

Senior Secondary YEAR 10



2025

Course Information

“Within a supportive learning environment, to ensure all our students develop the literacy and numeracy skills in junior secondary that will enable them to successfully meet our Service Commitment within the senior secondary years”.

Contents

The Curriculum.....	3
A Course of Study.....	4
Subject Information	
Core Subjects	
• English.....	6
• Mathematics.....	7
• Science.....	8
Electives Subjects	
• History.....	10
• Geography.....	11
• Textiles, Food and Fibres.....	12
• Digital Technologies.....	13
• Agricultural Science.....	14
• Drama.....	15
• Business.....	16
• Visual Art.....	17
• Industrial Technology & Manufacturing.....	18
• Health & Physical Education.....	19
• Extension Science.....	20
• Graphics.....	21
• Design.....	22
• Japanese.....	23
Career Education Short Course.....	24

Senior Secondary - Year 10

The Curriculum

At Malanda State High School, Senior Secondary education starts in Year 10. The focus in the senior school is our Service Commitment. This means that students will follow career pathways that will lead them to one of the following outcomes:

- Obtaining an ATAR and entering University
- Identifying a clear Applied subject pathway to employment
- Arranging for paid employment of 25+ hours / week
- Establishing pathways for some students with special needs.

During Year 10, students will engage in career planning to assist them in identifying suitable pathways.

The Curriculum in Year 10 is based on the Core + Electives model. All students will be studying the Core subjects.

Students will have the opportunity to select Elective subjects. Each of the elective subjects are designed to lead into a Year 11 subject, where offered. By studying a subject in Year 10, students should have a solid foundation for when they commence their studies in Year 11.

Australian Curriculum (Core)

Malanda High is implementing core elements of the Australian Curriculum and modifying where appropriate to our local context. This curriculum emphasises the importance of knowledge, understanding and skills of learning areas as the basis for a curriculum designed for 21st century learning.

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.

The Australian Curriculum is being developed progressively. It will eventually be developed for all learning areas.

A COURSE OF STUDY

What does this mean?

- Core subjects are English, Mathematics and Science - these subjects must be studied by all Year 10 students.
- Elective subjects are the courses that students may choose to study. These are organised as full year units. Students are expected to remain in the elective for the entire year.
- Students are encouraged to choose electives that they are interested in continuing to study in Year 11.
- In Year 10, all students will study 7 subjects in each semester comprising: -
 - 3 Core subjects – English, Maths, Science
 - 3 Electives
 - Career Education Short Course

Subject Charges

Subject charges for 2025 are still being finalised. Some subjects will attract subject fees and resource lists will be sent out at the end of 2024.

Core Subjects

ENGLISH

Overview

- English is a Core subject with a focus on developing student's literacy skills. The Year 10 program connects content from the Australian National Curriculum and aligns this content with that of our senior secondary English units.
- Students build on their existing understanding of reading and writing and further develop their literacy skills in both spoken and written modes throughout the course.
- Students will have opportunities to utilise technologies to create and evaluate texts in classroom activities as well as in development of assessment pieces.

Pathways

- Student results, and choices about pathways, will help to identify by the end of Year 10 English, those who will be considered as appropriate candidates for either General English or Essential English for Year 11.

Assessment

- Students will be expected to evaluate and create both spoken and written texts throughout the course. They will display their knowledge through the creation of a variety of genres in both test and assignment conditions.

Resources

- 1 x USB
- 1 x Ear buds

ENGLISH	TOPIC	ASSESSMENT
Semester 1	Shakespeare Media Positioning	Short Story (Exam conditions) Ted Talk Presentation
Semester 2	Global Voices Literature – novel study	Feature Article Analytical Essay

MATHEMATICS

Overview

- Mathematics is a Core subject with the units based on the Australian Curriculum.
- Students build on their existing understandings of mathematical concepts and relate mathematics to real-life and purely mathematical situations. Problems in mathematics may range from the familiar to the unfamiliar, and also from simple to complex. Students recognise that there are many career opportunities which involve the application of mathematics.
- Students would have opportunities to utilise technology, including ICTs, to explore and extend knowledge of mathematical concepts.
- Students demonstrate evidence of their learning in the criteria:
Understanding and Fluency and **Problem Solving and Reasoning**

Pathways

- The courses available are **Year 10 Mathematics** or **Year 10 Mathematics Extension**. The Extension course will explore topics in much greater depth.
- Those students who are intending to study Mathematical Methods and Specialist Mathematics in Year 11 must study the Extension course.
- Students studying Year 10 Mathematics would expect to progress to General Mathematics or Essential Mathematics in Year 11.
- Decisions about the allocation of students into these courses should be made in consultation with the class teacher and the Head of Student Support.

Assessment

- Student results will record the skills and processes attained in each unit.
- This information will be used to monitor progress and help make decisions about the courses to be studied in the future.
- Assessment tasks may take a variety of forms depending on the nature of the work being studied.

Resources

- 1 x 96 page A4 book.
- Calculator – CASIO FX82AU Plus II Scientific

Subject	Year 10 Mathematics Extension / Year 10 Mathematics	
Topics	Term 1	1. Probability
	Term 2	2. Financial Mathematics
	Term 3	3. Measurement and Geometry
	Term 4.	4. Pythagoras & Trigonometry
Assessment		5. Statistics
		6. Linear Relationships
		7. Algebra & Non-Linear Relationships

SCIENCE

Overview

- Science is a Core subject with the units based on the Australian Curriculum.
- In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.
- Students would have opportunities to utilise technology, including ICTs, to explore and extend knowledge of scientific and mathematical concepts.

Pathways

- Students studying Year 10 Science will have the foundation knowledge to participate in any Senior Science subject, including Chemistry, Physics, Biology, Agricultural Science and Science in Practice.

Assessment

- Student results will record the skills and processes attained in each unit.
- This information will be used to monitor progress and help make decisions about the courses to be studied in the future.
- Assessment tasks may take a variety of forms depending on the nature of the work being studied.

Resources

- 1 x 96 page exercise book
- Calculator – CASIO FX82AU Plus II Scientific

Subject	Year 10 Science
Topics / Description	<ol style="list-style-type: none"> 1. The Recipe of Life – Biology <ul style="list-style-type: none"> • Explore genetics and the theory of evolution and natural selection. 2. Chemical Reactions Matter – Chemistry <ul style="list-style-type: none"> • Investigate natural and processed materials, learning to classify them by their patterns of interactions with other materials, their properties and structures. 3. Energy of Motion – Physics <ul style="list-style-type: none"> • Learn the mathematical and experimental foundations of our understanding of forces, motion and energy. 4. Global Systems – Geology <ul style="list-style-type: none"> • Understand the dynamic nature of Earth and its place in the universe.
Assessment	Unit tests; Assignments – Research or Experimental

Elective Subjects

HISTORY

Overview

- History is an elective subject with the units based on the Year 10 Australian Curriculum. History as a subject is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.
- Year 10 History encourages interest in, and enjoyment of, historical study for lifelong learning and work, including the student's capacity and willingness to be informed and active citizens.
- Students will undertake historical projects, that develop skills in the analysis and use of documents and historical objects, and in explanation and communication of historical knowledge and understanding. Some of the Year 10 History course is presented in multimedia mode.

Pathways

Decisions about the selection of courses should be made in consultation with the class teacher and the Head of Student Support.

- Year 10 History will prepare students for Senior Modern History (General) in Year 11/12
- Career pathways may include Journalism and Communications, Information Management, Museums, Intelligence and Foreign Affairs

Assessment

Students will be assessed on two strands (Historical Knowledge and Understanding, as well as Historical Skills) using the following activities:

- Multi-modal presentations
- Research written tasks
- Extended written response to historical evidence
- Additional test formats

Assessment tasks may take a variety of forms depending on the nature of the work being studied.

Resources

Document folder, laptop

Subject	Year 10 History
Topics	Term 1. Overview of the 20 th Century Term 2. World War II Term 3. Rights and freedoms Term 4. Environmental Protest Movement
Assessment	Source Analysis and Investigation, Essay, Examinations

GEOGRAPHY

Overview

- Geography is an elective subject based on the topics of the Australian Curriculum
- Students build on their existing understanding space, nature and countries around the world.
- Students study space and the natural world for one semester and people around the world in the other.
- The course relates to skills for success at school and everyday life, surviving disasters and understanding the world around us.

Pathways

- Students will develop skills for Senior Geography and Senior Modern History (both General subjects)
- The subject studies skills that are used for caring for endangered species, environmental law, mine development, journalism, tourist guiding, climate change planning and environmental engineering and design.

Assessment

- Assessment tasks will include class activities and a personal project.
- Student will complete at least two field excursions during the year.

Resources

1 x 96 page notebook.
Small pack colour pencils, sharpener, eraser
Ruler

Subject	Year 10 Geography
Topics / Description	Term 1. Environmental Sustainability – managing natural systems Term 2. Sedimentary Landforms (Field Trip) Term 3. Why are we poor? How to manage poverty Term 4. Introduction to Natural Disasters – Volcanoes and you (Field Trip)
Assessment	Field work and project, exams

Textiles, Food and Fibres

Overview

- Unit 1 explores the dark side of chocolate investigating ethical manufacturing of chocolate, including child labour and the use of palm oil.
- Unit 2 examines the importance of using sustainable local ingredients in recipe creation.
- Unit 3 looks at the use of indigenous ingredients historically and how these ingredients can be used in recipes today.
- Unit 4 examines multicultural dishes and their impact on Australian eating habits.

Pathways

- Those students who are intending to study Design (General) and/or Hospitality (Certificate III) in Year 11/12 should participate in the Year 10 course.
- Decisions about the selection of courses should be made in consultation with the class teacher and the Head of Student Support.

Assessment

- Assessment tasks may take a variety of forms depending on the nature of the work being studied.

Resources

1 x 96 page writing book

Apron

Practical materials for both cooking and textiles to be advised

Subject	Year 10 Food Technologies
Topics	<p>Term 1 – The Dark Side of Chocolate</p> <p>Term 2 - Sustainable Local Ingredients</p> <p>Term 3 - Indigenous Food Solutions</p> <p>Term 4 – Multicultural Study</p>
Assessment	<p>Folio</p> <p>Process Journal</p> <p>Research Task</p> <p>Practical Tasks</p>

DIGITAL TECHNOLOGIES

Overview

In Digital Technologies students use digital systems, digital information and computational thinking to create solutions that enable the articulation of human knowledge. They develop understanding of the relationship and interconnectedness between the components of digital systems in authentic situations. They use computational thinking methods and strategies to understand and solve information problems.

Pathways

- Information and Communication Technology is offered in Year 11 and 12.
- The subject can also be studied for personal enjoyment and knowledge of information technology techniques that are commonly encountered in everyday life.
- Students can also continue their studies of this subject through distance education and beyond to tertiary institutions and the workforce.

Assessment

- Assessment tasks will be assignment/project based.

Resources

1 x USB stick.
Subscription to Grok Learning

Subject	Year 10 – Digital Technologies	
Topics / Description	Term 1	An introduction to databases and Structured Query Language (SQL)
	Term 2	Web Design and Web building
	Term 3	Python coding
	Term 4	There's an App for That – Java Script coding
Assessment	Assignments.	

AGRICULTURAL SCIENCE

Overview

- Theory sessions will include:
 - ⇒ completing industry relevant paperwork such as reading and interpreting operations manuals, Chemical labels and directions, Material Safety Data Sheets and Tax File number applications
 - ⇒ Potentially collaboration with CQU in the GPS Cows project – experimental design, data collection and collation, interpretation and presentation of a final report may be included
- Workplace projects within the school grounds such as
 - ⇒ the handling, caring for and routine husbandry for cattle, goats and poultry
 - ⇒ Preparation, planting and care and management of a large market garden.

Pathways

- Students who undertake and complete the agriculture course and will have an excellent grounding for further study in Senior Agricultural Science (General) and Certificate II Rural Operations available in Years 11 and 12.
- Skills and knowledge obtained during this course will also enhance the student's employability potential in the Agricultural sectors.

Assessment

Students will be assessed using the following methods:

- Projects/Portfolios
- Verbal Questioning
- Observation of practical components
- Potentially a scientific report based on the GPS Cows project

Resources

- Broad brimmed hat and leather safety work boots are compulsory requirements to undertake this course.
- Safety Glasses
- Ear plugs
- A small fee will be levied to cover the cost of course consumables.

DRAMA

Overview

- **REALISM:** Students will develop skills in the craft of realistic acting by utilising the methods of theatre giants Konstantin Stanislavski and Lindy Davies. Students will engage in character analysis; script analysis and script scoring in order to rehearse and deliver believable characters and performances.
- **PHYSICAL THEATRE:** This unit will offer an embodied exploration of physical theatre and devising through a variety of training methods utilized by renowned physical theatre companies such as Zen Zen Zo. Students will engage in a series of intensive physical workshops in Anne Bogart's Viewpoints, develop their aesthetic awareness, investigate and apply motif and symbol and devise a short group performance.
- **PERFORMANCE ANALYSIS:** Students will watch, analyse and evaluate a performance work. They will investigate how the elements of drama, performance skills, conventions of form/style, ideas and perspectives have created meaning within performance from varied audience viewpoints.
- **VISUAL THEATRE:** In this unit, students will experiment with design in shadow theatre, cinematic theatre and lighting. Students will create a directorial vision, then design visual theatre work based on a short story of their choice.

Pathways

This course is suitable for students who wish to pursue further studies in creative industries, work in performing arts / film or as a stand-alone subject to improve confidence, collaboration and artistry.

Assessment

Assessment is based on the new Australian Curriculum, The Arts: Drama 9/10.

YEAR 10 Drama	Assessment
<ul style="list-style-type: none">• Realism• Physical Theatre• Performance Analysis• Visual Theatre	<p>Developing Practices and Skills: Designing and/or pitching new works</p> <p>Creating and Making: Collaboratively devising new works</p> <p>Presenting and Performing: Polished performance</p> <p>Exploring and Responding: Analysing and Evaluating performance</p>

BUSINESS STUDIES

Overview

- Business education is important for students in their secondary schooling. In this phase of schooling, they gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens. Students studying business will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters. The skills will result in improved economic, consumer and financial literacy.
- Students will develop their ICT skills through the use of Microsoft Software, Word, Excel and PPT.
- Students demonstrate evidence of their learning in the following criteria:
Knowing and Understanding
Applying and Examining
Producing and Evaluating

Pathways

- Business Studies leads to the senior subject Business Studies (Applied).

Assessment

- Student results will record the skills and knowledge and understanding attained in each unit.
- This information will be used to monitor progress and help make decisions about the courses to be studied in the future.
- Assessment tasks may take a variety of forms depending on the nature of the work being studied.

Resources

1 x Display folder

Subject	Year 10 Business Studies
Topics / Description	<ul style="list-style-type: none">• Entrepreneurs• Economic decisions and global performance• Consumerism• Financing and investing
Assessment	Short Answer Tests, Written Reports, Assignments, Trade Fair, Presentations.

VISUAL ART

Overview

- Visual Art units are based on the Australian Curriculum.
- By the end of Year 10, students will be given the opportunity to evaluate how representations communicate artistic intentions in artworks they make and view, and be given the opportunity to evaluate artworks and displays from different cultures, times and places.
- Students will also be given the opportunity to analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas, and be able to identify influences of other artists on their own artworks.
- The Visual Art curriculum is built around the two interrelated strands, ***making*** and ***responding***. Together they focus on developing student's knowledge, understanding and skills as artists, designers, craftspeople, critics, historians, and audiences.

Pathways

- This course is suitable for students who wish to pursue further studies in the Visual Arts (Applied), or as a stand-alone subject.

Subject	Yr 10 Visual Art: All in the Mind	Assessment
Drawing	Semester One TASK 1 MAKING: Create a drawing folio that consists of experimental and resolved drawings. TASK 2 RESPONDING: Written critical appraisal of 5 selected 2D drawn artworks Representation V's Abstraction (PPT)	Drawing Folio Critical Appraisal 500-600 words
Sculpture	TASK 3 MAKING: Plaster/Ceramic sculpture: Abstracting the human form. Focus on line, shape and texture. Develop design and clay/plaster handbuilding and/or wearable art.	Figure Sculpture
Painting	Semester Two TASK 4 RESPONDING: Critical appraisal. Select an artist who uses the landscape to communicate a sense of place and evaluate. TASK 5 MAKING: Photograph and construct a painting of the the local area to communicate a sense of place.	Critical Appraisal Artwork analysis 500- 700 words Local landscapes Painting
Printmaking	TASK 6 MAKING: Use a variety of printmaking making techniques, (e.g. lino, chin colle, drypoint etching) to create an 2D book that pays homage to your hero.	Hand Printed Book

INDUSTRIAL TECHNOLOGY - MANUFACTURING

Overview

- Students will create products using industrial materials to gain knowledge and skills in the manufacturing area. They will be taught to identify potential hazards and risks in workshops and industrial environments and demonstrate safe practices in their own work environment.
- There are many career opportunities which involve the application of skills acquired in this area of study.
- Students demonstrate evidence of their learning by producing projects and are assessed in the criteria:
 - Knowing and Understanding
 - Analysing and Applying
 - Producing and Evaluating

Pathways

- Students studying Industrial Technology will be well situated to progress into the Year 11 Furnishing Skills (Applied), school-based apprenticeships or any vocation where improved hand skills and an understanding of manufacturing processes would be beneficial, including TAFE Engineering.

Assessment

- Students will produce practical projects from industrial materials such as timber, metals and plastics. Knowledge of these materials and the demonstration of the skills gained during the course to use these materials to produce projects will be monitored and assessed.

Conditions

- Students must comply with all mandatory safety requirements for the workshops.
- Fully enclosed leather shoes or similar protective footwear of substantial construction **MUST** be worn in the workshops.

Resources

- HB Pencil
- Resource List indicates costs for materials for set projects.

Subject	Industrial Technology Manufacturing
Projects	Camp stool, Drinks table, Metal tool box, Clock and Carry-all, Shovel (Projects may vary – skills taught will remain the same)
Assessment	Project construction.

HEALTH & PHYSICAL EDUCATION

Overview

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes, and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can improve their quality of life. Students individually and collaboratively make decisions, act and apply skills to address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. Health and Physical Education seeks to promote health and physical activity as a lifelong pursuit for all. Approximately 30% of the course is spent in classroom setting and 70% at other venues.

The following unit outlines are designed to allow students to make an informed decision when choosing their pathway in HPE. Units are unlikely to change; however, certain circumstances may arise where some changes have to be made. This could include weather, changing of staff and therefore a change in expertise in physical activities etc. Staff conducting unit selection interviews should be advised of any changes to HPE units.

Pathways

- Those students who are intending to study Physical Education (General), Sport & Recreation (Applied) or Certificate III in Fitness in Year 11 and 12 should study the HPE course in Year 10.

Assessment

- Student results will record the skills and processes attained in each unit.
- This information will be used to monitor progress and help make decisions about the courses to be studied in the future.
- Assessment tasks may take a variety of forms depending on the nature of the work being studied. Practical 50% and Theory 50% of total grades awarded.

Resources

- 1 x 96 page binder book with punched holes.
- 2 x Whiteboard markers
- Wide brim hat (cap may be worn for running activities in HPE only).
- Appropriate footwear for outdoor practical activities
- Individual unit charges (these will vary depending on the unit of choice)
- Cost for pool entry and transport during the water polo unit

Pre Requisites	Nil
Physical Units	Water Polo, Oztag, Netball, Ultimate Frisbee/Volleyball
Theory Unit	Nutrition and Body Image, Physiology, Skill acquisition Principles, Biomechanics
Description	Throughout this unit students will learn about the importance of nutrition and investigate the issues of body image. Students will also examine human physiology, especially in relation to sport performance. In semester 2 students will examine skill acquisition principles as they relate to sport skill development, as well as biomechanics.
Notes	Students will need to actively participate in all sport units within this subject. Within the theory unit, students will need to be willing to participate in mature discussions regarding a range of topics including physical anatomy and bodily functions.

EXTENSION SCIENCE

Overview

- Extension Science is an elective subject that is to support students in developing their scientific inquiry skills.
- The topics will be different from Australian Curriculum and will incorporate real life, citizen science projects and investigations. These topics do not overlap with Year 10 Science and will be additional content to this subject.
- Students would have opportunities to utilise technology, including ICT's, to explore and extend knowledge of mathematical concepts.

Pathways

- Students studying Year 10 Extension Science will have the foundation skills to participate in any Senior Science subject.

Assessment

- Students will be assessed in the knowledge, skills and processes attained in each unit.

Resources

- 1 x 96 page exercise book
- Calculator – CASIO FX82AU Scientific

Subject	Year 10 Extension Science
Topics / Description	Possible units include: <ol style="list-style-type: none"> 1. Health of the Ecosystem 2. Forensic Science 3. Medical Technologies 4. Organic Chemistry 5. Electro Chemistry 6. Space Travel 7. Engineering and Design 8. STEM projects
Assessment	Exams; Assignments – Research or Experimental

GRAPHICS

Overview

- Graphics focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Pathways

- Students studying Year 10 Graphics will develop the skills required to be able to read & interpret plans as well as representing these plans in drawing & digital formats, to contribute to senior school pathways such as Furnishing Skills and Industrial Technology Skills.

Assessment

- Student results will record the skills and processes attained in each unit.
- This information will be used to monitor progress and help make decisions about the courses to be studied in the future.
- Assessment tasks will take the form of drawings, project investigations, project evaluation or creating models, depending on the nature of the work being studied.

Resources

- 1 x 96 page binder book
- Calculator – CASIO FX82AU Scientific
- 2H pencils, eraser, sharpener
- Graph paper

Subject	Year 10 Graphics
Topics / Description	<ol style="list-style-type: none">1. Back to the basics, including board and T-square and computer work.2. General graphical drawing using board and computer.3. Architectural Drawing and Floor plans4. 3 Dimensional Modelling.
Assessment	Could include Drawings, Investigations, Evaluations or Creating Models.

DESIGN

Overview

Design is a practice where students create solutions to enhance and improve their own and other people's lives.

Unit One: 'Design Thinking' explores the concepts and develops skills associated with the process of creating a design including how to sketch, create a prototype and design proposal.

Unit Two: 'What in the world?!', explores Graphic Design and challenges students to represent either a product, service or environment using the Elements and Principles of Design.

Unit Three: 'Space and Place' examines Human-centred design where students will create a solution for an end-user/stakeholder to improve their way of life.

Unit Four: 'Redesign to reinvent' focuses on Sustainable Design, exploring various sustainable strategies to address and reduce the impact of 21st Century problems.

Pathways

- Those students who are intending to study Design (General) Year 11/12 should participate in the Year 10 course.
- This course is appropriate for students who are interested in pursuing a career in various design industries.
- The subject can also be studied to build capability in areas of creative problem solving, working collaboratively and visual communication.

Assessment

Assessment tasks may include a Design Challenge (exam conditions), Projects and Prototype.

Resources

1x A3 Spiral bound Blank Cartridge Sketchbook
Mechanical Pencil or Graphite pencils – 2B and 4B
Practical materials for prototype to be advised

Subject	Year 10 Design
Topics	Term 1 – Design Thinking – Design Process Term 2 - What in the world? – Graphic Design Term 3 – Space and Place – Human-centred Design Term 4 – Redesign to reinvent – Sustainable Design
Assessment	Assessment may include: Design Challenge Project Prototype

JAPANESE

Overview

- The Japanese language elective follows the Australian Curriculum
- Year 10 Japanese builds on prior knowledge and experience with Japanese in junior years.
- Students become more confident in communicating in a wider range of contexts through greater control of language structures and vocabulary and increased understanding of the variability of language use. They use Japanese to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences.
- Students have a variety of opportunities to interact with people from Japan and use their language skills throughout the year, including excursions, competitions and incursions.

Pathways

- Japanese is recognised as an important language in enabling students to engage with Asia and increased trade, tourism and educational opportunities.
- Students studying Japanese in year 10 are preparing for continued languages through Distance Education and employability in a globalised workforce.
- Students who continue Japanese through year 10 are eligible for participation in future school Japan Trips.

Assessment

- Students will be assessed in a range of tasks demonstrating their Japanese language communication and understanding skills. Assessment will include tasks for students to demonstrate comprehension (listening and reading) and composition (speaking and writing) in Japanese.
- Unit tests and assignments, including videos and portfolio work

Resources

- 1 x 96 page 10mm grid book.
- iiTomo 3+4 Activity Book (carried over from year 9)

Subject	Year 10 Japanese
Topics / Description	<ol style="list-style-type: none"> 1. Eating out – restaurants and healthy eating choices 2. Memorable moments – self introduction 3. School trips – travel in Japan 4. Countryside and city comparison 5. Part-time work, job opportunities and considering work conditions 6. Homestay in Australia – comparing cultural experiences
Assessment	Tests, assignments, video production and digital portfolios

Career Education: A Short Course Senior Syllabus

The short course senior syllabus in Career Education complements strategies that promote successful transition of Year 10 students through the senior phase of learning to adult pathways of community, work, further education, and vocational training. Students are educated about possible career choices and pathways, as well as the skills and knowledge required in the workforce. Students will have the opportunity to engage with professionals from various workplaces, visiting guest speakers from a range of educational providers and take part in the Cairns career expo.

Students who complete the short course at a Sound Achievement will achieve **one credit** in the Enrichment learning category of the QCE. Career education is important for individuals of all ages, with proven economic and social benefits for the country as a whole. These include:

- **Effective learning:** If individuals make decisions about what they are to learn in a well-informed and well-thought-through way, linked to their interests, their capacities and their aspirations, and informed realistically about the opportunities to which the learning can lead, then they are likely to be more successful learners. Additionally, the huge sums of public money invested in education and training systems are likely to yield much higher returns.
- **Effective labour market:** If individuals construct career paths and secure employment which use their potential and meet their own goals, they are likely to be more motivated and more productive, and therefore contribute to enhancing national prosperity.
- **Social equity, equal opportunities, and social inclusion:** Career development services can raise the aspirations of disadvantaged groups, giving them access to opportunities that might otherwise have been denied.

Students need help to develop their career management skills. Schools in partnership with universities, training institutions, workplaces, and support services have an important role to play in developing students' career development knowledge and skills. Students in Year 10 at Malanda SHS undertake this course to prepare them to make decisions about senior schooling and life beyond school.

Core units

The course has four core units:

- Understanding my current skills and attributes
- Understanding the world of work
- My options for the future
- Essential life skills

Requirements:

- Computer
- USB

Assessment:

Unit 1 Aspiration Board
Unit 2 Workplace Interview
Unit 3 Career Investigation
Unit 4 Learning Journal