

# Year 10 Course Guide 2025



**Smithfield  
State High School**



Department of Education  
Trading as Education Queensland International (EQI)  
CRICOS Provider Code 00608A

**Trinity Beach**  
STATE SCHOOL

Our Partners  
**JAMES COOK**  
UNIVERSITY  
AUSTRALIA

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## Deputy Principal's Foreword

Welcome to the Tropical North Learning Academy – Smithfield State High School. This course guide is designed to give students and parents an overview of the courses on offer in Year 10. The course guide should be used in conjunction with any course or subject selection activity. Subjects studied in Middle Secondary will be studied by students in the following pattern:

Year Level	Core subjects	Selected subjects
10	Full-year compulsory subjects: English Humanities Mathematics Science	2 x full-year selected subjects

Adhering closely to subject selection processes and timelines is critical (***read your subject preference form carefully for instructions and due dates***). Selected subjects are capped and have maximum enrolment numbers. To ensure the best possible chance of gaining a first preference choice, ensure that you complete your selections as soon as possible. Those students not getting their first preference option will move to their second and third preference option as appropriate.

Remember, when choosing your selected subjects in Year 10 consider the points below in order:

1. Interest
2. Aptitude
3. Links to a senior pathway through Years 11 and 12
4. Links to post-schooling options

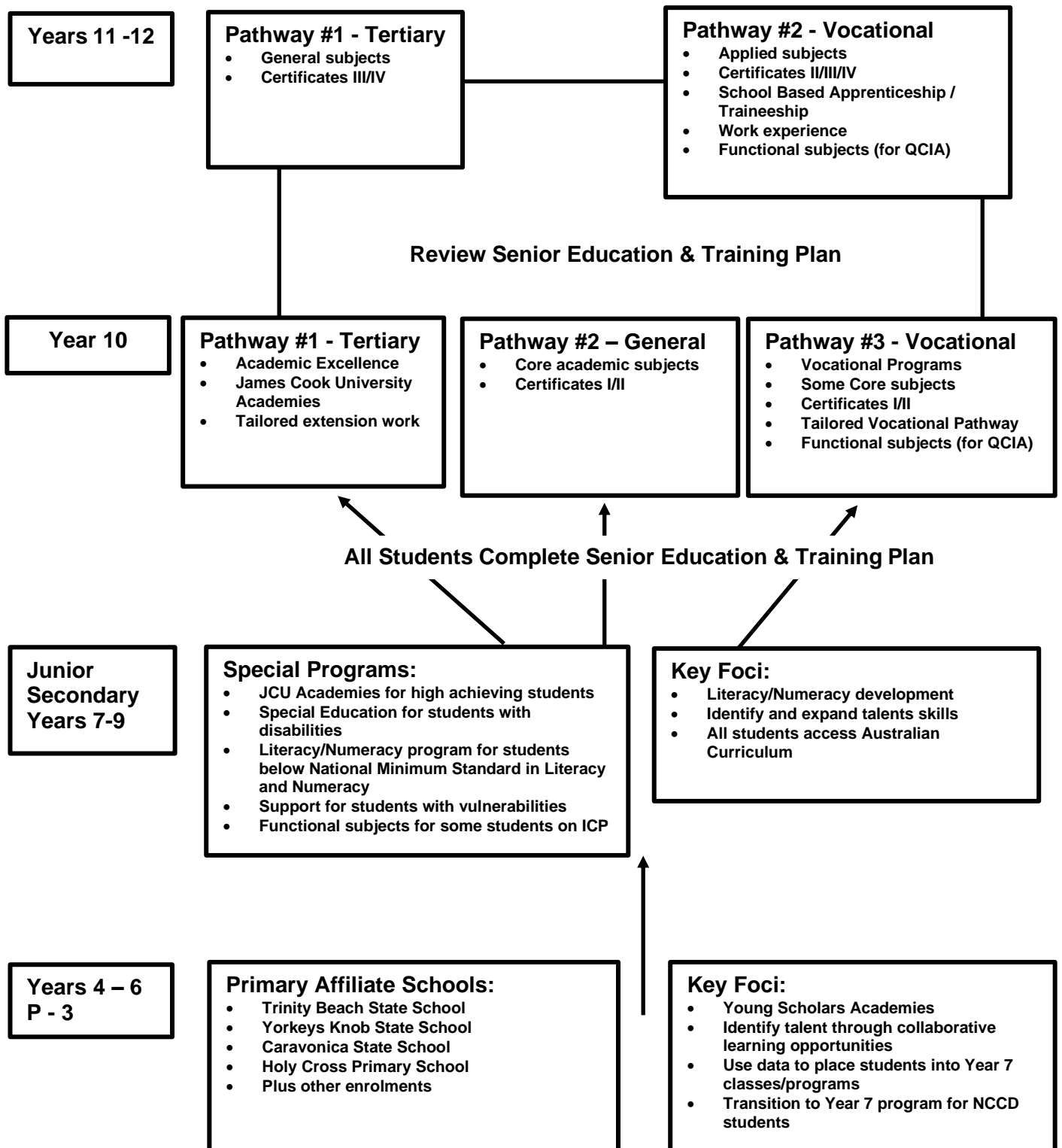
Choosing correctly will give students the very best opportunity to excel in their chosen subjects. If you have any questions related to the information contained within this course guide, don't hesitate to contact our faculty Heads of Department, via the school office who would be only too happy to clarify them for you.

Alison Kaggelis  
Deputy Principal  
Middle Secondary

## Curriculum Overview

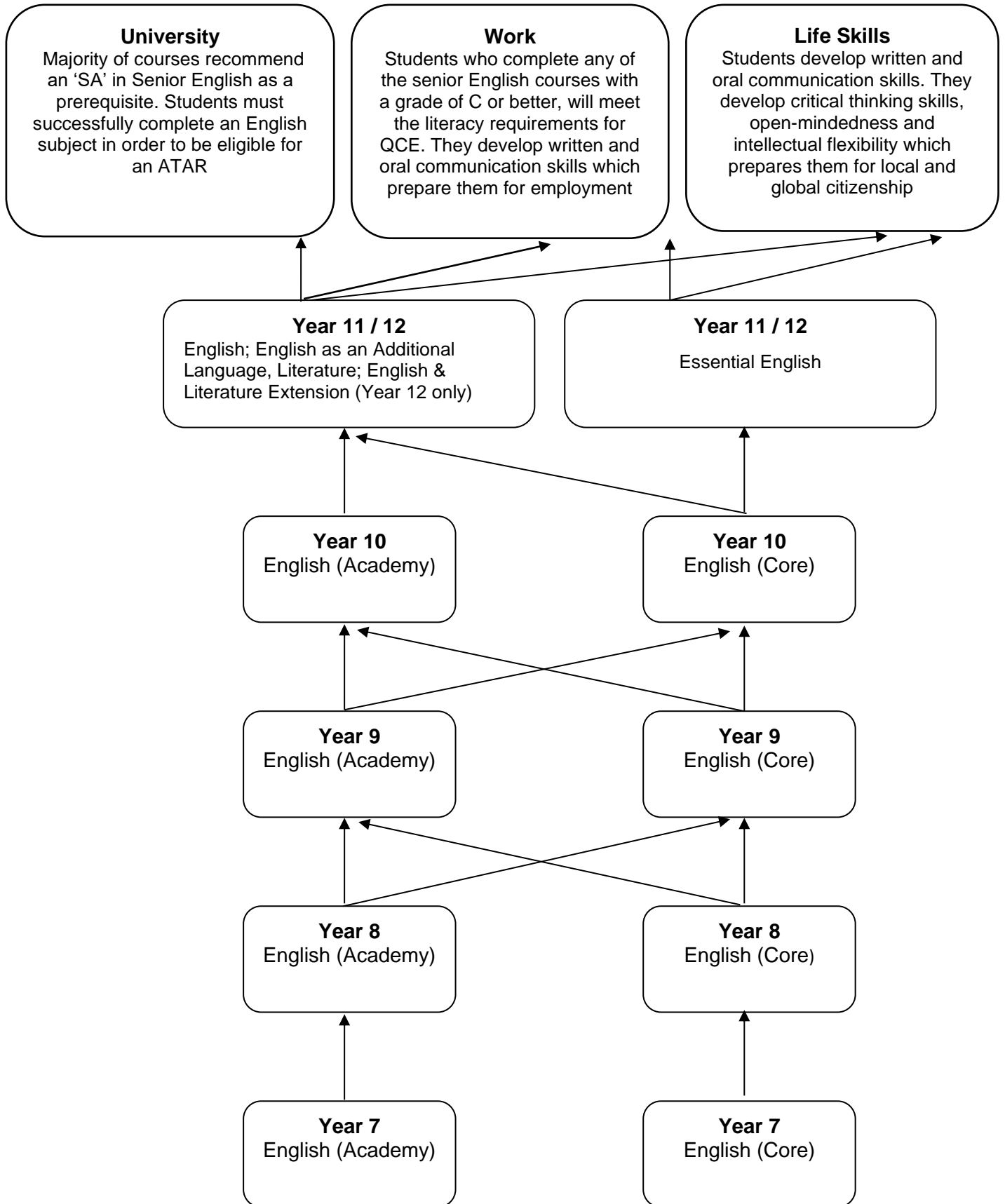
	Core Subjects	Elective Subjects
10	English (ENG) Humanities (HAS) Introduction to Essential Mathematics (IEM) Introduction to General Mathematics (IGM) Introduction to Mathematical Methods (MME) Science (SCI)	Digital Technologies (DIG) Drama (DRA) Engineering Skills (IES) Film, Television and New Media (IFT) Food Studies & Design (FSS) Furnishing Skills (IFS) Health & Physical Education – General (HPE) Health & Physical Education – Applied/VET (HPE) Music (MUS) Photographic Media (PME) STEM Extend (STX) Visual Arts (ART)

# The Pathway to Success at Smithfield State High School



## **Year 10 - Core Subjects**

## English - Subject Flowchart



# English

**Subject Pre-requisites:**

English is a core compulsory subject which all students must undertake in Year 10.

**Subject Overview:**

In Year 10 English, students will engage with a variety of texts including poetry, a Shakespearean play, an Australian novel and digital media. Students will produce imaginative, interpretive, analytical and persuasive texts in response to these texts, including a speech.

**Course Structure:**

Unit 1: Students examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. For assessment, they create a short story in response to a theme.

Unit 2: Students read and interpret a Shakespearean drama. For assessment, they produce a written review of a film version of the play.

Unit 3: Students read a novel that explores social and cultural issues that are important to Australian society. For assessment, they produce a written analytical response under exam conditions.

Unit 4: Students evaluate representations of individuals or groups in news media texts. For assessment, they perform a spoken persuasive presentation.

**Assessment Summary:**

Unit 1: Evaluating poetry - short responses (formative), short story (summative)

Unit 2: Scene analysis (formative) Film review (summative)

Unit 3: Group discussion (formative), analytical exam (summative)

Unit 4: Persuasive speech (summative)

**Equipment:**

A laptop computer or other similar device is required for this subject to enable students to access electronic resources and other media. A4 exercise book, whiteboard markers, and USB.

**Senior Pathways:**

This subject will be beneficial to students aspiring to study English and/or Literature in Year 11 and 12.

Senior English is a prerequisite for most university courses.

Students must pass an English subject in Year 12 to be eligible for an ATAR. Successful completion of English in Year 12 contributes to ATAR & QCE points.

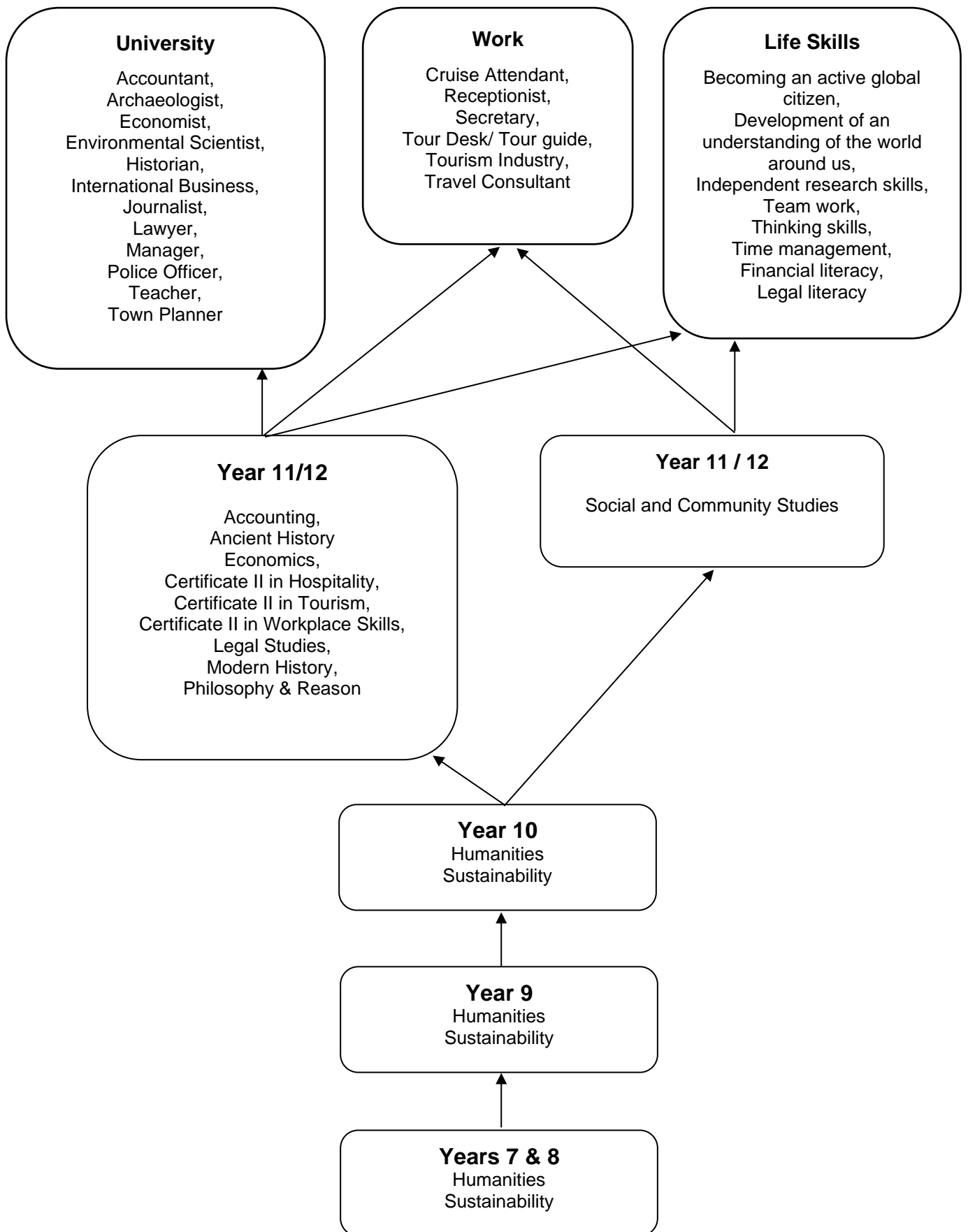
**Careers:**

Students with a particular interest in English could aspire to careers in marketing, public relations, publishing, editing, journalism, teaching, writing and other creative industries.

**Subject Fees:**

Nil.

## Humanities - Subject Flowchart

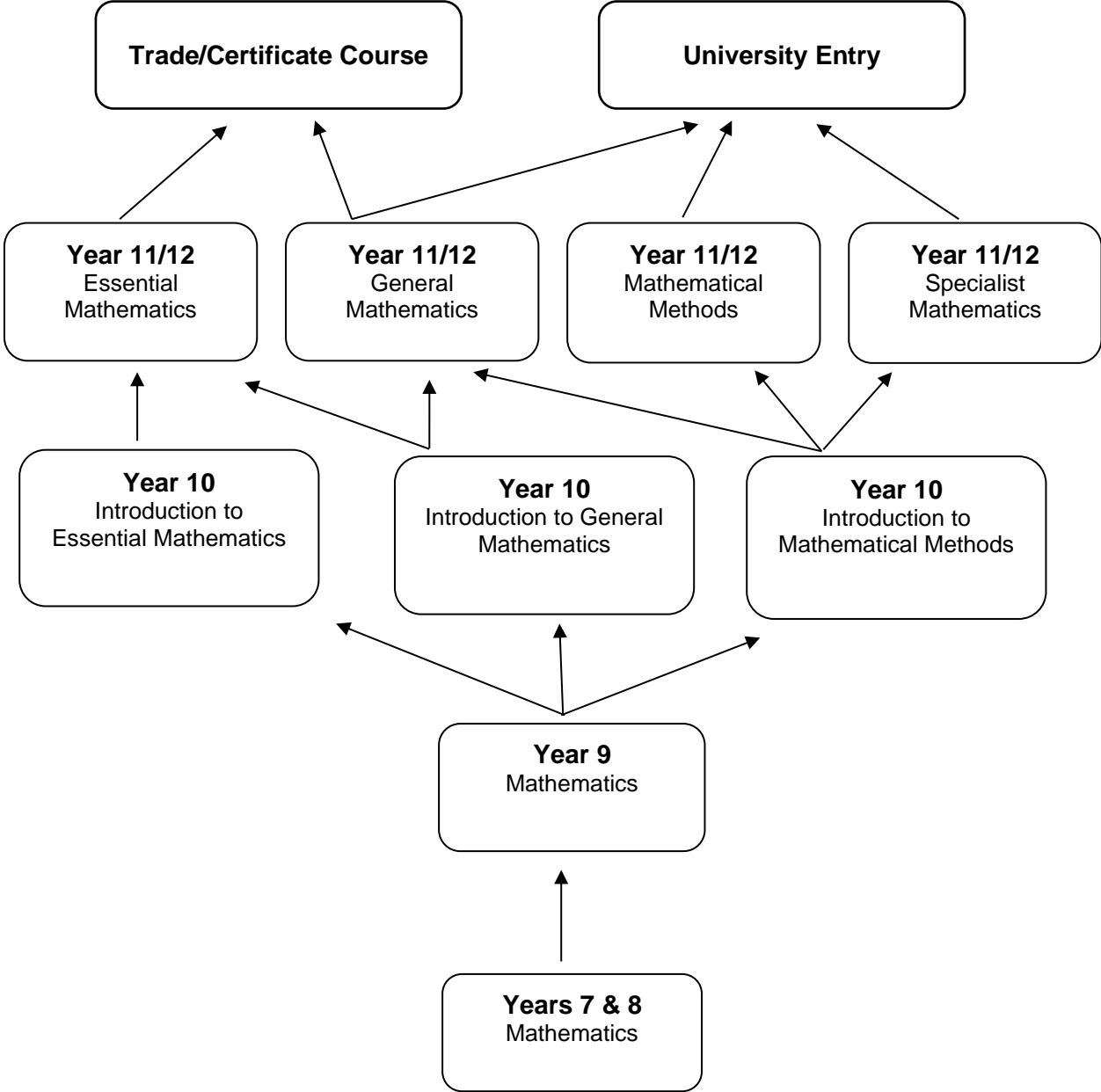




## Humanities

<b>Subject Pre-requisites:</b> Humanities is a core compulsory subject which all students must undertake in Year 10.
<b>Subject Overview:</b> Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. The humanities have a historical and contemporary focus, from personal to global contexts, and considers challenges for the future.  The Humanities subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the twenty-first century. The Humanities learning area comprises four subjects: History, Geography, Economics and Business.
<b>Course Structure:</b> The first Semester of Humanities has a Modern History focus. Term 1 investigates World War II, in particular Australia's involvement in the Kokoda Campaign. Term 2 incorporates a more global focus through the study of Human Rights and Freedoms. This includes completing a historical inquiry into a Human Rights Issue or significant individuals in History who have led change to better our world. Term 3 and 4 students will have a choice of 4 electives: History, Economics, Extension Geography, Philosophy, Accounting, Legal studies and Social and Community Studies. Students will rotate through 2 electives over terms 3 and 4. Student's choice will be based on their Senior School Pathway.
<b>Assessment Summary:</b> Students are assessed through one piece of assessment per Term. These include response to stimulus exams, inquiry based assignments and multi modal presentations.
<b>Equipment:</b> Laptop, A4 exercise book, whiteboard markers, Nonprogrammable calculator , highlighter, USB, pens, ruler. Display Folder.
<b>Senior Pathways:</b> This subject will be beneficial to students aspiring to undertake Modern and/or Ancient History, Philosophy & Reason, Accounting, Economics, Legal Studies, Geography and Social and Community Studies in Years 11 and 12. Students who wish to study economics or accounting in Year 11 must complete electives in Year 10.
<b>Careers:</b> The future careers and pathways for this subject are diverse from the study of law to a range of earth sciences, engineering and sustainability subjects.
<b>Subject Fees:</b> Nil.

# Mathematics – Subject Flowchart



## Introduction to Essential Mathematics

<p><b>Subject Pre-requisites:</b> Students who are achieving at a C- level or below in Year 9 Mathematics are recommended for this subject.</p>
<p><b>Subject Overview:</b> The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.</p>
<p><b>Course Structure:</b> Term 1: Fundamental topic – Calculations; Number – Rates, Ratios, Percentages; Representing data – Classifying data, Data representation and Interpretation. Term 2: Fundamental topic – Calculations; Graphs – Reading and Interpreting graphs, drawing graphs, using graphs; Managing Money – Earning Money, Budgeting. Term 3: Fundamental topic – Calculations; Time and Motion – Time, Distance, Speed; Data Collection – Census, Surveys, Sources of Bias; Measurement – Geometry of 2 and 3 dimensional shapes, Linear measurements and conversions, Area measure. Term 4: Fundamental topic – Calculations; Measurement - Volume and Capacity, Mass; Scales, Plans and Models – interpret and create scale drawings, Pythagoras Theorem; Summarising and comparing data – Measures of central tendency, comparing datasets.</p>
<p><b>Assessment Summary:</b> Four assessment items (at the end of every term) including at least one assignment.</p>
<p><b>Equipment:</b> For each lesson, students require a Casio fx82 au calculator, A4 exercise books, protractor, compass, display folder, 5mm or 7mm grid book.</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Essential Mathematics in Years 11 and 12.</p>
<p><b>Careers:</b> The future careers and pathways for this subject may include trade, business and retail careers.</p>
<p><b>Subject Fees:</b> Nil.</p>

## Introduction to General Mathematics

**Subject Pre-requisites:**

A minimum of Year 9 Mathematics at a C level of achievement is recommended for successful engagement and completion of this subject.

**Subject Overview:**

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

**Course Structure:**

Term 1:

Trigonometry – Solve Right-Angled Triangle Problems with Direction and Angles of Elevation and Depression; Probability/Chance – Two and Three Step Experiments, Conditional Probability

Term 2:

Patterns and Algebra – Expand and Factorise Expressions, Substitution into Formula; Index Laws; Linear and Non-Linear Relationships Patterns and Algebra – Solve Linear and Quadratic Equations; Solving Simultaneous Equations; Parallel and Perpendicular Lines

Term 3:

Geometric Reasoning – Congruent and Similar Triangles  
Data Representation and Interpretation – Quartiles, Boxplots, Bivariate Data;

Term 4:

Money and Financial Mathematics – Simple and Compound Interest  
Using Units of Measurement – Surface Area and Volume;

**Assessment Summary:**

Four assessment items (Exams at the end of every term) including at least one assignment (Problem Solving and Modelling Task - PSMT)

Unit 1: Exam (Summative)

Unit 2: Exam (Summative)

Unit 3: Exam (Summative)

Unit 4: PSMT – Statistics (Summative)

**Equipment:**

For each lesson, students require a Casio fx82 au calculator, A4 exercise books, protractor, compass, display folder, 5mm or 7mm grid book.

**Senior Pathways:**

This subject will be beneficial to students aspiring to study General Mathematics or Essential Mathematics in Years 11 and 12.

**Careers:**

The future careers and pathways for this subject may include trade, business and retail careers.

**Subject Fees:**

Nil.

## Introduction to Mathematics Methods

**Subject Pre-requisites:**

A minimum of Year 9 Mathematics at a B level of achievement is recommended for successful engagement and completion of this subject.

**Subject Overview:**

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

**Course Structure:**

Term 1:

Trigonometry – Sine, Cosine and Area Rules, Unit Circle, Solving Trig Equations and Applications of Pythagoras

Term 2:

Linear and Non-Linear Relationships – Parallel and perpendicular lines, simultaneous equations, Midpoint, distance between points; Data Representation and Interpretation - Interpretation and Comparison of Mean and Standard Deviation; Finding 'Line of Best Fit' Geometric Reasoning – Apply Angle and Chord Properties of Circles

Term 3:

Describe and Interpret Parabolas, Hyperbolas, Circles and Exponential Functions; Solve Simple Exponential Equations

Patterns and Algebra – Investigate Polynomials and factor Theorem

Term 4:

Real Numbers – Define Rational and Irrational Numbers, Index Laws, Surds and Fractional Indices; Application of Logarithmic Laws; Probability/Chance

**Assessment Summary:**

Four assessment items (Exams at the end of every term) including at least one assignment (Problem Solving and Modelling Task - PSMT)

Unit 1: Exam (Summative)

Unit 2: Exam (Summative)

Unit 3: PSMT – Equations and Functions (Summative)

Unit 4: Exam (Summative)

**Equipment:**

For each lesson, students require a Casio fx82 au calculator, A4 exercise books, protractor, compass, display folder, 5mm or 7mm grid book.

**Senior Pathways:**

This subject will be beneficial to students aspiring to study Mathematical Methods or Specialist Mathematics, Physics and Chemistry in Years 11 and 12.

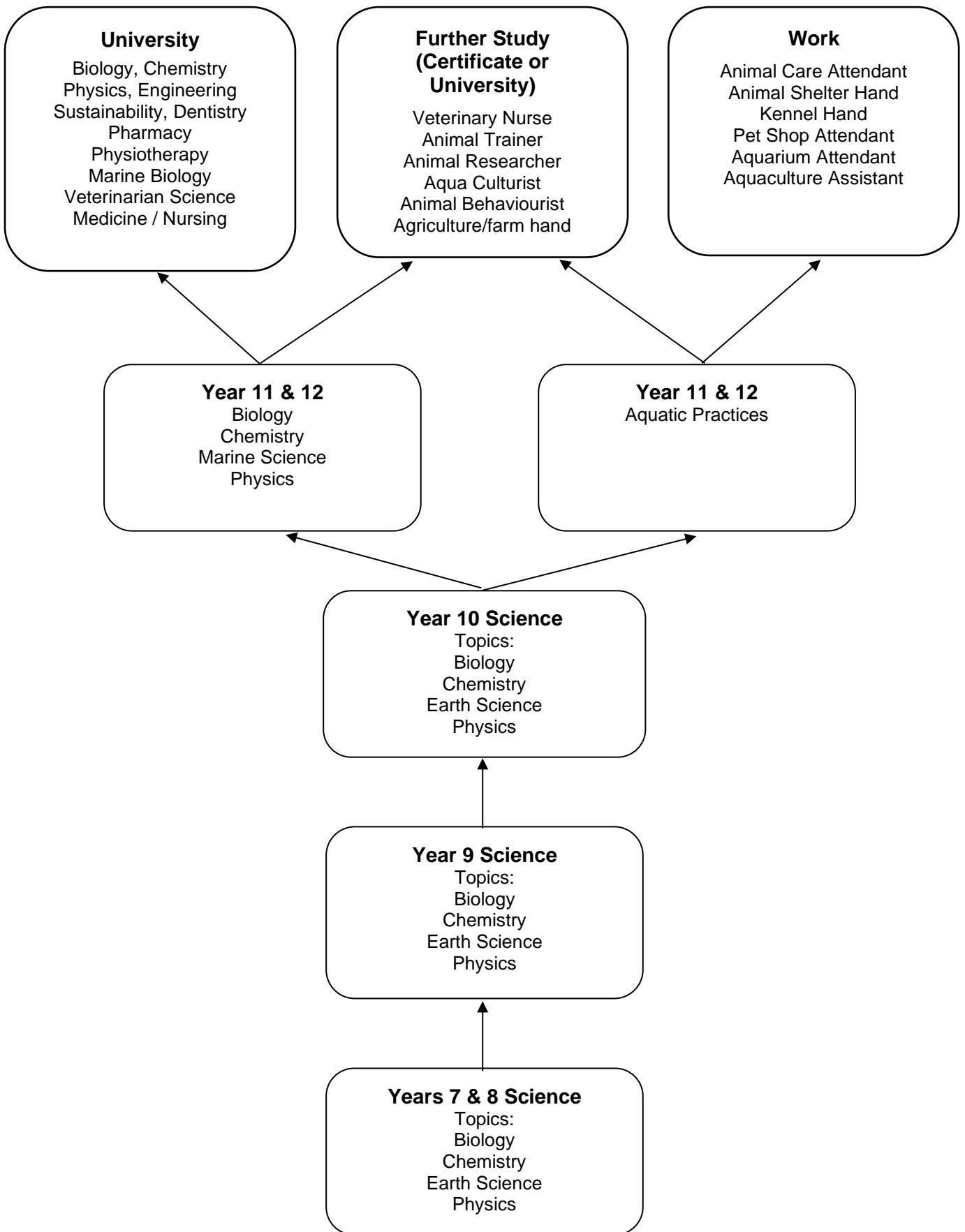
**Careers:**

The future careers and pathways for this subject may include trade, business and retail careers as well as University courses in the areas of mathematics and science, engineering, medical sciences, education, accounting, law and business.

**Subject Fees:**

Nil.

## Science – Subject Flowchart



## Science

**Subject Pre-requisites:**

Science is a compulsory subject in Year 10, as such there are no pre-requisites to study this subject. Students will complete the Australian Curriculum as either an Applied Science preparation subject or a General Science preparation subject. All students considering doing a General Science Subject should ensure they are completing the Year 10 General Science subject.

**Subject Overview:**

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

**Course Structure:**

Biology: Genetics and Evolution (8 weeks)  
Physics: Crash Test Dummies (10 weeks)  
Chemistry: Reactions Matter (10 weeks)  
Earth Science: Marine Connectivity (8 weeks)

**Assessment Summary:**

Each of the four subject areas are assessed with one assessment piece. Assessment pieces include exams, assignments (research investigations), and experimental reports.

**Equipment:**

A laptop (BYOD) computer is required for Year 10 science.  
8G USB, A4 exercise book, headphones.

**Senior Pathways:**

This subject will be beneficial to students aspiring to study Science Subjects in Years 11 and 12. Year 10 Science (General Pathway) is required for students wanting to study Chemistry, Physics, Biology and Marine Science in Years 11 and 12. Year 10 Science (Applied Pathway) is recommended for students wanting to study Aquatic Practices in Years 11 and 12.

**Careers:**

The future careers and pathways for this subject may include doctor, nurse, dentist, vet, chemist, pharmacist, ranger, radiologist, and many more careers that use scientific knowledge.

**Subject Fees:**

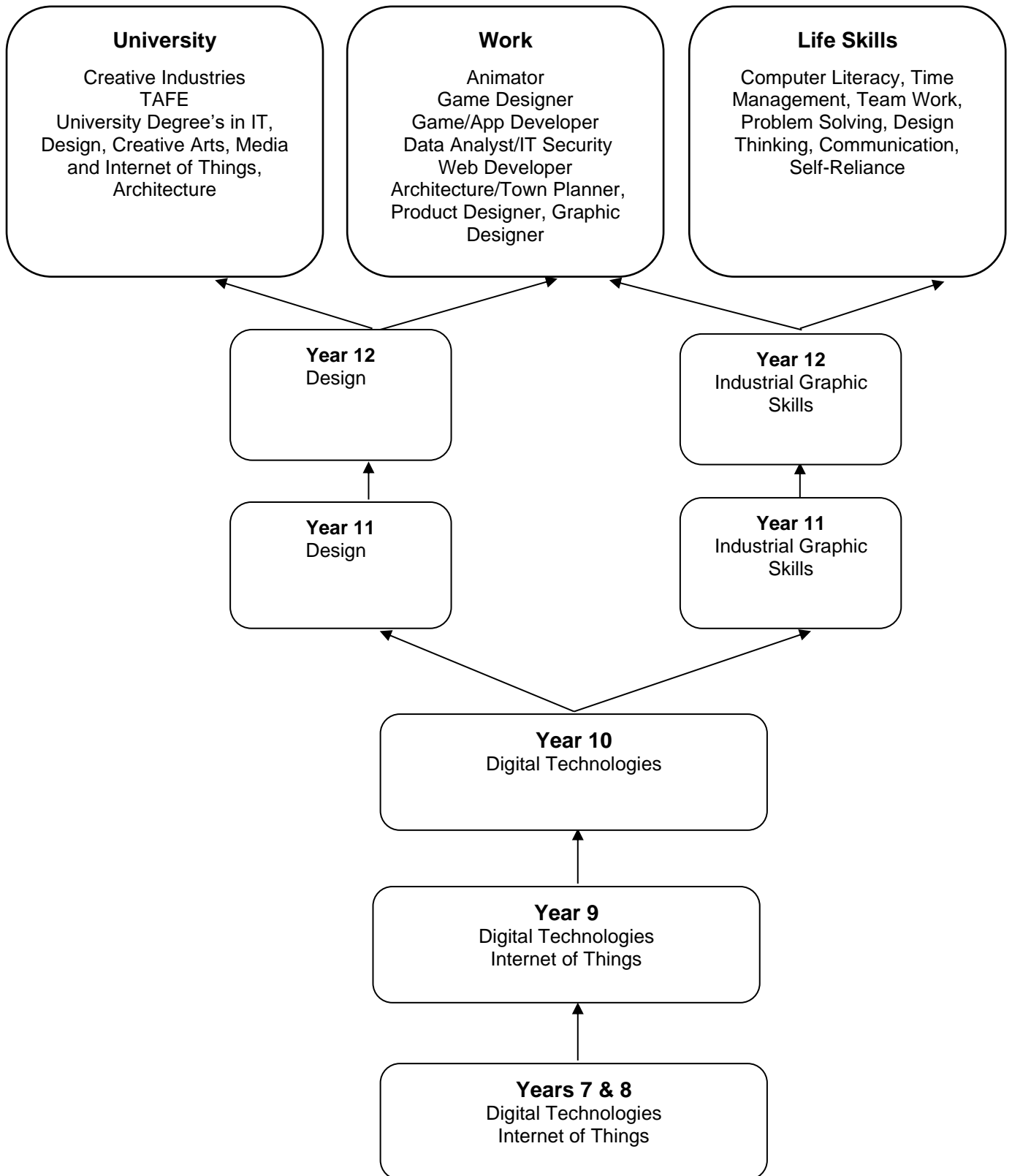
Nil.





## **Year 10 –Elective Subjects**

## Design & Digital Technologies – Subject Flowchart



## Digital Technologies

**Subject Pre-requisites:**

A minimum of Year 9 Digital Technologies at a C level of achievement is recommended for successful engagement and completion of this subject.

**Subject Overview:**

In Digital Technologies, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. Students continue to develop design skills and explore the creative design process through prototypes and rendering drawing.

**Course Structure:**

Over the course of the subject, students are exposed to three important overarching concepts: design thinking, systems thinking and computational thinking. These concepts are developed through four units:

- Application Development
- Data and Networks
- Data Security
- Internet of Things (IoT)
- Design Processes

**Assessment Summary:**

Each of the four topics studied has a major project as the main piece of assessment. The project consists of a practical component as well as a significant written component. Ample time will be provided in class time to complete all aspects of the assessment tasks.

**Equipment:**

8G USB, A4 exercise book, headphones.

**Senior Pathways:**

This subject will be beneficial to students aspiring to study Design in Years 11 and 12.

**Careers:**

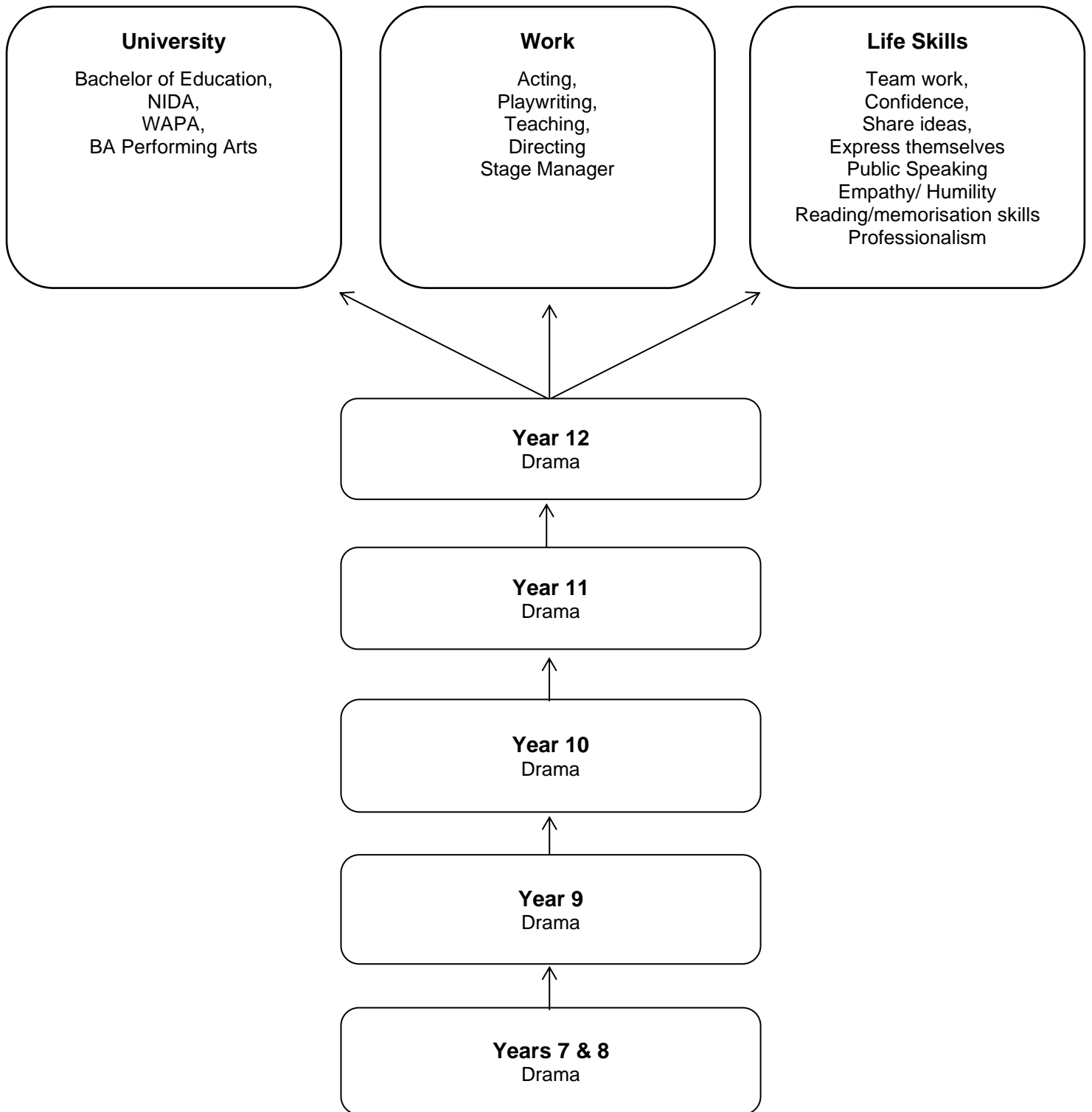
Digital Technologies prepares students for a range of careers in a variety of digital contexts. Digital Technologies develops the 21<sup>st</sup> century skills of critical and creative thinking, communications, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life. The future careers and pathways for this subject may include the IoT Pathway at James Cook University, web and or app development, data analyst, computing and information services.

The Design strand prepares students for a range of pathways including: Architecture, graphic design, engineering and product design.

**Subject Fees:**

Nil.

## Drama – Subject Flowchart



## Drama

**Subject Pre-requisites:**

A minimum of Year 9 Drama at a C level of achievement or drama experience external to school is recommended for successful engagement and completion of this subject.

**Subject Overview:**

In Drama, students refine and extend their understanding and use of role, character, relationships and situation and study the use of voice and movement to sustain belief in character. They learn to maintain focus and manipulate space and time, language, ideas and dramatic action. They also experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences.

Students explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama.

**Course Structure:**

Students will study theory and practical aspects in units of work on:

- Physical Theatre
- Stage Combat
- Elizabethan Theatre
- Theatre for Young People

Units include skills in analysis, scriptwriting and public group/individual performances.

**Assessment Summary:**

Students will complete a range and balance of assessments in Making and/or Responding. Making consists of performance and choreography tasks. Responding may be in the form of a written, oral and/or visual presentation.

**Equipment:**

1 A4 exercise book, highlighters.

**Senior Pathways:**

This subject will be beneficial to students aspiring to study Drama in Years 11 and 12.

**Careers:**

The future careers and pathways for this subject may include: actor/performer, artistic director, broadcast presenter, casting director, comedian, director, drama academic, drama teacher (corporate, secondary, primary, community, cultural development, studio), drama therapist, drama journalist/critic, dramatic coach, dramaturg, lighting designer, playwright, radio presenter, set designer, screen writer, scriptwriter, stage management, stunt performer, talent agent, television producer, theatre stage manager, theme park entertainer.

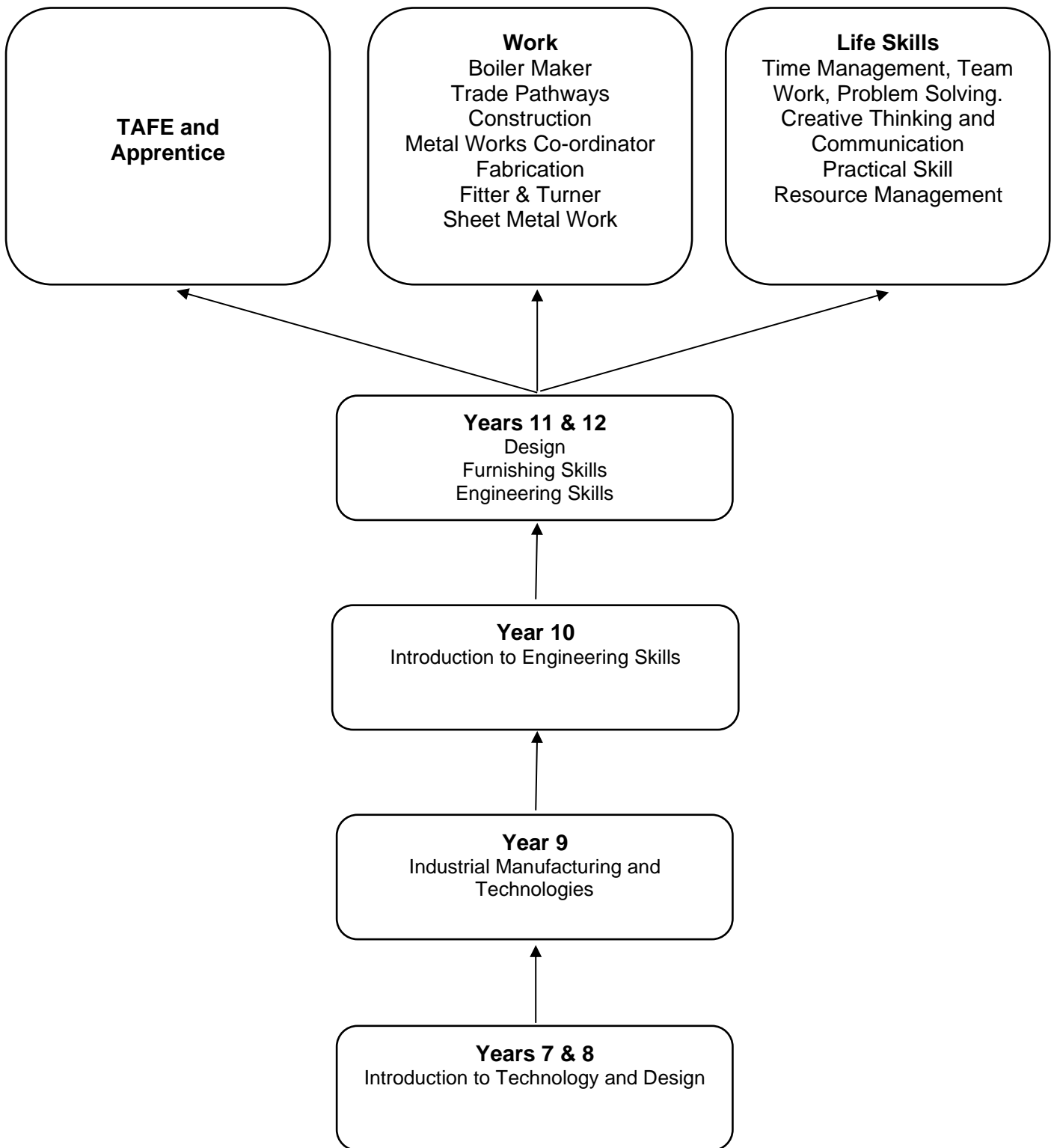
**Careers:**

The future careers and pathways for this subject may include: Actor, community arts worker, dancer, drama therapist, theatre director, secondary school teacher, theatre stage manager, and set designer.

**Subject Fees:**

Nil.

## Engineering Skills – Subject Flowchart



## Engineering Skills

**Subject Pre-requisites:**

Completion of Year 9 Introduction to Manufacturing & Technologies (IMT) to a pass standard is a requirement for enrolment in this subject.

**Subject Overview:**

Engineering Skills is an introductory metalworking course. Students gain basic skills in metal machining, hand forming, joining, measurement, calculation and the ability to read and interpret working drawings. Students will experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

**Course Structure:**

Knowing and Understanding:

Students develop the ability to describe industry based manufacturing tasks, demonstrate fundamental production skills, and interpret drawings and technical information.

Analysing and Applying:

Students analyse manufacturing tasks to organize materials and resources, select and apply production skills and procedures in manufacturing tasks, and learn to use visual representations and language conventions to communicate for particular purposes.

Producing and Evaluating:

Students plan and adapt production processes, to create products from given specifications in accordance with industry practices. Students evaluate production processes and products and make recommendations for the production of their items.

**Assessment Summary:**

Each unit has a major project as the main piece of assessment. The project consists of a practical component as well as a written component. Also, students may be assessed using demonstration and examinations. Ample time will be provided in class time to complete all aspects of the assessment tasks.

**Equipment:**

A4 exercise book, HB pencils, fully closed footwear.

**Senior Pathways:**

This subject leads directly into Engineering Skills in Years 11 and 12.

This subject will be beneficial to students who may wish to study Design and/or Furnishing Skills in Years 11 and 12.

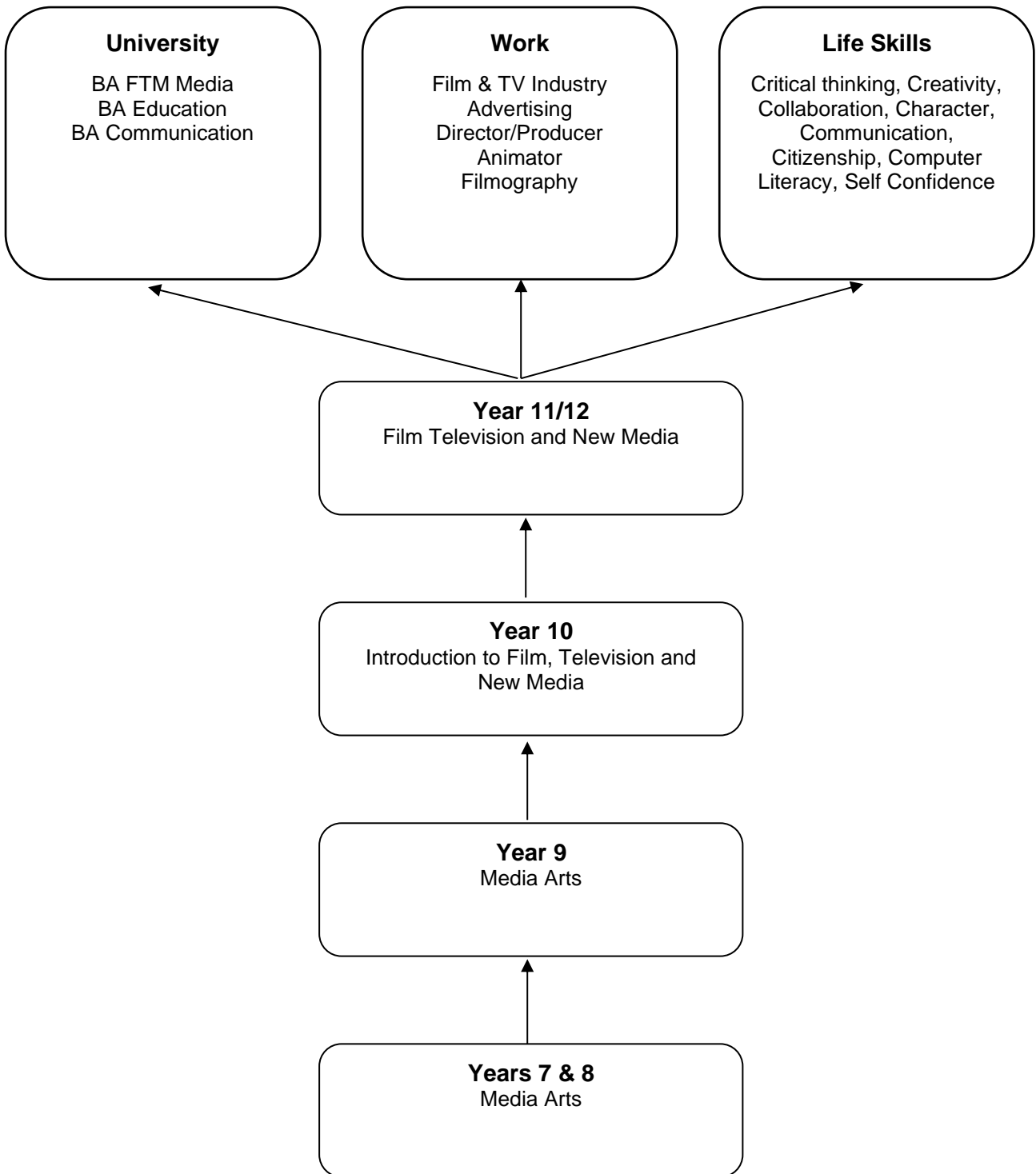
**Careers:**

Potential employment opportunities may be found in engineering trades as, for example, a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

**Subject Fees:**

\$50

## Film and Media – Subject Flowchart

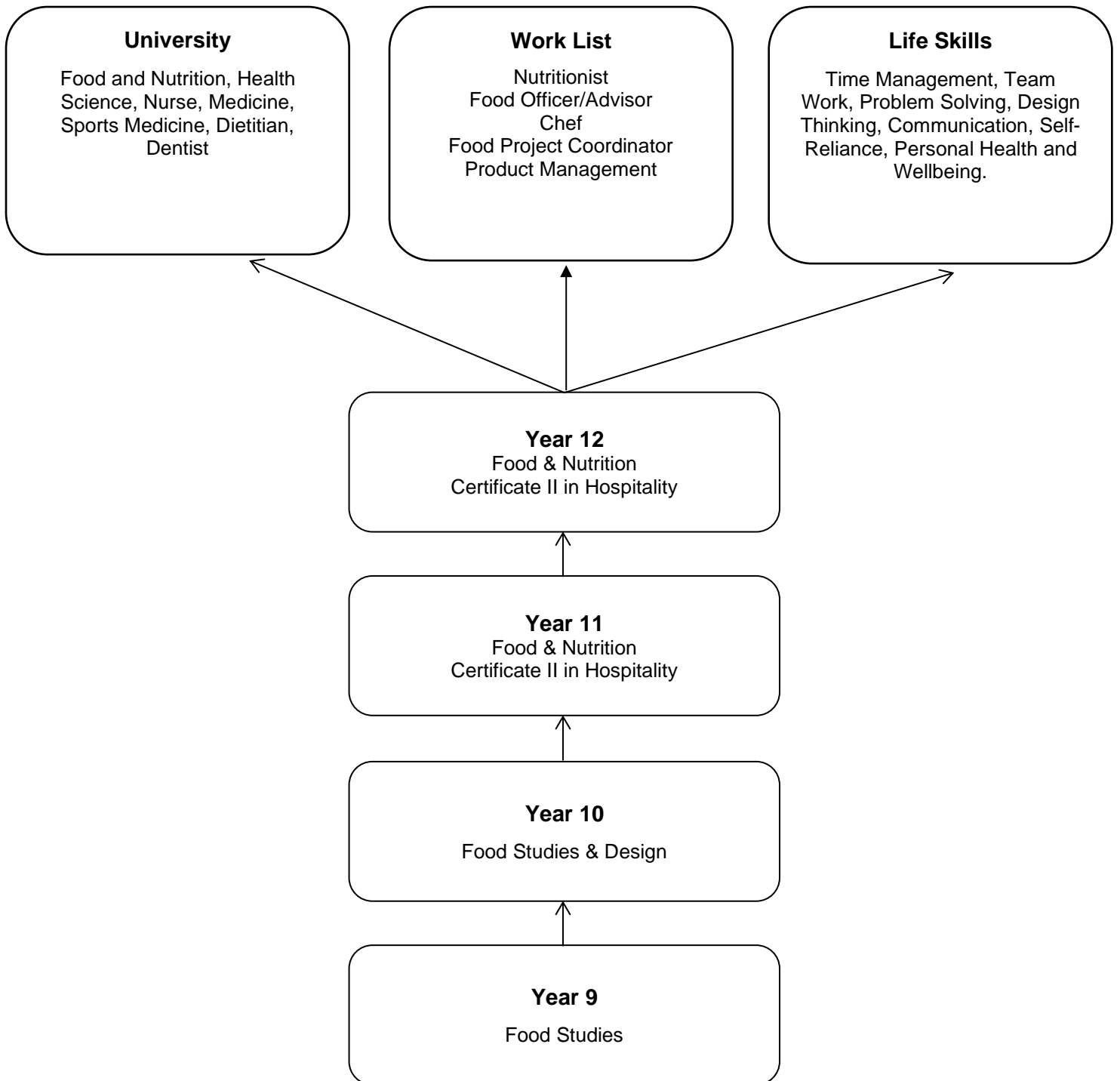




## Film, Television and New Media

<p><b>Subject Pre-requisites:</b> A minimum of Year 9 Media Arts and English at a C level of achievement is recommended for successful engagement and completion of this subject.</p>
<p><b>Subject Overview:</b> In Introduction to Film, Television and New Media, students experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text. They manipulate media representations to identify and examine social and cultural values and beliefs, as well as develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style. Students analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making. Safety in use of technologies and in interaction with others, including the use of images and works of others to maintain ethical practices and consider regulatory issues when using technology is also part of media studies.</p>
<p><b>Course Structure:</b> Students will study theory and practical aspects in units of work in:</p> <ul style="list-style-type: none"><li>• Podcast – Radio Production</li><li>• Film – Horror production</li><li>• Film – Mixed media production</li><li>• Film - Instructional</li></ul>
<p><b>Assessment Summary:</b> Students will complete a range and balance of assessments in Making and/or Responding. Making consists of completed film, animation, printed images. Responding may be in the form of a written, oral and/or visual presentation.</p>
<p><b>Equipment:</b> 1x 32GB Class 10 SD card for recording film purposes, 16GB USB stick, Earphones Access to digital recording devices (SLR camera, video, iPad etc.) is advantageous but not mandatory. 1 x A4 exercise book.</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Film, Television and New Media, or Media Arts in Practice-Photography in Years 11 and 12.</p>
<p><b>Careers:</b> The future careers and pathways for this subject may include: Film/video editor, lighting technician, broadcasting/film/video, programme researcher, broadcasting/film/radio, sound technician, broadcasting/film/radio, television/film/video producer, broadcast engineer, television camera operator, television floor manager, television production coordinator and animator.</p>
<p><b>Subject fees</b> \$9.90 per year individual student Adobe licence.</p>

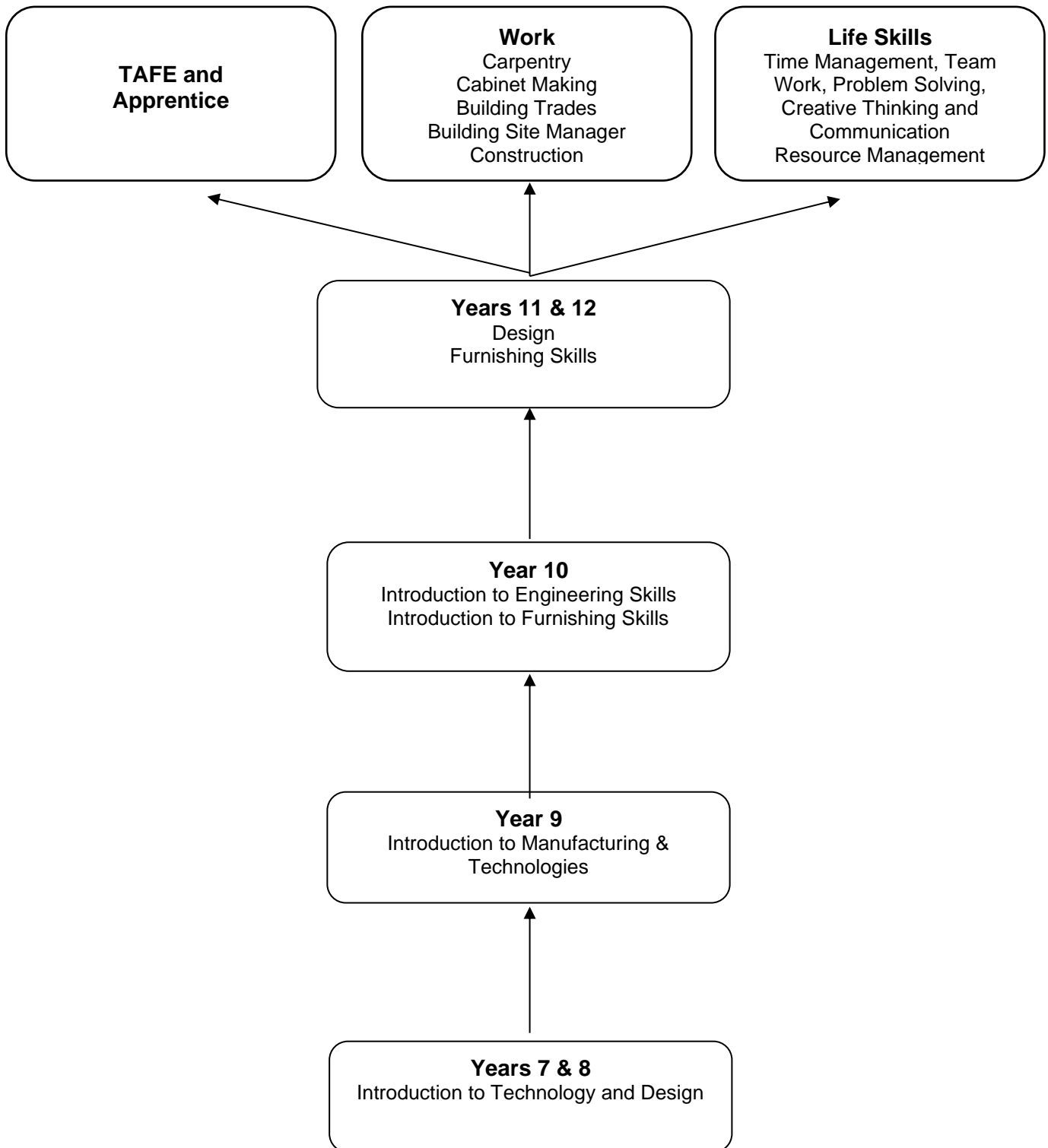
## Food & Nutrition – Subject Flowchart



## Food Studies & Design

<p><b>Subject Pre-requisites:</b> C level of achievement or higher in English is required. Completion of Year 9 Food Studies &amp; Design is desirable but not essential for successful engagement and completion of this subject.</p>
<p><b>Subject Overview:</b> Food Studies &amp; Design is the study of food in the context of nutrition, food science and food technology. This knowledge is fundamental for continued development of a safe sustainable food system that can produce high quality, nutritious foods in the future.</p>
<p><b>Course Structure:</b> The course will consist of three units over the year. The units are:</p> <ul style="list-style-type: none"><li>• Food Science: Introduction to the food system</li><li>• Food Science: Vitamins, Minerals and Protein</li><li>• Food Markets and Production Solutions</li></ul>
<p><b>Assessment Summary:</b> Each term there will be one piece of summative assessment, as well as some formative assessment. Assessment will include exams, design portfolios and practical experiments. Ample time will be provided in class to complete all aspects of the assessment tasks.</p>
<p><b>Equipment:</b> Ingredients are supplied for cooking. Pens, pencils, eraser, ruler, headphones and A4 workbook. Containers in which to take the finished product home. .</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Food and Nutrition in Years 11 and 12, Certificate II in Hospitality.</p>
<p><b>Careers:</b> The future careers and pathways for this subject may include: Dietitian/nutritionist, chef, home economics teacher, environmental health officer, food critic, food technologist, consumer scientist.</p>
<p><b>Subject Fees:</b> \$50. Students are required to purchase and supply their own cooking ingredients in addition to the subject fee.</p>

## Furnishing Skills – Subject Flowchart



## Furnishing Skills

**Subject Pre-requisites:**

Completion of Year 9 Introduction to Manufacturing & Technologies (IMT) to a pass standard is a requirement for enrolment in this subject.

**Subject Overview:**

This subject builds on the skills and understanding developed throughout Year 9 in preparation for the senior subject of Furnishing Skills. Students will undertake both frame and carcass construction projects, gain basic skills in hand and power tools and the ability to read and interpret working drawings. Students will experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

**Course Structure:**

**Knowing and Understanding:** Students develop the ability to describe industry-based manufacturing tasks, demonstrate fundamental production skills, and interpret drawings and technical information.

**Analysing and Applying:** Students analyse manufacturing tasks to organize materials and resources, select and apply production skills and procedures in manufacturing tasks, and learn to use visual representations and language conventions to communicate for particular purposes.

**Producing and Evaluating:** Students plan and adapt production processes, to create products from given specifications in accordance with industry practices. Students evaluate production processes and products and make recommendations for the production of their items.

**Assessment Summary:**

Each unit has a major project as the main piece of assessment. The project consists of a practical component as well as a written component. Also, students may be assessed using demonstration and examinations. Ample time will be provided in class time to complete all aspects of the assessment tasks.

**Equipment:**

A4 exercise book, HB pencils, fully closed footwear.

**Senior Pathways:**

The subject leads directly into Engineering Skills in Years 11 and 12. This subject is also beneficial to students who wish to study Design and/or Furnishing Skills in Years 11 and 12.

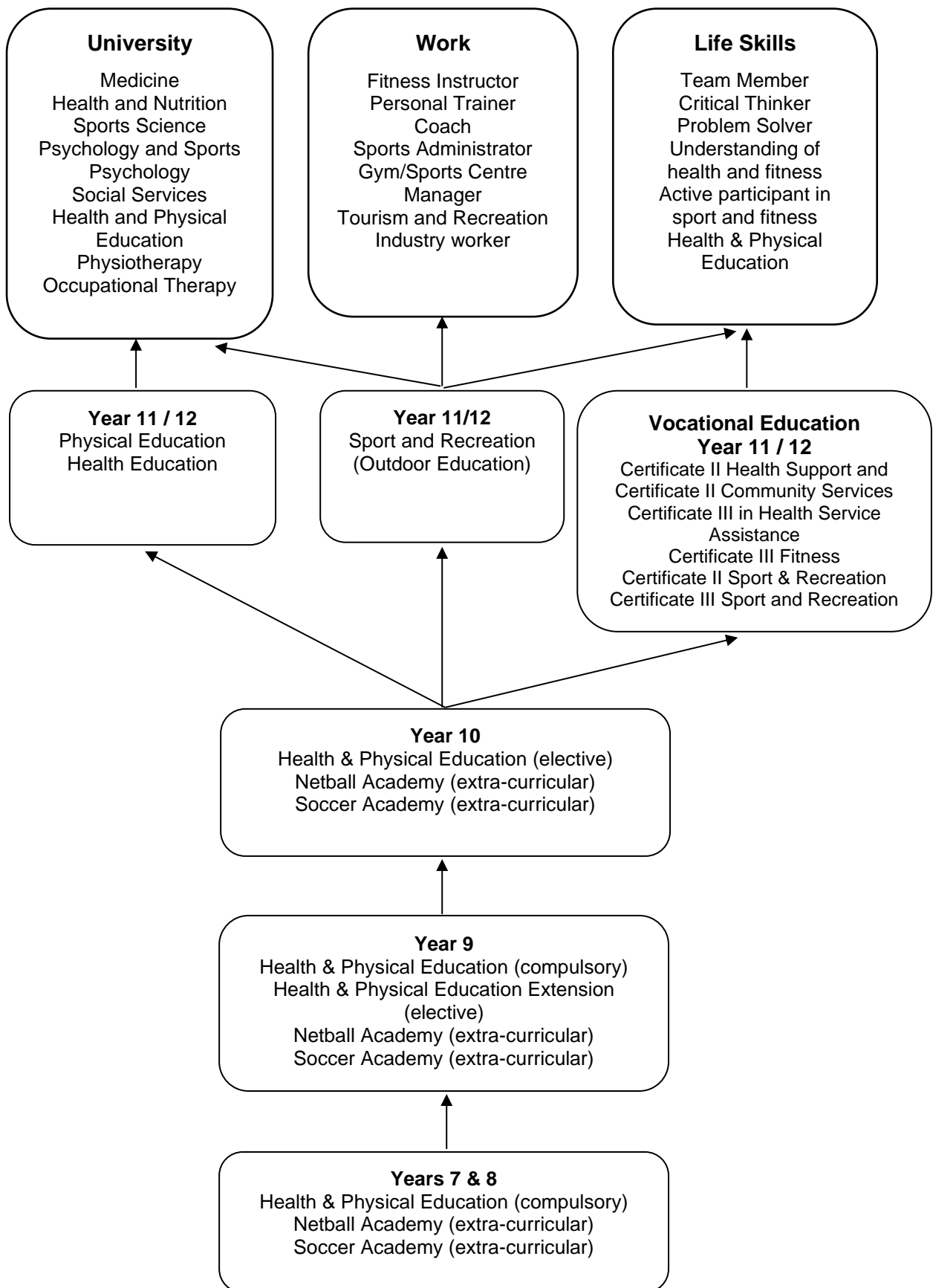
**Careers:**

With additional training and experience, potential employment opportunities may be found in: Furnishing trade roles including furniture-making, wood machinist, carpenter, cabinet maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor furnisher and glazier.

**Subject Fees:**

\$50

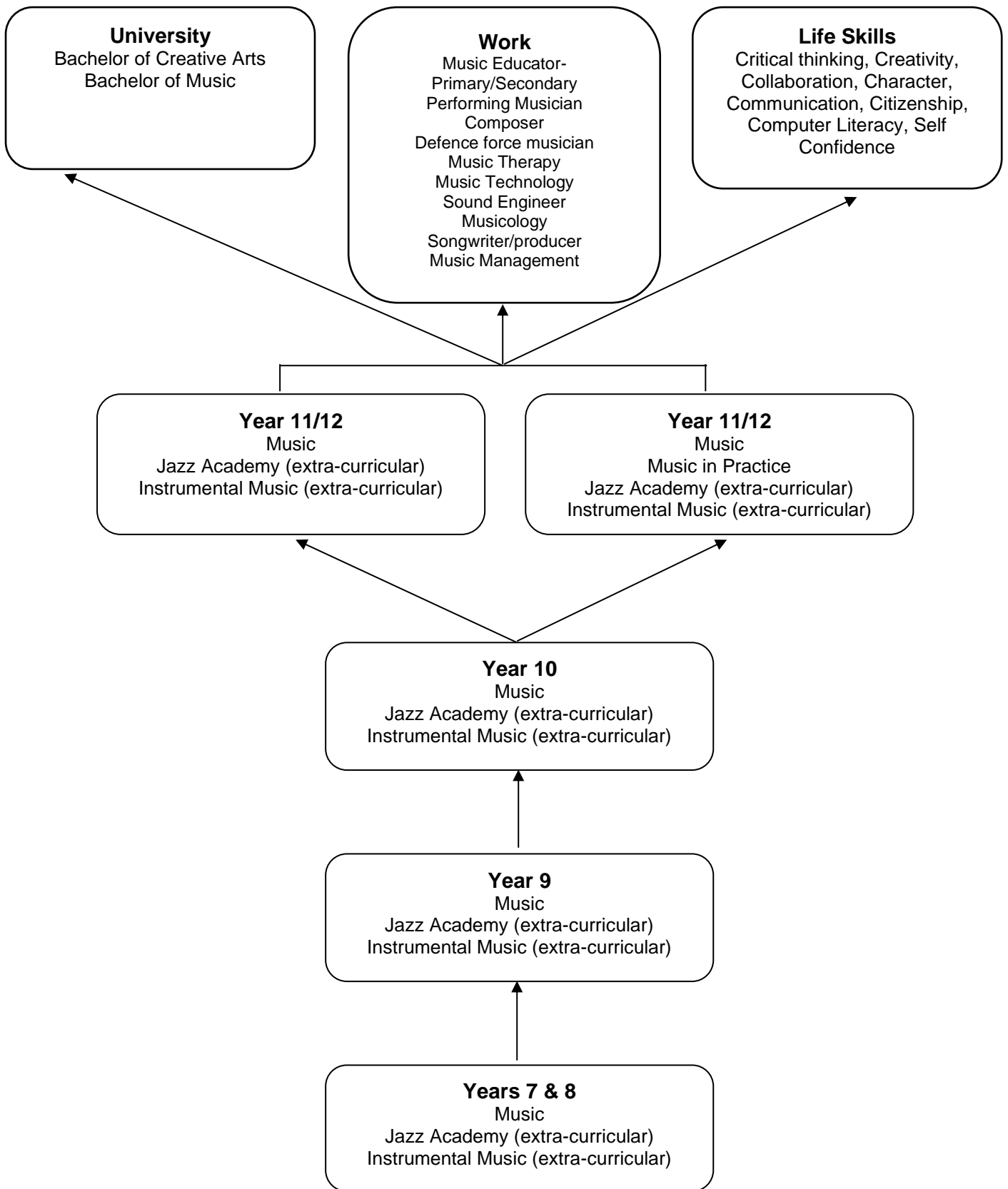
## Health & Physical Education – Subject Flowchart



## Health & Physical Education

<p><b>Subject Overview:</b> We offer two different strands in Year 10 Health &amp; Physical Education (HPE). Student's Year 9 results will be used as a guide to which class they will be placed in.</p>
<p><b>Course Structure:</b> HPE (General) Unit 1 Looking after myself and others     Strand: Health Unit 2 Motor learning and tennis (or teacher choice of physical activity)     Strand: PE Unit 3 I can influence others (alcohol, body image, homelessness, road safety, anxiety or respectful relationships)     Strand: Health Unit 4 Sports Psychology and archery     Strand: PE HPE (Applied/VET) Unit 1 PT yourself Unit 2 Coaching Adolescents Unit 3 Recreational Pursuits Unit 4 Cultural Connections (research community sport organisations)</p>
<p><b>Assessment Summary:</b> Students will learn about, through and in movement. Students will be assessed by completing an exam, research report, multimodal or essay. Students in HPE (General) will produce a video for one physical performance activity from the year.</p>
<p><b>Equipment:</b> A4 exercise book, display folder, laptop and USB, headphones with microphone, appropriate footwear for physical activity, school hat, drink bottle and sunscreen.</p>
<p><b>Senior Pathways:</b> The HPE (General) prepares students for PE and Health. HPE (Applied/VET) prepares students for Sport and Recreation (Outdoor Education), Certificate III Fitness or Certificate II/III Sport and Recreation.</p>
<p><b>Careers:</b> University – Medicine, health and nutrition, sports science, psychology and sports psychology. Social Services, health and physical education, physiotherapy, occupational therapy work - fitness instructor, personal trainer, coach, sports administrator, gym/sports centre, manager, tourism and recreation industry worker.</p>
<p><b>Subject Fees:</b> There will likely be an additional cost for excursions e.g. swimming and tennis.</p>

## Music – Subject Flowchart

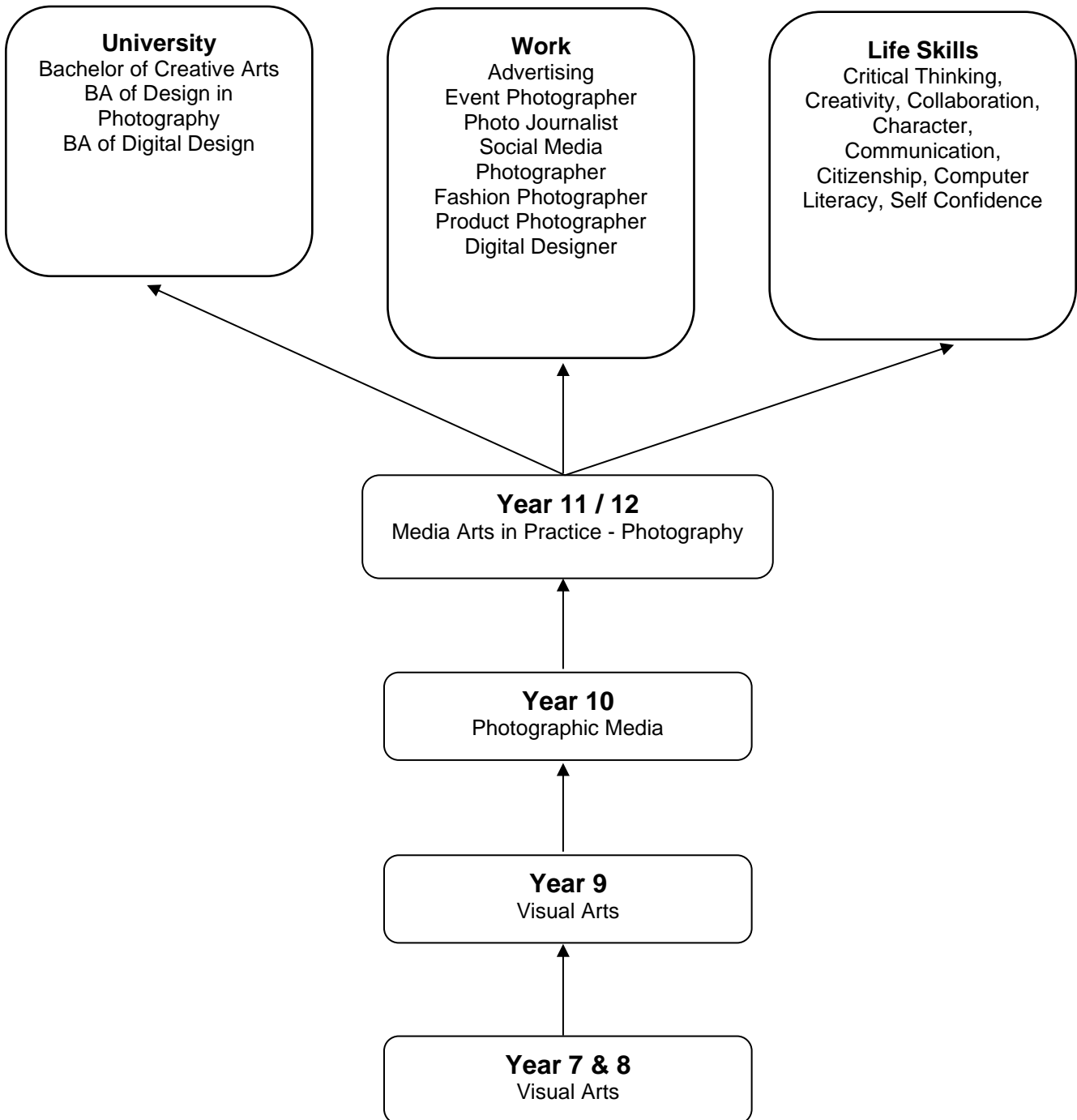




## Music

<p><b>Subject Pre-requisites:</b> Prior music study/experience of an instrument either within the school or outside of school is advantageous, however, it is never too late to start music.</p>
<p><b>Subject Overview:</b> In Music, students listen to, compose and perform music from a diverse range of contemporary styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music performance practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.</p>
<p><b>Course Structure:</b> Students will study units of work in:</p> <ul style="list-style-type: none"> <li>• Identity &amp; Culture</li> <li>• Music for Games, Stage &amp; Screen</li> </ul>
<p><b>Assessment Summary:</b> Students will complete a range and balance of assessments in Making and/or Responding. Making consists of performance or composition. Responding may be in the form of written, oral and/or visual presentation.</p>
<p><b>Equipment:</b> Corded headphones; 1 x A4 music exercise book, 8GB USB.</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Music and Music Extension and Music in Practice (applied) in Years 11 and 12.</p>
<p><b>Careers:</b> The future careers and pathways for this subject may include music teacher: primary/secondary, musician, composer, defence force, private music teacher, music therapist, music technology, sound technology/technician.</p>
<p><b>Subject Fees:</b> Nil.</p>

## Photographic Media - Subject Flowchart



## Photographic Media

### Pre-requisites

No subject pre-requisites required for this subject but a keen interest in the photographic field (as an art form) is recommended. Computer and IT skills are advantageous.

### Subject Overview

The making of a photograph involves much more than pressing the button on a camera. The aim of the Photographic Media subject is to enable students to:

- Develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic media works as an art form.
- Understand and value the different beliefs that affect interpretation, meaning and significance in photographic media.
- Learn and develop technical skills in camera operation and digital imaging software.

### Course Structure

Editing software will be incorporated across the year in all aspects of the course in addition to

Semester 1:

Students will study theory and practical aspects in using digital photography as a Visual Art medium

Semester 2:

Students will begin to focus on SLR camera skills and compositional elements specific to Photography as an art form

### Assessment Summary:

Students will complete a range and balance of assessments in Making and/or Responding. Making consists of creating artworks and photographic products. Responding may be in the form of written, oral and/or visual presentation.

### Equipment:

A4 exercise book, 16GB USB (sole use for subject), headphones, Visual Art Diary.

### Senior Pathways:

This subject will be beneficial to students aspiring to study Visual Arts, Media Arts in Practice – Photography in Years 11 and 12.

The future careers and pathways for this subject may include:

Freelance photographer, photojournalist, commercial photographer, photo media artist, gallery curator, digital content creator.

### Careers:

Freelance photographer, photojournalist, commercial photographer, photo media artist, gallery curator, digital content creator.

### Subject fees

\$9.90 per year individual student Adobe licence.

## STEM Extend

**Subject Overview:**

STEM Extend provides students with the opportunity to apply Science, Technology, Engineering and Mathematics (STEM) skills and knowledge to design, construct and implement solutions to real-world, local problems. Students will use the engineering design process, applying concepts from science, mathematics and technology, to investigate issues and to design, construct, implement and communicate effective solutions.

STEM Extend units are underpinned by the themes: Making life better in the tropics, A sustainable world; and Future-Focused Innovation.

**Course Structure:****Term 1: Food Security**

Investigate food security in the world today and explore solutions to some of these problems. In part 1 of the term students will develop a model for urban farming.

In the second part of the term students will build and maintain an aquaponics unit.

**Term 2: Future of Fashion**

Investigate the problems in the fashion industry, including fast fashion. Students look at how technology is currently used in the fashion industry such as 3D printing, AI and augmented reality.

**Term 3: Reef Restoration**

Investigate issues facing our GBR (ocean acidification; coral bleaching etc.). Students focus on loss of biodiversity or loss of coral coverage on the GBR and develop a prototype to improve one of these. Projects are presented on Green Island after visiting the islands reef restoration projects.

**Term 4: A Better World**

In this culminating unit, students will define their own problem and select technologies to design, develop, manufacture and test their solutions. Students can select from any available technology including 3D printing, drones, robotics, Lego Mindstorms, Animations etc.

**Assessment Summary:**

Students are assessed through the development of a portfolio/report and multimodal presentation.

**Equipment:**

Laptop, 8GB USB, A4 Display Folder, headphones, A4 exercise book.

**Senior Pathways:**

This subject will be beneficial to students aspiring to study STEM related disciplines: Science, Technology/Design, Engineering and Mathematics.

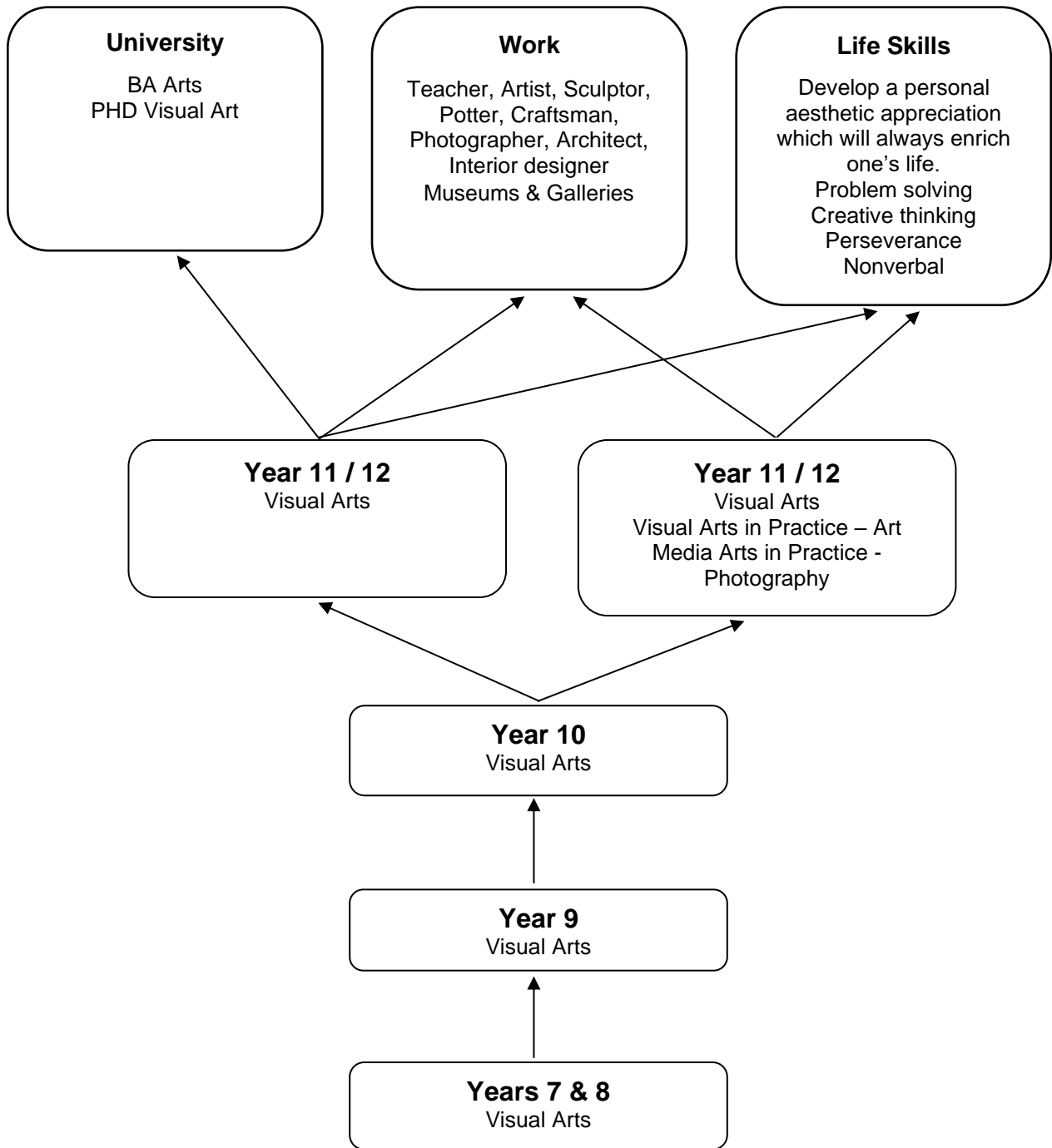
**Careers:**

The future careers and pathways for this subject may include Environmental monitoring and management, engineering, disaster management coordinator, medical/health sciences etc.

**Subject Fees:**

Nil

## Visual Arts – Subject Flowchart



## Visual Arts

<p><b>Subject Pre-requisites:</b> A minimum of Year 9 Visual Arts at a C level of achievement or Visual Arts experience outside of school is recommended for successful engagement and completion of this subject.</p>
<p><b>Subject Overview:</b> In Visual Arts, students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftspeople, designer or audience, as well as identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. Students research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students learn how to adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.</p>
<p><b>Course Structure:</b> Students will study theory and practical aspects in units of work in a variety of media such as painting, drawing, ceramics, printmaking and digital media.</p>
<p><b>Assessment Summary:</b> Students will complete a range and balance of assessments in Making and/or Responding. Making consists of painting, sculpting, creating artworks. Responding may be in the form of written, oral and/or visual presentation.</p>
<p><b>Equipment:</b> Visual Art Diary (A4 ring bound), fine liner permanent marker, 2B 4B 6B lead pencils and posca paint pen set.</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Visual Arts, Visual Arts in Practice, and Media Arts in Practice - Photography in Years 11 and 12.</p>
<p><b>Careers:</b> The future careers and pathways for this subject may include advertising professional, animator, architect, art project manager, arts administrator, art gallery and museum careers: curator, registrar, exhibition designer, manager, public programs officer, branding specialist, computer game developer, costume designer, creative entrepreneur, events and festivals manager, fashion designer, graphic designer, industrial designer, interior designer, visual artist, visual arts teacher, web designer.</p>
<p><b>Subject Fees:</b> Some fees may apply to this subject.</p>

## Academy Subjects

Our Academies and other programs are listed below. Please visit the Smithfield State High School website - Curriculum - [Specialist Programs](#) for further information.

[James Cook University Learning Academies](#)

[Jazz Academy](#)

[Netball Academy](#)

[Football Academy](#)

## Other Programs

Maths tutoring: Mondays 2.30 pm– 3.30 pm N Block

Robotics Club: Mondays 2.30 pm – 3.30 pm N004 Block

### Learning Support/Literacy Intervention/EALD Support

Smithfield State High School has an individualised and evidence-based approach to learning support. Students who require learning support are provided with a range of support options based on their needs. These needs are assessed using standardised testing as well as conferencing with both students and parents.

Students may require differentiation in terms of the level of assistance and learning environment they are provided with. We provide both in-class and small group assistance to help students with processing information and production of work.

Students who require learning support as a result of their literacy ability are placed in different levels of support based on their individual needs. The Literacy Intervention Program provides small group, targeted intervention aimed at improving students' literacy levels. Students are tested using standardised testing and reported on once a term. Students are also provided with one-on-one lessons which target their specific requirements. Students are also introduced to assistive technology which can improve students' confidence and ability to achieve in their subject areas.

Students for whom English is an additional language may be part of the Literacy Intervention Program. They may also form part of small group or one-on-one tutorials dependent on their requirements.

[Instrumental Music](#)

[Extra-curricular sporting opportunities](#)

[Supportive Education Services](#)

[Queensland Virtual STEM Academy @ FNQ](#)



## Contact Information

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