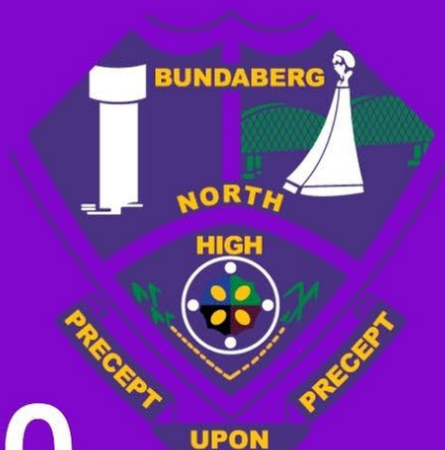


2027



YEAR 10 SUBJECT INFORMATION BOOKLET

Learn about what subjects are
being offered in 2027 at North High

10

Year 10 Overview

Year 10 at Bundaberg North SHS is the first year of Senior School and as such, students' choice of electives should begin to align with their future aspirations in order to prepare students for their senior and future pathways.

We are following the Australian Curriculum requirements in terms of the subjects offered and the amount of time students participate in them. As a result, the range of elective subjects on offer to Year 10 students broadens as the number of compulsory subjects reduces from those studied in the junior years.

The subjects on offer to Year 10 students are illustrated in the table below:

Core Subjects:	Electives:
	- 5 elective subjects for a semester each - 3 lessons per week per subject
English (3 lessons per week)	• Art • Drama • Media • Music • Digital Technologies • Food Specialisation • Wood Specialisation • Metal Specialisation • Economics and Business • Introduction to Legal studies • Geography • History
Mathematics (3 lessons per week)	
Science (3 lessons per week)	
Health and Physical Education (3 lessons per week, one semester)	

In Term 3 of Year 9, students begin the journey towards identifying their future pathways including their senior course of study. The activities will include the completion their subject selections for year 10, that is, nomination of their five (5) electives using One School. As Year 10 is seen as the preparation year for senior, their subject choices should be starting to narrow towards future career options. They should submit these preferences in their preferred order eg first pick is what they really want to do. At this time, they will also be asked to nominate an extra subject as their next preferred option. Every effort will be made to accommodate students into their first five preferences however, it cannot be guaranteed as usual timetable constraints apply eg class numbers, room allocations, staffing etc.

Students will know what electives they are allocated to for each semester of year 10 by the end of Year 9.

Looking Forward:

In Term 3 of Year 10, students will be asked to select four electives from an even broader range of subjects for their two (2) year senior course of study. The career education and future pathways focus which commences in Year 9 will continue in Year 10 and beyond. Year 10 students will complete their Senior Education and Training (SET) Plans together with their subject selections using One School. More information regarding this will be given to students across Year 10.

CORE SUBJECTS –

- Subject:** English
- Subject:** Mathematics
- Subject:** Science
- Subject:** Health and Physical Education

ELECTIVE SUBJECTS –

HUMANITIES

- Subject:** Economics and Business
- Subject:** Introduction to Legal studies
- Subject:** Geography
- Subject:** History

THE ARTS

- Subject:** Art
- Subject:** Drama
- Subject:** Media
- Subject:** Music

TECHNOLOGY

- Subject:** Digital Technologies
- Subject:** Food Specialisation
- Subject:** Metal Specialisation
- Subject:** Wood Specialisation

Art

Course Description:

Visual Art empowers students to explore and express creativity through a range of artistic media and techniques. It provides practical opportunities for students to develop visual literacy, critical thinking, and artistic skills. Visual Art fosters curiosity, confidence, innovation, creativity, and respect for diverse perspectives and cultures.

In Visual Art, students engage in the process of exploring ideas, experimenting with materials and techniques, creating artworks, and reflecting on their own and others' work. They develop an understanding of visual conventions and the role of artists and artworks in society. Through hands-on projects and authentic learning experiences, students create and present artworks that communicate their ideas and responses to the world around them. This is achieved through the application of critical and creative thinking, along with technical skills in various art forms

Units of Study:

Unit 1 Non-Representational / Non-Objective Art

Students will: conceptualise and develop subject matter to experiment with developing a personal aesthetic, reflecting on the styles of artists. They will manipulate and refine materials, techniques and processes relating to non-representational and non-objective art styles. The artistic intention is to develop a focus word and respond in personal and formal contexts. They will apply techniques and processes by:

- identifying and analysing connections between visual conventions, practices, and viewpoints of key artists
- manipulating and refining materials, techniques and processes to create a painting that communicates formal and personal contexts, viewpoints, and artistic intention
- evaluating how non-representational and non-objective art communicate artistic intentions in artworks they make and view

Unit 2 3D Conceptual design and sculptural form

Students will: manipulate and refine materials, techniques and processes relating to concept of abstraction and wings. The artistic intention is to develop a focus and respond in personal and formal contexts. The concept is based on the characteristics of abstraction, symbolism and context that display a viewpoint that challenges the audience. They will apply techniques and processes by:

- developing knowledge and understanding of the subject matter, including analysing and evaluating characteristics of African artworks, abstraction and Cubism
- developing knowledge and understanding of ceramics and the suitability and limitations for sculptural techniques
- manipulating materials techniques and processes to build a 2D/3D folio of abstract preliminary works; proposing designs that develop from this; refining and resolving sculptural form
- responding and reflecting on proposed designs before realising a final design for the sculpture, evaluating the effectiveness of the construction that communicates the artistic intention, concept and key influences

Possible Assessment:

Assessment will be balanced over the semester and is ongoing, with students receiving regular feedback.

- Making tasks (Collection of practical works)
- Responding tasks (using One Note and laptops)

Additional requirements:

Visual diary, pencil and access to internet ready device. An extensive range of resources and materials are supplied by the Art Department in relation to areas of study.

Links to the future:

Year 11 & 12 subjects	Career pathways
• Certificate II in Visual Arts • Visual Art (General)	Studying visual art can open doors to various career pathways including creative industries, design and innovation, visual storytelling, art and culture, education, wellness professions, entrepreneurship, and cross-disciplinary roles.

Drama

Course Description:

In Year 10 Drama, students:

- Experience what it's like to work as an ensemble of young theatre makers as a part of The Scene Project run by Queensland Theatre Company.
- Guided by professional artists, students learn how to shape dramatic meaning through scripting, directing and staging, developing creativity, confidence and teamwork along the way.
- Build their skills in performance and production, deepen their understanding of dramatic storytelling, and discover first-hand how Drama can connect, challenge and inspire audiences.

Unit of Study:

Aligned with the Australian Curriculum, this course

- Requires students to collaborate with their peers and professional artists to create, script and rehearse a 15-minute performance inspired by a specially commissioned play.
- Culminates in The Scene Project Outcome Day, where students share their finished piece with a public audience, celebrating their collective achievement.

Possible Assessment:

Over the course of the unit, students will undertake two assessment tasks:

- Individually, students will develop a folio of responses to the script commissioned by QTC for The Scene Project. The folio will outline a range of ideas related to a 15-minute whole class performance, to be performed at The Scene Project outcome day.
- Group 15 minute performance of a devised script developed collaboratively from chosen folio/s.

Links to the future:

Year 11 & 12 subjects	Future Pathways
• Drama (General)	• A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Economics and Business

Course Description:

Economics and Business is an engaging and real-world subject whereby students will analyse factors that influence major consumer and financial decisions. Students will also learn how to create and maintain a budget, how to improve personal and business financial positions and managing high-value assets, such as vehicles and buildings.

Units of Study:

Financial Growth

Students investigate a range of factors that influence individual, financial and economic decision-making by

- Explain processes that businesses use to manage the workforce and improve productivity
- Explain the importance of Australians superannuation system and its effect on consumer and financial decision-making
- Explain short and long-term effects of financial decisions
- Analyse factors that influence major consumer and financial decisions
- Provide recommendations to improve personal practices

Intro to Accounting

Students investigate business decision-making by

- Create ledgers and financial statements
- Analyse financial statements
- Provide recommendations to improve business practices
- Use online Accounting package MYOB

Possible Assessment:

- Short response exam
- Business report

Additional requirements:

- BYO Laptop is required in every lesson

Links to the future:

Year 11 & 12 subjects	Career pathways
• Business (General) • Accounting (General) • Tourism (Applied)	• Business management • Business development • Entrepreneurship • Business analytics • Economics • Business law • Accounting and finance • International business • Marketing • Human resources management • Business information systems.

Food Specialisation

Course Description:

In the Year 10 Food Specialisation course, students enhance their cooking skills and prepare for senior hospitality through two focused units. In the first unit, students explore the operations and management of cafés and coffee shops. The second unit emphasises the use of local produce, where students develop recipes and cooking techniques centred around seasonal and regional ingredients. This course is designed to build advanced culinary skills, deepen understanding of food service operations, and lay a strong foundation for senior hospitality.

Units of Study:

Unit 1 Café Culture

Student will investigate cafes and coffee shops by:

- Investigating cafes and coffee shops
- Adapt recipes
- Apply hygiene and safety principles
- Create and implement project plans

Unit 2 Local Master Chef

Student will use the design processes to create a dish which meets the specific criteria by:

- Utilise the design process to meet specific criteria
- Developing recipes
- Apply culinary techniques
- Develop food presentation skills
- Investigate local produce
- Create and implement project plans

Possible Assessment:

- Assignment
- Practical

Additional requirements:

- Fully enclosed leather shoes, with leather uppers
- Ingredients supplied by home
- Complete all induction procedures and obtain parent permission

Links to the future:

Year 11 & 12 subjects	Career pathways
• Certificate II in Hospitality	• Chef, kitchenhand, bar attendant, gaming attendant, barista, front of house service, cook, caterer, flight attendant, waiter/waitress, event manager, event planner, hotel manager

Geography

Course Description:

By the end of Year 10, students explain how the interactions of people and environmental processes at different scales change the characteristics of places. They explain the effects of human activity on environments, and the effect of environments on human activity, over time. Students evaluate the extent of interconnections occurring between people and places and environments. They analyse changes that result from these interconnections and their consequences. Students evaluate strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria.

Units of Study:

Unit 1 Geographies of human wellbeing

Student will:

- Evaluate the methods used to measure spatial variations in human wellbeing and development, and how these can be applied to determine differences between places at the global scale
- Discuss the reasons for, and consequences of, spatial variations in human wellbeing in Australia, including for First Nations Australians
- Evaluate responses of international and national government and non-government organisations to improve human wellbeing in Australia, within India and another country in the Pacific

Unit 2 Environmental change and management

Student will:

- Explain the human-induced changes that challenge the sustainability of places and environments
- Describe causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability
- Evaluate the effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability and first nations approaches to environmental management.

Possible Assessment:

- Examinations
- Projects/research assessment
- Portfolio

Links to the future:

Year 11 & 12 subjects	Career pathways
• Aquatic Practices (Applied) • Earth and Environmental Science (General)	• Archaeology, history, education, psychology sociology, law, business, economics, politics, journalism, media, health and social science, writing, academia, research, urban planner

History

Course Description:

Year 10 History is a pre-senior subject with a focus on the ancient world. This is the perfect subject for students wanting to study a general subject or ancient history in years 11 and 12. There will be a focus on upskilling students in preparation for senior including; source analysis and evaluation, referencing, researching, responding to texts and essay writing. Students will explore two civilisations of the ancient world with a focus on people, the structure of society, power and authority of leadership, ancient and modern perspectives, preservation and understanding of the past. These are all important skills for senior schooling and will assist with any general subject pathway, it will provide a direct pathway into the subject of ancient history.

Units of Study:

Unit 1-Digging up the ancient past- Archaeology with a focus on Tutankhamun

Students will explore the life and death of Tutankhamun and the archaeological evidence of his tomb. Students will:

- Comprehend terms, concepts and issues in relation to unit and around the discovery, treatment and preservation of archaeological evidence
- Analyse evidence from historical sources to show understanding about archaeological issues
- Evaluate evidence from historical sources to make judgements about archaeological sites and issues

Unit 2-The Medieval Crusades

Students will explore sources and perspectives of the Crusades from the years 1095-1270 CE. Students will:

- Devise historical questions and conduct research
- Synthesise evidence from historical sources to form a historical argument
- Create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources
- Evaluate evidence from historical sources to make judgements about reliability and usefulness of sources

Both of these units' link into existing units within the ancient history senior program. These topics have been selected to further expand students understanding of the time and life of the people of the ancient world.

Possible Assessment:

- Exam
- Assignment

Links to the future:

Year 11 & 12 subjects	Career pathways
• Ancient History (General)	• Archaeology, history, education, psychology sociology, law, business, economics, politics, journalism, media, health and social science, writing, academia, research

Introduction to Legal Studies

Course Description:

In Year 10, students will apply the foundational knowledge and skills from Civics and Citizenship to explore the Australian legal system and its role in maintaining justice, resolving disputes, and protecting individual rights. Through the study of civil and criminal law, students will develop an understanding of how laws are created, interpreted, and enforced, while examining contemporary legal issues that impact individuals and communities.

Units of Study:

There will be 4 short units:

Unit 1 Foundations

Students will understand the foundational principles relating to civil and criminal law in Australia, including court jurisdictions, process of taking a matter to court, the trial process.

Unit 2 Evidence and Forensics

Students will understand the processes around collecting evidence and samples to assist with the investigation of criminal matters of varying offences.

Unit 3 Criminal Law and Youth

Students will understand the effect “adult crime, adult time” has had on youths and the justice system.

Unit 4 Homeowning and Renters Rights

Students will understand core elements of a contract, processes to obtain a home by purchasing or renting, and squatters rights.

Possible Assessment:

- Exam
- Inquiry Report
- Argumentative Essay
- Case analysis

Links to the future:

Year 11 & 12 subjects	Career pathways
• Legal Studies (General)	• Law • Law enforcement • Criminology • Justice • Politics

Media

Course Description:

Students become exposed to increasingly sophisticated media products in their day to day lives. This course gives students the opportunity to understand how media creators engage audiences with concisely constructed short forms.

Students become exposed to increasingly sophisticated media products in their day to day lives. This course gives students the opportunity to understand how media creators engage audiences with concisely constructed short forms.

Units of Study:

Unit 1 Changemakers

Unit 2 Moving Image Magic

Students will:

- investigate the ways that media artists use media arts concepts to construct representations in media arts works and practices
- reflect on their own or others' media arts works and/or practices to refine and inform choices they make during stages of the production process
- analyse and evaluate mise-en-scène and camera work in short films and music videos
- experiment with image manipulation technologies to create symbolic representations of ideas
- design and structure media art works that communicate ideas in narrative form
- present media arts works to audiences and plan approaches for creating relationships with audiences when media arts works are distributed in selected community or institutional contexts

Possible Assessment:

- Produce a looping GIF which communicates a social, cultural or environmental issue with written response analysing and evaluating their use of media concepts
- Music Video Production containing a narrative representing ideas of Australian identity with reflective statement

Additional requirements:

- Wired headphones

Links to the future:

Year 11 & 12 subjects	Career pathways
• Film, Television and New Media (General)	• advertising • arts administration and management • blogger/vlogger, digital content producer • creative industries, e.g. animator, photographer, screenwriter, game developer • film and television • public relations

Music

Course Description:

Music provides students with the opportunity to perform various styles of film and television music, create their own compositions using digital technologies, and listen to and analyse music. As well as exploring a wide variety of musical styles, basic theory concepts will also be covered.

Units of Study:

Music in the Media

Students analyse different film scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles.

Students interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

Possible Assessment:

- Performance
- Composition
- Written analysis and evaluation of own performance and/or composition

Additional requirements:

- Plug-in (preferably 3.5mm) headphones may be required for some activities.

Links to the future:

Year 11 & 12 subjects	Career pathways
• Music in Practice (Applied)	• A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Metal Specialisation

Course Description:

Building on the skills developed in previous years, the Year 10 program focuses on advancing students' techniques, design capabilities, and understanding of complex projects. Students will engage in more challenging projects that require a deeper level of precision, and problem-solving. The unit emphasizes the integration of traditional metalworking skills with modern technologies, sustainable practices, and design principles. Students will have the opportunity for designing and constructing metal objects, showcasing their craftsmanship and innovation.

Unit of Study:

In Year 10, students will master the fundamentals of metalworking by designing and fabricating multiple projects, using a variety of traditional and modern joining techniques. This hands-on course emphasizes precision, creativity, and the practical application of metalworking skills to create a functional and aesthetically pleasing piece.

Each unit in this course consists of three assessable pieces: the demonstration of the design process, a practical assessment and a project-based assessment.

Practical Assessment: students will observe and participate in live demonstrations of various metalworking techniques and tools, gaining immediate, hands-on experience under guided supervision.

Possible Assessment:

For their design process and project-based assessment, students will complete a research project where they investigate, refine and apply different principles of design, including safety, efficiency, engineering principles and sustainability. They will fabricate multiple projects allowing them to demonstrate their proficiency in both structural assembly and creative design elements.

Requirements:

- Shoes with impervious uppers (shoes that are made from leather or vinyl)

Links to the future:

Year 11 & 12 subjects	Career pathways
• Certificate II in Engineering Pathways • Industrial Graphics Skills (Applied)	• Boilermaker/Welder • Machinist • Fabricator • Fitter • Mechanic

Wood Specialisation

Course Description:

Building on the skills developed in previous years, the Year 10 program focuses on advancing students' techniques, design capabilities, and understanding of complex projects. Students will engage in more challenging projects that require a deeper level of precision, and problem-solving. The unit emphasizes the integration of traditional woodworking skills with modern technologies, sustainable practices, and design principles. Students will have the opportunity for designing and constructing wooden objects, showcasing their craftsmanship and innovation.

Unit of Study:

In Year 10, students will master the fundamentals of woodworking by designing and constructing multiple projects, culminating with a table using a variety of traditional and modern joining techniques. This hands-on course emphasizes precision, creativity, and the practical application of woodworking skills to create a functional and aesthetically pleasing piece.

Each unit in this course consists of three assessable pieces: the demonstration of the design process, a practical assessment and a project-based assessment.

Practical Assessment: students will observe and participate in live demonstrations of various woodworking techniques and tools, gaining immediate, hands-on experience under guided supervision.

Project-based Assessment: allows students to independently apply these techniques by designing and constructing their own table, fostering deeper understanding and skill mastery through extended practice and personal creativity.

Possible Assessment:

For their design process and project-based assessment, students will create a table incorporating a custom-designed drawer, allowing them to demonstrate their proficiency in both structural assembly and creative design elements.

Requirements:

- Shoes with impervious uppers (shoes that are made from leather or vinyl)

Links to the future:

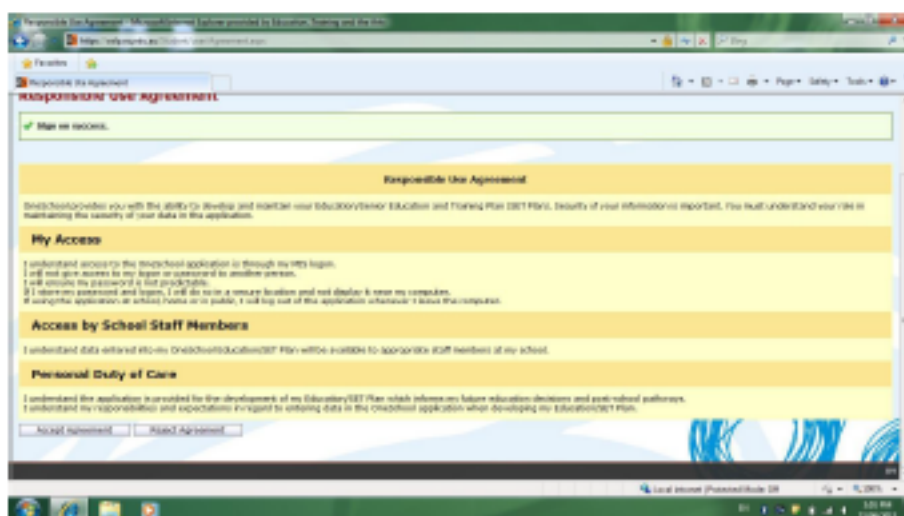
Year 11 & 12 subjects	Career pathways
• Furnishing Skills (Applied) • Industrial Graphics Skills (Applied) • Certificate I in Construction / Certificate II in Construction Pathways	• Cabinetmaker • Carpenter/Builder • Interior Designer • Furniture Restoration/ Manufacturing • Upholsterer



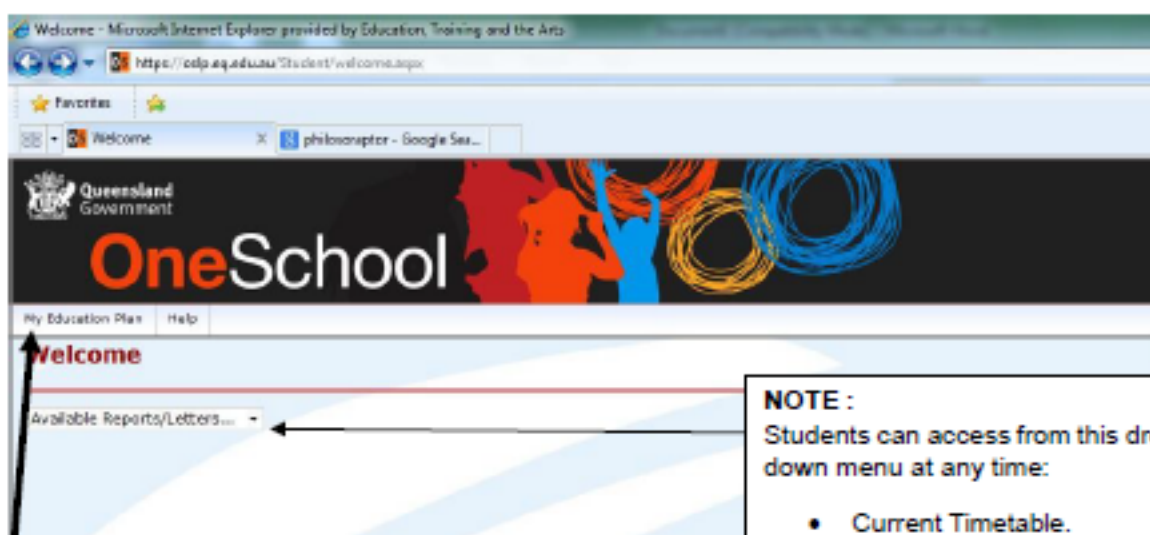
Subject Selection Using One School

Go to <https://oslp.eq.edu.au>

Use your school computer / email log on and password



Agree to the Responsible Use Agreement

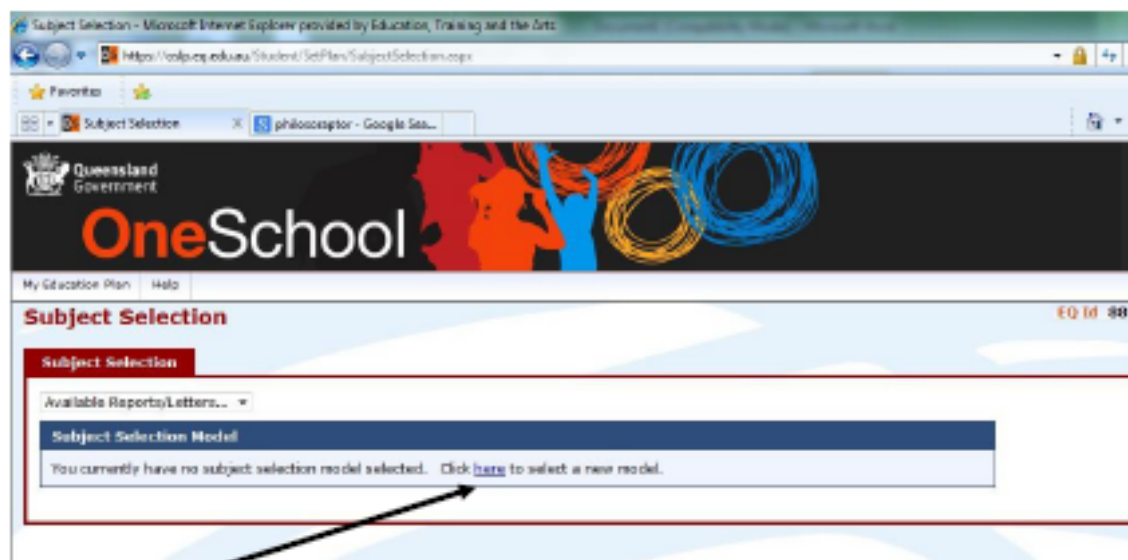


Open "My Educational Plan"

NOTE :

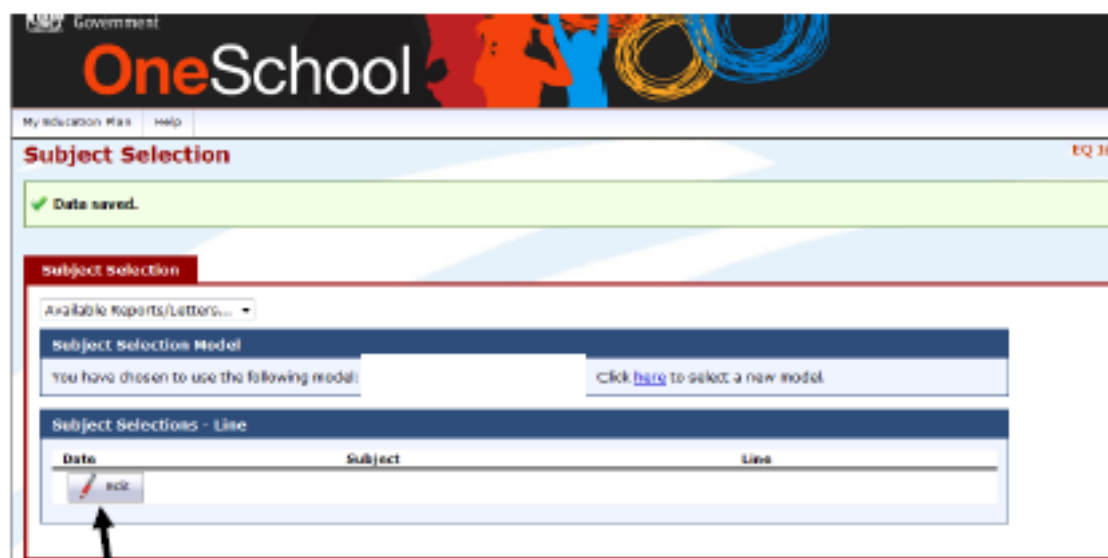
Students can access from this drop down menu at any time:

- Current Timetable.
- Semester Assessment Planners.



Click "here" to activate the Subject Selection screens.

Press **Save** to activate it.



Select **Edit**



Subject Selection - Lines

1st Preference

- ☐ Wood Specialisation
- ☐ Visual Arts
- ☐ Economics and Business
- ☐ History
- ☐ Food Specialisations
- ☐ Digital Technologies
- ☐ Geography
- ☐ Media Arts
- ☐ Civics and Citizenship
- ☐ Metal Specialisation
- ☐ Music
- ☐ Drama

[Clear line](#)

2nd Preference

- ☐ Wood Specialisation
- ☐ Visual Arts
- ☐ Economics and Business
- ☐ History
- ☐ Food Specialisations
- ☐ Digital Technologies
- ☐ Geography
- ☐ Media Arts
- ☐ Civics and Citizenship
- ☐ Metal Specialisation
- ☐ Music
- ☐ Drama

[Clear line](#)

3rd Preference

- ☐ Wood Specialisation
- ☐ Visual Arts
- ☐ Economics and Business
- ☐ History
- ☐ Food Specialisations
- ☐ Digital Technologies
- ☐ Geography
- ☐ Media Arts
- ☐ Civics and Citizenship
- ☐ Metal Specialisation
- ☐ Music
- ☐ Drama

[Clear line](#)

4th Preference

- ☐ Wood Specialisation
- ☐ Visual Arts
- ☐ Economics and Business
- ☐ History
- ☐ Food Specialisations
- ☐ Digital Technologies
- ☐ Geography
- ☐ Media Arts
- ☐ Civics and Citizenship
- ☐ Metal Specialisation
- ☐ Music
- ☐ Drama

[Clear line](#)

5th Preference

- ☐ Wood Specialisation
- ☐ Visual Arts
- ☐ Economics and Business
- ☐ History
- ☐ Food Specialisations
- ☐ Digital Technologies
- ☐ Geography
- ☐ Media Arts
- ☐ Civics and Citizenship
- ☐ Metal Specialisation
- ☐ Music
- ☐ Drama

[Clear line](#)

Pick in order of preference!

- ☐ Food Specialisations
- ☐ Digital Technologies
- ☐ Geography
- ☐ Media Arts
- ☐ Civics and Citizenship
- ☐ Metal Specialisation
- ☐ Music
- ☐ Drama

[Clear line](#)

Subject Selection Rank Order

No Subject Selections have been made

Notes

Make sure you save!

2000 characters maximum

[Save](#)