

## Year 10 Term 1 2026 Curriculum Overview

<p><b>Maths</b></p> <p>This unit focuses on Statistics and Probability. In statistics, students will conduct a statistical investigation by calculating measures of centre (mean, median, mode) and spread (range, interquartile range, standard deviation) of data sets and will analyse this data using both calculations and graphical representations (tables, scatterplots, box plots, histograms) to conclude whether there is a relationship (positive, negative, strong, weak, linear, non-linear) between data sets. Students will examine sources to identify bias in data. In weeks 5 and 6 students will use these skills to examine a data set and draw conclusions about possible relationships. In probability, students will examine conditional probability using language of probability (“if...then”, “given”, “knowing that”) and will design and conduct probability experiments. In week 9, students will complete a probability exam.</p>	<p><b>English</b></p> <p>This unit focuses on viral online content, to prepare students with more than a surface level of understanding in the future (when they meet social media age requirements). Students will have guided discussions on what it means to be safe and ‘good citizens’ on the internet. They will consider how viral challenges appeal to and connect viewers from around the world, e.g., raising awareness of health or social issues. Students will analyse and evaluate the themes/messages, points-of-view, visual techniques and language used in popular videos. For assessment (Part A), students will write and record a speech analysing and evaluating a chosen viral video. Part B of the assignment is a peer review, during which students will partner-up to give each other feedback on their videos and ask relevant questions.</p>
<p><b>Science</b></p> <p>This term the year 10’s will be learning to explain what role meiosis and mitosis (methods of cell division) has in genes, traits and heredity. They will also learn the function of DNA, chromosomes and genes and how that relates to passing down traits and how it can be used to predict patterns of inheritance. They will then use the prior knowledge and apply it to the Theory of Evolution by natural selection to explain diversity of species on Earth. They will also analyse the scientific evidence that supports the Theory of Evolution.</p>	<p><b>History</b></p> <p>This Unit focuses on the personal experiences of Australians during WW2, whether they were soldiers, officers, POWs, or civilians. The content revolves around the causes and effects of WW2, Australia’s involvement, and how life was changed for Australian people who were either serving or had family members and friends who were during the extent of the Second World War. As part of a research Investigation, students select a scenario and collect and analyse primary and secondary sources to create an accurate historical letter.</p>
<p><b>Food and Fiber Production (Ag)</b></p> <p>In this unit students will learn about pasture management from a regenerative agriculture and sustainable farming point of view. Students will learn about the benefits of multispecies pastures and their benefits in improving soil health and carrying capacity. Students will learn to identify pasture species and plan improvements to pastures. Students will be assessed by producing a plan to eliminate a pest species from the school’s pasture in the animal enclosure. The best proposal which can be conducted in a school setting will be implemented by students in term 2.</p>	<p><b>The Arts</b></p> <p>In this unit, students explore the idea of “colour obsessions” by creating an experimental art folio. They follow an inquiry process of research, develop, reflect and resolve to guide their learning. They choose a personal focus and explore how colour can communicate ideas and feelings. Studying the work of abstract artists and experiment with different styles, techniques and materials; they use a range of media, including acrylic paint, watercolour and textured materials, to try out ideas and develop skills. Throughout the unit, students keep a reflective diary to record their ideas and reflect on what is working well and what could be improved. The unit finishes with creating a final abstract acrylic artwork that shows their learning, experimentation and use of colour.</p>

## Design and Technology

This term, students will develop foundational metalwork skills through the manufacture of a drill stand. Working with mild steel, aluminium and perspex, students will learn how different materials are selected and used in practical projects. The unit places a strong emphasis on hands-on learning using mostly hand tools, while also introducing students to the advantages of fixed plant machinery. Students will explore how modern technology and machinery can improve accuracy, efficiency and safety in manufacturing. Throughout the term, students will build essential workshop skills, including interpreting technical drawings, accurate marking out, cutting, shaping and fastening techniques. A strong focus on workshop safety will be maintained at all times, with students learning to identify hazards and follow safe operating procedures. By the end of the unit, students will have a deeper understanding of metalwork processes, improved practical skills, and greater confidence working safely and effectively in a workshop environment while producing a functional, high-quality product.

## Certificate II in Applies Digital Technologies

In this Certificate II in Applied Digital Technologies, students develop digital skills relevant to modern workplaces, including using digital tools, creating digital solutions, and working safely and responsibly with technology. To achieve the Certificate II, students are required to successfully complete eight projects across the year.

This term, students will work towards completing Project 1 (Week 4), Project 2 (Week 7), and Project 3 (Week 10). Each project is submitted for teacher feedback, which students use to refine and improve their work. Students are provided with multiple opportunities to resubmit projects if required, ensuring they can demonstrate competency and successfully complete each task.

Completion of this Certificate II contributes towards a student's QCE and supports pathways into employment, apprenticeships, traineeships, or further study by building essential digital skills used across a wide range of industries

## Certificate II in Hospitality

This certificate II course is a nationally recognised qualification designed to provide students with foundational skills and knowledge for working in the hospitality industry. To be successful in this course, students must complete a total of 12 units over this year.

This term, students will work towards completing the units 'Eat Safe, Work Safe' and 'Producing Simple Dishes' which introduces students to safety and hygiene within the kitchen, as well as developing strong knife skills to produce food items. There are two assessment booklets which will be completed relevant to the units, as well as assessment observations of practical skills in the kitchen.

Completion of this Certificate II contributes towards a student's QCE and supports pathways into employment, apprenticeships, traineeships, or further study by building real-world skills.

## Certificate II in Workplace Skills

In this Certificate II course, students develop workplace skills such as communication, teamwork, problem-solving, and working safely and responsibly. To achieve the Certificate II, students must successfully complete six projects across the semester.

This term, students will work towards completing Project 1 (Week 4), Project 2 (Week 5), and Project 3 (Week 10). Each project is submitted for teacher feedback, which students use to improve their work. Students are given multiple opportunities to resubmit projects if required, ensuring they can demonstrate competency and successfully complete each task.

Completion of this Certificate II contributes towards a student's QCE and supports pathways into employment, apprenticeships, traineeships, or further study by building real-world, transferable skills.

Maths	Assessment Details
Teacher name: Emily Murphy Email: <a href="mailto:emurp74@eq.edu.au">emurp74@eq.edu.au</a>  Teacher name: Colin Schiemer Email: <a href="mailto:cschi92@eq.edu.au">cschi92@eq.edu.au</a>	<b>Technique:</b> Problem – Solving & Modelling investigation: Statistics <b>Conditions:</b> Individual, written report, 600 – 800 words <b>Draft:</b> 25 February 2026 <b>Final:</b> 6 March 2026  <b>Technique:</b> Probability exam <b>Conditions:</b> Individual, unseen questions, 60 minutes + 5 minutes perusal <b>Final:</b> 25 March 2026
English	Assessment Details
Teacher name: Christine Lee Email: <a href="mailto:cxlee8@eq.edu.au">cxlee8@eq.edu.au</a> Teacher name: Dani Stickler Email: <a href="mailto:drsti0@eq.edu.au">drsti0@eq.edu.au</a>	Technique: Extended multimodal response (recorded speech video)  Conditions: <ul style="list-style-type: none"> <li>Open access to class resources; individual task; Speech 4-5 minutes; 1 draft</li> </ul> Draft: Part A Speech for Recording due Monday 9 March 2026 (Week 7)  Final: Part A Speech due Monday 16 March 2026; Recording of Speech due Thursday 19 March 2026 (Week 8); Part B Peer Review due Monday 23/03/2026 (Week 9)
Science	Assessment Details
Teacher name: 10A – Justin Hendershott 10B – Rachael Miller Email: <a href="mailto:Jhend267@eq.edu.au">Jhend267@eq.edu.au</a> <a href="mailto:Rmill423@eq.edu.au">Rmill423@eq.edu.au</a>	Technique: Exam Conditions: 70 minutes in class Date: Thur 12 <sup>th</sup> March (Week 7)
History	Assessment Details
Teacher names: Dave Thomson, Christine Lee Email: <a href="mailto:dxtho5@eq.edu.au">dxtho5@eq.edu.au</a> , <a href="mailto:cxlee8@eq.edu.au">cxlee8@eq.edu.au</a>	Technique: Investigation- Written Conditions: Individual task, 700-800 words, Draft: Wednesday 11th March (Research Booklet and letter planning) Final: Wednesday 25 <sup>th</sup> March (Week 9)
Certificate II in Hospitality	Assessment Details
Teacher name: Brooke Sherrington Email: <a href="mailto:bkshe1@eq.edu.au">bkshe1@eq.edu.au</a>	Technique: Work booklets and practical demonstrations Conditions: Individual, students have the opportunity to resubmit their work Final: Workbook 1 Tuesday, Week 8(17/03/2026) Workbook 2 Friday, Week 3 (13/03/2026)
The Arts	Assessment Details
Teacher name: Liz Cunningham Email: <a href="mailto:egram10@eq.edu.au">egram10@eq.edu.au</a>	Technique: Practical and written folio Conditions: Individual – access to resources over 9 weeks Draft: Friday, Week 6 (06/03/26) – check date and feedback Final: Friday, Week 7 (13/03/26) – Visual Diary Wednesday, Week 9 (25/03/26) – Artwork

<b>Design and Technology</b>	<b>Assessment Details</b>
Teacher name: Jonathon Alexander Email: <a href="mailto:jalex158@eq.edu.au">jalex158@eq.edu.au</a>	Technique: Practical demonstration Conditions: Individual, safety rules must be followed Draft: 11 <sup>th</sup> March 2026 Final: 20 <sup>th</sup> March 2026
<b>Food and Fiber Production (Ag)</b>	<b>Assessment Details</b>
Teacher name: Colin Schiemer Email: <a href="mailto:cschi92@eq.edu.au">cschi92@eq.edu.au</a>	Technique: Project Conditions: 400-600 words Draft: 1 <sup>st</sup> half week 6 Friday, 2 <sup>nd</sup> half Week 7 Friday Final: Week 8 Friday
<b>Certificate II in Workplace Skills</b>	<b>Assessment Details</b>
Teacher name: Amiee Dolman Email: <a href="mailto:adolm0@eq.edu.au">adolm0@eq.edu.au</a>	Technique: Projects Conditions: Students progress is self-paced Final: Project 1: Monday Week 4 (16 <sup>th</sup> February) Project 2: Friday Week 5 (27 <sup>th</sup> February) Project 3: Monday Week 8 (16 <sup>th</sup> March)
<b>Certificate II in Applies Digital Technologies</b>	<b>Assessment Details</b>
Teacher name: Amiee Dolman Email: <a href="mailto:adolm0@eq.edu.au">adolm0@eq.edu.au</a>	Technique: Projects Conditions: Students progress is self-paced. Final: Project 1: Monday Week 4 (16 <sup>th</sup> February) Project 2: Friday Week 7 (13 <sup>th</sup> March) Project 3: Monday Week 10 (30 <sup>th</sup> March)

<b>Leadership Team Term 1 2026</b>	
Elizabeth Mayo <a href="mailto:ehand15@eq.edu.au">ehand15@eq.edu.au</a>	Principal
Brad Lines <a href="mailto:blines1@eq.edu.au">blines1@eq.edu.au</a>	Deputy Principal Senior Secondary
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Fiona Scannell <a href="mailto:fscan2@eq.edu.au">fscan2@eq.edu.au</a>	Head of Department Professional Learning, Beginning and Rural Teachers (BART)
Gina Walker <a href="mailto:gxwal5@eq.edu.au">gxwal5@eq.edu.au</a>	Head of Department Students With Disabilities