Stretton State College

YEAR 10 COURSE GUIDE

CAREER AND PATHWAY EDUCATION

Pathway and Career Education @ SSC Yr 7-10

FUTURE READY PATHWAYS TO SUCCESS

BENEFITS FOR ALL

FOR OUR STUDENTS : Future ready - gaining a better understanding of themselves and skills/knowledge required for potential pathway choices.
FOR OUR SCHOOL : increased student participation, engagement and success.
FOR OUR COMMUNITY - a more skilled, flexible and knowledgeable workforce.

WHAT IS PATHWAY & CAREER EDUCATION?

Pathway and Career Education is the development of knowledge, skills and attitudes through a planned program of learning experiences to assist students to make informed decisions about their future study and work options to enable effective participation in working life. (Dept of Education)

CURRICULUM

Our year 7-10 Pathway and Career Education curriculum is responsive to the needs of all students, ensuring they are prepared early for the important decisions required for career events at school (like subject selections and SET Planning) further equipping them for the future of work.

Our Curriculum is real-world and provides significant value to student wellbeing, engagement and achievement.

FLEXIBLE

Social, economic and technological change is reshaping the work we do.
Our Pathway and Career Education Program is:
Flexible in design, content and delivery.
Has authentic and relevant experiences.
Aims to meet the needs of our students, our school and our community.

EVIDENCE BASED

The SSC Pathway and Career Education Program:
Responds to career and education trends.
Uses reputable sources and resources:
National Career Education Strategy, MyFuture, StudyWorkGrow, QLD Department of Education - Career Education: Pathway Planning.

THINK CLUSTERS

Rather than ask students about one static "job" ask them to identify their dynamic career cluster:
MAKER - create, maintain, grow
INFORMER - advise, educate, guide
GUARDIAN - protect, care
COORDINATOR - organise, plan, control
LINKER - support, sell, serve
INNOVATOR - design, engineer, develop
(StudyWorkGrow)

COLLABORATIVE

Connecting with parents and carers, employers and the broader community enables all stakeholders to be informed and involved - developing shared commitment and understandings. of pathway and career education

Promoting partnerships with diverse employers, higher education and vocational education and training providers.

Table of Contents

Year 9 into 10

Welcome

Dear Students and Parents,

Year 10 is a transition year within the Senior Phase of learning. It is a transition from the Compulsory Schooling Phase to the Compulsory Participation Phase. The Year 10 curriculum offered at Stretton State College is structured to assist in this transition and to cater for the varied pathways that students may choose as they move from Junior Secondary into the Senior School and beyond.

The Year 10 Curriculum Framework is based on the eight Learning Areas and is designed to cater for a range of abilities and interests. Students are required to study the Core areas of English, Mathematics, Science, and Humanities along with a selection of electives. All subjects, including electives, are studied for three periods per week. English and Mathematics are compulsory and studied for a full year.

As our electives are designed to be year-long courses, it is important that students choose their subjects with their future pathway in mind. All our electives offered are in alignment with Senior subjects, therefore allowing students to start exploring subjects that they believe will be beneficial to their future. All electives are designed to cater for the varied interests of students, whilst setting the foundations for future study within that curriculum area.

It is important to note that all subjects emphasise the development of literacy, numeracy, thinking skills, technology skills and values. I encourage students to seek more information about the subjects on offer here at Stretton State College, and the requirements to reach their future career goals and aspirations by talking to their parents and to key Stretton State College staff.

As you begin selecting subjects for Year 10, it's important to understand how your choices shape your future. Your JET Plan (Jumior Education and Training Plan) helps you map out your goals and make informed decisions about the pathways that lead to university, TAFE, apprenticeships, or work. Engaging in the career program gives you a clearer idea of what's out there and helps you explore your interests and strengths.

Career Clusters are groups of jobs that are linked by common skills, interests, and ways of working. Instead of focusing only on job titles, Career Clusters help you understand the types of roles that suit your strengths and how you like to work. There are six main Career Clusters:

1. **Informers** – People who share information, teach, or communicate ideas. (e.g. tutors, journalists, teachers)
2. **Linkers** – People who help others to find, choose, secure and use things like products and services. (e.g.Tour guide, IT Support, Sales)
3. **Coordinators** – People who organise, plan, or manage things or people. (e.g. project managers, administrators)
4. **Innovators** – People who design, build, code or imagine new things. (e.g. architects, engineers, artists)
5. **Makers** – People who use their hands or tools to make or fix things. (e.g. mechanics, chefs, electricians)
6. **Guardians** – People who protect, enforce rules, or ensure safety. (e.g. nurses, social workers, police officers)

By exploring these clusters, you can find out which groups of jobs based on how people work—can help you discover roles that suit your personality and skills, making your future choices more meaningful and successful.
It is important to remember that a balanced curriculum keeps future options open. I trust the following information will be helpful in making your choices in what to study in Year 10.

I wish you well in making your decisions.

Jan Maresca Executive Principal

Year 10 Subject Pathways

KEY	General Subjects – subjects designed to prepare students for university entry	Applied subjects – subjects designed to prepare students for the workforce	VET subject – Vocational Education and Training (VET) subjects to provide students with nationally-recognised qualifications
Learning Area	**Year 9**	**Year 10**	**Year 11**
English	English	English	English
		Literature	Literature
		Essential English	Essential English
Mathematics	Mathematics	General Mathematics	General Mathematics
		Mathematical Methods	Mathematical Methods
		Essential Mathematics	Essential Mathematics
		Specialist Mathematics	Specialist Mathematics
Science	Science	Core Science	Science in Practice
		Chemistry	Chemistry
		Biology	Biology
		Earth and Environmental Science	Earth and Environmental Science
	Science/Einsteins	Physics	Physics
	Science/Brainiacs	Psychology	Psychology
Humanities	Civics and Citizenship	Civics and Citizenship	Legal Studies
	History	Core History	Cert IV Crime and Justice
			Social and Community Studies
		Specialist History	Modern History
			Ancient History
	Geography	Geography	Geography
KEY	General Subjects – subjects designed to prepare students for university entry	Applied subjects – subjects designed to prepare students for the workforce	VET subject – Vocational Education and Training (VET) subjects to provide students with nationally-recognised qualifications

Learning Area	Year 9	Year 10	Year 11
Business	Economics and Business	Economics and Business	Accounting
			Economics
			Business
			Certificate III in Business
			Diploma of Business
Languages	Italian	Italian	Italian
Applied Technologies	Junior Design	Pre Design	Design
	Junior Engineering	Pre Engineering	Engineering
	Design and Technologies	Design and Technologies	Industrial Technology Skills
		Certificate I in Manufacturing Pathways	Certificate I in Construction
			Certificate II in Engineering Pathways
	Food Studies	Food & Nutrition	Food & Nutrition
		Hospitality Studies	Certificate II in Hospitality
			Certificate III in Hospitality
Digital Technologies	Digital Technologies	Preparatory Digital Solutions	Digital Solutions
		Information and Communication Technology	Information and Communication Technology
			Certificate II in Applied Digital Technologies
			Certificate III in Information Technology
KEY	General Subjects – subjects designed to prepare students for university entry	Applied subjects – subjects designed to prepare students for the workforce	VET subject – Vocational Education and Training (VET) subjects to provide students with nationally-recognised qualifications

Learning Area	Year 9	Year 10	Year 11
HPE	Health and Physical Education	Physical Education	Physical Education
	Health Sport and Fitness	Health Sport and Recreation (Academy Students select – Football, Rugby League or Volleyball)	Sport and Recreation
			Cert III/IV in Fitness (if Cert III completed)
The Arts	Drama	Drama	Drama
			Drama in Practice
	Media	Media Arts	Film, Television and New Media
			Media Arts in Practice
	Music	Music	Music
			Music Extension (Year 12 only)
			Music in Practice
	Art	Visual Arts	Visual Art
			Visual Art in Practice

Year 10 Subject Options

Year 10 students will study six (6) subjects in each semester, English and Mathematics for the whole year. They will have the opportunity to select elective subjects to study for the full year. Electives are designed to cater for the varied interests of students, whilst setting the foundations for future study within that particular curriculum area.

Students will be required to complete an online (Microsoft) form to identify their Year 10 subject preferences. A link to the Subject Selection Survey form will be emailed to students. All Year 9 students are required to complete this Subject Selection Survey form very thoughtfully as a timetable will be created from this information.

Students will engage in JET Planning where they participate in pathway and career education during Connect Ed and discuss their pathway and career planning in a small group setting with an administration member where subject selections for Year 10 are made. Parents are then notified of the outcomes and are asked to discuss this further with their child and support student pathway decision making. Subject selections should consider the knowledge and skills students have developed in the Pathway and Career Education Program, future changes may not be possible once subjects and classes have been allocated for the following year.

All students will study six subjects in each Semester. You have been provided with Pathway and Career Education (during Connect Education Lessons), this Course Guide, Senior Schooling information presentations for your senior pathways, and video presentations from each of the faculty HODs outlining the subject offerings listed.

Students must study:

A preparatory English course – Essential or General (Literature or English) (2 semesters) and preparatory Math course -Essential, General, Methods (2 semesters)

Four additional electives to be studied across Semester 1 and 2, from all available subjects. All Subjects are designed to be year-long, however, offered in semester units. Students should select carefully to ensure pre-requisites for senior subjects and their future pathway are met.

Any changes to subjects will require additional interviews with the student and Deputy Principal (with parent consultation) and may not be possible. Students must ensure they select subjects that align with their future pathway and interests.

You will receive confirmation if your subject selection is successful – this will be dependent on sufficient numbers, resourcing and timetabling constraints. Parents and students will be advised if subject re-selection is necessary.

Stretton State College requires that students meet mandatory prerequisites for entry into senior General subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. The following tables contain prerequisite information for subject selections from year 9 to 10. To assist planning for your senior years at Stretton State College. Students should also consider the Year 11/12 General Subject Prerequisite Information.

Year 10 Pre-requisites

Learning Area	HOD	Year 10 Subject	Prerequisite – applied when confirming course selection for SET Plan
English	Mrs Seed	Essential English	Completion of Year 9 English
		General English	C in Year 9 English
		General Literature	A in Year 9 English
Mathematics	Mrs Bhagwati	Essential Mathematics	Completion of Year 9 Mathematics
		General Mathematics	C in Year 9 Mathematics
		Mathematical Methods	A in Year 9 Mathematics
		Specialist Mathematics	A in Year 9 Mathematics and studying Year 10 Methods
Sciences	Mrs Ryalls	Core Science	Year 9 Science
		Biology	C Year 9 English and Mathematics, B in Year 9 Sciences
		Chemistry	C Year 9 English and Mathematics, B in Year 9 Sciences Study of Mathematical Methods is recommended
		Earth and Environmental Science	C Year 9 English and Mathematics, B in Year 9 Sciences
		Physics	C Year 9 English and Mathematics, B in Year 9 Sciences Study of Mathematical Methods is recommended
		Psychology	C Year 9 English and Mathematics, B in Year 9 Sciences
Humanities and Social Sciences/ Business/Languages	Mrs Murphy	Core History	Completion of Year 9 English
		Specialist History	C in English and C in History or Civics
		Civics and Citizenship	C in English and C in Civics
		Geography	C in English and C in Geography
		Economics and Business	C in English and C in Business
		Italian	C in English and C in Italian
Digital Technologies	Ms Underwood	Digital Solutions	B in Digital Technologies and a C in English
		Information and Communication Technology	C in Year 9 Digital Technology
Applied Technologies	Mr Johnstone	Pre Engineering	C in Year 9 Jnr Engineering and a B in Mathematics
		Pre Design	B in Year 9 Jnr Design and C in English
		Certificate I in Manufacturing Pathways	C in Year 9 Design and Technologies
		Design and Technologies	C in Year 9 Design and Technologies
		Food & Nutrition	C in Year 9 Food Technologies and C in English
		Hospitality Studies	C in Year 9 Food Technology
The Arts	Ms Dangaard	Drama	C in English and/or C in Drama
		Media Studies	C in English and/or C in Media
		Music	C in English and/or C in Music
		Visual Art	C in English and/or C in Visual Art
Health and Physical Education	Mr Thiele	Physical Education	C in English and C in HPE
		Health, Sport & Recreation	Completion of Year 9 HPE

SUBJECT INFORMATION

English

Year 10 Subject

English is a core subject in Year 10. The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. Through the study of Australian Curriculum: English students learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. Australian Curriculum: English aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non- linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Pathways

The Australian Curriculum: English helps students to engage imaginatively and critically with literature to expand the scope of their experience, preparing them for studies of General or Applied English in the senior years.

- Preparatory English in Year 10 leads students to studies of General English and/or Literature in Years 11 and 12; subjects suited to students who are interested in pathways beyond school that lead to tertiary studies.
- Preparatory Essential English in Year 10 leads students to the Applied subject Essential English in Years 11 and 12. Essential English is suited to students who are interested in pathways beyond school that lead to vocational education or work.

A course of study in English (General or Applied) promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning.

Structure

The Year 10 English curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12. All students study a course of work that covers elements of the ACARA Achievement Standard. However, to best prepare students for the demands of senior study, the Year 10 course has been broken into three preparatory courses; Preparatory English (PEN), Preparatory Literature (PEL) and Preparatory Essential English (PES). While still working towards the Achievement Standard, students will also undertake learning experiences which ensure that there is exposure to appropriate text types and that the skills and assumed knowledge aligned to each of the Senior English Subjects are developed.

SEMESTER 1	SEMESTER 2
Unit 1: The Poetry of Protest* **Unit 2**. Novel Study* *The three English courses have units on the same theme, however, texts and learning experiences differ.	**Unit 3**: Shakespearean Tragedy* **Unit 4**: Just Joking: A Study of Social Satire* *The three English courses have units on the same theme, however, texts and learning experiences differ.

Assessment

Student performance is recorded in two categories: spoken/signed and written. Assessment is completed in a range of genres for a variety of audiences and purposes. Conditions vary from process writing to test conditions.

SEMESTER 1	SEMESTER 2
Unit 1: Informative - *Poetry Expository Speech* **Unit 1:** Imaginative – *Narrative – Poem Transformation* **Unit 2**: Informative – *Analytical Response* **Unit 3**: Imaginative - *Book Trailer*	**Unit 4**: Persuasive – *Feature Article (PEN and PEL)* **Unit 4**: Persuasive – *Closing Argument (PES)* **Unit 5**: Informative – *Comparative Essay (PEN and PEL)* **Unit 5**: Informative – *Review (PES)*

Cost

The costs associated with this course are included in the Student Resource Scheme.

Mathematics

Year 10 Subject

Mathematics education is central to the development of all young Australians. It enriches the lives of students by cultivating critical thinking skills, developing a deeper understanding of the world around them and preparing them for success in their lives. The Australian Curriculum: Mathematics, develops students' mathematical skills, knowledge, procedures and processes in the strands of number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, along with providing the fundamental skills necessary to enter lucrative career opportunities in STEM pathways.

Mathematics has its own value and beauty in the world and the curriculum aims to embed in students an appreciation of the elegance and power of mathematical reasoning. It provides students with learning opportunities to develop their mathematical proficiency by increasing their fluency with the concepts, skills, procedures and processes that are needed to interpret different situations and contexts. Mathematics allows students to investigate different ways of approaching situations, along with applying reasoning in familiar and unfamiliar contexts, to creatively and efficiently solve problems. The mathematics curriculum clarifies links between various aspects of mathematics, as well as the relationship between mathematics and other disciplines. It is essential to building students' pattern recognition and visualisation, spatial reasoning and logical thinking, qualities that are necessary to function as an integral member of society.

Pathways

The Australian Curriculum: Mathematics assists students to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. Year 10 Mathematics prepares students for studies of General or Applied Mathematics in the senior years.

- **Prep Mathematical Methods** in Year 10 leads students to studies of Senior Mathematical Methods and Specialist Mathematics in Years 11 and 12, which are General ATAR subjects. This subject is suited to students who are interested in pathways beyond school that lead to tertiary studies in mathematics or science and employment in STEM, health, engineering and finance / economics careers.
- **Prep General Mathematics** in Year 10 leads students to studies of General Mathematics in Years 11 and 12, which is an ATAR subject. This subject is suited to students who are interested in pathways beyond school that lead to tertiary studies and employment in fields of business, commerce, education, finance and the arts.
- **Prep Essential Mathematics** in Year 10 leads students to the Applied subject Essential Mathematics in Years 11 and 12. Essential Mathematics is suited to students who are interested in pathways beyond school that lead to vocational education or employment in the fields of trades, industry, business and community services.

Structure

Preparatory courses are structured to complete a students' achievement across the Year 10 Achievement Standard while also ensuring that the assumed knowledge aligned to each of the Senior Mathematics Subjects is developed. Assessment in these courses reflect the varied depth of content coverage. A students' performance in the Year 10 Preparatory Mathematics courses is a likely indicator of the level of success in the same Senior Mathematics subject.

Preparatory Mathematical Methods

SEMESTER 1		SEMESTER 2	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
• Pythagoras and trigonometry • Real numbers • Chance	• Linear and non-linear relationships • Patterns and algebra • Quadratic equations	• Quadratic functions and graphs • Trigonometric equations • Trigonometric functions	• Real numbers • Money and finance • Exponential functions • Logarithmic Functions

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Examination **Unit 2**: Examination	**Unit 3**: Problem-solving and modelling task **Unit 3**: Examination **Unit 3 and 4:** Examination

Cost

The costs associated with this course are included in the Student Resource Scheme.

Preparatory General Mathematics

SEMESTER 1		SEMESTER 2	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
• Probability • Patterns and algebra	• Statistics • Measurement	• Linear Relations • Geometric reasoning	• Pythagoras and trigonometry • Financial Mathematics

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Problem-solving and modelling task **Unit 2**: Examination	**Unit 3**: Examination **Unit 4**: Examination

Cost
The costs associated with this course are included in the Student Resource Scheme.

Preparatory Essential Mathematics

SEMESTER 1		SEMESTER 2	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
• Money and finance • Time and motion • Rates	• Number • Money and finance • Probability • Statistics	• Statistics	• Measurement • Pythagoras and Trigonometry

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Problem-solving and modelling task **Unit 1 and 2**: Examination	**Unit 3**: Problem-solving and modelling task **Unit 3 and 4**: Examination

Cost
The costs associated with this course are included in the Student Resource Scheme.

Preparatory Specialist Mathematics

Year 10 Subject

The study of Prep Specialist course in Year 10 enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

The course is designed so that students develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on the Year 10 Australian Mathematics Curriculum.

Students will increase their capacity to work mathematically, engage in inquiry and investigation techniques, and to work as part of a team engaging in cooperative learning. By undertaking this course students will have the opportunity to work with students of similar academic aptitude, passions, and interests, work with a variety of advanced technological devices to enrich learning experiences and prepare them for further studies in STEM subjects (particularly Mathematical Methods, Specialist Mathematics, Chemistry and Physics. Students who nominate for the course should be achieving high B's (or better) in Year 9 mathematics.

The study of Prep Specialist is very advantageous for students who anticipate further study of Mathematics or Science in Year 11 and 12 which will establish a basis for further education and employment in the fields of natural and physical sciences, mathematics and science education, medical and health, engineering, computer sciences, psychology and business.

Pathways

By engaging with the Year 10 Prep Specialist Mathematics course, students develop critical and creative thinking that will complement Year 10 Preparatory Mathematical Methods. This course has been designed to prepare students for the study of Mathematical Methods and Specialist Mathematics in Year 11 and 12, and is also advantageous for the study of Physics and Chemistry. At least one semester of study in Prep Specialist Mathematics is a prerequisite for selecting Specialist Mathematics as an elective subject in year 11 and 12. This subject is suited to students who are interested in pathways beyond school that lead to tertiary studies in mathematics or science and employment in STEM, health, engineering and finance / economics careers.

Structure

SEMESTER 1		SEMESTER 2	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
• Numbers • Algebra Skills	• Combinatorics • Matrices • Vectors and matrices • The Unit Circle and Exact Values	• Trigonometry and functions • Circle Theorems	• Vectors in the plane

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Problem-solving and modelling task **Unit 1 and 2**: Examination	**Unit 3**: Problem-solving and modelling task **Unit 3 and 4**: Examination

Cost

The costs associated with this course are included in the Student Resource Scheme.

Core Science

Year 10 Subject

Through the study of Core Science, students investigate both microscopic and macroscopic properties of systems to explain natural phenomena. They explore biological, chemical, geological, and physical evidence that underpins scientific theories, connecting their learning to real-world contexts and current scientific issues.

In alignment with the Australian Curriculum: Science, this course aims to develop the knowledge, understanding, and skills students need to:

- Develop and refine scientific questions and hypotheses to design, conduct, and improve investigations, including both fieldwork and laboratory experiments
- Evaluate the safety, fairness, and reliability of their methods to effectively control variables and systematically gather valid data
- Analyse primary and secondary data to identify patterns, trends, and inconsistencies, and explore alternative explanations to draw well-reasoned conclusions
- Critically assess the validity and reliability of claims made in secondary sources, considering current scientific understanding, the quality of methodologies used, and the strength of supporting evidence

Pathways

By engaging with the Year 10 Core Science curriculum streams, students develop critical and creative thinking, interpersonal collaboration and communication skills and scientific literacy, enabling them to be informed and productive citizens in an ever-changing world. The Australian Curriculum: 10 Science also prepares students for the study of the Applied Science Subject: Science in Practice in the senior years. **If students intend to study General Sciences such as Biology, Physics, Chemistry or Earth and Environmental Science they should select the Year 10 Specialist Sciences.**

- The Year 10 **Preparatory Science Course: Biology** is designed to prepare students for the rigor and demands of Year 11 and 12 Biology and Earth and Environmental Science.
- The Year 10 **Preparatory Science: Physics** is designed to prepare students for the rigor and demands of Year 11 and 12 Physics.
- The Year 10 **Preparatory Science: Chemistry** is designed to prepare students for the rigor and demands of Year 11 and 12 Chemistry.
- The Year 10 **Preparatory Science Psychology** is designed to prepare students for the rigor and demands of Year 11 and 12 Psychology

Structure

The Year 10 Core Science curriculum draws upon the specific content of the achievement standard from the Science Australian Curriculum Year 10 band with a clear focus on applicable skills. Student performance in the Year 10 Core Science learning area is an indicator of the likelihood of successful study in the Senior Applied subject: Science in Practice.

SEMESTER 1	SEMESTER 2
Unit 1: 'Don't overreact!' **Unit 2**: 'In your Genes'	**Unit 3**: 'Crash Course Physics' **Unit 4**: 'Our Place in Space'

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Experimental Investigation **Unit 2**: Supervised Written Exam	**Unit 3:** Data Test **Unit 4**: Research Project

Cost

The costs associated with this course are included in the Student Resource Scheme.

Preparatory Biology

Year 10 Subject

The Year 10 Preparatory Biology elective is an interdisciplinary course designed to prepare students for senior studies in Biology and Earth and Environmental Science. Through the exploration of both microscopic and macroscopic life systems, students develop a deeper understanding of the intricate connections between living organisms and their environments.

This course introduces students to the foundational knowledge and scientific practices of the senior sciences, including critical thinking, experimentation, problem-solving, and research skills. It encourages curiosity and a sense of wonder about the natural world, while fostering respect for all forms of life and the ecosystems they inhabit. Students engage with core concepts and models in biology and earth science, gaining insight into the dynamic processes that shape life and the planet.

Students also explore the evolution of scientific knowledge and its role in addressing contemporary environmental and biological challenges. Through hands-on fieldwork, laboratory experiments, and independent investigations, students learn to interpret data, evaluate claims with scientific rigour, and communicate their conclusions using clear, evidence-based reasoning.

The Year 10 Biology discipline aims to develop the knowledge, understanding and skills to enable students to:

1. **Describe ideas and findings.** Students use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
2. **Apply understanding**. Students use scientific concepts, theories, models and systems within their limitations. They use algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty. In qualitative data, they identify the essential elements, features or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions or decisions.
4. **Interpret evidence**. Students use their understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions and develop scientific arguments. They compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims and processes.** Students critically reflect on the available evidence and make judgments about its application to research questions. They extrapolate findings to support or refute claims. They use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena.** Students develop rationales and research questions for experiments and investigations. They modify methodologies to collect primary data and select secondary sources. They manage risks, environmental and ethical issues and acknowledge sources of information.

Pathways

Through their engagement with the Year 10 Biology course, students build critical and creative thinking, effective communication, and collaborative skills, alongside a strong foundation in scientific literacy. These capabilities empower them to navigate and contribute to an increasingly complex and dynamic world as informed, responsible citizens. The course also provides essential preparation for the academic demands and expectations of senior General Science subjects, including Biology and Earth and Environmental Science.

Structure

The Year 10 Biology curriculum builds upon the Biology components of the Achievement standard from the Year 9 Science band of the Australian Curriculum and the Biology content and skills area of the Year 10 Science band of the Australian Curriculum. Student performance in the Year 10 Biology course is an indicator of the likelihood of successful study in Senior Biology and Earth and Environmental Science.

SEMESTER 1	SEMESTER 2
Unit 1: Changes on Earth **Unit 2:** The Rocky Shores	**Unit 3:** Cellular Structure and Function **Unit 4:** Nature of Pathogens

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Data Test **Unit 1 and 2:** Supervised Written Exam	**Unit 3:** Student Experiment **Unit 4:** Research Investigation

Cost

The costs associated with this course are included in the Student Resource Scheme. A compulsory field trip will also occur in Term 2 which will incur a subject levy of $80 dollars to cover transportation and the booking of the venue.

Preparatory Chemistry

Year 10 Subject

The Year 10 Chemistry elective offers students an engaging introduction to the central ideas and practices of Chemistry, setting them up for success in Years 11 and 12. Through hands-on investigations and guided inquiry, students explore the structure, properties, and behaviours of substances, and begin to uncover the patterns and principles that govern chemical change.

This course encourages curiosity about the material world, fostering analytical thinking and evidence-based reasoning. Students learn to question what they observe, plan and carry out experiments, and draw conclusions grounded in data. Students are able to develop key scientific skills including accurate measurement, safe lab practice, and the interpretation of chemical information using models and symbolic representations.

Beyond the lab, students consider the broader impact of Chemistry — how it contributes to innovation, sustainability, and everyday life. They come to see Chemistry not just as a body of knowledge, but as a powerful way of understanding and shaping the world around them.

The Year 10 Chemistry discipline aims to develop the knowledge, understanding and skills to enable students to:

1. **Describe ideas and findings.** Students use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
2. **Apply understanding**. Students use scientific concepts, theories, models and systems within their limitations. They use algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty. In qualitative data, they identify the essential elements, features or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions or decisions.
4. **Interpret evidence**. Students use their understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions and develop scientific arguments. They compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims and processes.** Students critically reflect on the available evidence and make judgments about its application to research questions. They extrapolate findings to support or refute claims. They use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena.** Students develop rationales and research questions for experiments and investigations. They modify methodologies to collect primary data and select secondary sources. They manage risks, environmental and ethical issues and acknowledge sources of information.

Pathways

By engaging with the Year 10 Chemistry course, students strengthen their critical and creative thinking, collaboration, communication skills, and scientific literacy. These competencies not only support their overall academic development but also equip them to contribute thoughtfully to a science-informed society. The course also lays the groundwork for success in the rigor and challenges of senior Chemistry studies.

Structure

The Year 10 Chemistry curriculum complements the focus areas and achievement standard from the Year 10 Science band of the Australian Curriculum. Student performance in the Year 10 Chemistry course is an indicator of the likelihood of successful study in senior Chemistry.

SEMESTER 1	SEMESTER 2
Unit 1: Elements, Compounds, and the Periodic Table **Unit 2**: Reacting Quantities	**Unit 3**: Types of Chemical Reactions **Unit 4**: Factors affecting Rates of Reaction

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Research Investigation **Unit 1 and 2**: Supervised Written Exam	**Unit 3**: Supervised Written Exam **Unit 4**: Student Experiment

Cost

The costs associated with this course are included in the Student Resource Scheme.

Preparatory Earth and Environmental Science

Year 10 Subject

The Year 10 Earth and Environmental Science elective is an interdisciplinary course designed to prepare students for senior studies in Earth and Environmental Science. This course fosters a deep understanding of environmental processes that impact the Earth and humans, including advancement in renewable and non-renewables resources, the science behind climate change and the impact of plate tectonics on the environment and our society.

The course introduces students to the core principles and practices of senior science, with a focus on critical thinking, experimentation, research, and problem solving. It asks students to acknowledge the forces which shape our natural environment and processes and inspires students to tackle contemporary issues that we face as members of both our local and global community. Students' curiosity for this science is channelled throughout practical field work, laboratory experiments and independent investigations, whilst they also hone their skills in analysing and evaluating scientific concepts/arguments using evidence-based communication.

The Year 10 Earth and Environmental Science discipline aims to develop the knowledge, understanding and skills to enable students to:

1. **Describe ideas and findings.** Students use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
2. **Apply understanding**. Students use scientific concepts, theories, models and systems within their limitations. They use algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty. In qualitative data, they identify the essential elements, features or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions or decisions.
4. **Interpret evidence**. Students use their understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions and develop scientific arguments. They compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims and processes.** Students critically reflect on the available evidence and make judgments about its application to research questions. They extrapolate findings to support or refute claims. They use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena.** Students develop rationales and research questions for experiments and investigations. They modify methodologies to collect primary data and select secondary sources. They manage risks, environmental and ethical issues and acknowledge sources of information.

Pathways

This course is designed with both the senior Earth and Environmental science syllabus and many career pathways in mind. Students will continue to build 21st century skills such as critical and creative thinking, collaboration and understanding scientific perspectives. These capabilities mirror the qualities that are sought out in a multitude of workforces, professions and conversations across many disciplines. This is due to the inter-woven quality of the environmental processes which shape our policies regarding sustainability, ethics and innovation. The course also provides essential preparation for the academic demands and expectations of senior General Science subjects.

Structure

The Year 10 Earth and Environmental science curriculum builds upon the Earth and space Science components of the Achievement standard from the Year 9 Science band of the Australian Curriculum and the Earth and Space Science content and skills area of the Year 10 Science band of the Australian Curriculum. Student achievement and performance in this course will highlight the probability of student success in senior science, especially the Earth and Environmental Science course.

SEMESTER 1	SEMESTER 2
Unit 1: The Spheres of Earth **Unit 2:** Marine Life and Climate Change	**Unit 3:** Renewable and Non-Renewable Resources **Unit 4:** Natural Hazards

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Data Test **Unit 2:** Student experiment	**Unit 3:** Research investigation **Unit 4:** Exam

Cost

The costs associated with this course are included in the Student Resource Scheme. A compulsory field trip will also occur in Term 2 which will incur a subject levy of $80 dollars to cover transportation and the booking of the venue.

Preparatory Physics

Year 10 Subject

The Year 10 Physics elective is designed to lay a strong foundation for success in Year 11 and 12 Physics. In this course, students explore the principles underlying observable phenomena related to matter and energy, deepening their understanding of the physical world.

Students are introduced to the essential knowledge and skills of senior Physics, including critical thinking, scientific inquiry, experimentation, problem-solving, and collaboration. They begin to appreciate the vital role Physics plays in society—recognising that natural phenomena can be explained, analysed, and predicted through well-established concepts, models, and theories that inform decision-making and innovation.

Throughout the course, students learn to apply precise measurement techniques and evaluate evidence with scepticism and intellectual rigour. They develop the ability to communicate their understanding, findings, and conclusions clearly and effectively, using appropriate scientific representations and formats.

The Year 10 Physics discipline aims to develop the knowledge, understanding and skills to enable students to:

1. **Describe ideas and findings.** Students use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models, and systems.
2. **Apply understanding**. Students use scientific concepts, theories, models, and systems within their limitations. They use algebraic, visual, and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations, and uncertainty. In qualitative data, they identify the essential elements, features or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions or decisions.
4. **Interpret evidence**. Students use their understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions and develop scientific arguments. They compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims and processes.** Students critically reflect on the available evidence and make judgments about its application to research questions. They extrapolate findings to support or refute claims. They use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena.** Students develop rationales and research questions for experiments and investigations. They modify methodologies to collect primary data and select secondary sources. They manage risks, environmental and ethical issues and acknowledge sources of information.

Pathways

By engaging with the Year 10 Physics course, students develop critical and creative thinking, interpersonal collaboration and communication skills and scientific literacy and prepares students for the rigor and demands associated with the study of the senior General Science subject: Physics.

Structure

The Year 10 Physics curriculum builds upon the Physics components of the Achievement standard from the Year 9 Science band of the Australian Curriculum and the Physics content and skills area of the Year 10 Science band of the Australian Curriculum. Student performance in Year 10 Physics is an indicator of the likelihood of successful study in senior Physics.

SEMESTER 1	SEMESTER 2
Unit 1: Introduction to Measurement and Error Kinematics **Unit 2**: Electronics	**Unit 3:** Energy, Waves and Radiation **Unit 4:** Forces and Mechanical Work

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Data Test **Unit 2:** Student Experiment	**Unit 3**: Research Investigation **Unit 3 and 4**: Supervised Written Exam

Cost

The costs associated with this course are included in the Student Resource Scheme.

Preparatory Psychology

Year 10 Subject

The Year 10 Psychology elective provides students with an engaging introduction to the science of human behaviour and mental processes, preparing them for further study in Years 11 and 12 Psychology. Throughout the course, students explore key psychological concepts that explain behaviour and underlying cognitive processes, while developing an appreciation for the role psychology plays in understanding individuals and addressing contemporary social issues.

Students are introduced to the core knowledge and skills of senior Psychology, including critical and creative thinking, effective communication, research design, problem-solving, experimentation, and personal and social awareness. They investigate how individual thought is shaped by brain function and how complex, interrelated factors influence human behaviour across various contexts. Emphasis is placed on scientific inquiry and evidence-based reasoning. Students learn to collect and interpret valid and reliable data, apply accurate measurement techniques, and approach claims with scepticism and intellectual rigour. They communicate their ideas, findings, and conclusions clearly and thoughtfully using appropriate psychological terminology, representations, and formats.

The Year 10 Psychology aims to develop students' ability to:

1. **Describe ideas and findings.** Students use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
2. **Apply understanding**. Students use scientific concepts, theories, models and systems within their limitations. They use algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty. In qualitative data, they identify the essential elements, features or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions or decisions.
4. **Interpret evidence**. Students use their understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions and develop scientific arguments. They compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims and processes.** Students critically reflect on the available evidence and make judgments about its application to research questions. They extrapolate findings to support or refute claims. They use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena.** Students develop rationales and research questions for experiments and investigations. They modify methodologies to collect primary data and select secondary sources. They manage risks, environmental and ethical issues and acknowledge sources of information.

Pathways

By engaging with the Year 10 Psychology course, students develop critical and creative thinking, effective communication, collaboration skills, and scientific literacy—essential capabilities for understanding human behaviour in a complex world. The course also provides a strong foundation for the academic rigor and analytical demands of the senior General Science subject, Psychology.

Structure

The Year 10 Psychology curriculum complements the focus areas and achievement standard from the Year 10 Science band of the Australian Curriculum. Student performance in the Year 10 Introduction to Psychology course is an indicator of the likelihood of successful study in senior Psychology.

SEMESTER 1	SEMESTER 2
Unit 1: Social Psychology Schemas Personality Types **Unit 2:** Theories of intelligence: multiple intelligences, information processing and emotional intelligence	**Unit 3:** Forensic Psychology and Criminology Addictive Substances Psychopharmacology **Unit 4:** Interpersonal processes Antisocial behaviour Biological theories of attraction

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Student Experiment **Unit 2:** Data Test	**Unit 3:** Research Investigation **Unit 3 and 4:** Supervised Written Exam

Cost

The costs associated with this course are included in the Student Resource Scheme

Core History

Year 10 Subject

The study of Core History, in addition to offering an understanding of the world we live in, provides a practical skill set that is transferable to a wide variety of contexts. Research and writing skills are at the heart of historical inquiry, as is analytical thinking. Our students learn how to read critically, conduct research, write with clarity, and make evidence-based arguments.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students investigate these concepts within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. History also encourages students to engage analytically and critically with sources to expand the range of their experience, preparing them for studies of any Humanities subjects in in the senior years.

Pathways
A course of study in History promotes critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

As a Humanities subject, student performance in Year 10 History is an indicator of the likelihood of successful study in any Humanities subjects in Year 11 and 12, however it provides foundational knowledge for studies of Ancient or Modern History in the senior years.

Structure
The Year 10 History curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12. All students study a course covering elements of the ACARA Achievement Standard. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

Students will complete three units of work over the course of the year.

SEMESTER 1	SEMESTER 2
Unit 1: *World War II – Nazi Germany* (Term 1 & 2) Students investigate wartime experiences through a study of World War II in depth. This unit incorporated topics such as The Rise of Nazi Germany, Battles of WWII in Europe, The Holocaust and The War in the Pacific. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.	**Unit 2: *Building Modern Australia*** Students will investigate the experiences of minority groups in Australia throughout the 20th century, a critical period in Australia's social, political, economic, cultural, environmental and political development. **Unit 3: *Rights and Freedoms*** Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia, as well as the American Civil Rights Movement.

Assessment
Students will complete a range of assessment items across the course; the styles and conditions of assessment will mirror that of the senior programs.

SEMESTER 1	SEMESTER 2
Unit 1: Short Response to Historical Sources (Exam) **Unit 2**: Response to Historical Film (Multimodal Presentation)	**Unit 3**: Independent Source Investigation (Assignment) **Unit 4**: Extended Response to Historical Sources (Exam)

Cost
The costs associated with this course are included in the Students Resource Scheme.

Specialist History

Year 10 Subject

The study of Specialist History provides opportunities for students to study a broader range of people, societies and civilisations of the past outside of the Australian Curriculum. The course enables students to empathise with others, and make meaningful connections between the past, present and possible futures.

The Year 10 Specialist History curriculum challenges students to consider that the past is contestable and tentative. Through inquiry into themes, ideas, movements, national and international experiences, they discover how the past consists of various perspectives and interpretations. Throughout the course, students will gain a range of transferable skills that will help them become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future. The content provides opportunities to gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways
A course of study in Specialist History promotes critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

As a Humanities subject, student performance in Year 10 Specialist History is an indicator of the likelihood of successful study in any Humanities subjects in Year 11 and 12, however, it provides specific foundational knowledge and skills for studies of Ancient History, Modern History, or Philosophy in the senior years.

Structure
The Year 10 Specialist History curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12. Students will be covering comparable skills and assessment styles from the senior history programs. Students analyse and interpret a wide range of evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students will complete two units of work over the course of a semester.

SEMESTER 1	SEMESTER 2
Unit 1: *Do My Eyes Deceive Me?* Students will consider representations of people and events through the study of perspectives in historical film. **Unit 2: *Are We Up-standers or Bystanders?*** In this unit, students will explore the war crime of genocide and study The Holocaust through a philosophical lens.	**Unit 3: *Rituals, Rites and Religions*** Students will investigate a broad range of ancient religions and their accompanying practices, including Greek and Norse mythology. **Unit 4: *A War Without Borders*** This unit will test students' understanding of the word terrorism, and encourage them to broaden their definition of a global security challenge that the world is currently facing

Assessment
Students will complete a range of assessment items across the course; the styles and conditions of assessment will mirror that of the senior programs.

SEMESTER 1	SEMESTER 2
Unit 1: Multimodal Presentation in response to research (Assignment) **Unit 2**: Socratic Discussion (Presentation) Essay in Response to Stimulus (Assignment	**Unit 3**: Feature Article: Extended Response to Historical Research (Assignments) **Unit 4**: Extended Response to Historical Sources (Exam)

Cost
The costs associated with this course are included in the Students Resource Scheme.

Civics and Citizenship

Year 10 Subject

The study of Civics and Citizenship encourages students to focus on the interaction between society and the discipline of law, as well as exploring the development of law in response to current world issues.

The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

The content provides opportunities to develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. Students will identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They will question, explore and discuss tensions between changing social values, justice and equitable outcomes. Civics and Citizenship also encourages students to engage analytically and critically with sources of data and information, preparing them for studies of any Humanities subjects in in the senior years.

Pathways
A course of study in Civics and Citizenship promotes research and analytical skills — universally valued tools that prepare students for local and global citizenship and for lifelong learning across a wide range of contexts.

As a Humanities subject, student performance in Year 10 Civics and Citizenship is an indicator of the likelihood of successful study in any Humanities subjects in Year 11 and 12, however it provides specific foundational knowledge for the subject of Legal Studies and Certificate IV Crime and Justice in the senior years.

Structure
The Year 10 Civics and Citizenship curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12, whilst still covering elements of the ACARA Achievement Standard. A framework for developing students' Civics and Citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?

Students will complete three units of work over the course of the year.

SEMESTER 1	SEMESTER 2
Unit 1: *Gangs and Organised Crime* Students investigate the causes, operations, and impacts of gang activity and organised crime on communities, law enforcement, and global security, while exploring strategies for prevention and intervention. **Unit 2: *Youth Justice*** Students explore the factors influencing youth offending, the legal and social responses to young people in the justice system, and the balance between accountability, rehabilitation, and the rights of young offenders.	**Unit 3: *Minorities and the Law*.** Students examine how legal systems interact with minority groups, exploring issues of equality, discrimination, access to justice, and the role of law in protecting and challenging minority rights. **Unit 4: *Australia and the USA*** Students compare the legal systems of both countries, focusing on their structures, principles, processes, and key differences in areas such as constitutional law, rights protections, and the operation of courts.

Assessment

Students will complete a range of assessment items across the course; the styles and conditions of assessment will mirror that of the senior programs.

SEMESTER 1	SEMESTER 2
Unit 1: Combination Response Exam **Unit 2**: Extended Response (Research Report)	**Unit 3**: Extended Response - Essay (Assignment) **Unit 4**: Combination Response Exam

Cost
The costs associated with this course are included in the Students Resource Scheme.

Economics and Business

Year 10 Subject

The study of business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders and entrepreneurs.

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

Students will use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They will engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways
A course of study in Business promotes technical and analytical skills, including the capacity to appreciate the importance of industry and commerce at a broad, national and international perspective — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

As a Humanities subject, student performance in Year 10 Business is an indicator of the likelihood of successful study in any Humanities subjects in Year 11 and 12, however it provides specific foundational knowledge for studies of Business, Economics and Accounting in the senior years.

Structure
The Year 10 Business curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12, whilst still covering elements of the ACARA Achievement Standard. In year 10 Economics and Business students are provided a taster of General Business, Accounting and Economics.

Students will complete three units of work over the course of the year.

SEMESTER 1	SEMESTER 2
Unit 1: *Business Foundations* Students explore fundamental business concepts, strategies and processes relating to strategic planning, and investigate the creation of business ideas and the business life cycle before focusing on the challenges of the seed stage. **Unit 2: *Accounting*** Students are introduced to accounting concepts through the analysis of financial statements for companies. They apply accounting principles to record and process cash and basic credit transactions for sole trader service businesses and create simple financial statements	**Unit 3: *Economics*** Students are exposed to concepts related to economic performance indicators and develop and understanding of the ways that governments manage the economy to improve living standards and reasons for links that exist between economic performance and these standards. **Unit 4: *Business in Action***

Assessment
Students will complete a range of assessment items across the course; the styles and conditions of assessment will mirror that of the senior programs.

SEMESTER 1	SEMESTER 2
Unit 1: Combination Response Exam **Unit 2**: Practical Accounting Exam	**Unit 3**: Economics Report (Investigation Assignment) **Unit 4**: Portfolio of Work

Cost
The costs associated with this course are included in the Students Resource Scheme

Geography

Year 10 Subject

The study of Geography guides students towards a critical appreciation of the interaction between society and the biophysical. Geographers have long been attentive to the differences and similarities that exist between places, but even more so geographers have tried to understand why places have the character they do, and how this has been shaped in relation to other places.

Understanding why requires an appreciation of the active connection between fields such as culture, technology, politics, economics, geomorphology, and biophysical processes. To provide answers to the critical question of why leads geographers to utilise tools and forms of knowledge that span the continuum from the arts to the sciences. The study of Geography provides a window into the complexity of our world, and it is only by thinking through complexity that we can successfully act to shape the world that is our home. The Australian Curriculum: Geography also encourages students to engage analytically and critically with sources of data and information, preparing them for studies of any Humanities subjects in in the senior years.

Pathways

A course of study in Geography promotes technical and analytical skills, including the capacity to appreciate the importance of a broad, international and comparative perspective — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

As a Humanities subject, student performance in Year 10 Geography is an indicator of the likelihood of successful study in any Humanities subjects in Year 11 and 12, however it provides specific foundational knowledge for studies of Geography and Tourism in the senior years.

Structure

The Year 10 Geography curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12, while covering elements of the ACARA Achievement Standard. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Students will complete three units of work over the course of the year.

SEMESTER 1	SEMESTER 2
Unit 1: Geographies of Wellbeing Students explores how different places, environments, and social factors influence people's physical and mental wellbeing at local, national, and global scales. **Unit 2: Sustainable Tourism** Students examine how tourism can be managed to balance environmental, economic, and social impacts, ensuring long-term benefits for communities, cultures, and ecosystems.	**Unit 3: Environmental Change and Management** Students investigate the causes and consequences of environmental change and explores strategies for sustainably managing natural and human environments. **Unit 4: Pollution and Climate Change** Students explore the sources and impacts of pollution and climate change, and examines global and local strategies to mitigate their effects and build a more sustainable future.

Assessment

Students will complete a range of assessment items across the course; the styles and conditions of assessment will mirror that of the senior programs.

SEMESTER 1	SEMESTER 2
Unit 1: Combination Response Exam **Unit 2**: Data Report (Investigation)	**Unit 3**: Combination Response Exam **Unit 4**: Field Report (Investigation)

Cost

The costs associated with this course are included in the Students Resource Scheme.

Italian

Year 10 Subject

Italian, also known as *Standard Italian* or *Italiano standard*, is the official language of Italy, the Vatican City, San Marino and parts of Switzerland. It is also an official language of the European Union, and a major community language in countries such as Australia, Luxembourg, the United States, Canada, Brazil, Uruguay and Argentina, and in parts of Africa. Italian is, and has been for many years, one of the major community languages in Australia.

The Year 10 curriculum gives students the opportunity to use a range of everyday language both orally and in writing to exchange information about their personal, social and local world and about broader issues of personal significance. They will express desires and plans for the future, produce bilingual texts, and consider different perspectives. The course will highlight the role of language and culture in shaping experience, and the ways in which their own experiences shape their identity.

Students will engage in a period of vocabulary and grammar expansion and of experimentation with different forms of communication (for example, digital and hypermedia, collaborative performance and group discussions). They will use Italian to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. Students will explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. They will investigate links between the Italian language and cultural representation and expression. Students will also learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.

Pathways

Italian belongs to the Romance family of languages and is closely connected to its 'sibling' languages of Spanish, Portuguese and French. It also has many commonalities and connections with English, sharing many Latin-derived words and using the same Roman alphabet. The meaning of many Italian words can be instantly recognised through their similarity to English. There are points of difference between Italian and English grammars, but overall the Italian language is not linguistically or culturally 'distant' for English-speaking learners. As Italian is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations, as well as through the Italian media in Australia and in actual and virtual connections with Italian communities in Italy and beyond.

Structure

The Year 10 Italian curriculum provides an opportunity to progress in language learning from the junior and senior school, preparing students for success in Years 11 and 12. A framework for developing students' language knowledge, understanding and skills at this year level is provided by the following content descriptors:

- **Communicating:** *Interacting in Italian, Creating, Mediating meaning in and between languages*
- **Understanding:** *Systems of language, The interrelationship between language and culture*

Students will complete three units of work over the course of the year.

SEMESTER 1	SEMESTER 2
Unit 1: ***Attività ricreative, amicizie e ricordi d'infanzia*** **(Leisure activities, friendships and childhood memories)** Students explore vocabulary, expressions, and cultural aspects related to friendships, hobbies, and how people spend their leisure time in Italian-speaking contexts. **Unit 2:** ***In giro per l'Italia*** **(Travelling around Italy)** Students are introduced key vocabulary and phrases for exploring Italian cities and regions, focusing on travel, sightseeing, and cultural experiences across Italy.	**Unit 3:** ***Comunità e stereotipi italiani*** **(Italian communities and stereotypes)** Students examine the diversity of Italian communities and challenges common stereotypes by exploring cultural identities and social perceptions. **Unit 4:** ***L'ambiente: il futuro dipende di noi*** **(The environment: the future is on our hands)** Students focus on environmental issues, sustainable practices, and individual responsibility to protect Italy's natural world for the future.

Assessment

Students will complete a range of assessment items across the course of the year. They will develop a portfolio of work that incorporates a range of speaking, listening, reading and writing tasks that target multiple areas of the achievement standard across the course of a unit.

Cost

The costs associated with this course are included in the Students Resource Scheme.

Preparatory Digital Solutions

Year 10 Subject

Digital Solutions in Year 10 is a **preparatory course** for the General subject **Digital Solutions** in Year 11 and 12. Digital technologies are at the centre of much of our modern way of life. Most companies and organisations seek to improve their efficiency and productivity, and a common way of enabling this is using digital technologies. The focus of this subject is on understanding how digital technologies work to define, design, create and evaluate effective and responsible digital solutions.

In Year 10 Digital Solutions we:

- analyse problems that require a digital solution
- explore and develop ideas for apps and generate technical proposals for web apps
- design user interfaces (UI) and user experience (UX)
- learn intermediate programming/coding concepts and use computational thinking to create solutions for digital problems (Python programming)
- evaluate the digital solutions we create and make recommendations for improvements
- explore networks, automated systems, and web technologies
- use digital systems to acquire data and transform data into information
- use SQL to extract data from databases
- examine cybersecurity and security strategies
- design and create websites using HTML, CSS and Javascript.

Pathways

This subject links to the study of Digital Solutions in Years 11 and 12 and Information and Communication Technology in Years 11 and 12. It provides the foundation for a wide variety of pathways in the fields of STEM (science, technologies, engineering and mathematics). It gives them the skills to engage in a wide range of careers. The skills developed are relevant for digital and non-digital real-world challenges.

If Digital Solutions is a subject you are considering taking in Year 11 and 12, it is strongly recommended that you study Prep. Digital Solutions in Year 10.

Structure

SEMESTER 1	SEMESTER 2
Unit 1: Python Programming for UX design Develop skills in Python to solve real-world problems. Use input/output, decision structures, loops, and functions. Design programs with the end-user in mind, focusing on usability and interface flow. Introduce basic algorithms and data structures. **Unit 2**: **Innovative Hardware Prototyping** Explore physical computing using microcontrollers (e.g. BBC micro:bit, Arduino, or Raspberry Pi). Integrate sensors, outputs, and simple logic to collect or respond to data. Emphasize user interaction, design thinking, and physical interface challenges.	**Unit 3**: **Data and Cybersecurity** Understand how data is collected, stored, and analysed. Investigate threats such as phishing, ransomware, and identity theft. Learn basic encryption, authentication, and ethical data practices. **Unit 4: Web Development using python** Focus on wireframing, user interface design, and accessibility. Integrate interactive elements and test for bugs and UX issues.

Assessment

SEMESTER 1	SEMESTER 2
Unit 1 Project: design and code a program for a real-world application. Students identify a user need (e.g. study helper, budget tracker), design the UI, then code and test their solution. **Unit 2 Project:** build and test hardware solutions. Students ideate, prototype, and evaluate a hardware solution to solve a real-world problem (e.g. environmental monitor, accessibility device).	**Unit 3 Examination:** Multiple choice and short response on data analysis, privacy, and cybersecurity concepts. **Unit 4 Project:** design, code and beta test a website for a real-world application. Students plan and build a multi-page site for a real or hypothetical client, then conduct user testing and refinement.

Cost

The costs associated with this course are included in the Student Resource Scheme. Participating in the BYOD program is essential. A Windows or Mac laptop is recommended.

Preparatory Information & Communication Technology

Year 10 Subject

Information and Communication Technology (ICT) is a **preparatory course** for both the **Applied** subject **ICT** in Year 11 and 12 and the Vocational and Education qualification **Certificate III in Information Technology** in Year 11 and 12. ICT is concerned with exploring the use of digital technologies in different industries and developing skills in applying ICT knowledge to product products.

Across business, industry, government, education and leisure sectors, rapidly changing ICT practices and protocols create corresponding vocational opportunities. This subject seeks to prepare students to take advantage of these opportunities by equipping them with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts, and the skills to use them to solve technical and/or creative problems.

In Year 10 ICT, we:

- analyse problems that require a digital solution and interpret client briefs
- use hardware and software to capture digital audio and video to create digital produces
- understand industry practices, standard and guidelines
- explore how data is sent and stored, networked digital systems
- collect, analyse, and organise research and investigations
- utilise a game engines, virtual reality and drones to create prototypes and digital solutions

Pathways

This subject links directly to the study of the subject ICT (Information and Communication Technology) in Years 11 and 12 and the Certificate III in Information Technology in Years 11 and 12. If you are considering studying either of these two subjects in Year 11 and 12, it is strongly recommended that you study ICT and Industry Preparation in Year 10.

Structure

SEMESTER 1	SEMESTER 2
Unit 1: **Drones in society** • Investigate how drones are used across industries (agriculture, delivery, rescue, etc.). • Learn basic drone programming or simulation. • Explore ethical and legal implications. **Unit 2: Virtual Reality** • Understand the components of VR systems (hardware + software). • Explore immersive design principles and user experience. • Use tools like CoSpaces and Unity to prototype simple VR environments.	**Unit 3: Digital media creation and game development** • Learn multimedia principles (video/audio editing, image manipulation). • Use tools like Audacity, Canva, or Unity for content creation. • Apply basic game logic and interactivity in a design project. **Unit 4: Network, Hardware and Artificial Intelligence Investigation** • Understand the structure and function of computer networks (LAN, WAN, wireless). • Explore the fundamentals of cybersecurity and data protection. • Examine real-world applications and ethical implications of AI (e.g. voice assistants, predictive text, facial recognition, recommendation engines).

Assessment

SEMESTER 1	SEMESTER 2
Project: Investigate the use of innovative technology in a specific industry. Students research how AI, hardware, and network systems are transforming an industry of their choice (e.g. healthcare, logistics, finance). Their findings are presented through a multimedia report (video, infographic, or digital poster). **Project:** Engineer a virtual reality experience. Students design and build an interactive VR environment on a chosen topic.	**Project:** Design and develop a multimedia mini game. Students create a simple, interactive game using multimedia elements and basic logic. **Project:** Develop a community-focused drone proposal. Students create a prototype for how drones could solve a problem in the local community

Cost

The costs associated with this course are included in the Student Resource Scheme. Participating in the BYOD program is essential. A Windows or Mac laptop is recommended.

Pre-Design

Year 10 Subject

Design is an elective subject in Year 10. The Pre-Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences. Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design.

Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Pre-Design equips students with highly transferrable, future- focused thinking skills relevant to a global context.

Pathways

A course of study in Pre-Design promotes critical and creative thinking – skills that prepare students for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Structure

The Year 10 Pre-Design curriculum provides a link between the junior and senior school, preparing students for success in senior years in the General Design. All students study introductory units which focus on the develop phase of the design process. This then leads to students using the entire design process to respond to an open-ended problem. Students will undertake learning experiences which ensures that there is an opportunity to explore a range of design fields and utilise a range of different communication techniques including various software. **Students can elect to study Pre-Design in semester 1 or semester 2 or as a full year course over both semesters.**

SEMESTER 1	SEMESTER 2
Unit 1: Visual Communication Skills **Unit 2**: Stakeholder-centred Design – Graphic Design	**Unit 1:** Built Environment: Planning for People **Unit 2:** Industrial Design for Real-World Users

Assessment

Student performance is recorded in two categories: project and examination. Assessment is completed following specific parts of the design process. Conditions vary from project and examination.

SEMESTER 1	SEMESTER 2
Unit 1: Design Journal **Unit 2**: Project – Explore and Develop	**Unit 1**: Project – Develop **Unit 2**: Unseen Examination – Design Challenge

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Pre-Engineering

Year 10 Subject

Pre-Engineering is an elective subject in Year 10. Pre-Engineering includes the introductory studies of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem- based learning.

Students learn to explore open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Junior Engineering encourages students to develop into self-directed learners and develop beneficial collaboration.

During this introductory course in students will learn how to recognise and describe engineering problems, concepts and principles. They will be introduced to how engineers symbolise and explain ideas and solutions. Students will gather information and ideas then predict possible solutions, generate prototype solutions and provide data to assess the accuracy of their predictions.

Pathways
A course of study in Pre-Engineering promotes critical and creative thinking – skills that prepare students for Engineering in senior years. A course of study in Pre-Engineering can establish a basis for further education and employment in the field of engineering.

Structure
The Year 10 Pre-Engineering curriculum provides a link between the junior and senior school, preparing students for success in senior years. All students study introductory units which focus on the development phase of the engineering concepts and principles. This then leads to students using engineering processes to respond to an open-ended problem. Students will undertake learning experiences, which ensures that there is an opportunity to explore engineering solutions. **Students can elect to study Pre-Engineering in semester 1 or semester 2 or as a full year course over both semesters.**

SEMESTER 1	SEMESTER 2
Unit 1: Engineering Fundamentals **Unit 2**: Civil Structures & Environment	**Unit 3:** Engineering Fundamentals **Unit 4**: Emerging Needs

Assessment
Student performance is recorded in two categories: project and examination. Assessment is completed that explores understanding of engineering concepts and principles and testing possible engineered solutions. Conditions vary from project and examination.

SEMESTER 1	SEMESTER 2
Unit 1: Examination **Unit 2**: Project – Truss Tower	**Unit 3:** Examination **Unit 4**: Project – Machines in Society

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Design and Technologies

Year 10 Subject

By the end of Year 10 students will have had the opportunity to design and produce four designed solutions focused on one or more of the five technologies contexts. Students will be exposed to materials and technologies specialisations while also having opportunities to experience creating designed solutions for products, services and environments. This offering of open content will provide students with flexibility and choice.

In Year 10 students use design and technologies knowledge and understanding, processes and production skills. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and may use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Pathways

A course of study in Industrial Design and Technology promotes elements of critical and creative thinking with focus on skills that prepare students for the Industrial Technology Skills, Certificates in Engineering and Construction Pathways in Year 11/12.

Structure

The Year 10 Industrial Design and Technology curriculum provides a link between the junior and senior school, preparing students for success in Year 11/12. All students study introductory units, which focus on the 'develop' phase of the manufacturing process. Students will undertake learning experiences, which ensures that there is an opportunity to explore a range of manufacturing and engineering fields while utilising a range of different communication techniques and practical outcomes.

Students can elect to study Industrial Design and Technology in semester 1 or semester 2. (or as a full year course over both semesters if also studying Cert I in Manufacturing in one of the semesters).

SEMESTER 1	SEMESTER 2
Unit 1: Production Skill and Materials **Unit 2**: Industrial Graphics 1	**Unit 3:** What is Manufacturing? **Unit 4**: Industrial Graphics 2

Assessment

Student performance is recorded across a range of projects. Assessment is completed following specific parts of the design process.

SEMESTER 1	SEMESTER 2
Unit 1: Project – Mixed Materials Tech 1 **Unit 2:** Project – Exam	**Unit 3:** Project – Mixed Materials Tech 2 **Unit 4:** Project – Exam

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Certificate I in Manufacturing Pathways

Year 10 Subject

MSM10216

Certificate I in Manufacturing Pathways is an elective subject in Year 10. The MSM10216 Certificate I in Manufacturing (Pathways) is designed to develop skills that are essential for employment and skills as well as technical skills that directly to the manufacturing/trade sectors. These skills are developed through a simulated workplace where students take on various roles in a manufacturing company which culminate in a finished product.

Achievement of the MSM10216 Certificate I in Manufacturing (Pathways) will provide the student with a set of competencies that collectively open up pathways into employment and/or further study in the manufacturing industry. The Pre-VET & Industrial Skills component is aimed at giving students the exposure to 'trade taster' like scenarios on campus to help inform their future decisions regarding career pathways.

Pathways

Achievement of the MSM10216 Certificate I in Manufacturing (Pathways) can provide pathways into employment and/or further study in the manufacturing industry. This elective will also expose students to various trade skills outside the manufacturing training package that may be further developed in senior VET pathways.

Structure (packaging rules)

The minimum requirements for achievement of the Certificate I in Manufacturing (Pathways) are completion of all nine (9) units of competency as described below 3 Core, 6 Elective:

2.1 Core and elective units being offered

Unit code and title.	Unit type
MSMPCI101 Adapt to work requirements in industry	Core Unit
MSMPCI102 Apply effective work practices	Core Unit
MSMPCI103 Demonstrate care and apply safe practices at work	Core Unit
MSMPCII299 Make an object from plastic	Group A
MSMOPS100 Use equipment	Group B
MSMOPS101 Make measurements	Group B
MSMOPS244 Lay out and cut materials	Group B
PMBFIN201E Finish components and products	Group B
PMBPROD240 Cut plastic materials	Group B

Assessment

This nationally recognised qualification requires students to be judged against benchmark standards that have been developed by industry for our training staff to assess whether students are competent in each unit of competency. Competency based assessment involves the collection of valid, reliable evidence that demonstrates a student can perform to the standard expected in the workplace as expressed in the nationally endorsed competency standards. After students have undergone assessment, they are deemed either 'competent' or 'not yet competent' in each unit of competency assessed. If they are deemed not yet competent in any units of competency, they will be given feedback on their performance and provided with guidance on resubmission until competency is achieved.

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Pre-Food and Nutrition

Year 10 Subject

Food and Nutrition is an elective subject in Year 10. Food and Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

The study of nutrition and food is integral to the health and longevity of society. Students will explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values and understand how food behaves under different processing and storage conditions. All aspects of the food system from "farm to fork" will be explored, including food processing principles, extending shelf life of products and sensory evaluation of products with consumer panels.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. Students actively engage in a food and nutrition problem-solving process to create food solutions that examine the psychological, sociological and cultural factors influencing food choice and their effect on consumer health.

Pathways
A course of study in Food and Nutrition could establish a basis for further education and employment in the fields of science, technology, engineering and health.

Structure
The Year 10 Food and Nutrition curriculum provides a link between the two pathways available in the senior school, preparing students for success in Year 11 and 12 in both subject options: Food and Nutrition, and Certificate II in Hospitality.

Student performance in the Year 10 Food and Nutrition learning area subject is an indicator of the likelihood of successful study in the same Senior Food and Nutrition subject. **Students can elect to study Food and Nutrition as a full year course over both semesters.**

SEMESTER 1	SEMESTER 2
Unit 1: Introduction to Food & Nutrition **Unit 2**: Developing Food Solutions	**Unit 1**: Introduction to Food & Nutrition 2 **Unit 2**: Developing Food Solutions 2

Assessment

SEMESTER 1	SEMESTER 2
Examination Project – Food & Nutrition Solution	Examination Project – Food & Nutrition Solution

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Hospitality Studies

Year 10 Subject

Hospitality Studies is an elective subject for Year 10 students.

This subject is designed as an introduction to the fast paced; forever changing vocational industry that is Hospitality.
The units studied will open the door to the workings of the Hospitality industry: from the different venues and occupations to the operational knowledge and skills required to be an effective member of the industries' workforce. The units reflect the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge.

Semester 1 units focus on "back of house" operations, learning and understanding what happens in a kitchen environment.
Semester 2 units focus on "front of house" operations, learning and understanding the skills of working in a customer service environment.

The foundation skills of reading, writing, oral communication and numeracy are embedded along with the development of practical skills related to employment in various hospitality settings, such as restaurants, hotels, clubs and cafes. Most importantly, the valued employability skill of working in a team is embedded throughout the course in theoretical and practical learning experiences.

Pathways

This introductory subject leads directly to the vocational studies in the Certificate II in Hospitality available for subject selection in Years 11 and 12. Undertaking the Certificate II in Hospitality provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Structure

Hospitality studies provides a link between the pathway available in the senior school, preparing students for success in Years 11 and 12 in the VET subject. To best prepare students for the demands of the senior subject, students will develop both theoretical knowledge and practical skills directly influenced by the Certificate II course work (Tourism, Travel and Hospitality Training Package) and the real-life skills required by employees working in the Hospitality Industry.

Student performance in Year 10 Hospitality Studies is an indicator of the likelihood of successful study in the Certificate II in Hospitality. Students can elect to study Hospitality Studies in semester 1 or semester 2 or as a full year course over both semesters.

SEMESTER 1	SEMESTER 2
Casual Dining	Culinary Trends

Assessment

SEMESTER 1	SEMESTER 2
Task 1: Written Exam **Task 2:** Practical Demonstration	**Task 1:** Investigation **Task 2:** Written Exam

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Drama

Year 10 Subject

Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Drama responds to our need to share and enact stories, and create and make meaning across cultures, times, places and communities.

Drama is directly linked to play, the root of all creativity in children. At its core, drama is about taking on roles and "standing in the shoes" of another, and imagining and communicating with the world through different perspectives. Taking on roles involves an act of the imagination that relies on a learner's ability to empathise and understand others. Actively taking on roles in a range of contexts, situations, and across different times and places fosters students' development of personal, cultural and social understandings as they imagine, empathise and communicate through deep experiential learning. Drama is a powerful form of communication involving affective, sensory and aesthetic modes.

Drama uniquely develops a suite of knowledge and understanding, and capabilities including creativity, imagination, collaboration, critical thinking, communication, empathy, agility, confidence and expression. Drama learning involves a range of processes including devising, writing, rehearsing, presenting, performing, analysing and evaluating. Drama is accessible to all and engages students as they learn about themselves, their peers and the world.

Drama aims to develop students':

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, processes, forms, styles and techniques of drama to engage audiences and create meaning
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

Pathways
In junior Drama, students explore performance, storytelling, and improvisation, building confidence and collaborative skills, in readiness for senior Drama. Senior Drama extends this learning into advanced performance, directing, and dramaturgy, with a focus on analysing and creating meaning through theatre. This subject opens pathways to careers in acting, directing, theatre production, teaching, scriptwriting, arts management, and drama therapy. It also builds strong communication and leadership skills relevant in many professional contexts.

Structure
Drama is presented in 2-year band levels from Year 1 to Year 10, with Foundation being presented as a single year.

Curriculum content is organised under 4 interrelated strands:

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

SEMESTER 1	SEMESTER 2
Unit 1: Physical Theatre and Play Study (A study of the elements and conventions of Drama focusing on the rules of improvisation). **Unit 2:** Indigenous Theatre and One Person Show (A study of the elements of theatre focusing on Indigenous Theatre and the conventions of a One Person Show).	**Unit 1**: Collage Drama (Semester) / Political Theatre (Students make and respond to Drama by exploring the elements and conventions of Collage Drama through improvisation and script work).

Assessment
Content descriptions in each Arts subject reflect the interrelated strands of Making (learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions) and Responding (exploring, responding to, analysing and interpreting artworks).

SEMESTER 1	SEMESTER 2
Unit 1: Making - Performing **Unit 1**: Making- Responding to Live Theatre **Unit 2**: Forming (Practical)	**Unit 1:** Making - (Written) Forming **Unit 1**: Responding to live theatre – 3 Part Written Assessment

Cost
The costs associated with this course are included in the Student Resource Scheme.

Media Arts

Year 10 Subject

In Media Arts, communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses media practices that represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works.

Through the creative use of materials and technologies to convey meaning, students manipulate still and moving images, text, sound and interactive elements. They construct representations and communicate or challenge understandings, ideas and positions.

Students learn to be critically aware of the ways that media is used culturally, how it might be negotiated by different audiences, and the impact it can have on their own understanding of the world.

Media Arts aims to develop students':

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking skills through engagement as producers and consumers of media
- aesthetic knowledge and a sense of curiosity and discovery as they explore images, text and sound to express ideas, concepts and stories for different audiences
- knowledge and understanding of their active participation in existing and evolving local and global media cultures.

Pathways

Junior Media Arts introduces students to storytelling through film, photography, and digital technologies, in readiness for senior Film, Television and New Media. In the senior years, students expand these skills by producing and analysing media texts across traditional and emerging platforms. Media Arts prepares students for careers in film and TV production, journalism, social media strategy, advertising, digital content creation, and broadcasting. It also cultivates critical thinking, visual literacy, and technical proficiency—vital skills in a digitally driven workforce.

Structure

Media Arts is presented in 2-year band levels from Year 1 to Year 10, with Foundation presented as a single year.

Curriculum content is organised under 4 interrelated strands:

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

SEMESTER 1	SEMESTER 2
Unit 1: Under Construction (Students analyse and evaluate methods of communicating stories and points of view by refining and extending use of structure, intent, character, settings and genre conventions).	**Unit 1**. Non Dialogue Narrative (Students explore how narrative, genre, camera angles, shot types, camera movements, imagery/symbolism and sound are manipulated to communicate stories and points of view using the medium of non-dialogue narrative film). **Unit 2**: Film Analysis (Students explore how technical and symbolic elements are used in films and to tell the story and manipulate points of view).

Assessment

Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding.

- *Making* includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- *Responding* includes exploring, responding to, analysing and interpreting artworks.

SEMESTER 1	SEMESTER 2
Unit 1: Stylistic Project Part A - Making - Design and Production **Unit 1**: Stylistic Project Part B - Responding – Reflective Statement **Unit 1**: Responding - Exam	**Unit 1**: Non Dialogue Narrative **Unit 2** : Essay Response

Cost

The costs associated with this course are included in the Student Resource Scheme.

Music

Year 10 Subject

Music's raw material is sound. In music, sounds are combined and shaped into a meaningful form. Music exists distinctively in every historical and contemporary culture, and is a basic, shared expression and communication of human experience. Sharing music and ideas about music across cultures, times, places and communities builds knowledge and enhances empathy. Engagement with music from diverse settings develops an understanding that the same music can be deeply moving for many people and yet have different meaning for each.

Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers and performers. Music learning is embodied learning. It has a significant and unique impact on the creative, sensorimotor, cognitive, emotional, sociocultural and personal competencies of students. Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.

Music aims to develop students':

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- knowledge and skills for listening with intent and purpose, composing and performing
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form as they acquire skills to become independent music learners.

Pathways

In the junior years, Music introduces students to the fundamentals of performance, composition, and music appreciation through hands-on learning and creative exploration, in readiness for senior Music/Music Extension. Building on this foundation, Senior Music deepens technical skill and theoretical understanding, preparing students for tertiary study and careers in music performance, composition, education, music production, sound engineering, arts administration, and music therapy. The subject also fosters discipline, collaboration, and critical thinking—essential attributes across the creative and professional sectors.

Structure

Music is presented in 2-year band levels from Year 1 to Year 10, with Foundation presented as a single year.

Curriculum content is organised under 4 interrelated strands:

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

SEMESTER 1	SEMESTER 2
Unit 1: From Jazz to R&B – Performance & Analysis Focus (A study of early Jazz to late R&B, Fusion, Rap; with a focus on Performing and learning about the musical elements with the musical works). **Unit 2:** From Jazz to R&B – Composition Focus (A study of early Jazz to late R&B, Fusion, Rap; with a focus on composing of similar genres using some of the musical elements).	**Unit 1**: This is Me – Performance and Analysis Focus (A study of own choice genres with a focus on Performing and learning about the musical elements with the musical works). **Unit 2**: This is Me – Composition Focus (A study of own choice genres with a focus on composing original works using the musical elements).

Assessment

Content descriptions in each Arts subject reflect the interrelated strands of Making *(*learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions) and Responding (exploring, responding to, analysing and interpreting artworks).

SEMESTER 1	SEMESTER 2
Unit 1: Making - Performance **Unit 1**: Responding – Analysis of Music **Unit 2**: Making and Responding - Composition	**Unit 1**: Making - Performance **Unit 1**: Responding – Analysis of Music **Unit 2:** Making and Responding - Composition

Cost

The costs associated with this course are included in the Student Resource Scheme.

Visual Arts

Year 10 Subject

Visual arts contribute to the fields of art, craft and design. Learning in, through and about these fields, students engage critically using creative processes and artistic practices to communicate and make meaning.

Visual arts processes and practices provide insights into the impacts culture can have on ways of knowing, doing and being in Australia and the world. Investigating these impacts is integral for fostering students' ability to discern and understand the unique ways visual arts practice and process can be both related and distinct to learning about culture.

Students understand how creative industries contribute to personal, cultural, community and economic wellbeing. In Visual Arts, students learn to recognise and cultivate unique literacies, practices and processes to grapple with ideas, intricacies and dilemmas.

Visual Arts aims to develop students':

- conceptual and perceptual ideas and representations through design and inquiry processes
- knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- personal expression through engagement with visual arts practice and ways of representing and communicating.

Pathways
Junior Visual Art encourages creative expression and experimentation using various materials, media, and styles, in readiness for senior Visual Art. In the senior years, students refine their skills through self-directed inquiry, critical analysis, and conceptual development. Senior Visual Art can lead to careers in fine arts, graphic design, illustration, animation, architecture, curating, art education, and art therapy. Students also develop transferable skills in problem-solving, innovation, and visual communication—highly valued in both creative and corporate environments.

Structure
Visual Arts is presented in 2-year band levels from Year 1 to Year 10, with Foundation presented as a single year.

Curriculum content is organised under 4 interrelated strands:

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

SEMESTER 1	SEMESTER 2
Unit 1: Social Commentary Through the focus of Social Commentary, students investigate and apply knowledge of visual conventions to the generation of their own original and creative compositions. Students also study how these visual conventions are manipulated by industry professionals, responding in written format through analysis, interpretations and evaluation.	**Unit 2**: "I AM" – Identity and Portraiture Through the focus of Identity and Portraiture, students explore the effective utilisation of 2D and 3D materials in the creation of original compositions through a personal context. As reference, students will study artist practitioners who develop self-portraits as part of their major arts practice, responding in a written format through analysis, interpretation and evaluation.

Assessment
Content descriptions in each Arts subject reflect the interrelated strands of Making (learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions) and Responding (exploring, responding to, analysing and interpreting artworks).

SEMESTER 1	SEMESTER 2
Unit 1: Making - Experimental Folio **Unit 1**: Making 2D/ 3D Resolved Task **Unit 1**: Responding – Written Task – Multimodal Report	**Unit 2:** Making - Experimental Folio **Unit 2**: Making – 2D/3D Resolved Task **Unit 2**: Responding to Artworks - Exam

Cost
The costs associated with this course are included in the Student Resource Scheme.

Physical Education

Year 10 Subject

Physical Education is an elective subject in Year 10. This subject links to the HPE Australian Curriculum whilst preparing students for senior studies in Physical Education. Through studying PE, students enhance their understanding of how the body moves and strategies to increase participation and performance in physical activity. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills. Australian Curriculum: HPE aims to develop the knowledge, understanding and skills to enable students to:

- Understand and evaluate movement in a variety of contexts
- Devise and apply a range of strategies to enhance performance and participation
- Engage in and enjoy regular movement-based learning experiences

Students in this subject are assessed on their application of movement concepts and principles to their performance; however, they are not assessed on their athletic ability. Across the course of study, students will investigate how to optimise their engagement and performance about, through and in physical activity.

Pathways

This subject provides students with the opportunity to enhance their knowledge and skills, critical to studying Physical Education in year 11 and 12. Learners will develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Student performance in Foundation Physical Education is an indicator of the likelihood of successful study in Physical Education (11 & 12).

Structure

The Year 10 PE curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12, Physical Education. Students have the option of electing to study PE for a semester or a year. While still working towards the Achievement Standard, students will undertake learning experiences directly linked to the requirements of Senior Physical Education. Students are able to select PE alongside HSR in year 10 as the two courses differ in subject matter and assessment types, and prepare them for different senior HPE subjects.

SEMESTER 1	SEMESTER 2
Unit 1: Tactical Awareness & Touch Football Students explore movement concepts, specialised movement sequences and movement skills relevant to invasion sports such as touch football. Students use this knowledge to evaluate their effectiveness to set up attack in touch football. **Unit 2**: Exercise Physiology & Netball Students explore energy production and their own fitness, in the context of netball, in order to decide which netball position they are most suited to play.	**Unit 1**: Sport Psychology in Invasion physical activities Students explore how psychological and environmental factors influence participation and performance in a range of invasion physical activities including, but not limited to, Ultimate Disc, AFL and Speedball. Students devise a strategy to enhance their participation or performance. **Unit 2**: Fair Play and Performance Students explore how factors influence player decision making, behaviour and attitude on and off the field and strategies to enhance fair play. Students will gather performance footage in order to evaluate their own effectiveness in demonstrating specialised movement sequences and strategies during game play.

Assessment

Assessment occurs across a variety of contexts, with a limited focus on demonstration in a performance environment.

SEMESTER 1		SEMESTER 2	
Unit 1	Unit 2	Unit 3	Unit 4
Investigation – Folio	Investigation – report	Investigation – Report	Exam & Performance

Cost

The costs associated with this course are included in the Student Resource Scheme.

Health Sport and Recreation

Year 10 Subject

Health, Sport and Recreation (HSR) is an elective subject in Year 10. Through studying HSR, students will participate in a range of sport and recreation activities including social and competitive sport, fitness programs and outdoor pursuits. Participation in these activities enhance student understanding of the role of physical activity and its link to personal and community wellbeing.

Australian Curriculum: HPE aims to develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote personal and community wellbeing.
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally

Pathways

A course of study in HSR promotes critical inquiry skills, communication, empathy, active engagement in their own and others' wellbeing and the skills to flourish as healthy, safe and active citizens in the 21st century. Student performance in Health, Sport & Recreation is an indicator of the likelihood of successful study in Sport & Recreation and Cert III in Fitness.

Structure

The Year 10 HSR curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12, especially Sport & Recreation and Cert III in Fitness. Students have the option of electing to study HSR for a semester or a year. While still working towards the Achievement Standard, students will undertake learning experiences directly linked to the requirements of Sport & Recreation and Cert III in Fitness. Students are able to select HSR alongside Foundation Physical Education in year 10 as the two courses differ in subject matter and assessment and prepare students for different senior HPE subjects.

SEMESTER 1	SEMESTER 2
Unit 1: Training & Group Fitness Students explore the principles of training and strategies to enhance community wellbeing through mass participation fitness activities. • Optimising positive engagement • Enhancing fitness and wellbeing • Health benefits of physical activity **Unit 2**: Ethical use of technology Students explore how technology influences participation and performance in sport and recreation. • Sport and Games • Social media • Technological advancements	**Unit 1**: Promoting Healthy Living Students explore factors that influence lifestyle choices and strategies to enhance personal health • Lifelong physical activities • Mental health and wellbeing • Food and nutrition **Unit 2:** Anatomy and Physiology Students explore structures and movement concepts which define the human body • Anatomy • Movement Analysis • Body systems and inter-relationships

Assessment

Students are assessed within two strands: personal, social and community health, and movement and physical activity. Physical activities will vary throughout the course.

SEMESTER 1		SEMESTER 2	
Unit 1	Unit 2	Unit 1	Unit 2
Project (including performance)	Investigation & Performance	Extended response - Report & Performance	Examination & Performance

Cost

The costs associated with this course are included in the Student Resource Scheme.