

Warwick State High School



**Year 10
Information
Booklet
2026**

~ Excellence through Effort ~

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Message from the Principal

Thank you for entrusting us with the education of your child at Warwick State High School. We pride ourselves on building a positive school culture based on our values of Respect, Responsibility and Relationships. Teachers ensure that students are supported in their learning through the use of Relational Pedagogy.

Your child will have access to a variety of opportunities; through the wide range of curricular and co-curricular offerings we have at Warwick State High School.

Before starting at this school, all new students and their parent/caregiver are required to attend an enrolment interview. These interviews allow us the opportunity to ensure a smooth transition to Warwick State High School for your child.

The following documents are to be returned to the school, fully completed, and then an interview will be scheduled at a convenient time.

- Application for Student Enrolment
- Birth Certificate (to be sighted only)
- Student Resource Scheme forms
 - o Participation Agreement (compulsory)
 - o SRS Fee Payment Arrangement (compulsory)
- Court Orders (if applicable)

Thank you once again for choosing Warwick State High School.

Mr Will Curthoys
Principal



Mrs Michelle Ferdinand
Deputy Principal



Mr Dan Finn
Deputy Principal



Mr Daryl Thompson
Deputy Principal
Monday - Thursday



Mrs Tanya Wright
Deputy Principal
Friday

Guidelines for Selection of Subjects

There are a number of factors for students and parents to consider before choosing subjects for Year 10. These are based on the students.

- results
- abilities
- commitment to study
- subject interests
- subject requirements for employment / training / courses
- the relationship between junior and senior subjects
- school recommendations

1. RESULTS

Present results are usually the best indication of future achievement.

2. ABILITIES

After ten years of schooling, parents and students themselves probably have a clear idea of the student's general ability as well as their areas of strength and weakness. The school seeks to offer a range of subjects suitable for differing abilities. It is better to succeed in appropriate subjects than to fail in ones that are too difficult. Similarly, students who select subjects that are too easy in relation to their own ability may regret the decision later.

3. COMMITMENT TO STUDY

Given the same amount of ability, the student who is prepared to work (both at school and at home) and who has already established sound study habits and a work ethic, will undoubtedly achieve better standards than the student who does little work. Very little accurate advice in selecting subjects can be given to those students who are not working to capacity, as it is impossible to predict their future performance.

4. SUBJECT INTERESTS

Students in Year 7, 8 and 9 have been presented with a wide range of subjects. From this range, students are now asked to consider which subjects they are best able to cope with and those they particularly like studying. To balance these choices, students then need to find out if there are subjects relevant to particular careers of interest. It is important to talk to these subject teachers to gain a good understanding of the subjects at the junior level.

5. SUBJECT REQUIREMENTS FOR EMPLOYMENT OR TRAINING COURSES

During Years 7, 8, 9 and 10, all students are required to complete English, Maths, Science, Health and Physical Education and History. These subjects will allow students to pursue most career pathways in the future. It is very difficult at this time to exclude any student from a future career path due to not meeting a subject requirement. However it is important to start exploring possible career pathways and subject requirements early.

Students and parents wanting to know the specific subject requirements for the various courses offered by different tertiary institutions, TAFE courses, apprenticeships and other career information relating to subject choices should consult the Guidance Officer.

6. THE RELATIONSHIP BETWEEN JUNIOR AND SENIOR SUBJECTS

Whilst not compulsory, Junior subjects provide the basis and can instil an interest in a subject area that can be further explored in Senior.

Year 10 provides a link into Year 11 and 12. A satisfactory performance in Mathematics and Science provides the basis for proceeding to the various Mathematics and Science courses the school offers in Years 11 and 12. To pursue Humanities based subjects in Years 11 and 12, a satisfactory performance in Year 10 English is desirable. To pursue some senior subjects high levels of achievement are required in Junior.

Compulsory Prerequisites:

All General subjects have pre-requisites. This means that to have a greater subject selection in Year 11 it is imperative that Year 10 students pass their studies.

7. SCHOOL'S RECOMMENDATION

Teachers who have daily contact with the students are an invaluable source of information. They can help enlighten you with regard to attitudes to work, comprehension ability, class performance in oral / written work and work capacity. Heads of Department can provide clear guidelines to the standards required, and the Deputy Principals and the Guidance Officer are experienced in helping students select courses. They are aided by accessibility to a wide range of information about each student and they have the added advantage of having followed many students through their high school years. These school personnel are available for help and consultation.

8. THINK ABOUT CAREER OPTIONS

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Year 10. Our school provides a career education program that helps you explore careers. Alternately you can talk to the HOD – Senior Secondary and check the following sources of information on subjects, courses and careers:

- Australia's Career Information System Service, called myfuture, at www.myfuture.edu.au
- Other career information such as brochures from industry groups which show the various pathways to jobs in these industries
- Accessing MYPATH on the QTAC website. It provides significant information on your strengths and weaknesses; career clusters and information on pathway courses and related information.
- The TAFE Queensland Handbook at www.tafe.net
- QCAA's website: www.myqce.qcaa.qld.edu.au
- Career Builder on the school's computer network.

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and occupations that interest you. If details are unclear, check with the HOD – Senior Secondary.

FLOW OF SUBJECTS ACROSS THE SCHOOL

Year 7	Year 8	Year 9	Year 10 – Semester 1	Year 11 and 12
English	English	English	English	General English <i>Essential English</i>
Mathematics	Mathematics	Mathematics	Mathematics or Foundation Mathematics or Extension Mathematics	General Mathematics Mathematical Methods Specialist Mathematics <i>Essential Mathematics</i>
Science	Science	Science <i>Agricultural Science</i>	Science <i>Agricultural Science</i>	Biology Chemistry Physics <i>Agricultural Science</i>
Humanities (includes History, Geography, Economics and Business and Civics and Citizenship)	Humanities (includes History, Geography, Economics and Business and Civics and Citizenship)	History Geography <i>Economics and Business Civics and Citizenship</i>	History Geography <i>Economics and Business Civics and Citizenship</i>	Business Geography Legal Studies Modern History <i>Business Studies Social and Community Studies Tourism</i>
Nil	Japanese	Japanese	Japanese	Japanese
Arts (includes Art, Drama and Music)	Arts (includes Art, Drama and Music)	Art Drama Music	Art Drama Dance Music	Drama Music Music Extension Visual Art <i>Visual Art in Practice Arts in Practice</i>
Design Technologies Digital Technologies	Design Technologies	<i>Engineering Principles and Systems Food Specialization Food and Fibre Materials and Technology</i>	<i>Engineering Principles and Systems Food Specialization Food and Fibre Materials and Technology</i>	<i>Engineering Skills Early Childhood Studies Fashion Hospitality Practices</i>
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Physical Education

General Subject Pre-requisites for Year 11

- Students must have achieved the minimum result indicated in Year 10 to study the specific subject in Year 11.

Subject – Year 11	Pre-requisites (Year 10 results)		
Accounting	English – C	Mathematics – C	
Agriculture Science	English – C	Science – C	
Art	English – C	Art – C	
Biology	English – C	Science – C	<i>(Mathematics – C advisable)</i>
Business	English – B		
Chemistry	English – C	Mathematics – C	Science - C
Drama	English – C	Drama – C	
English	English – B		
General Mathematics	Mathematics – C		
Geography	English – C		
Japanese	Japanese – C		
Legal Studies	English – B		
Mathematical Methods	Mathematics – B		
Modern History	English – B		
Music	English – C	Music – C	<i>A practising musician (either within or outside of the school)</i>
Physical Education	English – B	HPE – B	<i>A strong interest in healthy lifestyles and physical activity</i>
Physics	English – C	Maths – C Science – C	
Specialist Mathematics	Mathematics – B		<i>Students must also choose Mathematical Methods</i>

Explanation of Laws relating to the Senior Phase of Learning (Years 11 and 12)

Legislation now requires that all young people must complete Year 10, and then participate in further education and training, full-time employment, or a combination of education, training and employment.

These laws make it compulsory for young people to stay at school until they finish Year 10 or have turned 16, whichever comes first and in addition:

- young people are required to then participate in education or training for a further two (2) years, or until they have gained a Senior Statement, and if they qualify, a Queensland Certificate of Education (QCE).
- or until they have gained a Certificate III vocational qualification.
- or until they have turned 17.

- Exemptions are provided for young people who enter full time work (ie greater than 25 hrs/week) after they have completed Year 10 or have turned 16.

Queensland Certificate of Education

To be eligible for a QCE, a young person must complete a set number of credits in the required pattern and at least one credit must be from Core studies completed while enrolled at a school.

Credits can accumulate for up to nine years. Learning accounts are automatically closed after a person is either awarded a QCE or nine years has passed; however, a person may apply to the QCAA to have the learning account reopened and credits continued. The person may then continue accumulating credit for a further nine years.

Note: A student is not eligible for a QCE if the QCE, a senior certificate, or equivalent interstate or overseas qualification has been previously awarded. Students repeating Year 12 are issued with a Senior Statement.

Senior Statement

The QCAA also issues a Senior Statement that records the specifics of a student's learning achievements that are banked in a Learning Account. These are established early in Year 10. Students are able to access their Learning Account to review their number of credits etc, by using their LUI Learner Unique Identifier (a number/code). This number is given to the students early in Year 10.

COMPULSORY SUBJECTS

~ English ~
Acting Head of Department – Mrs Kirsty Caterson
Email: kate1@eq.edu.au

Subject Description: The English curriculum is built around the 3 interrelated strands of *Language*, *Literature* and *Literacy*. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years. In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Key topics: In Year 10 students will explore:

- Narrative Transformation
- Documentary analysis
- Responding to a novel
- Reading and interpreting a Shakespearean play
- Responding to a Shakespearean play
- Exploring perspectives and representations in non-literary texts

Assessment: Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, arguments that include analytical expositions and discussions, analysis and responses that include personal reflections, reviews and critical responses for a range of audiences.

Homework Expectations: 1.5 - 2 hours per week. This includes reading, research and assessment completion.

Costs: The English Department aims to keep all additional costs at a minimum but encourages students to participate in as many extra-curricular activities as possible in order to extend their skills and to enhance their learning opportunities.

Career Opportunities: English is essential for all careers. The ability to communicate clearly through writing and speaking is fundamental to our lives. English may assist in any number of career directions: law, education, medicine, journalism, film, television etc.

~ Mathematics – Core and Extension ~
Head of Department – Mr Brian Amedee
Email: bamed2@eq.edu.au

Subject Description: Mathematics and numeracy skills are critical to the learning and overall education of all students. Studying mathematics allows students to be able to think critically, problem solve using logic, think outside the box to develop multiple solutions, manage their time effectively and make connections creatively. Students will learn to use arithmetic, algebraic, spatial awareness and logical skills to solve contextual and abstract problems using a range of strategies.

Tutorials: Students are encouraged to participate in the free maths tutorials our teachers organise both after school, Tuesday 3:10pm to 4:30pm, and during school, Tuesday second break and Thursday second break.

Homework: Students are encouraged to complete one hour of study at home every week in order to consolidate their learning in class.

Key topics:

- Pythagoras' theorem, trigonometry and measurement
- Algebraic expressions, equations and finance
- Probability, statistics and geometry
- Quadratic equations and non-linear graphs

Assessment: Students will participate in two styles of assessment for maths in the form of exams and assignments. Both types of assessment will show the students' knowledge in understanding and fluency and problem solving and reasoning.

~ Science ~
Head of Department – Mr Brian Amedee
Email: bamed2@eq.edu.au

Subject Description: In Year 10, students participate in hands on experiments and activities under teacher supervision to provide opportunities for them to develop an understanding of important concepts and processes. There are strict laboratory rules to ensure safety with chemicals and equipment. Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues. Science education is organised according to The Australian Curriculum: Science and has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Key Topics: At Warwick State High School, students engage in four units of work throughout the year that cover each of the strands mentioned above. Broadly, this equates to the familiar sub-strands of:

- Biological sciences – concerned with understanding living things – genetics and evolution
- Chemical sciences – concerned with understanding the composition and behaviour of substances – chemical reactions
- Physical sciences – concerned with understanding the nature of forces and motion, and matter and energy - Forces
- Earth and space sciences – concerned with Earth's dynamic structure and its place in the cosmos – Earth and Atmosphere

Assessment: Assessment includes a variety of approaches that allow students to exhibit what they know, understand and can demonstrate. The techniques utilised include: Exam/test; student experiment with report, research task with report.

Costs: Students may participate in excursions and competitions

Career Opportunities: Science is a desirable pre-requisite for a wide range of careers including apprenticeships and employment in the pastoral, mining, manufacturing and technology industries but encourages greater depth.

~ Health and Physical Education ~
Head of Department – Mrs Tanya Wright
Email: twrig75@eq.edu.au

Subject Description: Health and Physical Education is a core (compulsory) subject in Year 10, studied for one semester. It builds on the Year 8 and 9 course and introduces learning approaches and content areas covered in senior elective subjects:

- Physical Education (PE) – General subject
- Sport and Recreation (REC) – Applied subject
- Certificate III in Fitness – Applied subject

The course is organised using the 2 strands of the Year 8-10 HPE syllabus:

- **Personal, social and community health**
- **Movement and physical activity.**

WHY STUDY HPE IN YEAR 10?

- To prepare students for subject choices in Year 11 and 12, i.e. Physical Education, Sport and Recreation, Certificate III in Fitness.
- To ensure students who appreciate physical activity can balance subject choices to include enjoyable and worthwhile exercise-based studies in their timetable.
- To consolidate a thorough Health & Physical Education program, continued from Year 8 and 9.

Key Topics:

Sample Study Topics

- Exploring fitness
- Fitness testing/training
- Community Physical Activity

Sample Physical Activities

- Badminton/tennis
- Basketball/soccer
- Touch football/hockey/athletics
- Archery/recreational games

Assessment: Based on personal experiences, including, written exams, journals of learning; visual evidence of performance (video editing); assessment of practical skills and participation. The emphasis is on both strands of the course, NOT on elite physical performance.

Costs: Depending on electives chosen and facilities available, entry costs may be required e.g. pool, gym, community facilities

Links with Senior Studies: Year 10 HPE in 2026 will introduce learning experiences, study approaches, assessment methods and content areas similar to those in Year 11 and 12 Physical Education and Sport and Recreation. Practical activities will include recreational activities as well as more detailed coverage of fitness activities, sports and games. This will expose students to the nature of Sport and Recreation and the specialised study nature of Senior PE.

~ History ~
Acting Head of Department – Mrs Kirsty Caterson
Email: kcate1@eq.edu.au

Subject Description: Australian Curriculum History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

In Year 10 History, students will refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They will analyse the causes and effects of events and developments and explain their relative importance. Students will also explain the context for people's actions in the past. In addition, they will explain different interpretations of the past and recognise the evidence used to support these interpretations.

When researching, students will develop, evaluate and modify questions to frame an historical inquiry. They will process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students will analyse these sources to identify motivations, values and attitudes. When evaluating these sources, they will analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. This will provide students with the skills to develop and justify their own interpretations about the past.

Key Topics: Students will undertake three areas of study in Year 10 History:

- World War II
- Movements in the Modern World

The study of History is interpretative by nature, and therefore promotes debate and encourages thinking about human values, including present and future challenges. It provides the opportunity for students to further develop their ability to ask relevant questions, critically analyse and interpret sources and respect and explain different perspectives.

Assessment: Students will complete a range of written tasks, which may include a short answer/response to stimulus test, an essay in response to stimulus and a research essay.

Costs: Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

Career Opportunities: Archaeologist, Archivist, Journalist, Librarian, Museum education officer, Museum or gallery curator, Politician, Teacher

ELECTIVE SUBJECTS

~ Art ~

Head of Department – Mr Ian Follett

Email: ifoll1@eq.edu.au

Subject Description: Art is the study of visual communication and visual expression. Students study (describe, analyse, interpret and judge) visual artworks and this becomes the basis of a contemporary interpretation. Students design and produce their own expressive artworks in a variety of media and art processes. Through this they develop skills in visualising and planning work.

The course is designed to be a practical subject with corresponding theoretical components and seeks to be an outlet for the expression of ideas. It has a focus on art as a means to develop problem solving skills requiring the students to research, develop and resolve ideas in a visually pleasing manner. This approach is developed upon in the Senior Visual Art program.

Sound achievement or above in Year 8 and/or Year 9 Art is recommended and a sound achievement in English as an indicator for the theory component of this subject.

Key Topics: Students will start with concrete concepts and then work towards abstract concepts through focus areas such as:

- Realism/Impressionism, Abstraction, Pop Art

Students will explore these concepts through various media and processes such as:

- Printmaking, ceramics, painting

Assessment:

Making:

- Practical pieces – 2D + 3-D

Responding:

- Written reflection and relating to their artworks

Costs: Students will be required to purchase a Visual Journal and drawing equipment. Possible excursion/s to art galleries (prices dependent on location of exhibition).

Career Opportunities: Artist, art teacher, graphic designer, interior designer, commercial artist, art gallery curator, ticket writer, window dresser, architect, interior decorator, film industry, fashion designer, desktop publisher, screen printer, book illustrator, signwriter, primary school teacher, industrial designer, set designer, makeup artist, photographer, costume and stage design, environmental design, performance artist.

~ Dance ~

Head of Department – Mr Ian Follett

Email: ifoll1@eq.edu.au

Subject Description: Dance is expressive movement with purpose and form that communicates ideas and stories of personal and cultural identity through the body. Dance has the capacity to engage, inspire and enrich all students, exciting the imagination and motivating students to reach their creative and expressive potential.

Students will acquire and develop dance skills and then be able to apply these skills in a wide range of contexts. The three main focus areas are Choreography, Performance and Responding.

In Year 10 dance will students learn through the integrated practices of choreography, performance and responding. Students will individually and collaboratively choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and other's cultures and communities.

Movement is the essential material of dance

Key Topics:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing

Assessment:

- While Dance is predominantly a practical subject, it has a strong theoretical component that compliments the practical aspects. Assessment is centred on the core dimensions of **Making** and **Responding**. **Making** assessment may involve the creation of choreographic skills and performance skills. **Responding** assessment may include research tasks, performance analysis and evaluation.

Costs: Possible excursions to view live Dance performances. This may take place in or out of school time (price dependent on location of event)

~ Economics and Business ~
Acting Head of Department – Mrs Kirsty Caterson
Email: kcate1@eq.edu.au

Subject Description: The study of Business explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of business and economic decision-making and its effects on themselves and others, now and in the future. Year 10 Business, students will analyse factors that influence major consumer and financial decisions. They will investigate how businesses improve productivity and respond to changing economic conditions. In addition, they will evaluate the effect of workforce management on business performance. In addition, students will be given the opportunity to develop their understanding of why and how governments manage economic performance to improve living standards. They will provide explanations for variations in economic performance and standards of living within and between economies. Therefore, this subject will prepare students for studying Business and/or Accounting in Years 11 and 12.

When researching, students will develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They will gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students will generate alternative responses to an issue taking into account multiple perspectives. Cost-benefit analysis and appropriate criteria will be used to propose and justify a course of action.

Key Topics: Students will undertake two areas of study in Year 10 Business:

- Improving Business Productivity and Managing the Workforce
- Information Procedures: Financial Records Management
- The Global Economy

Therefore, through the study of Business, students will be better placed now and in their adult lives to actively and effectively participate in business and economic activities. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, and to secure their own financial wellbeing.

Assessment: Students will complete a range of tasks, which may include: a practical exercise test, a short answer/response to stimulus test and a research assignment.

Costs: Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

Career Opportunities: Accountant, Account manager, Business manager, Data analyst, Economist, Entrepreneur, Human resource manager, Project manager, Small business owner.

~ Agriculture ~
Head of Department – Mr Brian Amedee
Email: bamed2@eq.edu.au

Subject Description: Students will use agriculture theory to design, implement and evaluate local agricultural practices, activities and equipment. The practical component involves aspects of scientific and technological practices associated with both plant and animal industries.

Units of study will include learning activities related to forage, grain, beef, sheep, goat, beef and chicken production as well as horticulture. An interest in agriculture would be an advantage.

Key Topics:

- farm safety
- agricultural animal production
- agricultural plant production
- farm management
- agricultural mechanics
- crop production
- small motors
- conservation and sustainability
- intensive and extensive agriculture

Assessment:

- practical tasks
- projects/reports
- written tasks: short and/or extended responses

Costs: Some small additional costs may be associated with excursions to local examples of good practice or Ag Show/Farmfest.

Career Opportunities: This subject will provide the basics for employment in agricultural or horticultural industries at the entry level.

~ Materials and Technology ~
Head of Department – Mr Brad Hutchinson
Email: bhutc64@eq.edu.au

Year 10 Materials and Technologies is studied for three lessons per week over a semester. This subject is closely related to the traditional Manual Arts courses offered in the past, with a strong focus on the materials and production processes required to design and manufacture everyday products. Students will work independently and collaboratively to apply design processes. They will investigate relevant knowledge, generate and refine ideas; plan and produce design solutions, and evaluate solutions and processes.

Special Note: Our workshops involve machinery and processes considered to be of HIGH and EXTREME risk. All students choosing this subject will be required to submit a signed High and Extreme Risk Acknowledgement Form as part of the subject selection process. Failure to do so will result in students being allocated other elective preferences. Students are also required to wear an apron, hairnet and impervious upper shoes for every workshop lesson.

Key Topics: Materials and Technologies is organised around the following topics:

- Materials and technologies and how they impact on designed solutions.
- Generating and designing products, services and environments.
- Communicating design decisions.
- Evaluating using criteria for success.
- Creating and using project management skills.
- Selecting techniques and tools to manipulate or process materials.
- Independently and safely producing designed solutions in a workshop environment.

Students will engage in the above topics through units such as:

- Metal and Engineering Trades (fabrication and fitting)

- Preparing for Furnishing Trades
- Re-purposing old Technologies.

Assessment: Students will be required to provide evidence of what they are learning in a variety of forms. These may include practical tasks, project/design folios, written tasks, computer generated presentations, peer and self-evaluation and reflection.

~ Engineering Principles and Systems ~
 Head of Department – Mr Brad Hutchinson
 Email: bhutc64@eq.edu.au

Year 10 Engineering Principles and Systems is studied for three lessons per week over a semester. This subject is well suited to the enquiring mind, with a strong focus on working out 'how things work'. Students will explore engineering principles relevant to the challenges they are given. Students will work independently and collaboratively to apply design processes. They will investigate relevant knowledge, generate and refine ideas, plan and produce design solutions, and evaluate solutions and processes.

Special Note: Our workshops involve machinery and processes considered to be of HIGH and EXTREME risk. All students choosing this subject will be required to submit a signed High and Extreme Risk Acknowledgement Form as part of the subject selection process. Failure to do so will result in students being allocated other elective preferences. Students are also required to wear an apron, hairnet and impervious upper shoes for every workshop lesson.

Key Topics: Engineering Principles and Systems is organised around the following topics:

- Investigating and making judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.
- Generating and designing products, services and environments.
- Communicating design decisions.
- Testing, selecting, justifying and using appropriate technologies and processes to make designed solutions.
- Evaluating using criteria for success.
- Individually and collaboratively developing project plans to manage projects.

Students will engage in the above topics through units such as:

- Common machines – Materials, force, motion and energy (Eg. Cranes, motor vehicles, aircraft)
 - Creating with electro-technologies (E.g. Robots, drones).
- Common systems – Material properties and system functions (Eg. Motor vehicle braking systems)
- Materials, forces and safety in engineered systems. (Eg. Bridge building)
- Contemporary engineered systems – Materials, forces, energy and motion (Eg. 3D printer)
- Project planning – Getting a project to completion.

Assessment: Students will be required to provide evidence of what they are learning in a variety of forms. These may include practical tasks, project/design folios, written tasks, computer generated presentations, peer and self-evaluation and reflection.

~ Food Specialisations ~
 Head of Department – Mr Brad Hutchinson
 Email: bhutc64@eq.edu.au

Year 10 Food Specialisations is studied for three lessons per week over a semester. The course is designed to be a practical subject which has a strong focus on learning through doing. Students will focus on the creation of designed solutions, investigating, planning and producing food items using a range of tools and technologies. They will be working independently and collaboratively throughout the semester. Students will investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

This subject will prepare students for studying Hospitality Practices in Years 11 and 12.

Costs: Students will be expected to bring ingredients from home most weeks. Some of the ingredients required in the course of this subject will be supplied by the school, but the majority must come from home. Recipes can be adjusted to suit family budgets and dietary requirements. Herbs/spices required can be accessed from school pantry if family would not normally purchase.

Key Topics:

- Australian Dietary Guidelines – the key to good health
- Interpretation of food labels to make healthy choices
- Investigation of convenience foods and their health implications
- Sustainable food habits
- Sensory analysis
- Multicultural cookery
- Working safely in the kitchen
- Management skills

Assessment: Students will be required to provide evidence of their learning in a variety of forms

- Weekly practical cookery – development of skills
- Portfolios - written and practical components showing evidence of design ideas.
- Reflection journal

~ Food and Fibre ~
 Head of Department – Mr Brad Hutchinson
 Email: bhutc64@eq.edu.au

Subject Description: Year 10 Food and Fibre is studied for three lessons per week over a semester. This practical subject has a strong focus on learning through doing. Students will be exploring textile materials and production processes required to create textile items. Students will investigate, plan and produce textile items using a range of tools and technologies. They will be working independently and collaboratively throughout the semester. Students have the opportunity to be creative while working with textile materials and technologies. Some of the lessons will be dedicated to project work in which the student can learn time management skills and work at his or her own pace. It is not necessary to already know how to sew or to have completed Textiles in year 9. All practical work can be designed by the individual student to suit his or her own skill level.

Costs: Students will be asked to bring budget friendly fabric and requirements for two projects.

Key Topics:

- Fabric decoration techniques
- Design and make your own cushion
- Textile skills and techniques
- Design and make your own wrap eg tool wrap or make up wrap
- Working safely in the textile room
- Management skills

Assessment: Students will be required to provide evidence of what they are learning in a variety of forms. This may include practical textile items, project folio, workbook, and reflection journal.

~ Drama ~
Head of Department – Mr Ian Follett
Email: ifoll1@eq.edu.au

Subject Description: This subject is designed to promote student's awareness of the dynamic nature of drama, enabling them to investigate and experiment within dramatic forms, whilst developing their own creativity and dramatic skills.

Outcomes of the course include: improved self-confidence, social and communication skills, organisational and group-working skills, increased creativity and dramatic skills, and knowledge and understanding of a variety of dramatic forms.

It is recommended that students have demonstrated a Sound Achievement or greater in English, as Drama has a strong written component. Students must work co-operatively as members of a group, requiring regular attendance. This is essential to the successful completion of the Drama course.

Key Topics:

- Stagecraft
- Movement skills
- Acting skills
- Monologue Performance
- Verbatim Theatre

Assessment: While Drama is predominantly a practical subject, it has a strong theoretical component that compliments the practical aspects. Assessment is centred upon the core dimensions of **Making** and **Responding**. **Making** assessment may include; character outlines, improvisations, script writing, directing and both scripted and student-devised performances within a range of dramatic styles. **Responding** assessment may include research tasks and performance analysis and evaluation.

Costs: Possible excursions to view live theatre. This may take place in or out of school time. Cost will be kept to a minimum. Students may be involved in a workshop.

Career Opportunities: Drama is designed to equip students with the skills to be lifelong learners. It will be of benefit to any individual that needs to communicate with others or problem solve as part of their job description.

~ Geography ~
Acting Head of Department – Mrs Kirsty Caterson
Email: kcate1@eq.edu.au

Subject Description: Australian Curriculum Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. Key concepts are place, space, environment, interconnection, sustainability, scale and change. Geography addresses scales from the personal to the global and time periods from a few years to thousands of years.

In Year 10 Geography, students will investigate how interactions between geographical processes at different scales changes the characteristics of places. They will predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. Students will also identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They will propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns.

When researching, students will develop and modify geographically significant questions to frame an inquiry. They will then collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. They will evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. Students will also accurately represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that use a suitable scale and comply with cartographic conventions.

Key Topics: Students will undertake two areas of study in Year 10 Geography:

- Geographies of Human Wellbeing
- Environmental Change and Management

Therefore, through the study of Geography, students learn to make meaning of their world. They learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Assessment: Students will complete a range of written tasks, which may include a field report, research, practical exercises and/or folio of tasks.

Costs: Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

Career Opportunities: Cartographer, Commercial/residential surveyor, Environmental consultant, Geographical information systems officer, Planning and development surveyor, Secondary school teacher, Town planner.

~ Japanese ~
Acting Head of Department – Mrs Kirsty Caterson
Email: kcate1@eq.edu.au

Subject Description: why study Japanese? Preparing for a global future! Communication in, and knowledge of, a foreign language is viewed most favourably by employers across various sectors of the community.

Japanese is particularly relevant to our state and local community in areas such as tourism and hospitality, business, agriculture, manufacturing and trade. A large number of businesses, service providers and government departments have links with Japan and have a growing need for employees with some Japanese language background. Some Junior Japanese is a desired pre-requisite.

The study of Japanese in Year 10 focuses on developing communication skills in Japanese through listening, speaking, reading and writing, across a variety of relevant topics. Japanese in Year 10 also gives students a strong foundation for those wishing to continue learning Japanese in senior.

LEARNING JAPANESE IS INTELLECTUALLY CHALLENGING!

Students will:

- learn how to learn which can improve performance in other subjects
- learn how to problem solve by developing highly flexible and creative thought patterns
- learn how to relate to people from different cultures
- improve their knowledge of English language structure and usage by comparing English with Japanese
- improve critical thinking
- enhance a deep cross-cultural understanding

The use of ICTs in Japanese such as PowerPoint presentations and computer data shows, digital camera/video, DVD dual language facilities, Japanese web sites, emails etc. are considered very important and provide students with the latest technology learning skills and information.

Key Topics: Possible topics could include:

- Fast food, entertainment, seasons, part time jobs and the future, big cities of the world and international student exchange.

Assessment:

- each semester, the four macro skills (listening, speaking, reading and writing) are tested under exam conditions.
- each test is weighted equally.

Costs: Students may be involved in some excursions or other class activities to further enhance the learning experience which may have associated costs. Attending the biannual school trip to Japan is an option available to students studying Japanese.

Career Opportunities: Studying a language opens up a variety of career choices in fields of education, hospitality, commerce, trade, the armed services, the diplomatic services, the travel industry, agriculture and manufacturing to name a few.

~ Civics and Citizenship ~
Acting Head of Department – Mrs Kirsty Caterson
Email: kcate1@eq.edu.au

Subject Description: The study of Civics and Citizenship enables students to become active and informed citizens who participate in and sustain Australia's democracy. It provides opportunities for students to investigate legal and political systems, and explore the nature of citizenship, diversity and identity in contemporary society.

In Year 10 Civics and Citizenship, students will study contemporary legal issues, including the purpose and work of the High Court. They will explain how Australia's legal obligations influence law and government policy. Students will examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. They will also compare and evaluate the key features and values of systems of government and evaluate a range of factors that sustain democratic societies. Therefore, this subject will prepare students for studying Legal Studies in Years 11 and 12.

When researching, students will evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They will account for and evaluate different interpretations and points of view. When planning for action, students will take account of multiple perspectives, use democratic processes, and negotiate solutions to an issue.

Key Topics: Students will undertake three areas of study in Year 10 Civics and Citizenship:

- How Australia's democracy is defined and shaped by the global context
- How government policies are shaped by Australia's international legal obligations
- Features of a resilient democracy
- Structure and functioning of state and federal court systems

Therefore, through the study of Civics and Citizenship, students develop skills of inquiry, values and dispositions that enable them to be active and informed citizens. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

Assessment: Students will complete a range of tasks, which may include: short answer/response to stimulus tests and research assignments.

Costs: Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

Career Opportunities: Barrister, Border patrol, Court administrator, Customs officer, Criminologist, Lawyer, Paralegal, Police officer, Probation officer, Social Worker.

~ Music ~
Head of Department – Mr Ian Follett
Email: ifoll1@eq.edu.au

Subject Description: Music is widely recognised as a powerful educative tool that contributes to the development of an individual. As one of the Arts, Music makes a profound contribution to personal, social and cultural identity. Studies in Music offer a unique form of self-expression and communication.

The music course is developmental in nature. Students will acquire and develop musical skills, and then be able to apply these skills in a wide range of contexts. The three main focus areas are Responding, Composing and Performing.

The Year 10 Music Course assists students to enjoy, appreciate and make music. It does this by developing an awareness of sound as well as developing skills in practical music production and composition.

Students do not need to own a musical instrument nor do they need to be able to play one, as the development of correct musical notation is part of the theory of this course. Students must have good listening skills and a commitment to involvement in practical situations.

Key Topics: A wide variety of Musical Styles and Forms are studied. Students will:

- Listen to and analyse music
- Compose
- Play Music
- Perform music
- Learn about the musical history of a variety of different styles

Assessment:

Making:

- composition tasks – students create music by combining musical elements to express a style or genre
- practical tasks – performances of a range of practical skills on a variety of instruments including keyboard, guitar, voice or own choice.

Responding:

- aural exams – listening tests focusing on aural skills and identifying elements of music.
- knowledge exams – written end of unit exams focusing on visual identification of musical elements and some Music theory.

Costs: Possible excursions to music concert performances (prices dependent on location of event).

The information in this booklet is correct at time of publication (June 2025) but maybe subject to change



Warwick State High School

2026 STATIONERY LIST - YEAR 10

This list includes subject-specific items required in addition to general multi-purpose items such as: Diary, minimum 8GB USB memory stick, blue, black and red pens, HB pencils, mechanical pencils, scissors, pencil sharpener, white plastic eraser, ruler, coloured pencils, felt pens, small stapler, highlighter pens, glue stick, pencil case, earphones.

Students are **NOT** to bring the following items to school:

- Steel rulers - use plastic or wood
- Large 'Nikko' type marking pens – (if these are needed they will be supplied by the subject area)
- Liquid correction fluid

Subject	Items required
AGRICULTURE	1 x A4 96 page exercise book or hole punched folder booklet that is separate to other subjects
ART	1 x A4 Visual Journal 2 each - HB, 2B, 4B, 6B pencils
CIVICS AND CITIZENSHIP	1 x A4 96 page exercise book that is separate to other subjects
DANCE	1 x A4 96 page exercise book (specific to this subject)
DESIGN STUDIES	General multi-purpose items listed above
DIGITAL TECHNOLOGIES	1 x A4 display folder
DRAMA	1 x A4 notebook that can be handed in separately from other subject
ECONOMICS AND BUSINESS	1 x A4 64 page exercise book 1 x calculator
ENGINEERING PRINCIPLES AND SYSTEMS MATERIALS AND TECHNOLOGY	Apron, hairnet, impervious upper shoes
ENGLISH	2 x A4 96 page ruled exercise books
FOOD AND FIBRE	Fabric will need to be purchased during textiles semester as advised by teacher
FOOD SPECIALISATIONS	1 Plastic Sheet Protector Ingredients will need to be purchased Shoes with impervious uppers (no mesh) will need to be worn
GEOGRAPHY	1 x A4 64 page exercise book that is separate to other subjects
HEALTH & PHYSICAL EDUCATION	General multi-purpose items listed above
HISTORY	1 x A4 64 page exercise book that is separate to other subjects
JAPANESE	2 x A4 96 Page ruled exercise books 1 x 10mm 48 page grid book
MATHEMATICS	Preferred scientific calculator: TI 30XB calculator from Texas Instruments 2 x A4 128 page exercise books – separate from other subjects 1 x 15cm ruler (30cm flexible)
MUSIC	1 x A4 96 page exercise book (specific to this subject) 1 x fine point black pen
SCIENCE	2 x A4 128 page exercise book for each semester that is separate to other subjects 1 x Scientific calculator (Same as Maths)

PLEASE NAME ALL PROPERTY CLEARLY AT THE START OF THE YEAR

"It is much easier to return named property to the rightful owner"