Northside Subject Selection Booklet

For Year 10 students in 2027

Introduction

The following pages present information on the subject offerings for Year 9 students currently studying at Northside Christian College and planning to continue. A general overview is presented here to enable the Parent/s, and/or, Guardian/s, to work with their child/ren in deciding which subject combination best provides for their future prospects, whether that be tertiary studies, apprenticeships/ traineeships or part/full-time work.

Selecting Subjects – General Principles

The College acknowledges the difficulties that secondary students experience in choosing subjects, particularly in earlier year levels. Throughout their senior secondary years of education and beyond, a student may undergo any number of preference changes from a series of potential careers, or destination-institution course choices, or preferred tertiary educational institutions. In Year 10, students will undergo a much more intensive planning process to produce a Senior Education & Training (SET) Plan to help guide their subject choices for Years 11 and 12.

Selecting Subjects

All subjects are designed to develop the skills required in the students as they move into the senior secondary schooling subject offerings.

Movement between subjects during the year may affect a student's achievement, so subject selection should be considered carefully, following consultation between the student, parents and teaching staff. (See the section of this Handbook entitled "Subject Changes".) Year 10, however, is a year when students are still exploring their interests, so some movement is expected.

Several factors should be considered when choosing elective subjects, including:

Achievement	Current results will provide a good indication of future success though this may not always be a true reflection of the student's ability, rather their effort, or lack thereof.
Aptitude	What is the student's natural aptitude in this field of study?
Interest	Students are more likely to succeed in subjects which hold some interest for them.
Attitude	A positive attitude towards a subject, including a willingness to commit to the hours of work required, is a necessary or preferred prerequisite.

In choosing a course of study, a student needs to:

- consider some of the goals they are beginning to aspire to and areas of general industry interest
- investigate the possible paths to those goals and what level of post-schooling study is required
- talk to people who know something about the goals and the subjects needed to be undertaken
- examine possible pathways in the light of his/her abilities, personality and commitment level
- prayerfully decide on which path seems right.

Students should avoid making subject choices merely on the grounds of the subjects being chosen either by their friends, or on the basis of their perceptions about any teacher they think might be teaching the subject.

The important guiding principle is to put yourself in a position, through the subject selection process, so that you are most likely to experience academic success now and into the future.

The QCE System

The 2019 Year 11s were the first Queensland students to complete senior secondary under the new system.

In the QCE system, students have access to a range of General, Applied and Extension subjects, as well as vocational and complimentary studies options that are current offered.

In the QCE system, a student's best 5 subject results are used to calculate their ATAR. The ATAR replaces the OP system and will be used for students wishing to gain entrance to tertiary education after Year 12. All subjects and qualifications can contribute to the ATAR, however subjects will have different weightings determined by the academic rigour of the subject.

Each subject requires students to complete 4 assessment instruments in Year 12; 3 of these are school-based assessments, 1 will be an external assessment. The external assessment contributes 25% to the overall subject result in most subjects. In Science and Maths subjects, it contributes 50%.

Under the new system, the content, assessment and marking judgement for each subject is determined and/or monitored by the QCAA. This includes:

- "High definition" syllabus documents for all subjects.
- School based assessments "endorsed before use" by the QCAA.
- Teachers' marking judgements are confirmed by the QCAA through random sampling of all Year 12 work.
- External assessment instruments are set and marked by the QCAA.

https://www.qcaa.qld.edu.au/downloads/senior/snr_assessment_intro_syllabus_subject.pdf

A Developmental Curriculum

Core subjects are compulsory. They expose students to important learning experiences for children in this age group. These include the development of information and research skills, effective use of technology, problem solving skills and exposure to learner-centred and open-ended, negotiated tasks.

Elective subjects provide an opportunity for students to begin to pursue areas of specific interest, some of which may become important elements of their career aspirations.

Our curriculum is structured to gradually progress students from a broad, core curriculum in Year 7 towards a broader exposure to elective subjects by Year 9. By Year 10, students follow an elective program similar to that in Years 11 and 12. This makes Year 10 an important preparatory year for the senior years of schooling.

YEAR 7

Start of Middle Phase of Learning

Core Program:
All students study all subjects to round off their Junior School studies and gain a broad introduction to the secondary curriculum.

YEAR 8

Core Program:

All students continue to study all subjects to build on those elements of the Secondary curriculum considered core for a well-rounded education. Exposure to a rotation through 'non-core' subjects further helps students to select for Year 9. Students may select Japanese to study for the course of the year.

YEAR 9

Core (4) and Elective Program (6)
Students study the four core subjects and six out of fourteen electives as they begin to identify their areas of interest. Core subjects are studied throughout the whole year. Elective subjects are studied for one semester only with the exception of Japanese and possibly Physical Education.

YEAR 10

Entry into the Senior Phase of Learning

Core (2) and Elective Program (4)
Students study the two core subjects and four out of seventeen electives as they begin to identify their areas of interest. All core and elective subjects are studied throughout the whole year.

Transition Subjects

It may be possible for a student to take up an elective subject in Years 10-12 that they had not studied in the previous year but, clearly, this places a student at a disadvantage. Generally, students need to follow lines of study as follows, with pathways read from left to right across the year levels:

	YEAR 9		YEAR 10			YEARS 11 & 12
English & Languages	English	→	English	→ → →	G G A	English Literature Essential English
	Japanese	→	Japanese	→	G	Japanese
Humanities & Social Sciences	Business	→	Business	→ → →	G G G	Business Economics Legal Studies
	Social Science	→	History	→ →	G G	Ancient History Modern History
Mathematics	Mathematics	→	Mathematics (Sem. 1)	→ → → →	G G G A	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics
		→	General Mathematics (Sem. 2)	→ →	G A	General Mathematics Essential Mathematics
		→	Mathematical Methods (Sem. 2)	→ → →	G G G	Specialist Mathematics Mathematical Methods General Mathematics
Performing Arts	Drama Dance	→ →	Drama Dance	→	G	Drama
	Music	→	Music	→ →	G	Music Music Extension *(2 semesters only in Yr 12)*
Physical Education	Physical Education	→ →	Physical Education Certificate II in Sport Coaching SIS20321	→	G	Physical Education
Science	Science Science Extension	→ →	Science Science in Practice	→ → → →	G G G G	Biology Chemistry Physics Psychology
Technologies & Design	Design Technologies – Engineering and Materials	→	Design – Engineering & Materials	→ →	G G	Design Engineering
		→	Manufacturing	→	V	Certificate II in Engineering Pathways *MEM20422*
	Design	→	Design	→ →	G G	Design Engineering
	Design Technologies – Food and Fibre	→ →	Design – Food & Fibre Certificate II in Hospitality SIT20322	→	A	Hospitality Practices
	Digital Technologies	→	Digital Technologies	→	G	Digital Solutions
					V	Certificate III in Early Childhood Education and Care *CHC30125*
Visual Arts	Visual Art	→ →	Visual Art Certificate I in Visual Arts *CUA10320*	→ →	G V	Visual Art Certificate III in Visual Arts *CUA31125*
					G	Film, Television and New Media

Some senior (11/12) courses may be offered as a Year 11/12 composite class based on student preferences.

G – General A - Applied V – VET

Subject Offerings

YEAR 10	
Core: Christian Foundations (1 lesson) English Mathematics Sport (non-graded) **Electives within Core** Science Science in Practice **Electives:** **Choose 4 from:** Business Certificate I in Visual Arts CUA10320 Manufacturing	Dance Design Design – Engineering and Materials Design – Food and Fibre Digital Technologies Drama History Certificate II in Hospitality SIT20322 Certificate II in Sport Coaching SIS20321 Japanese Music Physical Education Visual Art
YEAR 11 - 12	
Core Subjects Christian Foundations (1 lesson) **Electives within Core** English or Essential English or Literature **and** General Mathematics or Mathematical Methods or Essential Mathematics **and** **Choose 4 electives from:** Ancient History Biology Business Certificate III in Early Childhood Education and Care CHC30125 Certificate III in Visual Arts CUA31125 Certificate II in Engineering Pathways MEM20422	Chemistry Design Digital Solutions Drama Economics Engineering Film, Television and New Media Hospitality Japanese Legal Studies Modern History Music Music Extension (2 semesters in Year 12 only) Physical Education Physics Psychology Specialist Mathematics Visual Art

Subject Changes

Year 10 students may be able to make changes between semesters. Students must arrange changes via Student Services by the end of each semester or no later than the first week of any semester.

Senior Education and Training (SET) Plans in Year 10

What is a SET plan?

A SET plan maps what a student will study and learn during the senior schooling years (Years 10, 11 and 12). The SET plan is agreed between each student, their parents or carers and the school.

The SET plan helps young people identify and plan their own pathways through education and training in senior schooling, and then on to further learning or work. It also helps students make good choices about what, where and when to study.

Developing a SET plan

The College works with each young person during Term 2 to help develop a SET plan. During Terms 3 & 4 an interview with the Careers Officer is scheduled to refine the plan.

Both the student and the college should keep a copy of the SET plan.

What happens next?

The SET plan is implemented and courses planned around the agreed approach. The College monitors progress against the plan.

Want to know more?

- See our Careers Office, Mrs Robyn Harvey
- http://education.qld.gov.au
- https://www.qcaa.qld.edu.au/downloads/senior/snr_new_qce_system_parent_guide.pdf
- https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/information-school-communities
- https://www.qtac.edu.au
- https://www.northside.qld.edu.au/Student-Services

The Senior VET Funding Guide (Years 10, 11 & 12)

Information for Course Planning and Funding Eligibility

The Queensland Government applies strict eligibility rules regarding how Vocational Education and Training (VET) courses are funded. Because choices made in Year 10 directly impact options and costs in Years 11 and 12, these rules should be reviewed carefully.

Core Funding & Eligibility Rules

Rule 1: The "One-Entitlement" VETiS Rule

The Queensland Government's VET in Schools (VETiS) program will fund one priority Certificate I or Certificate II qualification per student while at school.

- **The Year 10 Impact:** If a student enrolls in a Certificate II program with an outside (external) provider during Year 10, they are utilizing their single VETiS entitlement. (E.g. Cert II Hos, Cert II Sport Coaching, Cert II Health)
- **The Knock-on Effect:** Once that VETiS entitlement is used up in Year 10, any subsequent Certificate II programs selected for Years 11 or 12 cannot be funded by the government. They will transition to a Fee-For-Service (FFS) arrangement, meaning parents must pay the course tuition out-of-pocket.

Rule 2: School RTO Courses Do Not Use Up Your Funding

Because our school holds its own independent Registered Training Organisation (RTO) status, we can deliver specific courses internally: Year 10 – Certificate I in Visual Arts and Years 11 & 12 – Certificate III in Visual Arts.

- **The Cost Advantage:** We do not charge tuition fees for our internal Visual Arts courses. Furthermore, because these are delivered directly by the school RTO, they do not count as your government VETiS entitlement. A student can complete the Certificate I in Visual Arts in Year 10 and still have their full, free VETiS entitlement intact to use on an external Certificate II course in Year 11.

Rule 3: External Certificate III & Diplomas are Fee-For-Service

Higher-level qualifications sit outside the standard VETiS funding model for school students. Except for our internal Visual Arts course, all Certificate III and Diploma programs delivered by external providers are Fee-For-Service, requiring out-of-pocket tuition payments.

Rule 4: School-Based Traineeships (SATs) Bypass Past History

A School-Based Traineeship (SAT) is a separate employment-based training stream where students work part-time while earning a Certificate III qualification.

- **Always Funded:** Even if a student completely exhausts their VETiS funding on an external Certificate II in Year 10, their School-Based Traineeship in Year 11 or 12 will still be fully government-funded. Prior certificate completions do not lock you out of a traineeship.

No Double-Dipping: Students are only permitted to access one government-funded VET program at any given time. You cannot be enrolled in a funded school Certificate II and a funded School-Based Traineeship simultaneously.

VET Funding Scenarios

Scenario A: VETiS Funding used in Year 10

Year 10: Student completes a VETiS funded Cert II (E.g. Cert II Hos, Cert II Sport Coaching, Cert II Health). (Note: Cert I in Visual Arts is internally funded, and leaves VETiS funding intact)

- **Years 11–12 Option 1:** Student secures a School-Based Traineeship (SAT). (Fully funded - prior qualifications do not affect this).
- **Years 11–12 Option 2:** Student wants to do another VETiS funded Cert II, or a Cert III or Diploma. (Must be paid out-of-pocket via Fee-For-Service).

Scenario B: VETiS Funding not used in Year 10

Year 10: Student **does not** complete a VETiS funded Cert II (E.g. Cert II Hos, Cert II Sport Coaching, Cert II Health). (Note: Cert I in Visual Arts is internally funded, and leaves VETiS funding intact)

- **Years 11–12 Option 1:** Student uses their VETiS funding to complete a free, VETiS funded Certificate II.
- **Years 11–12 Option 2:** Student uses their VETiS funding to complete a free, VETiS funded Certificate II, and/or enrolls into the internally funded Cert III in Visual Arts ($0 tuition cost).
- **Years 11–12 Option 3:** Student takes up a School-Based Traineeship/Apprenticeship (SAT) and/or enrolls into the internal Cert III in Visual Arts ($0 tuition cost). Note: The double dipping condition in Rule 4 applies – if you do a SAT, you can't also be enrolled in a VETiS funded Cert II program at the same time.

Senior VET Cost & Eligibility Matrix

Course Selection / Type	Cost if VETiS Funding WAS NOT USED in Y10	Cost if VETiS Funding WAS USED in Y10
VETiS Funded Certificate II Programs	**FEE-FREE (Uses VETiS)**	**Fee-For-Service**
Cert I & III in Visual Arts (School RTO)	**FEE-FREE (Internally funded)**	**FEE-FREE (Internally funded)**
Other Cert III / Diplomas (External RTOs)	**Fee-For-Service**	**Fee-For-Service**
School-Based Traineeship (SAT)	**FUNDED**	**FUNDED (Unaffected by Year 10)**

VET funding rules can be complex, and strategic planning early on ensures your child gets the absolute most out of their senior schooling options. If you have any questions about VETiS funding, Fee-For-Service structures, or planning a senior VET schedule, please contact Mr. Scott Murchie, Vocational Education Manager at scott.murchie@northside.qld.edu.au.

Subject Prerequisites

There are **no** prerequisites for this subject.

Subject Outline

Business, Law and Economics aims to introduce students to the dynamic and diverse nature of the business world and to assist students in developing an understanding of how businesses are operated at the local, national and global level. This subject provides students with opportunities to develop enterprising capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the Business, Law and Economics curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others in a spirit of collaboration and professionalism now, and in the future.

The individual units are complementary. They are designed to provide students with an opportunity to engage in learning in readiness for the offerings of the Year 11 and 12 subjects, including Business, Economics and Legal Studies.

Course Outline

Term 1 – Business – Entrepreneurship and Running a Business

This unit looks at strategies for planning a successful business, including the skills, characteristics and motivations of a successful entrepreneur. If we are to deal successfully with businesses in the future, we must understand some of the internal workings of businesses and be able to recognise the local, national and international factors that combine to form the environments within which all individuals and businesses operate.

Term 2 – Legal Studies

Throughout the Legal Studies unit, students examine the fundamentals of the legal framework including the Australian Constitution, how laws are made, the division of powers and the role of the judicial system. There is a particular focus on youth inspired topics including juvenile sentencing in relation to driving, education, substance abuse and cybercrime

Term 3 – Business - Marketing

This unit looks at marketing and creativity, explores the marketing strategies for commencing a new business venture and the process of marketing and managing a business venture, including follow up operational factors for a business in the growth stage of the business life cycle.

This term includes an excursion to Dreamworld to evaluate and analyse marketing strategies within this local context.

Term 4– Economics - Productivity, Growth and Living Standards

Throughout Term 4, students will learn how economic indicators contribute to living standards, including factors that influence major consumer and financial decisions and the short and long term consequences of these decisions. In a world where the 'cost of living' is increasingly in the headlines, students learn to explain the causes of variation in economic performance and the impacts on living standards within Australia.

Criteria used in Assessment

Questioning and Researching

Interpreting and analysing

Evaluating, concluding and decision-making

Communicating

Types of Assessment

A variety of instruments will be used to provide information on a student's progress. These will be project based and include:

- **Short response exams**
- **Business reports - Investigations**
- **Projects**

Prerequisite for Senior Subjects

This course will provide an introduction to Business and Legal Studies.

Introduction

Dance is a visual art form utilising human movement to express ideas. This non-verbal communication is devised with the consideration of specific audiences and purposes and through the purposeful manipulation of dance elements within genre-specific contexts.

The study of dance promotes the ongoing development of skills specific to Choreographing, Performing and Responding, whilst also fostering unique and significant skills and understandings which are transferable to other areas of learning. By engaging in, and reflecting on, dance activities, students develop skills and abilities to use processes that contribute to their physical, cognitive, emotional, aesthetic, cultural, social, moral and spiritual development. Students learn to think critically as they analyse and critique dance works and identify the influence of particular contexts. They are encouraged to build knowledge and comprehension, and develop as creative people, complex thinkers, and effective communicators and participants in an interdependent world as reflective and independent learners.

Subject Outline

The Year 10 Dance course aims to foster within students an appreciation of a range of cultural contexts within Australia and the rest of the world; develop and refine students' aesthetic ability to order movement into an expressive code of communication; explore and develop abilities and skills specific to a range of dance genres and contexts; build upon previous knowledge and understanding of dance components, refining the skills of analysis, interpretation, evaluation, and research; and facilitate the development and expression of the individual – physically, intellectually, socially and emotionally.

The Year 10 Dance program consists of four units of study, increasing in complexity over the course of two semesters.

Course Outline

Unit One: Popular Dance through the Ages

This unit explores the role of dance in youth culture throughout history, examining the way the dance style of each era reflected or rejected its historical and social context. Students will demonstrate their knowledge and understanding through the presentation of an interactive, multimodal seminar analysing danceworks within a specific historical and social context. Movement vocabulary and technical skills specific to the social dance styles of selected eras will be developed, with attention to building competency and precision in preparation for performance assessment.

Assessment #1: *RESPONDING (SEMINAR)*

CRITERIA:

- Students demonstrate knowledge of dance terminology and identify and analyse the elements of dance, choreographic devices and production elements in dances

Assessment #2: *MAKING - PERFORMING*

CRITERIA:

- Students perform with confidence and clarity, demonstrating technical and expressive skills appropriate to the dance style

Unit Two: World Dance

This unit provides the foundational appreciation of dance within its cultural contexts. The study of dance from non-Western cultures will enhance students' understanding of the purpose of dance, as defined by the three main functions that dance fulfils in society; Ritual, Social and Artistic. Cross-cultural links will be developed through workshops facilitated by non-Western dance specialists, expanding students' knowledge of and competency in the manipulation of movement to create meaning. Drawing on and manipulating the elements of world dance, students will demonstrate their ability to effectively manage the structuring devices of movement,

Course Outline (contd)

ie. form (structure), transitions, choreographic devices, focus, space, time, and dynamics (movement qualities), in order to choreograph their own dancework.

Assessment: *MAKING - CHOREOGRAPHING*

CRITERIA:

- Students choreograph dances demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent

Unit Three: Origins of Contemporary Dance

Through this unit, the fundamental understanding of the origins and purposes of contemporary dance as a revolution against classical ballet will be established. This includes the exploration of the social and historical context surrounding the development of the style, and the examining of pivotal choreographers and their influence on the progression of contemporary dance as a dominant artistic style. Students will participate in contemporary dance technique classes with a focus on developing the technical and expressive skills relevant to the style in preparation for performance, while also developing their ability to structure dance components to create meaning.

Assessment: *MAKING - PERFORMING*

CRITERIA:

- Students perform with confidence and clarity, demonstrating technical and expressive skills appropriate to the dance style

Unit Four: 'Dance Tube' – Dance in Technology

Throughout this unit the relationship between dance and technology will be studied. Students will examine and experiment with ways to develop, refine and enhance meaning through the creative incorporation of digital technologies. Particular focus will be given to the exploration and manipulation of use of space, time, and energy within selected danceworks in order to convey choreographic intent. Students will expand formal writing skills through the analysis and critique of danceworks within the specific context, ie. dance on film and/or danceworks structured around or through the incorporation of digital technologies. Assessment will include the digital submission of original student work, in which technology has been utilised to manipulate and record choreography.

Assessment #1: *MAKING - CHOREOGRAPHING*

CRITERIA:

- Students choreograph dances demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent

Assessment #2: *RESPONDING*

CRITERIA:

- Students demonstrate knowledge of dance terminology and identify and analyse the elements of dance, choreographic devices and production elements in dances

Subject Introduction

Design Technologies gives students opportunities to create designed solutions for a range of contexts based on an evaluation of needs, wants or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Design allows students to explore design problems, generate ideas to satisfy design criteria and to present their solutions as graphical products. By utilizing a design process, students generate solutions through problem and audience analysis, the consideration of relevant design factors and the evaluation of their own and others' solutions. Design problems are nested within real world contexts which provide a concrete foundation upon which to build authentic experiences of the design process.

Subject Outline

Students plan and produce graphical representations in simulated, real-world contexts.

Semester 1:

- Develop an understanding of the Design Thinking process through a series of structured design activities and short design challenges.
- Acquire and apply fundamental design skills, including visual communication, sketching, ideation, prototyping and evaluation.
- Compile a folio of work that demonstrates the development and application of core design practices.
- Reflect on design decisions and learning throughout the design process.

Semester 2:

- Apply design thinking to a stakeholder-centred design challenge.
- Investigate the needs, wants and expectations of a stakeholder or stakeholder group.
- Generate, communicate and evaluate design ideas using a range of design methods and tools.
- Develop, refine and justify a proposed design solution in response to stakeholder needs.
- Present and communicate design proposals and outcomes.

Assessment Focus

- Investigate and define design problems through stakeholder analysis and criteria development
- Generate and refine ideas using creative and divergent thinking strategies
- Produce and test prototypes using appropriate materials, tools and processes
- Evaluate solutions against criteria and feedback to justify improvements
- Communicate design thinking using sketching, modelling and digital representation

Assessment Methods

A variety of methods will be used to provide information on student progress. These typically include in-class design challenges and design folio assignments.

Subject Introduction

The **Engineering and Materials** subject develops the student's ability to appreciate and explore design, material properties, the use of hand and power tools and safe workshop practices. It allows students to function in design and production roles within a workshop setting. This is achieved by learning to produce quality designed solutions to identified needs. Working individually and in small groups, students learn to manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and produce, and evaluate designed solutions.

Subject Outline

Unit 1: Working With Wood (Term 1)

- **Workshop Practice & Safety:** Mastery of hand tools, power tools, and workshop machinery, emphasizing risk mitigation and safe manufacturing workflows.
- **Technical Literacy:** Interpretation of engineering drawings and technical specifications to ensure production precision.
- **Materials & Sustainability:** Investigation into the properties of timber, craftsmanship standards, and the environmental impacts of timber sourcing.
- **Project & Assessment:** Fabrication of a functional timber carry-all, accompanied by a 400–600 word written reflection and production log.

Unit 2: Plastics and Prototyping (Term 2)

- **Digital Design & CAD:** Proficiency in computer-aided design (CAD) using *Autodesk Inventor* to generate dynamic 2D and 3D digital models.
- **Advanced Manufacturing:** Introduction to rapid prototyping technologies, including 3D printing, vacuum forming, injection moulding, and laser cutting.
- **Polymer Science:** Analysis of the chemical and physical characteristics of plastics, specifically comparing PETG and PMMA.
- **Project & Assessment:** Digital design and physical prototyping of an original product to fulfill a functional need, documented in a 4–6 page A3 multimodal design folio.

Unit 3: Structures and Forces (Term 3)

- **Structural Engineering Concepts:** Exploration of mechanical equilibrium and the impact of static and dynamic loads on structural forms.
- **Stress & Force Analysis:** Investigation into how different engineering materials respond to internal and external forces like tension, compression, and shear.
- **The Design Cycle:** Researching existing architectural and engineering typologies to analyze structural strengths and vulnerabilities.
- **Project & Assessment:** Collaborative design, construction, and destructive testing of a scale model bridge, supported by a 4–6 page A3 structural analysis folio.

Unit 4: Mechanisms and Levers (Term 4)

- **Mechanical Physics:** Investigation into the principles of motion, energy conversion, and the six simple machines: levers, pulleys, wheels/axles, wedges, inclined planes, and screws.
- **Mechanical Advantage:** Calculating and applying mechanical advantage to optimize device efficiency and force output.
- **Historical & Global Perspectives:** Analysing how historical engineering innovations (such as medieval catapult mechanisms) inform modern technological development.
- **Project & Assessment:** Collaborative project to design, manufacture, and test a mechanical launching device incorporating custom 3D-printed components, evaluated via a 4–6 page A3 engineering folio.

Assessment Focus

Assessment of learning in the Design Technologies – Engineering and Materials subject is focused on:

- **Knowledge and understanding** of the principles, techniques, practices, concepts, procedures and conventions when producing designed products.
- **Processes and production** of products including the selection of materials, tools, equipment and technologies to safely make designed solutions.

Assessment Methods

A variety of methods will be used to provide information on student progress. These may include short answer written tests, demonstration of practical skills, the production of a design folio as well as teacher observation.

Subject Introduction

Design Technologies gives students opportunities to create designed solutions for a range of contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

The central focus of **Food and Fibre** is the wellbeing of the people within their personal, family, community and work roles. It encourages personal independence and effective living within wider society. Food and Fibre is an interdisciplinary study drawing on the fields of nutrition, textiles and fashion, technology, the built environment, human development, relationships and behaviour. The subject of Food and Fibre in Year 10 uses a mixture of both practical and theory-based learning.

Subject Outline

Semester One

Textiles Technology and Fashion

- Develop an understanding of design factors
- Gain insight into textiles to be able to make informed fabric and clothing choices
- Investigate fibre and fabric properties and determine which are suitable for a design brief or project.

Food and Nutrition

- Study the science of food and nutrition and related technologies
- To develop techniques and skills in the preservation of food

Semester Two

Textiles Technology and Fashion

- Design and communicate a design folio where students manage time, resources and constraints, evaluate design ideas and production
- Develop techniques and skills in practical textile experiences

Food for life and our future

- Investigate today's food trends and habits that impact on their identity, health and well-being
- Explore the nutritional importance of food and the related influences on food choices
- Develop practical skills in a variety of food preparation techniques
- Consider sustainability as it relates to food

Assessment Focus

Assessment of learning in the Design – Food and Fibre subject is focused on:

- **Knowledge and understanding** of the nutritional aspects of food for optimal growth and health needs and the materials, tools and techniques used in textiles pertaining to the family and adolescents
- **Processes and production** of products including the selection of materials, ingredients, tools, equipment and technologies to safely generate designed solutions which support the well-being of the family.

Assessment Methods

A variety of instruments will be used to provide information on a student's progress. These may include research and investigation assignments, practical applications incorporating folio presentations, written responses to questions, and oral and multimodal presentations.

Subject Introduction

In **Digital Technologies** students will develop enhanced skills in coding, algorithm design and interface principles to plan, develop and evaluate their own projects. Topics such as information systems, database design, networking, software engineering and web development will be investigated. Opportunities for students to work as a team and individually to create their own IT projects is a major focus.

Subject Outline

Unit 1: JavaScript Web Apps – Interactive Scoreboard Project (Term 1)

- **Computational Problem Solving:** Decomposing real-world scenarios into functional system requirements guided by stakeholder user stories.
- **Algorithm Design & Visualization:** Creating and validating processing logic through system mind maps, pseudocode, and formal flowcharts.
- **Front-End Development:** Applying HTML, CSS, and native JavaScript to engineer an interactive, accessible user interface optimized for a sports ground display environment.
- **Project & Assessment:** Collaborative deployment of a responsive 20-20 Indian Premier League (IPL) cricket scoreboard web application, evaluated via source code functionality and a recorded usability walkthrough.

Unit 2: Introduction to Databases and SQL (Term 2)

- **Relational Database Design:** Structuring data storage entities, enforcing referential integrity with primary and foreign keys, and generating logical schema diagrams.
- **Data Architecture Optimization:** Implementing data normalization methodologies from First Normal Form through to Third Normal Form (1NF, 2NF, 3NF) to eliminate redundancy.
- **Structured Query Language (SQL):** Constructing syntax to build tables, filter, aggregate, and query complex multi-dimensional datasets.
- **Project & Assessment:** Engineering a comprehensive relational database system for a major professional sports league, documented and evaluated via a recorded schema validation video.

Unit 3: 3D Game Development with Godot (Term 3)

- **Game Engine Architecture:** Understanding scene structures, modular asset design, and object-oriented programming patterns using the open-source Godot Engine.
- **Gameplay Logic & Scripting:** Implementing 3D navigation, event handling, physics layers, and real-time player interactions utilizing GDScript.
- **Divergent Ideation & Prototyping:** Transitioning core mechanics from experimental gameplay tutorials into customized, autonomous digital solutions.
- **Project & Assessment:** Development of an original 3D interactive game experience, assessed via a screen-recorded demonstration detailing software logic and personal design innovations.

Unit 4: PHP & MySQL Web Development – Dynamic Admin Portal (Term 4)

- **Full-Stack Integration:** Connecting front-end web interfaces to back-end servers within a local XAMPP environment to facilitate client-server communication.
- **Data Management Interfaces:** Constructing authenticated login systems and complete CRUD (Create, Read, Update, Delete) interfaces driven by PHP and database pipelines.
- **Cyber Security & Threat Mitigation:** Implementing server-side security protocols to sanitize user inputs, blocking malicious HTML/JavaScript code, and reducing vulnerabilities to SQL injection attacks.
- **Project & Assessment:** Development of a secure administrator web portal to manage real-time sporting league data, submitted via functional source code and an analytical data protection reflection.

Assessment Focus

Assessment of learning in the Digital Technologies subject area is focused on:

- **Knowledge and understanding** of the principles, techniques and practices relevant digital technologies contexts.
- **Processes and production** of digital projects that create and communicate ideas and information.

Assessment Methods

Multimodal project

Subject Outline

Drama in Year 10 enables students to take control of the medium of drama in order to examine the world within which they live. Drama, of all the art forms, is most accessible, because any student can participate in role-play activities. Year 10 Drama culminates in a class production.

Course Outline

Realism - Voice and Movement in Stage Acting

This unit builds a range of skills in the students, which will enable them to take greater risks and be more creative in their playmaking. The unit explores the way all drama begins with an internal response to a given role and context, and then gives them the language to express this in voice and movement skills.

- Voice physiology and projection
- Exercises which help free the natural voice
- Vocal skills for acting
- Workshops on the element of movement
- Expressing feeling through movement
- Analysing performances

Criteria used in Assessment

- Realism Monologue – Script and performance
- Group performance (Class production).
- Analysing Dramatic Action in live theatre
- Scriptwriting/Devising Dramatic Action

Bring It All Together

The purpose of this unit is to draw upon skills learned so far and develop them further by working on a large class project. The students are encouraged to work with a variety of people and to *'think outside the square'* in order to create a dynamic and impacting performance.

- Investigating a situation through dramatic role-play
- Creating dramatic statements in response to process drama
- Working in groups to produce a dramatic presentation
- Analysing the way drama works to create meaning for an audience
- Creating drama that links in with a theme

How the Student's Final Level of Achievement is Determined

- Individual performance
- Written assignment on a live theatre performance
- Scriptwriting/Play building written task
- An evening performance of a class production

Subject Outline

Year ten English is a transitional year between Middle School English as stipulated by the Australian Curriculum for P-10 and the Senior School English subjects as outlined by QCAA in the new ATAR system. It is paramount that year 10 English exposes students to more complex ideas, texts, and assessment types found within Literature, and General English. As such, the year ten English program, since 2020, now uses the ATAR Instrument Specific Marking Guides (ISMGs) in order to thoroughly prepare our students for the rigour of our new senior subjects. The assessment program reflects the sorts of genres and tasks that students will undertake in year 11 and 12.

Students will both create and analyse a variety of texts. Students will demonstrate persuasive, imaginative and analytical skills across the program and will be required to demonstrate competence in both written composition and speaking performance.

There is also a focus on grammar and punctuation knowledge and application, along with vocabulary building activities.

Teachers cater for students' needs through text choice, design of teaching and learning activities and through the extent of scaffolding provided. Class groupings are determined on the basis of the needs of the cohort in each year and on individual student performance in the previous year. As a result, students may be placed in a different stream from year to year, based on their achievement and development.

Course Outline

UNIT	**TEXTS**
Poetry Study Students will read a variety of poems identifying the figurative and stylistic devices along with the effects of these author choices on the reader. They will learn the context of the poem, identifying the cultural assumptions that underpin each poem. **Assessment: analytical essay**	Poetry by the following poets: • William Blake • William Shakespeare • William Wordsworth • Gerard Manley Hopkins • Christina Rossetti • Rudyard Kipling • Emily Dickinson • Walt Whitman • Lawrence Binyon • Dylan Thomas
Short Story Study Students identify characters, concepts and story types that are representative of classic **archetypes.** They will explore the **values, attitudes, and beliefs that are reflected by the choices characters make**. Students will read and enjoy many classic short stories as the inspirational point for their own creative work. **Assessment: short story**	*Classic short stories like:* - *Folk tales; Fairy tales* - ***The Necklace*** by Guy de Mauppassant -***The Secret Life of Walter Mitty*** by James Thurber -***2B02B*** by Hurt Vonnegut -***The Pedestrian*** by Ray Bradbury -***Cat in the Rain*** by Ernest Hemmingway
Totalitarianism Students explore the mechanisms that governments use to control people and maintain power. Students also study the need for freedom of speech, thought, movement, and association. Liberty and individual sovereignty are developed within a biblical worldview. **Assessment: unseen essay on novel**	*Novel:* *Animal Farm*
Shakespeare's Hero and Villain Under the Microscope. Students continue to **explore the virtues and vices of archetypal heroes and villains**. They will investigate classic world literature through a play by Shakespeare, to explore themes of human experience and cultural significance. **Assessment: imaginative monologue**	*Shakespearean play:* *Romeo and Juliet* *The Tempest*

Types of Assessment

The Australian Curriculum for English requires students to complete a range of written and spoken tasks. These tasks must reflect a range of conditions and text types. Tasks will include written and spoken assignments, as well as written exams where the question may be seen (students are notified of the question in advance) or unseen.

Learning Area Standard Descriptors used in Assessment

Knowledge application.

Students are required to:

- Create or analyse concepts, identities, times and places.
- Understand how cultural assumptions, attitudes, values and beliefs underpin texts and invite reader responses.
- Create or analyse aesthetic choices and stylistic devices.

Organisation and development.

Students are required to:

- Create or analyse genre patterns and roles for a particular purpose.
- Select and synthesise subject matter to support perspectives.
- Organise and sequence subject matter to achieve particular purposes, including the use cohesive devices to develop and emphasise ideas.

Textual features.

Students are required to:

- Use discerning language choices for particular purposes.
- Use a variety of accurate and appropriate language structures.
- Use correct spelling and punctuation.
- Use spoken, signed, and non-verbal features (complimentary features) for particular purposes within the oral performances.

How the Student's Final Level of Achievement is Determined

For each piece of assessment in English, a student's grade or mark is determined holistically. This means that the student's result is determined by the performance across ALL of the criteria for each assessment piece. Their results for the criteria subsets (listed above) are not used separately to arrive at a grade. In practice, students will be given a number out of 25 per piece; however, this will get converted to one holistic grade for each piece of assessment ranging from A+ to E-.

In English, a student's Semester Report records their progress for the year, not the Semester. This means that each student's Semester 2 Report will record their progress for the entire year. In subject English, this is the best way to provide parents and students with an accurate indication of progress at the conclusion of the year.

The following principles are applied in determining overall results:

- All work is summative.
- Students must demonstrate they can perform consistently at a particular level in **BOTH writing AND speaking** to meet the standards for that Level of Achievement.

The following table may be used as a guide:

A	**Predominantly A results for both written and spoken tasks**
B	**Predominantly B results for both written and spoken tasks**
C	**Predominantly C results for both written and spoken tasks** **No more than one D or E result for written tasks and no more than one D or E result for spoken tasks** **(If a student achieves two or more results lower than a C, they cannot obtain a pass in this subject)**
D	**Predominantly D results for both written and spoken tasks**
E	**Predominantly E results for both written and spoken tasks**

Subject Pre-requisite

Year 9 HASS

Subject Outline

Year 10 History is a subject that offers a pathway to Year 11 and 12 Ancient and Modern History. The successful completion of the course will ground students in the basic skills needed to complete these courses at a senior level.

The student will learn essay writing, source analysis skills, investigation skills, hypothesis formulation, online research skills, analysis, evaluation and synthesis procedures which will assist in many Year 11 and 12 subjects.

Course Outline

Year 10 History includes the following units:

Term 1 – Ancient History – Ancient Rome

Students will learn the basics of archaeology in the context of establishing evidence for the foundation of Ancient Rome. They will learn about the structure of Roman society including the role of the Caesar, use of slaves and the Punic Wars.

Assessment: Independent Source Investigation

Term 2 – Modern History – World War II

Throughout this unit students explore the involvement of Australian soldiers in World War II including both the Middle East and Pacific regions. An investigation of Prime Minister John Curtin as a wartime leader and the switching allegiance from Britain to the United States is undertaken as part of this unit.

Students will also enjoy an overnight camp at Emu Gully Adventure Education Centre while studying Australia's involvement in the Second World War. During the camp they participate in a range of simulation activities, including the Rats of Tobruk tunnels and the Kokoda Trail

Assessment: Essay Exam

Term 3 – Medieval History – The Vikings

Students investigate Viking societies, including Viking mythology, societal structures, attempts at Viking expansion and the impact of raids across Europe. They will also learn about key personalities in Viking history, including Leif Erikson, Ragnar Lodbrok and Eric the Red.

Assessment: Short Response Exam

Term 4 – Modern History - Building Modern Australia

Throughout Term 4, students explore the effects of significant post–Second World War world events, ideas and developments on Australian society including migration experiences that have built modern Australia. For the assessment this term, students research and develop a presentation in an area of particular interest to them from the topics studied throughout the year or an area of their personal interest.

Assessment: Research Task

Criteria used in assessment

Knowledge and Understanding

Questioning and Researching

Using Historical Sources

Historical perspectives and interpretations

Communicating

Types of Assessment

A variety of assessment instruments will be used to provide information on student progress. Assessment types in Year 10 History mirror the style of assessment used in Year 11 and 12 History subjects to prepare them for the ATAR History courses.

Possible Career Paths

Students who have completed the course in the past have found it valuable, both personally and for purposes of preparation for their senior courses.

This subject could be of importance to any student considering a career in education, journalism, archaeology, research, psychology, law or politics.

Many professions and occupations value persons with the skills of being able to develop and express reasoned opinion. History helps to develop such major skills in the all-round educated person.

Students should refer to individual universities/learning institutions and tertiary institutions for course prerequisites.

Axial

External RTO number: 2437

NATIONALLY RECOGNISED TRAINING

SIT20322 Certificate II in Hospitality

Qualification description

This is an entry-level qualification for anyone wishing to commence a career in the Hospitality sector. It provides students with an understanding of fundamental skills and knowledge relating to the Hospitality workplaces and practices.

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

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Year 10 on site at Northside Christian College in partnership with Axial.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- online training.

Course units

To attain a SIT20322 Certificate II in Hospitality, 12 units of competency must be achieved.

Unit code	Title
SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITHIND006	Source and use information on the hospitality industry
SITXCOM007	Show social and cultural sensitivity
SITXCCS011	Interact with customers
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB027	Serve food and beverage
SITHFAB025	Prepare and serve espresso coffee
BSBTWK201	Work effectively with others
SITHIND007	Use hospitality skills effectively

Obligation

Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by Axial

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results by Axial. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by Axial.

Fees

The qualification is provided fee-free to eligible students, as per the DTET funding conditions, for VETiS qualifications. VETiS is a State Government initiative which funds one qualification per student in secondary school. Students can undertake more than one course during secondary schooling however any subsequent courses will not be eligible for VETiS funding. By undertaking the Certificate II in Hospitality your child will be using their allocated funding. In a situation where a student is not eligible for funding under DESBT funding arrangement for VETiS funding, the School will negotiate fee for service arrangements with Axial and course fees will be added to the student's College fee account.

Assessment

Assessment is competency based. Assessment techniques include:

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

Work placement

Students are required to complete 12 shifts of work in a hospitality context.

These hours can be completed within part-time employment, structured workplace learning, other hospitality events hosted by Northside Christian College.

Pathways

This qualification may articulate into:

- Certificate III in Hospitality
- Work in the Hospitality industry

Subject Prerequisites

Students must have successfully completed Year 9 Japanese (or the equivalent).

Subject Outline

This course provides student with a wide range of relevant and interesting learning experiences which will develop the student's knowledge of the Japanese language and culture. Themes are planned to enhance student's prior knowledge and current interests. The course is designed so that students will strive to become highly competent in communicating and understanding of the Japanese language.

Course Outline

Term	Theme	Topics
1	Languages, food and culture	Family and friends, healthy eating
2	Shopping and going out	Shops, counters, prices
3	My neighbourhood	Direction, house, rooms and things
4	Future plans	Part time job, plans after school

Excursions and Incursions

As a part of the cultural experience, Year 10 Japanese students will be attending Shabu House Japanese Restaurant.

There are other incursions such as:

- Watching Japanese anime
- Interacting with the visiting Japanese students
- Tasting Japanese food
- Japanese craft
- Bonsai and Sumie drawing

Lesson time

Three times a week, Full year

Resources

ii tomo 3 + 4

Obento Supreme

Online programs such as Quizlet, Memrise (link with Moodle)

Japanese films and animation

Teacher made resources

Learning Area Standard Elaborations Used in Assessment

Students will be assessed according to their proficiency in the following Criteria:

Communicating meaning in Japanese	Interacting in Japanese
	Mediating meaning in and between languages
	Creating text in Japanese
Understanding language and culture	Understanding systems of language
	Understanding the interrelationship of language and culture

Types of Assessment

In Japanese, students will be given opportunities throughout the year to demonstrate their achievement in various assessment tasks.

The Australian Curriculum for Japanese requires students to complete written and spoken tasks that reflect a range of conditions and text types. Students also need to demonstrate their listening and reading skills where the question may be unseen.

Possible Career Prerequisites

The study of Japanese helps prepare students for careers in science and technology, the diplomatic corps, teaching, interpreting, the travel industry, trade, design and fashion, migrant counselling, the business world, the defence forces, Australian Customs, journalism and many other occupations. Speaking a second language is a skill which is recognised as being crucial to the development of Australia's future.

University Entrance

The major tertiary institutions in Queensland offer adjustment factors or "bonus points" to a student's rank score (which is derived from their ATAR upon their application to QTAC for a University place) for having studied a language other than English in Year 11 and 12. University of Queensland, Griffith University, Queensland University of Technology, and the University of the Sunshine Coast all award 2 adjustment factors for the study of a language which a students has passed in Year 11 and 12 regardless of the University degree applied for. Australian Catholic University offers adjustment factors for languages based on which degree students apply for. How more information please speak with our Careers Advisor.

Opportunities to Study and Travel in Japan

There are opportunities to host visiting students from Japan. In addition, a visit to Japan will be offered every few years. Students will have the opportunity to visit a school in Japan and have a real-life experience in Japan. These exchanges provide students with a great chance to make friends, practice their Japanese skills and gain an insight into the rich and fascinating Japanese culture.

Subject Introduction

This course of study is designed to provide entry level training to students possessing an interest in technical and/or industrial disciplines. Studied over two semesters, Manufacturing incorporates training to an entry level in the various technical fields in the Manufacturing sector.

Core elements of workplace training such as working effectively with others, communicating in the workplace, and following safe working practices are studied together with industry-specific units. Throughout the Manufacturing course, students undertake a series of practical projects designed to develop industrial skills within the context of a simulated trade environment. By engaging in a range of practical learning experiences, students are given the opportunity to use their creativity, and to gain satisfaction from working with a wide range of industrial materials, tools, and machines in a safe learning environment.

Subject Outline

An outline is given below which provides a guide regarding the broad structure of the course and the as an example of the kinds of practical activities students will engage in. Due to the flexible nature of skills-based training, the actual sequencing of the projects within each semester may vary based on the needs of individual students.

Unit 1: Skill Builder and Timber Construction (14 Weeks)

- **Precision & Technical Literacy:** Interpretation of workshop project plans and technical drawings to understand material allowances.
- **Timber Joinery & Accuracy Practice:** Mastery of standard woodwork hand tools and machines to create accurate structural joints.
- **Industrial Finish Application:** Assembly techniques and surface preparation required to complete a high-quality physical build.
- **Project & Assessment:** Guided construction of a timber and canvas Beach Chair, paired with a practical skill-builder activity and self-reflection log.

Unit 2: Metal Toolbox Fabrication (10 Weeks)

- **Metalworking Tool Proficiency:** Safe operation of specialized sheet metal tools, measuring instruments, and cutting equipment.
- **Marking Out & Tolerances:** Accurately measuring, scoring, and folding sheet metal components to technical specifications.
- **Workplace Standards:** Aligning individual construction workflow with the quality benchmarks expected in professional trade workshops.
- **Project & Assessment:** Physical production of a functional Metal Toolbox, assessed against trade accuracy guidelines.

Unit 3: Tool Restoration Techniques (5 Weeks)

- **Surface Conditioning:** Industrial cleaning methodologies, rust eradication, and debris removal from degraded metals.
- **Abrasive Machinery Operations:** Regulated use of workshop machinery, including the sandblaster and the belt sander.
- **Edge Resharpening:** Practical application of standard sharpening techniques using a wet wheel and sharpening wet stones.
- **Project & Assessment:** Restoring an old, pre-supplied hand tool to working condition, documented via a multimodal presentation outlining its historical context and mechanical function.

Unit 4: Steel Fabrication and Welding (5 Weeks)

- **MIG Welding Introduction:** Safe setup, configuration, and operation of Metal Inert Gas (MIG) welding systems under direct supervision.
- **Cutting & Finishing:** Safe handling of an angle grinder fitted with a flapper wheel to clean, dress, and square up steel welds.
- **Heavy Machinery Safety:** Strict adherence to safety protocols when using the industrial cold cutting saw and the spray booth.
- **Project & Assessment:** Fabrication and finish coating of a precision steel dice block.

Unit 5: Small Metal Projects (3 Weeks)

- **Independent Metal Fabrication:** Compiling the welding and metalworking skills acquired in previous units to execute custom designs.
- **Manufacturing to Specification:** Reading a blueprint bill of materials to independently complete a series of minor practical tasks.
- **Project & Assessment:** Production of one to three miniature steel projects, evaluated through a visual portfolio detailing the step-by-step fabrication steps.

Assessment Focus

The approach to assessment in Manufacturing measures an individual's ability to consistently demonstrate a particular skill, to a given standard, under given conditions. As this approach to assessment is primarily associated with workplace training, the performance standards and conditions should be consistent with the requirements of a working environment.

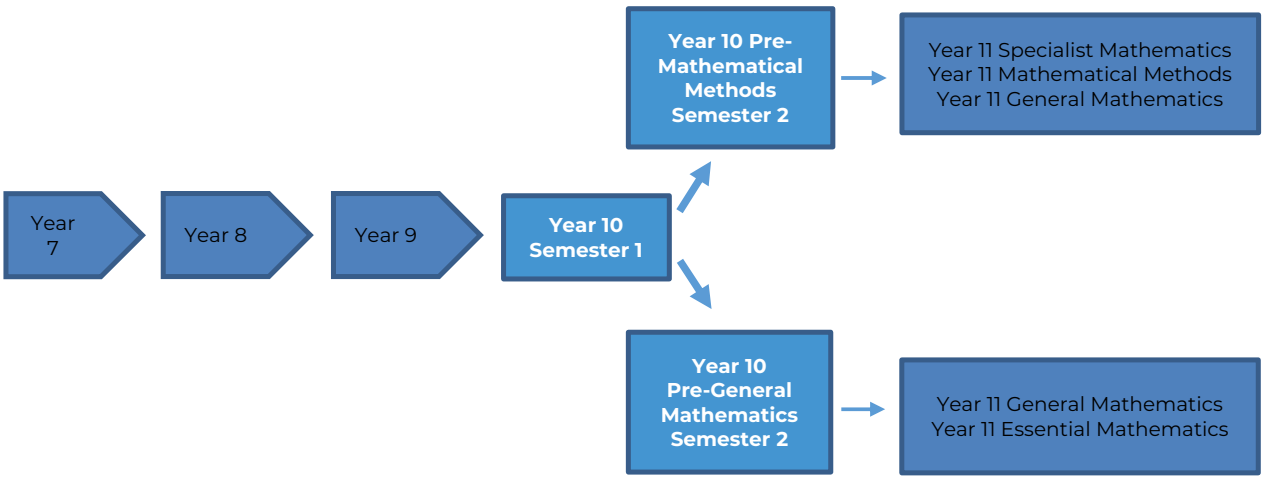
Assessment Methods

As each individual possesses strengths and weaknesses regarding assessment types, students are given a wide range of ways in which to demonstrate their achievement of a skill. The methods used to gather supporting evidence may include oral questioning, short answer tests, multiple choice tests, student demonstration of skills, as well as observations made by the teacher.

Subject Outline

Year 10 Mathematics follows the Australian Curriculum and is divided into two semesters. Semester One provides a general program designed to consolidate key skills and concepts. In Semester Two, students undertake a course that prepares them for one of the senior mathematics pathways: General Mathematics or Mathematical Methods. These classes are determined based on student performance and progress in Semester 1.

Mathematical pathways at Northside Christian College are depicted below.



Course Outline

Semester 1			
Term 1		**Term 2**	
Measurement Coordinate Geometry Index Laws Linear Algebra		Trigonometry Quadratic expressions Simultaneous equations	
Semester 2			
Pre-General Mathematics		**Pre-Mathematical Methods**	
Term 3	**Term 4**	**Term 3**	**Term 4**
Bivariate Data Financial Maths	Univariate data Linear Algebra	Non-linear relationships Trigonometry	Trigonometry Probability

Criteria used in Assessment

The following criteria are used in making judgments about a student's level of achievement:

A	Demonstrates comprehensive knowledge and understanding of mathematical content; accurately recalls and uses facts, rules, definitions, and procedures; and applies mathematical concepts and techniques to solve problems in a wide range of simple familiar, complex familiar, and complex unfamiliar situations. Provides clear reasoning to justify strategies and decisions; critically evaluates the reasonableness of solutions; communicates effectively using appropriate mathematical, statistical, and everyday language and conventions; and selects and uses technology confidently and purposefully to support problem-solving.
B	Demonstrates thorough knowledge and understanding of mathematical content; recalls and uses facts, rules, definitions, and procedures; and applies mathematical concepts and techniques to solve problems in simple familiar and complex familiar situations. Explains reasoning to justify strategies and decisions; evaluates the reasonableness of solutions; communicates clearly using mathematical, statistical, and everyday language and conventions; and makes effective use of technology to support problem-solving.
C	Demonstrates sound knowledge and understanding of mathematical content; recalls and uses facts, rules, definitions, and procedures; and applies concepts and techniques to solve problems in simple familiar situations. Explains reasoning to support strategies and decisions; evaluates the reasonableness of solutions; communicates using appropriate mathematical, statistical, and everyday language and conventions; and uses technology competently in problem-solving.
D	Demonstrates partial knowledge and understanding of mathematical content; recalls and uses some facts, rules, definitions, and procedures; and applies aspects of mathematical concepts and techniques to solve some problems in simple familiar situations. Describes reasoning to support strategies and decisions; sometimes evaluates the reasonableness of solutions; communicates using some mathematical, statistical, and everyday language and conventions; and uses technology with guidance in problem-solving.
E	Demonstrates limited knowledge and understanding of mathematical content; inconsistently recalls and uses basic facts, rules, definitions, and procedures; and attempts to apply aspects of mathematical concepts and techniques in simple familiar situations. Provides limited reasoning; rarely evaluates the reasonableness of solutions; communicates using minimal mathematical or everyday language; and uses technology with limited effectiveness.

Subject Outline

Skills learned / developed in the course:

- Song writing
- Composing for mixed instrumental and vocal groups
- Performing on the instrument of your choice
- Vocal performance
- Rhythmic and melodic notation
- Conducting
- Identification of chordal progressions
- Composing and Production using Logic Pro X

The Music course involves the study of the following units:

Year 10	Unit studied
Weeks 1 – 10	Film Music
Weeks 11 – 19	Music Fusion
Weeks 20 – 29	Music of the Theatre
Weeks 30 – 38	Independent Study

Course Outline

Year 10 Music is divided into the following three dimensions:

RESPONDING -

- identification and analysis of how the elements of music are used in different styles
- evaluation of musical choices made to communicate meaning as performers and composers

MAKING: COMPOSING –

- composition of music demonstrating notation, manipulation and use of the elements of music, stylistic convention, aural skills and music

MAKING: PERFORMING –

- interpretation and performance of songs and instrumental pieces (in unison and in parts) demonstrating the use of technical skills, expressive skills and aural skills

Criteria used in Assessment

Typical Assessment in a Semester may include:

- Composing a 16 – 32 bar song for two – four voices
- Arranging a given melody for instrumental ensemble
- A Responding task which explores various repertoire and musical genres
- An aural exam including rhythmic notation, one and two part melodic notation and chordal progressions
- A small group instrumental or vocal performance (3 – 5 performers)
- A large group performance (entire class)

Introduction

At Northside we seek, with God's help, to develop each child's individual God-given potential to its fullest. This means that we seek 'excellence' for each individual according to his or her ability. This philosophy is followed throughout Health & Physical Education in Year 10.

Year 10 Physical Education aims to develop sportsmanship, stewardship, and friendship through physical activity. Students learn how to maintain a healthy lifestyle, develop motor skills across a range of sports and activities, improve personal performance, and explore the role of sport and physical activity in Australian society.

Subject Overview

Physical Education remains an elective subject in Year 10. Students in Year 10 select the subject for the entire year, allowing time to complete four practical units as well as four theoretical units. Year 10 Physical Education consists of three lessons per week, **1 theory lesson and 2 practical lessons**.

Course Outline

	Theoretical Component	Physical Activity Context
Term 1	Physical Activity Plans for Fitness, Health and Wellbeing • Benefits of Physical Activity • Training Methods • Designing a Training Program	Beach Volleyball • Ongoing practical assessment
Term 2	Strategies for a Healthy Sustainable Community • Social, Cultural and Economic factors affecting health • Analysing Health Information. • Promoting Health and wellbeing	Oz tag • Ongoing practical assessment
Term 3	Proficiency of Movement • Skill Acquisition • Biomechanics • Tactical Awareness	Basketball • Ongoing practical assessment
Term 4	Participation, Collaboration, Teamwork and Fair Play. • Benefits of Physical Activity • Leadership in Sport • Fair play and ethics in Sport	Sports Aerobics • Ongoing practical assessment

The goal of the program in Year 10 is to further develop physical skills as well as to continue to develop the students' knowledge base in a variety of areas related to physical performance. These units also aim to prepare the students in the areas of study that will be developed further if chosen in Senior.

Types of Assessment

A variety of assessment items are used throughout Year 10 including multimodal presentations, written assignments, in-class exams and practical assessment and demonstration, which are used to assess the various sporting activities throughout the program. Students will be assessed on all physical performances.

Written assessment pieces are specifically written to develop students' higher level process thinking skills (i.e. analysing, synthesising, hypothesising and justifying).

Two Sub-strands of Physical Education (Assessment Criteria)

Personal, Social and Community Health:

The personal, social and community health strand focuses on the knowledge, understanding and skills needed to make healthy and safe choices. This strand examines contextual factors that influence health, safety, physical activity levels and wellbeing through a range of focus areas and issues. Under this strand, content is further organised into 3 sub-strands:

- Identities and Change
- Interacting with others
- Making healthy and safe choices.

Movement and Physical Activity:

The movement and physical activity strand promote how movement in all its forms are central to daily life. It is also a setting where personal, social and cognitive skills can be developed and refined. Under this strand, content is further organised into 3 sub-strands:

- Moving our bodies
- Making active choices
- Learning through movement

How the student's final level of achievement is determined

Minimum requirements for Standards

A	Standard A in any two criteria and no less than a B in the remaining criterion
B	Standard B in any two criteria and no less than a C in the remaining criterion
C	Standard C in any two criteria and no less than a D in the remaining criterion
D	Standard D in any two criteria
E	Does not meet the requirements for Limited Achievement

Possible Career Paths

Students who have successfully completed this course have moved into careers such as Physical Education Teacher, Human Movement studies, Physiotherapy, Sports Management, Sports Science, Exercise Science, and Health Promotion.

Disclaimer

This subject may or may not be beneficial to your future studies.

Students should refer to individual universities/learning institutions and tertiary institutions for course pre-requisites.

CERTIFICATE II IN SPORT COACHING (SIS20321)

Kick-start your career in sport

TAFE Queensland's Academy of Sport offers the full Certificate II in Sport Coaching (SIS20321), designed to equip you with the practical skills and knowledge to coach, support, and motivate the next generation of athletes. Learn from industry professionals, gain hands-on experience, and take the first step toward an exciting future in the sports industry.

Turn your passion for sport into a career and take your first step towards becoming a confident, capable coach in the dynamic world of sport. Delivered in a hands-on learning environment, this nationally recognised qualification will develop your practical coaching skills, build your confidence, and open doors to further study or employment in coaching, fitness, or sports development. Start building your future in sport - **enrol now!**

How to enrol

Students interested in enrolling in the Certificate II in Sport Coaching will need to speak with their school's VET Coordinator. The VET Coordinator will guide students through the enrolment process and provide the necessary forms and information.

Students will also be required to provide:

- Email address (student and parent/guardian)
- Mobile phone number (student and parent/guardian)
- Postal address
- Unique Student Identifier (USI) – to apply for a USI, visit **usi.gov.au**.

Please note: Applications are not submitted via the TAFE Queensland website. All enrolments must be managed through your school.

Core units	
Unit code	**Unit name**
HLTAID011	Provide first aid
SIRXWHS001	Work safely
SISSSCO002	Work in a community coaching role
Elective units	
Unit code	**Unit name**
SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISXPLD001	Provide hire equipment for activities
SISSPAR008	Maintain personal wellbeing as an athlete
SISSPAR009	Participate in conditioning for sport

Please note: For some courses, not all electives are available at all campuses.

Delivery

The **Certificate II in Sport Coaching (SIS20321)** will be delivered over one (1) year through a blended model of school-based learning and TAFE-led instruction.
A TAFE Queensland educator will visit the school two (2) periods per week, with a third period each week supervised by the school to support students with their learning and assessment tasks. Students will complete practical activities and assessments as part of the course and must achieve competency in each unit to successfully complete the program.

VETiS funding eligibility

This course is fully funded under the VET in Schools (VETiS) program for eligible students.

Please note: Under current Departmental funding rules, students can only access VETiS funding for one qualification. If a student has already completed or is currently enrolled in another VETiS-funded qualification, they will not be eligible for VETiS funding for this course.

Students unsure about their funding status should speak with their school's VET Coordinator for guidance before enrolling.

Contact us

If you have any questions please email us at
aos.brisbane@tafeqld.edu.au

ACADEMY OF SPORT

tafe Queensland

RTO 0275 | CRICOS 03020E | IHE PRV13003

Rationale

Science provided opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

Year 10 Science, having the components – biology, chemistry, physics and earth and space – gives students ample opportunities to experience and engage in some subject matter that interests them, gets them to know their areas of strength and weakness and prepares them for the Year 11 & 12 Sciences.

Some of the Topics Covered

TERM		UNITS/THEMES	WEEKS	ASSESSMENT
Semester 1	1	The Periodic Table	4 weeks	Written Exam
		Reaction Types	4 weeks	
	2	Learning and Memory	3 weeks	Research Investigation
		Newton's Laws of Motion	3 weeks	Data Test
		Kinematics	3 weeks	
Semester 2	3	Genetics	5 weeks	Written Exam
		Evolution	4 weeks	
		Earth Systems – Climate Change	1 weeks	Formative
	4	Student Experiment	6 weeks	Report
		The Universe	2 weeks	Formative

Criteria used in Assessment

Students are assessed through written tasks, extended experimental investigations and/or extended response tasks.

The following criteria are addressed tin order to grade students in tasks:

- Science understanding
- Science inquiry skills

All two criteria are equally weighted to an overall grade.

Rationale

The primary objective of Science in Practice is to provide an inclusive, accessible, and engaging science curriculum for Year 10 students who require differentiated learning pathways. This subject is designed to meet the diverse learning needs of students across a broad range of abilities, balancing academic rigour with cognitive accessibility.

By pivoting away from dense mathematical calculations and traditional rote learning, this curriculum aims to foster scientific literacy, critical thinking, and real-world application. It ensures students complete Year 10 with a functional and confident understanding of the world around them.

Alignment with ACARA Core Strands

While the delivery mode and assessments are modified, the program retains structural integrity by directly mapping to the three strands of the Australian Curriculum:

- Science Understanding (SU): Core concepts in Physics, Chemistry, Biology, and Earth Science are preserved but scaffolded to prioritise qualitative over quantitative mastery.
- Science as a Human Endeavor (SHE): Heavy emphasis is placed on how science influences society. This strand is not tested formally.
- Science Inquiry Skills (SIS): Students actively participate in the scientific method through structured, experiential, and collaborative investigations rather than passive consumption of theory.

Note: Science in Practice is not recommended for students intending to study senior science subjects such as Biology, Chemistry, Physics, and/or Psychology in Years 11 and 12.

Semester 1

TERMS	TOPIC	*ASSESSMENT
1	Chemistry – Chemical reactions	Supervised Kitchen Chemistry + Practical Log
	Practical Activities	
2	Newton's Laws of Motion	Practical Investigation Report (Egg Drop Crumple Zone) **or** Visual Presentation (Road Safety Physics)
	Kinematics	
	Practical Activities	

Semester 2

TERMS	TOPIC	*ASSESSMENT
3	Genetics	Model Construction of DNA **or** Video/ PPT
	Evolution	
4	Earth Systems – Climate Change	Poster - Satellites and GPS systems **or** design a moon base
	The Universe	

* Alternative assessment formats may be adjusted at the discretion of the class teacher.

Criteria used in Assessment

The following criteria are addressed to grade students in tasks:

- Science understanding
- Science inquiry skills

Both criteria are equally weighted in determining the overall grade.

Subject Prerequisites

Whilst it may be some advantage to have completed Year 9 Art, it is not a prerequisite to have studied Visual Art previously.

Subject Overview

Learning and assessment focus

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Visual Art.

They extend their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering intended audiences and intended purposes. They recognise that there are many different arts disciplines and that people may choose to work as artists or use their expressive capabilities in other areas of their recreational and working lives.

Students understand that Aboriginal and Torres Strait Islander arts works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander arts works.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They extend their understanding of arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. They develop their ability to analyse meaning and they reflect on the creative process that has occurred within one or across many arts disciplines.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present arts works, and to communicate their own arts practice and that of others.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting

Ways of Working

In Visual Art, students are able to:

- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages
- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times
- modify and polish arts works, using interpretive and technical skills
- present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes
- identify, apply and justify safe practices
- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages

reflect on learning, apply new understandings and identify future application

Aim

- To reinforce and enhance understanding of the elements and principles of design
- To develop skills in a range of artistic practices
- To develop greater freedom in the expression of students' own ideas in their artwork
- To focus on our place in society and our interpretation of, and reaction to, our environment through the arts
- To make a range of images and objects, applying various forms, materials and processes, to interpret and communicate social and cultural issues

Course Outline

Learning Activities:

- The suggested learning activities have been aligned loosely to each unit of work and group of specific objectives; however, each class may attempt different practical areas that overlap from unit to unit
- Each student should experience a balanced variety of the expressive areas, and to explore various qualities of media in more depth and broaden their understanding of processes to make the appropriate selections for expressing ideas and producing intended effects
- Each student will develop their skill in the description, interpretation and judgment of artworks from various art movements historically, their own work, and that of their peers
- To develop powers of perception, appreciation of the environment, command in handling material and equipment, and knowledge and understanding of design, techniques and art history
- Students will be involved in a broad range of visual art, including two-dimensional and three-dimensional artistic practice, design, art history and art criticism.

Types of Assessment

Practical work is assessed continually, as well as in one or two folios per term. These will be divided via media – 2D, printmaking, 3D, New Media. There is also a variety of Responding tasks such as relevant written or oral work, which are always linked to the practical work concurrently studied. Units are not necessarily delivered in the order shown below.

Media areas, processes and techniques can include:

Folio	Making Task	Media Areas	Mandatory assessment
Drawing and 2D media	Folio of observational drawings. Painting and mixed media. Symbolism, abstraction, reality, appropriation.	2D, drawing, painting, collage, electronic imaging, photographic arts, mixed media	Extended written task or oral presentation. Folio of experimental and developed work.
Print media	Designing for production. Drawings and stylization development. Experimental and developed printmaking, aiming for increasing complexity.	2D / 3D focus. Lino, screen (multiple techniques), intaglio, etching.	Folio of work. Visual Diary / supporting document.
Paint media Painting and colour theory.	Creating paintings around a theme (eg portraits, appropriation, vanitas This is a fairly challenging topic in order to elicit purposeful responses that communicate intended meaning.	Colour Groups Colour Mixing & paint application Colour Symbolism and the emotional use of colour Colour theory – definition of terms + schemes, understanding colour wheel	Research, extended writing task - investigation of stimulus artists. Supporting Document.

3D focus – Sculpture Wearable Art Ceramic design	Hand-built and slip-cast ceramics. Re-invented objects. Assemblage, Carving Installation. 2D / 3D media performance / installation. Wearable Art.	Clay. Traditional and non-traditional sculptural materials. Found objects / assemblage. Themes – Self, ISMs, Social comment. Significant social structures and themes.	Technical data collection or written task, or oral presentation. Folio of work.

Time allocation:

Elective subject - 2 x semesters, 3 x 70 minute lessons per week.

Criteria Used in Assessment

Exit levels are awarded according to standards in each of the two criteria:

Responding - explores, responds to, explains, interprets, analyses and evaluates artworks, to evaluate how representations to communicate artistic intentions are made.

Making - plans, designs, manipulates and refines the knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions

How the students final level of achievement is determined

These are outlined in the following table:

VHA	Standard A in any two exit criteria and no less than a B in the remaining criterion
HA	Standard B in any two exit criteria and no less than a C in the remaining criterion
SA	Standard C in any two exit criteria and no less than a D in the remaining criterion
LA	Standard D in any two exit criteria
VLA	Does not meet the requirements for Limited Achievement

Northside Christian College

RTO number: 30519

NATIONALLY RECOGNISED TRAINING

CUA10320 Certificate I in Visual Arts

Qualification description

This qualification reflects the role of individuals who are developing fundamental creative and technical skills that underpin visual arts and craft practice.

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

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Year 10 on site at Northside Christian College.

Course units

To attain a CUA10320 Certificate I in Visual Arts, 6 of the following units of competency must be achieved (*units are mandatory core units):

Unit code	Title
BSBWHS211	*Contribute to the health and safety of self and others
CUAACD101	*Use basic drawing techniques
CUAPPR101	*Use ideas and techniques to develop creative work
BSBTEC101	Operate digital devices
BSBPEF202	Plan and apply time management
CUAPRI211	Develop printmaking skills

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction

Fees

There are no tuition costs involved in this course. There is a subject levy associated with this course. Please refer to the College schedule of fees for further details.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

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

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.

Pathways

This qualification may articulate into:

- CUA31125 Certificate III in Visual Arts

See other creative arts qualifications at training.gov.au.