to a wide range of tertiary courses, and further lead to a number of career options, including: Archaeology, Business, Management, Law, Journalism, Finance, Banking, Tourism, Government Services, Advertising, Politics, Teaching and Defence Forces.

Business

AIMS

To assist students:

- to investigate domestic and international tourist destinations, using tourism and travel industry sources and information.
- to produce a unique tourism experience, and communicating this to a customer by using technology and current software, while practicing the employability skills of collaboration and self-management.
- to develop knowledge and understanding of the Business life cycle, ownership and operating environments, by investigating existing Businesses in a range of industries.
- to develop Business communication skills, by means of a Business Report, on the analysis, evaluation, recommendations and competitiveness of a real life business.

SPECIAL SUBJECT REQUIREMENTS

- BYOx laptop

CONTENT

Term 1

In the Business of Tourism unit, students will:

- research popular tourist destinations using relevant Government websites.
- plan a tourism experience.
- identify business partnerships in tourism such as flights, bookings, attractions, restaurants, theme parks.
- apply strategies on what to do before, during and in a crisis, while overseas.
- communicate the tourism experience using appropriate software.

Term 2

In the Business Life Cycle unit, students will:

- explore how authentic businesses started.
- examine types of business ownership.
- develop knowledge of internal, external, and macro-operating environments.
- develop skills in applying analysis tools, used by businesses, today.
- develop skills in producing a Business Report and communicating findings in analysing a current business.

ASSESSMENT

Unit 1:

Design a PowerPoint presentation, and brochure of a Tourism experience.

Unit 2:

Produce a Business Report, analysing and evaluating an authentic Australian Business.

Excursion to a tourist destination.

RELEVANCE FOR FURTHER STUDY/CAREERS

This subject gives students the basic tourism and business skills, which they can then use to continue their studies, into Senior General Business or Certificate III in Business.

Digital Automation and Technology

Aims

Helps students to

- apply their creativity to solve real world problems using compatible thinking
- learn design and fabrication principles and techniques
- prepare for careers in IT, engineering and the trades
- learn to problem solve using a range of engineering design software and hardware
- address the skills crisis currently facing Australia in the STEM fields.

Humans have always interpreted, shaped and altered their environment in an attempt to improve the quality of their lives. Societies have designed and applied technology to solve the problems they faced every day. Currently there are huge shortages for skilled workers and professionals in Engineering and the Trades worldwide, hence the employment opportunities for graduates in these fields is excellent.

Special subject requirements

- BYOx laptop with *Microsoft Office 365* installed

Content

Students will specialise and expand on strands commenced in the year 09 Digital Technologies Curriculum and will include aspects of:

- Drones
- Python programming of GUI's
- AI
- Microprocessor control
- Web development
- Computer Aided-Design (CAD) and Computer Aided-Milling (CAM) for rapid prototyping of designs
- Visual Reality (VR)
- Game Building

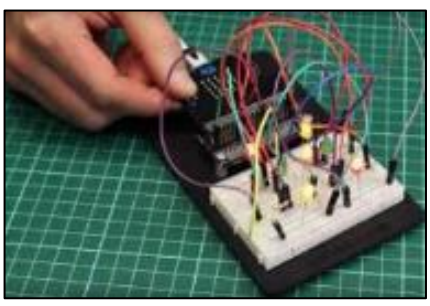
Assessment

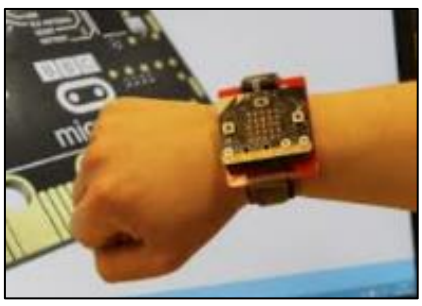
Assessment will be a portfolio including successful completion of coding courses and a major design project.

Relevance for further study/careers

This course will prepare students for future studies in the trades and engineering professions.

```
# Import a library of functions called 'pygame'
import pygame

def draw_snowman(screen, x, y):
    """     Function for a snowman
    Define a function that will draw a snowman at a certain loc
    """
    pygame.draw.ellipse(screen, WHITE, [35 + x, 0 + y, 25, 25])
    pygame.draw.ellipse(screen, WHITE, [23 + x, 20 + y, 50, 50])
    pygame.draw.ellipse(screen, WHITE, [0 + x, 65 + y, 100, 100

# Initialize the game engine
pygame.init()

# Define the colors we will use in RGB format
BLACK = [0, 0, 0]
WHITE = [255, 255, 255]

# Set the height and width of the screen
size = [400, 500]
screen = pygame.display.set_mode(size)

# Loop until the user clicks the close button.
done = False
clock = pygame.time.Clock()

while not done:

    for event in pygame.event.get():
        if event.type == pygame.QUIT:
            done = True

    # Clear the screen and set the screen background
    screen.fill(BLACK)

    # Snowman in upper left
    draw_snowman(screen, 10, 10)
```





Drama

AIMS

To help students develop:

- Confidence and self-esteem to take risks and challenge their creativity
- A sense of curiosity, enjoyment and achievement
- An ability to express and communicate understandings about human issues and experiences through the enactment of real and imagined texts
- The ability to work with others to prepare and present Drama
- Public speaking skills

CONTENT

- Documentary Drama
  - Story board, annotations and concept
  - Edited video performance
- Physical Theatre
  - Fractured Fairy Tales
  - Performance for a live audience

ASSESSMENT

In Year 10, students demonstrate their understanding of the subject by undertaking a range of assessments in which they will make, perform and respond to Drama. Students will:

- Demonstrate knowledge and understanding through written tasks
- Create and present Drama in written and practical forms (both scripted and student devised)
- Develop 21st Century skills crucial for senior syllabus
- Reflect on their own learning and skill development
- Engage with a range of current social issues that exist in today's society

RELEVANCE FOR FURTHER STUDY/CAREERS

Year 10 Drama takes a specialised approach to theatre, building basic skills. It also provides an excellent base for those interested in continuing their drama studies into senior, preparing for a career in acting, stage management, directing, script writing, dramaturgy, set design, theatrical criticism and more. The skills acquired in drama are valued by many potential employers.

Engineering Principles and Systems

AIMS

- Develop hand skills
- Promote an appreciation for quality
- Develop problem solving skills through the Design Process
- Develop awareness of tradition and technology behind many every day products
- Develop an understanding of materials and processes applying to a range of metal work processes
- Develop skills required for Senior Engineering

SAFETY NOTE:

The following are safety requirements in all practical areas of Manual Arts:

- Students must wear shoes with impervious uppers that are in a good state of repair (no thongs, sandals etc.)
- Any loose clothing must be restrained (tucked in) or removed. (This includes coats and jumpers etc.)
- Long hair must be restrained at all times. (Hair nets may be provided)
- Safety glasses must be worn at all times in workshops (provided)

All workshops are potentially hazardous spaces thus students must be prepared to behave and act in a **Safe, Responsible and Respectable** manner.

CONTENT

YEAR 10 follows on from Engineering design technology taught in Year 9. Content is dealt with in greater depth and students are expected to work more independently and safely.

METALWORK: the study of sheet metal, fitting and fabrication, metal turning and welding. Students will have an opportunity to produce articles in the above areas and be exposed to theory in each area.

Project Design, Workshop Graphics, and SAFETY in the Production of Projects: Students will be exposed to plan reading, solving problems through design and safe working practices.

ASSESSMENT

Assessment will be an exam accessed online through eLearn including projects and practical.

RELEVANCE FOR FURTHER STUDY/CAREERS

Engineering Prep provides the basic skills required in the Senior Engineering course. It has particular relevance for students wishing to pursue any apprenticeship or traineeship in the fabricating, machining, boiler making, fitting and turning or other related engineering industry and may also assist to gain entry to TAFE.

Food Specialisations

AIMS

This unit provides skills in the planning, preparation and service of food in a variety of situations. Students will gain an understanding of the styles of food service and appropriate work methods in the kitchen. Hospitality has a practical component where students can develop skills which are relevant to everyday living.

SPECIAL SUBJECT REQUIREMENTS

Students will need to be organised for weekly practical cooking tasks. **The ingredients, on most occasions, will need to be provided by the students.**

BYOx laptop with *Microsoft Office 365* installed

CONTENT

Term 1 Topics:

- Introduction to the Hospitality Industry
- Personal and Environmental Hygiene
- Food Presentation and Practical Cookery tasks
- Specialist Cookery

Term 2 Topics:

- Cultural Cookery
- Communicating with customers and colleagues
- Menu planning
- Food and beverage service
- Table Setting

ASSESSMENT

Assessment will be continuous throughout the semester. Students will be assessed through:

- Practical Cooking Exams
- Process Journals

R*ELEVANCE FOR FURTHER STUDY/CAREERS*

Hospitality and tourism are amongst the fastest growing industries in Australia and this subject will give students a basic introduction to the industry. Hospitality could lead into the senior subject Hospitality Practices. This subject has particular interest for students who wish to enter any food related professions.

Food and Fibre Production

AIMS

To provide students with the opportunity to learn skills associated with the use of land to grow crops and rear livestock.

SPECIAL SUBJECT REQUIREMENTS

- Hat
- Enclosed shoes
- 2 x A4 small exercise book
- Willingness to attempt all work

CONTENT

- Poultry Meat Production
- Beef Production
- Rural Safety Procedures
- Cattle Showing & Handling
- Farm Construction Practices
- Animal Husbandry
- Animal Welfare

ASSESSMENT

A profile will be developed for each student throughout the duration of the course based on performance and application in field and theory work.

- Practical Work
- Assignments
- Marketing Advertisement

RELEVANCE FOR FURTHER STUDY/CAREERS

- Farming
- Animal attendant
- Jillaroo/Jackeroo
- Vet Nurse
- Agricultural Colleges
- Stable Hand
- Work Placement / Trainee
- Farm Hand
- Fencing Contractor
- DPI
- Vet
- Teacher/TAFE
- Stud Cattle
- Jockey
- Soil and Water Science
- Agriculture Retail

Health and Physical Education

AIMS

- To prepare students for Senior Sport and Recreation
- To encourage participation in regular physical activity
- To acquire physical skills and apply movement concepts
- To acquire knowledge in community health issues and practices
- To maintain positive interactions and relationships with others

SPECIAL SUBJECT REQUIREMENTS

- Appropriate footwear, hat & water bottle
- All students are expected to participate fully in practical and theoretical activities
- Recommended for students who are considering Sport and Recreation as a senior subject

CONTENT

Approximately half of the course is spent doing practical activities, and half on theoretical work. Units will be blocked into straight theory or practical work, though some units may be able to run as a combination of practical and theoretical work (subject to change). Students must be prepared to fully participate in both theoretical and practical components of this subject. Activities could include, but are not limited to the following:

- Basketball
- Golf
- Speedminton
- Netball
- Volleyball
- Touch
- Looking after myself and others
- Active Aussies

ASSESSMENT

Students will be assessed in **theoretical** and **practical** performances. Assessment is criteria based for each activity. Tasks will include:

- Assignments
- Reports
- Multi-Modal Tasks
- Practical Tasks

Assessment criteria for:

Theory tasks

- Knowledge and Understanding
- Investigating
- Communication

Practical tasks

- Performance technique
- Performance application
- Investigation

Students must be prepared to complete both theoretical and practical assessments.

Advanced Mathematics

AIMS

- *Advanced Mathematics* contains a range of advanced mathematical concepts, and explicitly prepares students for Senior *Specialist Mathematics* and *Mathematical Methods* in years 11 and 12. It is a recommended precursor to tertiary studies with high demand in mathematics, which includes areas in science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.
- This subject is designed to extend and accelerate students who demonstrate an aptitude and interest towards mathematics.
- Students who undertake *Advanced Mathematics* will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

SPECIAL SUBJECT REQUIREMENTS

- Exercise book(s) and electronic textbook
- Graphing calculator – Model: *TI-Nspire CX II Non-Cas* (we will lend students this).
- Scientific calculator – Model: *Casio FX82AU PLUS II* (school sells at discounted price)
- BYOx laptop with *Microsoft Office 365* installed

CONTENT

Topics covered may include:

- Combinatorics
- Complex Numbers
- Matrices
- Trigonometry
- Mathematical proofs
- Vectors
- Statistics

ASSESSMENT

Problem-solving and modelling assignments, written examinations

PATHWAYS FOR FURTHER STUDY/CAREERS

Specialist Mathematics is a senior subject suited to students who are interested in pathways beyond school that lead to tertiary studies. A course of study in this subject can establish a basis for further education and employment in fields with high demand of mathematics, including but not limited to:

- Medicine and Health
- Engineering (civil, electrical, mechanical, avionics, communications, mining etc.)
- Computer Science, Software Design and Electronics
- Science (especially Physics and Chemistry)
- Business, Accounting, Investment banking, Finance
- Mathematics and Statistics
- Economics

RELEVANCE FOR FURTHER STUDY/CAREERS

- To study *Specialist Mathematics* in Year 11, it is **strongly recommended** that students achieve above a 'C' level in both *Year 10 Mathematics Extension* and *Advanced Mathematics*.
- For more information on possible pathways with our mathematics courses, please refer to '*Mathematics at Nanango State High School*' on page 4.

Materials & Technologies Specialisations

AIMS

- To develop an understanding of materials and processes applying to a range of woodwork and plastics processes
- Promote an appreciation for quality
- Develop hand skills
- Develop awareness of tradition and technology behind many every day products
- Develop problem solving skills through the design process

SAFETY NOTE:

The following are safety requirements in all practical areas of Manual Arts:

- Students must wear shoes with impervious uppers that are in a good state of repair (no thongs, sandals etc.)
- Any loose clothing must be restrained (tucked in) or removed. (This includes coats and jumpers etc.)
- Long hair must be restrained at all times. (Hair nets may be provided)
- Safety glasses must be worn at all times in workshops (provided)

CONTENT

Year 10 is an introductory One-Semester Course

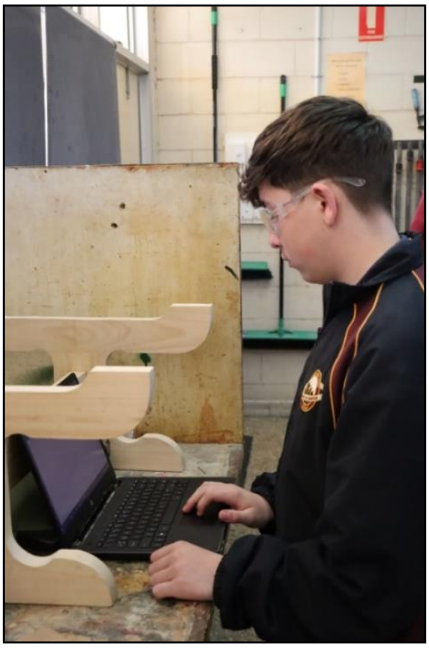
Woodworking: The major project in Year 10 is the construction of the Coffee Table

Project Design, Workshop and Safety: In the production of projects students will be exposed to plan reading, solving problems through design and applying safe work practices.

ASSESSMENT

- Practical Projects and Theory

RELEVANCE FOR FURTHER STUDY/CAREERS



Manufacturing Prep provides the basic skills required in the Senior Manual Arts course (Certificate II in Manufacturing).

It has particular relevance for students wishing to pursue any apprenticeship or traineeship in the building, carpentry, shop fitting, cabinet making or manufacturing industries and may also assist to gain entry to TAFE.

Physical Education - Extension

AIMS

- To prepare students for Senior Physical Education
- To encourage participation in regular physical activity
- To acquire physical skills and apply movement concepts
- To acquire knowledge in sports science and apply them to physical activity
- To maintain positive interactions and relationships with others

SPECIAL SUBJECT REQUIREMENTS

- BYOx laptop with *Microsoft Office 365* installed
- Appropriate footwear, hat & water bottle
- All students are expected to participate fully in practical and theoretical activities
- Senior Physical Education in Year 11 and 12 is a rigorous, academic subject with a strong emphasis on theory work, and this subject explicitly prepares students for it.

CONTENT

Approximately a third of the course is spent doing practical activities, and two thirds on theoretical work. Students must be prepared to fully participate in both theoretical and practical components of this subject.

Activities could include, but are not limited to the following:

- Badminton
- Netball
- Touch Football
- Volleyball
- Skill Acquisition
- Energy Systems

ASSESSMENT

Extension Physical Education is an integrated practical and theoretical course that involves students as intelligent performers, learning in, about and through physical activity. Students will:

- **demonstrate** the ability to select and use information from a variety of areas to enhance physical performance and make informed decisions about their involvement in physical activity
- **understand** the interrelationship between psychological, biomechanical, physiological and sociological factors, which influence individual and team physical performances
- become physically educated students who can **analyse** and **evaluate** their own and others physical performance.

Students will be assessed in **theoretical** and **practical** performances. Assessment is criteria based for each activity. Students must achieve well in both areas to achieve well in this subject. Assessment tasks include:

- Reports
- Essays
- Multi-modal tasks
- Physical performance

Visual Art

AIMS

Visual art focuses on students making, displaying and talking about art by:

- Designing and creating two-dimensional and three-dimensional forms using a variety of media
- Communicating their ideas, feelings, experiences and observations of their worlds
- Describing, analysing, interpreting and evaluating their own and others' artworks

CONTENT

Students use the principles and elements of design to create artworks across a range of media which includes:

- Drawing
- Painting
- Sculpture
- Digital Technologies

Activities include:

- Learning and applying new techniques and media (teacher directed)
- Creating a folio that demonstrates a variety of techniques focussing on urban sketching.
- Creating a self-directed 3D folio interpreting a given concept.

Students will look at a range of artworks and artists throughout history that have impacted on the art world and inspire others.

ASSESSMENT

Students will be assessed on the successful completion of both practical and theoretical assessment tasks. Including:

- Visual Diary process work
- Research Assessment
- Practical Folios
- Artist Statements

RELEVANCE FOR FURTHER STUDY/CAREERS

Year 10 – Highly desirable for those considering Art studies at Senior level:

- Foundational skills for Art studies at Senior level

  Visual Art (General)

  Visual Arts in Practice (Applied)

Vocational Educational Training (VET) Courses

Certificate II in Skills for Work and Vocational Pathways

RTO number: 30415

All students enrolled in year 10 and 11 are expected to complete this nationally recognised qualifictaion.

FSK20119: Certificate II in Skills for Work and Vocational Pathways

QUALIFICATION DESCRIPTION

This qualification is designed for students who require further foundation skills development to prepare for workforce entry or vocational training pathways. Year 10 and 11 students complete this course during Career Development classes. Suitable for students who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Refer to training.gov.au for specific information.

ENTRY REQUIREMENTS

There are no entry requirements for this qualification. A BYOx Laptop is essential for this subject.

DURATION AND LOCATION

This is a two-year course delivered in Year 10 and 11 on site at Nanango State High School. This course contributes 4 credit points toward the Queensland Certificate of Education (QCE).

COURSE UNITS

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

Unit code	Title
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKWTG009	Write routine workplace texts
FSKLRG009	Use strategies to respond to routine workplace problems
FSKRDG010	Read and respond to routine workplace information
FSKOCM007	Interact effectively with others at work
FSKNUM015	Estimate, measure and calculate routine metric measurements for work
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKLRG011	Use routine strategies for work-related learning
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKRDG008	Read and respond to information in routine visual and graphic texts
BSBPEF201	Support personal wellbeing in the workplace
FSKLRG010	Use routine strategies for career planning
BSBCRT201	Develop and apply thinking and problem-solving skills
FSKLRG015	Manage own work-related learning

DELIVERY MODE

A range of teaching and learning strategies will be used to deliver these competencies. These include:

- face-to-face instruction
- guided learning
- online training

FEES

There are no additional costs involved in this course.

ASSESSMENT

Assessment is competency based and therefore no levels of achievement are awarded. Refer to Nanango State High School "Handbook for Vocational Education and Training for Students". Students will be provided with access to this book.

Assessment for this qualification is continuous and units of competency have been clustered into groups and assessed this way.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks

WORK PLACEMENT

No Work placement required for this course.

Students will have the opportunity to complete work experience in Year 10, however this is voluntary and is not essential to complete the course requirements.

PATHWAYS

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

RTO OBLIGATION

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

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

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

Further Information:

For information regarding support services and other general VET information or refer to Nanango State High School 'Handbook for Vocational Education and Training for Students.' Details are also provided on the Nanango State High School website (under "Vocational Education").

Certificate I in Workplace Skills

RTO number: 30415

All students enrolled in Year 10 are expected to complete this nationally recognised qualification.

BSB10120 Certificate I in Workplace Skills

QUALIFICATION DESCRIPTION

This qualification reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work. They may undertake a variety of simple tasks under close supervision.

This qualification provides a range of introductory skills and knowledge to provide individuals with an understanding of the business environment.

Refer to training.gov.au for specific information about the qualification.

ENTRY REQUIREMENTS

There are no entry requirements for this qualification. A BYOx Laptop is essential for this subject.

DURATION AND LOCATION

This is a one-year course delivered in Year 10 Humanities at Nanango State High School. All Year 10 students will therefore have the opportunity to complete this qualification. This course contributes 2 credit points towards the Queensland Certificate of Education (QCE).

COURSE UNITS

To attain a BSB10120 Certificate I in Workplace Skills, 6 units of competency must be achieved

Unit code	Title
BSBOPS101	Use business resources
BSBPEF101	Plan and prepare for work readiness
FSKDIG002	Use digital technology for routine and simple workplace tasks
BSBDAT201	Collect and record data
BSBTEC101	Operate digital devices
BSBTEC203	Research using the internet

RTO OBLIGATION

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

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a record of results.

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

DELIVERY MODE

A range of teaching and learning strategies will be used to deliver these competencies. These include:

- Assessment tasks and learning activities conducted within Year 10 Humanities classes and during Career Development courses.
- Practical (work-based) tasks
- *Students will complete Cert. I WPS as part of their work in Year 10 Humanities

FEES

There are no additional costs involved in this course.

ASSESSMENT

Assessment is competency based and therefore no levels of achievement are awarded. Refer to Nanango State High School 'Handbook for Vocational Education and Training for Students.' Students will be provided with access to this Handbook. The Handbook is also available on Nanango SHS Website.

Assessment for this qualification is continuous and units of competency have been clustered into groups and assessed this way.

ASSESSMENT TECHNIQUES INCLUDE:

- observation
- questioning
- projects
- written and practical tasks
- SET Plan
- Field work

WORK PLACEMENT

No work placement required for this course.

PATHWAYS

After achieving this certificate, students may undertake Certificate II in Workplace Skills (BSB20120)

Further Information: Contact Mr Brent Snow – HOD: Senior Schooling, VET, Social Science and Business (bsnow11@eq.edu.au). For information regarding support services and other general VET information refer to Nanango State High School 'Handbook for Vocational Education and Training for Students', and School Website (under 'Vocational Education').