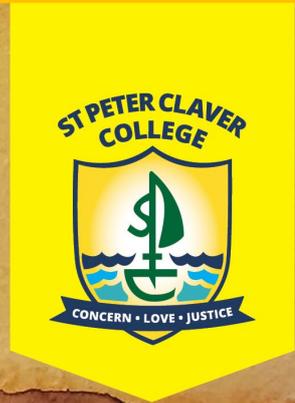


YEAR 10 2026

SUBJECT SELECTION

HANDBOOK



PILGRIMS OF HOPE

Look Beyond



TABLE OF CONTENTS

A NEW APPROACH TO YEAR 10 AT CLAVER	1
QUEENSLAND CERTIFICATE OF EDUCATION (QCE) AND TERTIARY ENTRANCE SYSTEM IN QLD	2
YEAR 10 CURRICULUM STRUCTURE	6
COMPULSORY CORE SUBJECTS	10
RELIGION	10
ENGLISH	13
ENGLISH (Semester 1)	13
INTRODUCTION TO LITERATURE (Semester 2)	14
INTRODUCTION TO GENERAL ENGLISH (Semester 2)	14
INTRODUCTION TO ESSENTIAL ENGLISH (Semester 2)	14
MATHEMATICS	15
MATHEMATICS (Semester 1)	15
ADVANCED MATHEMATICS (Semester 1)	16
INTRODUCTION TO GENERAL MATHEMATICS (Semester 2)	16
INTRODUCTION TO MATHEMATICAL METHODS (Semester 2)	17
INTRODUCTION TO ESSENTIAL MATHEMATICS (Semester 2)	17
INTRODUCTION TO SPECIALIST MATHEMATICS (Semester 2)	18
SENIOR YEARS FOUNDATION STUDIES	19
SCIENCE	21
APPLIED SCIENCE (Semester 1)	21
BIOLOGY (Semester 1)	22
INTRODUCTION TO BIOLOGY (Semester 2)	22
CHEMISTRY (Semester 1)	23
INTRODUCTION TO CHEMISTRY (Semester 2)	23
PHYSICS (Semester 1)	24
INTRODUCTION TO PHYSICS (Semester 2)	24
PSYCHOLOGY (Semester 1)	25
INTRODUCTION TO PSYCHOLOGY (Semester 2)	25
ELECTIVE SUBJECTS	26
HEALTH AND PHYSICAL EDUCATION	26
HEALTH AND PHYSICAL EDUCATION (Semester 1)	26
FITNESS AND COACHING (Semester 1)	27
INTRODUCTION TO PHYSICAL EDUCATION (Semester 2)	28
INTRODUCTION TO HEALTH SERVICES (Semester 2)	29
INTRODUCTION TO FITNESS AND SPORT COACHING (Semester 2)	30
HUMANITIES – SEMESTER 1	31
HISTORY	31
ECONOMICS AND BUSINESS	32
GEOGRAPHY	33

HUMANITIES AND LOTE – SEMESTER 2	34
INTRODUCTION TO MODERN HISTORY	34
INTRODUCTION TO ANCIENT HISTORY	35
INTRODUCTION TO ECONOMICS AND BUSINESS	36
INTRODUCTION TO GEOGRAPHY	37
INTRODUCTION TO SOCIAL AND COMMUNITY STUDIES AND TOURISM	38
JAPANESE	39
THE ARTS	40
DANCE	40
DRAMA.....	41
MEDIA	42
MUSIC.....	43
VISUAL ART.....	44
TECHNOLOGY	45
FASHION.....	45
DIGITAL FUTURES.....	46
INDUSTRIAL DESIGN AND TECHNOLOGY SKILLS	47
ENGINEERING SKILLS.....	48
CONSTRUCTION SKILLS	49
HOSPITALITY.....	50
VET CERTIFICATE	51
CERTIFICATE I IN EMPLOYMENT PATHWAYS (22680VIC)	51
HOW TO ENTER YOUR SUBJECT PREFERENCES ONLINE.....	53

A NEW APPROACH TO YEAR 10 AT CLAVER

From the beginning of 2026, St Peter Claver College will be introducing a new approach to Year 10.

Reflecting on the experiences of our students and their families in the Senior Years phase, we are introducing this new approach to support our students to be set up for success from the very start of Year 10.

Considerable consultation, research and reflection has occurred within our teaching community over the past 12 months to examine exactly what model of Year 10 curriculum structure would best support all members of our Claver community to make the transition from Middle Years to Senior Years smoothly and have a foundational year that sets the stage for a highly successful Year 11 and 12.

At the heart of why we are introducing this change are the following key priorities:

- Provide a clear and purposeful start to the Senior Years learning phase at Claver.
- Allow our Year 10 students to explore and experiment with their subject choices without putting QCE points at risk.
- Allow our Year 10 students to experience an introduction to learning in the Senior Years before Unit 1 starts at the beginning of Year 11.
- Support our students to be in the right pathway for them earlier and be settled in their Senior Years classes as soon as possible after the start of Year 11.
- Provide our students with the opportunity to accumulate QCE points earlier.
- Have a structure that provides the opportunity for students to commence a school-based apprenticeship or traineeship in Semester 2, Year 10.

What is changing?

As we implement this new approach to Year 10 and Claver, the changes that are being implemented are:

- Revised subject offerings across both Semester 1 and Semester 2 that provide a clear transition from the end of our Middle Years curriculum to our Year 11 and 12 pathways. New subjects will be available.
- Offering students the ability to study a particular strand of Science in Semester 1 so they can fully experience the chosen discipline and begin to tailor their Science journey to their specific interests.
- Change in the subject selection process where our Year 9, 2025 students will pick subjects that they will study in Semester 1, 2026.
- Moving forward our SET Planning process from Term 3 to Term 2 in 2026, so our Year 10 students will transition to a new timetable for Semester 2, 2026 that aligns as closely as possible with the subjects they have selected for their Year 11 and 12 pathway.
- Introduction of Senior Years Foundation Studies as a compulsory core subject that all Year 10 students will complete throughout the year. It focuses on the essential skills and understanding needed to be successful in the Senior Years, regardless of the Year 11 and 12 pathway they choose.



QUEENSLAND CERTIFICATE OF EDUCATION (QCE) AND TERTIARY ENTRANCE SYSTEM IN QLD

St Peter Claver College is proud of its **success rate** in Senior Studies. In the past decade the proportion of Year 12 students going on to university has doubled and the number of apprentices has tripled. Ex-Claver students may be found in almost every profession and in all types of businesses. The development of a wide variety of pathways and subjects has further assisted students to develop their potential. The current Year 9 students progress through the QCE system and we are busy preparing students to succeed in this pathway. To prepare for life as a Senior student it is important to know what system the current Year 9's will experience in 2027 and 2028.

What are the Key Aspects of the QCE System?

In the QCE system, subject results will be based on a student's achievement in **three school-based assessments** and **one external assessment** that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA).

This amount of assessment emphasises quality over quantity.

In the QCE system, the external assessment results will contribute 25% towards a student's result in most subjects. In Mathematics and Science subjects, it will contribute 50%.

These will not be 'one-shot' external exams, where an entire course of study comes down to performance over a few hours. External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. Queensland now has a progressive system that embodies the best of school-based and external assessment.

Why is Mathematics and Science 50% and Other Subjects 25% in External Exams?

Variation between subjects reflects the kinds of learning particular to those subjects and how achievement is most appropriately assessed. It would be inappropriate to assess all subjects in the same way.

Variation exists in other States although few share exactly the same approach.

How Many Assessments Across the Two Year Cycle?

Senior students typically complete between six and eight assessments in each subject.

In Year 12, students will be expected to complete four pieces of assessment per subject. Three will be school-based assessments and one will be externally set and graded. All four assessments will count towards a student's final result.



What Certificates will Senior Students be Eligible to Receive Upon Graduation?

The Queensland Certificate of Education (QCE) is Queensland's Senior school qualification. Students who are eligible will be awarded one at the end of Year 12. Students will also receive a Senior Statement. It shows all studies and the results achieved that may contribute to the award of a QCE.

What is an Australian Tertiary Admission Rank (ATAR)? How are Students Assessed for Entrance into Tertiary Pathways?

The ATAR is a fine-grained rank order of students that will be issued to eligible students upon completion. It's a number between 0.00 and 99.95 with increments of 0.05 and is commonly used in other states and territories.

ATARs are calculated by comparing student results through the process of inter-subject scaling. Scaling is necessary so that student results in different types of subjects can be compared. The method of inter-subject scaling will be continually evolving as the QCE system matures.

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs.

Extra Information about the QCE and ATAR's.

- ATARs are designed to place students in a rank order based on their preparedness for university studies. They will be used to award places in university courses. They will cease to be relevant for students after leaving school once students have completed further courses or work which entitles them to an updated rank.
- ATARs will not be relevant for all students. Those students targeting work, apprenticeships and TAFE or other training courses after Year 12 will be advised not to pursue an ATAR course as the subjects required may be too difficult and less relevant for their pathway.
- Only students who complete the required number and type of subjects will receive an ATAR.
- The ATAR will be based on a student's performance in the best five subjects studied in Year 12.
- Four of the five subjects contributing to the ATAR must be General Subjects with the fifth subject being either an extra General Subject, Applied Subject or AQF Certificate III Subject.
- All General subject syllabuses are much more prescriptive than the previous syllabuses allowing schools less flexibility in content and assessment. Only specific General Subjects will be given approval to run as composite Year 11 and 12 classes, a factor which may reduce subject choice.
- Student results in the five subjects will be based on four pieces of assessment completed in Year 12, one of which will be an external assessment. Students wanting an ATAR will therefore likely be disadvantaged by changing subjects during Year 11 because they will not have the necessary preparation for the Year 12 assessment. A subject exited in Year 11 will not contribute to an ATAR.
- Students will need to pass an English subject to be eligible for an ATAR, but the English subject does not necessarily have to contribute to the ATAR calculation. An English subject will be one of the six subjects that students will study at Claver.
- Student results in subjects will be scaled so that some subjects will be worth more points towards an ATAR than others. For example, a high result in Mathematical Methods will contribute more than a high result in General Mathematics. The scaling will also affect different types of subjects such as Dance being scaled against Modern History. Despite the scaling of subjects, the advice for students will remain the same: **select subjects you find interesting, in which you can succeed and meet prerequisites for desired university courses.**



How has the College Prepared the Current Year 9's for their Senior Journey?

Staff at Claver are continually preparing for the QCE system through teaching and learning experiences across Years 7 to 10. We are in a position of strength to deal with the QCE System and student experience in Year 10 will confirm this. Essentially there are five issues the Claver Curriculum will address in Year 10 to assist students prepare.

- Because students will encounter very different types of subjects in terms of their theoretical and practical components and level of difficulty, all Year 10 subjects will prepare students for the range of subject's students will be able to select from for Years 11 and 12. These are General Subjects (hardest), Applied Subjects and Vocational Education and Training Subjects (VET).
- Because we know that changing subjects across Years 11 and 12 is problematic for students wanting an ATAR, the College will give students a realistic taste of the assessment that occurs in Senior subjects during Year 10, particularly in Semester 2, so they make informed choices.
- The Senior Education and Training Plan (SETP) for each student will be developed in May 2026 with a meeting between parents/caregivers, the student and a course mentor. However, the subject selection process will be more rigorous with student results in practice external exams contributing significantly to determining whether a subject is a suitable choice for a student.
- Students and parents/caregivers will be informed of the prerequisite standards required to gain entry to specific General Subjects.
- Because all General Subjects will have an external exam, students will experience formal exams in all Year 10 subjects (Semester units) which are preparation for Senior General Subjects.
- Claver will use Year 10 as a stepping stone for students choosing from one of four potential Senior Pathways for 2027.



PATHWAY OPTION	PATHWAY DESCRIPTION
ATAR Pathway	Best pathway for high academic achievers (always As and Bs) who are wanting to go to University. Students in most cases will study at least five General subjects.
ATAR with Insurance Pathway	Best pathway for students who are typically successful in their subjects (Averaging Bs across a variety of subjects) and are wanting to pursue University. Students in this pathway will typically study four General subjects plus a Certificate III vocational subject.
Pre-requisites Plus Pathway	Best pathway for students who are unsure of whether they want to go to university or whether university is the best next step for them after school. Students will start their program in subjects that act as pre-requisites for Tertiary courses as well as enrolling in at least one Certificate III Vocational subject. Students then have the scope to refine their career pathway across the two years of Senior.
Vocational Pathway	Best pathway for students who wish to move immediately into employment after school. This may take the form of Apprenticeships, Traineeships (Including TAFE courses) or direct entry into the workforce. Students typically will choose more Certificate level and Applied subjects, as opposed to the General subjects designed for Tertiary entrance. Students will select the Mathematics subject which best suits their ability.

How do Year 10 Students Best Prepare for their Senior Years Experience?

Students need to be prepared for the commitment of being in the Senior Years phase of learning.

To achieve their goals of being prepared for their Senior Pathway, all students have to consistently **spend time outside of school hours on school related work**. In the Senior Years, we do not refer to this as just 'homework' as a lot of the work is planned and managed by the student instead of being set by the teacher. Many subjects require a lot of home time for assignment work, structured study and completing practical tasks. This work involves reading, research using the Internet, planning and preparing for assessment, writing responses, learning content, solving problems and many other important learning tasks.

Students are more likely to achieve their best results to take them to their next step of learning when they and their families **set aside quality time to undertake schoolwork at home**. This means time when students are not tired from part-time work or social activities. To achieve the goals of Senior Years learning, completing schoolwork at home must be a priority and kept in balance with part-time work, sporting and cultural activities, social life and family time.

As a rough guide, students should set aside at least SEVEN HOURS EVERY WEEK for schoolwork at home.

Please read the options carefully and select the desired course using the on-line Web Preferences process.

Online selection should be completed by 8.00 am Monday 15 September 2025. Many subjects will be closed off on that day, so it is important to put preferences in on time to ensure the best chance of enrolling in your desired course.



YEAR 10 CURRICULUM STRUCTURE

Students study **seven** subjects each semester.

COMPULSORY YEAR LONG CORE SUBJECTS

Semester 1	Semester 2
Religion	Religion
English	Introduction to Literature, OR Introduction to General English, OR Introduction to Essential English
Mathematics, OR Advanced Mathematics	Introduction to Mathematical Methods, OR Introduction to General Mathematics, OR Introduction to Essential Mathematics
Senior Years Foundation Studies	Senior Years Foundation Studies

COMPULSORY SEMESTER LONG CORE SUBJECTS

Semester 1 – Students must choose a Science subject from the offerings below.
Applied Science, OR Biology, OR Chemistry, OR Physics, OR Psychology



SEMESTER 1 ELECTIVE SUBJECTS

Students then choose a further TWO elective choices from the following list for Semester 1, 2026.

Health and Physical Education

- Health and Physical Education
- Health and Physical Education – Fitness and Coaching

Humanities and Business

- History
- Economics and Business
- Geography

Science

- Biology
- Chemistry
- Physics
- Psychology

Technology

- Fashion
- Digital Futures
- Industrial Design and Technology Skills
- Engineering Skills
- Construction Skills
- Hospitality

The Arts

- Dance
- Drama
- Media
- Music
- Visual Art

VET Certificates

- Certificate I in Employment Pathways (22680VIC) * Must take both semesters.

Please Note: Individual elective subjects will only be offered if there is sufficient demand.



SEMESTER 2 ELECTIVE SUBJECTS

After the completion of the SET Planning process in May 2026, the students will be allocated to the following electives which match up as closely as possible with their intended Year 11 and 12 pathway.

Health and Physical Education

- Introduction to Physical Education
- Introduction to Health Services
- Introduction to Fitness and Sport Coaching

Humanities and Business

- Introduction to Modern History
- Introduction to Ancient History
- Introduction to Economics and Business
- Introduction to Geography
- Introduction to Social and Community Studies and Tourism
- Japanese

Mathematics

- Introduction to Specialist Mathematics

Science

- Introduction to Biology
- Introduction to Chemistry
- Introduction to Physics
- Introduction to Psychology

Technology

- Fashion
- Digital Futures
- Industrial Design and Technology Skills
- Engineering Skills
- Construction Skills
- Hospitality

The Arts

- Dance
- Drama
- Media
- Music
- Visual Art

VET Certificates

- Certificate I in Employment Pathways (22680VIC) * continued enrolment from Semester 1 required to complete qualification by the end of 2026.



Prepare for Lifelong Learning.



COMPULSORY CORE SUBJECTS

RELIGION

Why Study Religion?

Religion seeks to develop the religious literacy of students so that students might participate critically and authentically in contemporary culture. Religion focuses on education for life including how we can live well and in harmony with our environment. This subject includes study of the major world religions including Christianity, Judaism, Islam, Buddhism, and Hinduism, as well as Aboriginal and Torres Strait Islander Spiritualities with a particular focus and emphasis on Catholic Christian traditions and Gospel values. Students develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally. This subject prepares students for the General subject Study of Religion and the Applied subject Religion and Ethics.

Subject Outline and Learning Experiences

Year 10 Religion incorporates learning experience such as explicit teaching, group activities and independent work. Year 10 students also attend an excursion in Term 3 to learn about the importance of ritual for Aboriginal and Torres Strait Islander Spirituality.

Unit Focus	Proposed Assessment
<p>Term 1: Religious Voices of World Religions</p> <p>The year begins with an examination of World Religions and their religious voices, focusing on how different religions around the world provide different voices on matters of faith, ethics and morality. The students consider sources of inspiration, strength and guidance for believers of various faiths including Christianity, Buddhism, Islam, Hinduism and Judaism, focusing on how such faiths provide historical validation of theological ideals, social teaching, various forms of penance (prayer, fasting and alms giving), Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick where relevant), and personal and communal prayer experiences; all forming part of a greater inquiry into the core beliefs of world religions through an examination of spiritual writings that inform religious voices. The commencement phase of the year includes the teachings and prayers for peace and justice as advocated by world religions.</p>	<p>Students are assessed using three criteria: Knowledge and Understanding, Processes and Skills, and Research and Communication Skills.</p> <p>Students complete a range of formative tasks and a summative task, an extended response to stimulus exam.</p>



Unit Focus	Proposed Assessment
<p>Term 2: Sign of the Times</p> <p>This term is built upon the idea of reading the signs of the times and responding. A framework for responding to signs of the times: see, judge and act, is taught as a method for analysing and responding to social justice issues identified by students. The students develop their understanding of the experience of faith throughout human history including the study of Catholic Social Teaching. The ways in which believers live their Christian vocation by drawing upon examples from the teachings of Saint Paul's letters to communities, and important documents such as the Declaration for Human Rights, are also examined. Rituals associated with Easter and Pentecost form a basis of the early study and the focus of class prayer.</p>	<p>Students are assessed using three criteria: Knowledge and Understanding, Processes and Skills, and Research and Communication Skills.</p> <p>Students complete a range of formative tasks and a summative task, a letter of concern.</p>
<p>Term 3: Making Amends</p> <p>This unit includes a depth-study analysis of Indigenous Australian spirituality and the impact of colonisation, the Stolen Generations, and migration on Indigenous spirituality. In this, the ideas of 'forgiveness', 'penitence' and 'moving forward' are examined in the context of the 1967 referendum, Mabo and the 'We're Sorry' reconciliation speech. Indigenous and Catholic rituals are explored in this unit of work. The ritual of Eucharist as a powerful symbol of reconciliation together with prayer in nature are experienced, evaluated and analysed. Students have an opportunity to learn about the transcendent power of ritual for adherents of World Religions through application of the Lovat method for analysing rituals.</p>	<p>Students are assessed using three criteria: Knowledge and Understanding, Processes and Skills, and Research and Communication Skills.</p> <p>Students complete a range of formative tasks and a summative task including, an annotated ritual.</p>



Unit Focus	Proposed Assessment
<p>Term 4: Mystery of God</p> <p>In Year 10, the students conclude the year by examining the Mystery of God, focusing on sacred texts and Biblical criticism as a means of connecting Year 10 coursework with the Senior syllabus unit, Sacred Texts for Study of Religion or World Religions for Religion and Ethics. This facilitates the fluid development of learning from Years 10 - 12. In this, the students examine the Mystery of God as it exists in a capacity beyond language, focusing on the worlds of the text and reason as well as faith-spirituality. They analyse how meditation, science and philosophy add credibility to faith and contribute to the image of God. The students then examine the sources of spiritual understanding in the Catholic tradition, including analysing the representation of God in the Hebrew scriptures and origin stories. They examine how the divine can be experienced and explained by World Religions including Christianity, Buddhism, Islam, Hinduism and Judaism.</p>	<p>Students are assessed using three criteria: Knowledge and Understanding, Processes and Skills, and Research and Communication Skills.</p> <p>Students complete a range of formative tasks and summative tasks, a series of short response to stimulus exams.</p>



ENGLISH

Why Study English?

English prepares students for life by encouraging them to become skilled communicators in both the written and spoken mode. The English program aims to promote a student's ability to develop as an independent learner, organise their thoughts and share experiences and knowledge appropriately, appreciate and contribute towards their own and others' cultural heritage, as well as prepare for Senior schooling with the skills to read, listen, view, write and speak effectively.

English is a compulsory subject and is based on the Australian Curriculum which focusses on developing students' knowledge, understanding and skills in **listening, reading, viewing, speaking, writing** and **creating**. In order to optimise student performance and improve their current skill levels in an environment tailored to suit their individual needs while allowing opportunities to build confidence through success, the course has been designed with three pathway options built into assessment – targeted at recreating the expectations and differences their three Senior English pathways will provide.

The pathways program prepares students for Essential English, General English, or Literature. Selection is a students' own choice, and they are provided multiple opportunities throughout Semester 1 to explore which pathway suits them best as a learner. At the beginning of Semester 2, students will choose which pathway they will enter. Entry into Senior Years General English and Literature is determined by the Curriculum Leader - English and is based on NAPLAN results, previous report card results, performance and attitude, as well as consultation with parents/caregivers and staff.

Subject Outline and Learning Experiences

Students will interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students will study informative texts, text structures and language features. They will include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

ENGLISH (Semester 1)

Unit Focus	Proposed Assessment
Term 1: Novel Study - Responsive	After reading a class novel, students will form their own opinions on representations of a concept and respond – supporting their claims with textual evidence.
Term 2: Film Study - Creative Spoken	Students will watch a film as a class, and unpack the representations, cultural assumptions, attitudes, values, and beliefs conveyed. They will, in small groups, analyse this film and create a news segment reviewing it.



INTRODUCTION TO LITERATURE (Semester 2)

Unit Focus	Proposed Assessment
Term 3: Popular Culture Film Study - Analytical	Students will watch a popular film from recent times and analyse the representations of modern concepts throughout. They will write an analytical response to the text.
Term 4: Media Study - Spoken	Students will view a range of media texts and form their own opinion, based on their individual experiences, beliefs, and values. They will discuss these opinions referring to evidence to support a spoken response on the topic.

INTRODUCTION TO GENERAL ENGLISH (Semester 2)

Unit Focus	Proposed Assessment
Term 3: Popular Culture Film Study - Analytical	Students will watch a popular film from recent times and analyse the representations of modern concepts throughout. They will write an analytical response to the text.
Term 4: Media Study - Spoken	Students will view a range of media texts and form their own opinion, based on their individual experiences, beliefs, and values. They will discuss these opinions referring to evidence to support a spoken response on the topic.

INTRODUCTION TO ESSENTIAL ENGLISH (Semester 2)

Unit Focus	Proposed Assessment
Term 3: Popular Culture Film Study - Analytical	Students will watch a popular film from recent times and analyse the representations of modern concepts throughout. They will write an analytical response to the text.
Term 4: Media Study - Spoken	Students will view a range of media texts and form their own opinion, based on their individual experiences, beliefs, and values. They will discuss these opinions referring to evidence to support a spoken response on the topic.



MATHEMATICS

Mathematics at St Peter Claver College offers students the opportunity to develop mathematical knowledge, techniques and skills in the strands of Number, Algebra, Measurement, Space, Statistics and Probability based on the Australian Curriculum. The program permits students to learn at different rates and teaches students to become responsible for their own progress.

Why Study Mathematics?

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Learning Mathematics provides all students with essential skills and knowledge. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialities and professional applications of Mathematics are built.

Semester 1 Mathematics Subject Options

In Year 10, students are able to choose between studying one of:

- Year 10 Mathematics.
- Year 10 Advanced Mathematics.

Both subjects will cover Content Descriptions from the F-10 Version 9.0 Australian Curriculum - Year 10 Mathematics, but they will have different focuses tailored to prepare students for the different Senior Mathematics pathways.

The courses are constructed to be preparatory for Senior Mathematics subjects. As such, it is important to give due consideration to which Senior Mathematics subject a student is likely to study in Years 11 and 12. Consideration should also be given to potential career choices and future study pathways.

Subject Outline and Learning Experiences

The intent of the course is to encourage students to develop positive attitudes towards Mathematics by an approach involving exploration, investigation, problem-solving and application in a variety of contexts. Students are encouraged to model mathematically, to work systematically and logically to conjecture and reflect, to prove and justify, and to communicate with, and about Mathematics.

Year 10 Mathematics is designed for students to enter General Mathematics or Essential Mathematics in Year 11. This course is based on the F-10 Version 9.0 Australian Curriculum - Year 10 Mathematics.

Year 10 Advanced Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 and whose future studies or employment pathways require the study of Mathematics Methods and Specialist Mathematics in Year 11. This course is based on the F-10 Version 9.0 Australian Curriculum - Year 10 Mathematics AND the Australian Curriculum Optional Content for Post-Year 10 Mathematics Pathways. It is recommended that students have attained a minimum of a B standard in Year 9 Mathematics.

MATHEMATICS (Semester 1)

Unit Focus	Proposed Assessment
Measurement Trigonometry Linear Equations and Graphs Simultaneous Equations Networking	Term 1: Examination (assessing Term 1 topics). Term 2: Examination (assessing Term 2 topics).



ADVANCED MATHEMATICS (Semester 1)

Unit Focus	Proposed Assessment
Index Laws Quadratic Expressions Simultaneous Equations Inequalities Working With Polynomials, including Cubic Functions Working With Other Parent Functions	Term 1: Examination (assessing Term 1 topics). Term 2: Examination (assessing Term 2 topics).

NOTES:

- Class structures will be formed based on student selections. A movement between Mathematics subjects may not be possible until the end of semester. This is particularly relevant for students who choose Advanced Mathematics and do not experience success in Term 1.
- Students who study Year 10 Mathematics will not have covered sufficient appropriate mathematical concepts to experience success in Year 11 Mathematical Methods and should be choosing General Mathematics or Essential Mathematics in Year 11.

Semester 2 Mathematics Subject Options

At the completion of Semester 1, students will enter a preparatory subject based on their Mathematics selection made during Set Planning. This subject will be one of:

- Introduction to General Mathematics.
- Introduction to Mathematical Methods.
- Introduction to Essential Mathematics (this includes all students who do not choose to study a Mathematics subject in Years 11 and 12).

Students also have the option to select an introductory Specialist Mathematics subject in Semester 2. Please note that you must study Specialist Mathematics in conjunction with Mathematical Methods.

INTRODUCTION TO GENERAL MATHEMATICS (Semester 2)

Unit Focus	Proposed Assessment
Budgeting, including Simple and Compound Interest Statistics Algebra Review Of Linear Functions	Term 3: Modelling Task. Term 4: Examination (assessing Terms 3 and 4 topics).



INTRODUCTION TO MATHEMATICAL METHODS (Semester 2)

Unit Focus	Proposed Assessment
Applying and Modelling with Linear, Quadratic and Exponential Functions Statistics Algebra, including Algebraic Fractions Solving Different Equations Review of Coordinate Geometry	Term 3: Modelling Task. Term 4: Examination (assessing Terms 3 and 4 topics).

INTRODUCTION TO ESSENTIAL MATHEMATICS (Semester 2)

Unit Focus	Proposed Assessment
Budgeting, including Simple and Compound Interest Statistics Number Sense Time and Measurement Working with Money	Term 3: Modelling Task. Term 4: Assignment; Examinations (assessing Term 4 topics).



INTRODUCTION TO SPECIALIST MATHEMATICS (Semester 2)

Why Study Introduction to Specialist Mathematics?

Year 10 Introduction to Specialist Mathematics is designed to prepare students for Specialist Mathematics in Years 11 and 12. It will expose students to concepts that build and extend on those learnt in Year 10 Advanced Mathematics. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Specialist Mathematics must be studied in conjunction with Mathematical Methods.

It is strongly recommended that students enrolling in this course have achieved a B+ grade in Year 10 Advanced Mathematics.

Subject Outline and Learning Experiences

The intent of the course is to encourage students to develop positive attitudes towards Mathematics by an approach involving exploration, investigation, problem-solving and application in a variety of contexts. Students are encouraged to model mathematically, to work systematically and logically to conjecture and reflect, to prove and justify, and to communicate with, and about Mathematics.

Unit Focus	Proposed Assessment
Algebra Number Systems and Sets Geometric Proofs Trigonometric Ratios and Applications Further Algebra	Term 3: Examination (assessing Term 3 topics). Term 4: Examination (assessing Terms 3 and 4 topics).



SENIOR YEARS FOUNDATION STUDIES

What is Senior Years (SY) Foundation Studies?

SY Foundation Studies is a purpose-built, practical and future-focused subject that brings together the essential skills, knowledge and habits our students will need to thrive in Years 11 and 12.

Across the year students will sharpen their critical thinking, explore future pathways, build their understanding the importance of managing their physical health and wellbeing, learn about consent and respectful relationships, and choose from independent learning modules that let them pursue personal interests and goals.

What is included in SY Foundation Studies?

Critical Thinking

The Critical Thinking short course will help students develop essential skills for the 21st Century by focusing on logic, reasoning, and reflective thinking. They will learn how to analyse information, identify biases, and assess the reliability of sources, including those generated by AI.

This course builds on the critical thinking already present in your subjects and equips you with practical tools for evaluating ideas and arguments - skills that will benefit you in senior school and beyond.

BECOME.ME Program

The program is designed to inspire students through a fun and interact approach to the adaptive skills and curiosity they'll need to explore, design and navigate the fast-changing world of work. They will:

- Reflect on their unique and evolving strengths, interests and aspirations.
- Openly and broadly explore the dynamic and exciting world of work, recognising and breaking free of gender and social stereotypes.
- Come up with multiple possibilities for their future that excite them right now.
- Design and implement experiments that allow them to test out and adapt those ideas.

Career Education

In the Careers Education short course, students will explore their strengths, interests and goals to help shape their future career pathway. They will learn how to research job opportunities, understand workplace expectations, and develop practical skills like writing résumés and preparing for interviews. The course also helps them build confidence in making informed decisions about their Senior subject choices and post-school options, whether that's university, TAFE, apprenticeships or entering the workforce. It's a hands-on, real-world course designed to support their journey beyond school.

Physical Health and Wellbeing

The Physical Health and Wellbeing short course will support our students in recognising, developing and implementing positive routines individual fitness, sleep, nutrition and stress management that support learning and life. The short course also delivers the Year 10 Consent and Respectful Relationships curriculum that supports our student to learn how values, attitudes and laws connect to safe, equal and respectful relationships, online and offline.



Independent Learning Micro-Module Electives

The College will develop a list of micro-modules electives that our students will be able to choose from and complete as part of their SY Foundation Studies. These modules will be drawn from internal and external sources, to provide specific learning experiences that build new skills for our students that are critical to their success in the Senior Years.

What assessment will be included in SY Foundation Studies?

As SY Foundation Studies has been developed as an academic subject, it will be included in our Year 10 academic reports and as part of our calculations for academic and growth awards. This will also ensure our students can be awarded additional QCE point(s) for their work.

Due to this academic requirement, students will complete a series of summative assessment tasks across the year that could include:

- Digital portfolios.
- Multiple choice question exams.
- Practical assessment.
- In-class presentations.
- Short response and extended response exams.

While the specific assessment items are still being developed and finalised, they will be drawn from these modes of assessment.



SCIENCE

APPLIED SCIENCE (Semester 1)

Why Study Applied Science?

Applied Science is a hands-on Science subject that helps students learn useful skills and ideas through real world experiences. It combines knowledge from different areas of science and shows how science is used in the workplace and everyday life.

Studying this subject will develop:

- Awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens.
- Strong interpersonal and ethical skills that assists with managing different situations and solve problems.
- Ability to work effectively with others by showing respect, being flexible, and working as a team to reach shared goals.
- Communication skills by using the appropriate language, symbols and diagrams associated with scientific communication.

Subject Outline and Learning Experiences

Applied Science is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, for example, animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Unit Focus	Proposed Assessment
Unit 1: Biology, Chemistry, Physics, Earth Science (Understandings)	Exam
Unit 2: Physics	Student Experiment
Unit 3: Biology	Research Report



BIOLOGY (Semester 1)

INTRODUCTION TO BIOLOGY (Semester 2)

Why Study Biology?

Biology provides opportunities for students to engage with living systems. Students will explore the function of different biological systems within living organisms and investigate advances in Biotechnology.

Studying this subject will develop:

- A sense of wonder and a curiosity about life.
- Respect for all living things and the environment.
- Understanding of how biological systems interact and are interrelated.
- Understanding of major biological concepts, theories and models related to biological systems at all scales.
- Appreciation of how biological knowledge has developed over time and continues to develop and influence society in local, regional and global contexts.
- The ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence.

Subject Outline and Learning Experiences

Biology is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine science, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Unit Focus	Proposed Assessment
Term 1: Cardiovascular System	Student Experiment
Term 2: Biotechnology	Research Report
Term 3: Energy and Metabolism	Data Test
Term 4: Genetics and Evolution	Exam



CHEMISTRY (Semester 1)

INTRODUCTION TO CHEMISTRY (Semester 2)

Why Study Chemistry?

Chemistry is the study of materials and their properties and structure. Students investigate particles and matter. They examine the trends in the periodic table and research the properties of elements.

Studying this subject will develop:

- An interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world.
- An understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties.
- An understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products.
- An appreciation of chemistry as an experimental science that has developed through independent and collaborative research.
- Expertise in conducting a range of scientific investigations.
- The ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions.
- The ability to communicate chemical understanding and findings to a range of audiences

Subject Outline and Learning Experiences

Chemistry is suited to students who are interested in pathways beyond school that lead to tertiary study, vocational education and work. A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Unit Focus	Proposed Assessment
Term 1: Rates of Reactions	Student Experiment
Term 2: Atoms and Elements	Research Report
Term 3: Atomic Structure, Period Table and Trends	Data Test
Term 4: Atoms, Elements and Chemical Equations	Exam



PHYSICS (Semester 1)

INTRODUCTION TO PHYSICS (Semester 2)

Why Study Physics?

Physics provides opportunities for students to engage with the classical and modern understanding of the universe. They will investigate space and electricity.

Studying this subject will develop:

- An understanding that diverse natural phenomena may be explained, analysed and predicted.
- An understanding of the ways in which matter and energy interact in physical systems across a range of scales.
- An understanding of the ways in which models and theories are refined and how physics knowledge is used in a wide range of contexts.
- Investigative skills, including designing and conducting of investigations to explore phenomena and solve problems, collection and analysis of qualitative and quantitative data and interpretation of evidence.
- The ability to use accurate and precise measurement, valid and reliable evidence and scepticism and intellectual rigour to evaluate claims.
- The ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Subject Outline and Learning Experiences

Physics is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Unit Focus	Proposed Assessment
Term 1: Space Science	Research Report
Term 2: Thermodynamics	Student Experiment
Term 3: Energy and Electricity	Data Test
Term 4: Space Science and Linear Motion	Exam



PSYCHOLOGY (Semester 1)

INTRODUCTION TO PSYCHOLOGY (Semester 2)

Why Study Psychology?

Psychology is the scientific study of the human mind and its functions, especially those affecting how people behave, think and feel.

Studying this subject will develop:

- Interest in psychology and their appreciation of how this knowledge can be used to understand contemporary issues.
- An appreciation of the complex interactions, involving multiple parallel processes, that continually influences human behaviour.
- An understanding that psychological knowledge has developed over time and is used in a variety of contexts and is informed by social, cultural and ethical considerations.
- An ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence.
- The ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence.
- The ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations modes and genres.

Subject Outline and Learning Experiences

Psychology is a suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of health, law, business and education.

Unit Focus	Proposed Assessment
Term 1: Consciousness, Attention and Sleep	Research Report
Term 2: Psychological Behaviour	Student Experiment
Term 3: Cognitive Development	Data Test
Term 4: The Role of the Brain	Exam



ELECTIVE SUBJECTS

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION (Semester 1)

Why Study Health and Physical Education?

Health and Physical Education (HPE) is an essential part of the curriculum that provides students with the knowledge and skills to lead healthy and active lives. By studying HPE, students gain a deeper understanding of how their bodies work, the importance of physical activity, and the impact of lifestyle choices on their overall well-being. The subject also emphasises the development of physical skills, critical thinking, and social interaction, which are crucial for personal and professional success. Through engaging and practical learning experiences, HPE helps students build a foundation for a healthy lifestyle and fosters a lifelong appreciation for physical activity and wellness.

Health and Physical Education (HPE) provides students with a comprehensive Core HPE and Senior Physical Education pathway experience. The curriculum is designed to help students understand how individuals learn new physical skills, the impact of social influences on healthy behaviours, and the interaction of body systems in physical performance. Key units include Learning Skills for Physical Activity, Drug Awareness, and Functional Anatomy, each offering unique insights and practical knowledge to enhance students' overall well-being and physical capabilities

Subject Outline and Learning Experiences

Students undertake study on how individuals learn new physical skills. Through movement studies, students gain an understanding of how we learn, how we move, how we progress from one stage of learning to the next, and the characteristic of a learner at each stage of learning a new skill.

Students will focus on the use of Illicit Drugs and the social influences and pressures that affect choices in relation to healthy behaviours. They demonstrate understanding and skills to respond appropriately to a range of situations where their own or others' wellbeing and safety may be at risk.

Students will focus on systems of the body and how these systems interact with movement in the physical performance environment.

Unit Focus	Proposed Assessment
Term 1: Drug Awareness	Investigation Report
Term 2: Functional Anatomy	Examination



FITNESS AND COACHING (Semester 1)

Why Study Fitness and Coaching?

Embark on an exciting journey with Fitness and Coaching, designed to give students a sneak peek into the dynamic world of VET Certificate pathways. This program offers the hands-on foundational skills focusing on the fields of Fitness, and Sport Coaching. Students will dive into practical experiences such as client screening, gym program development, and coaching techniques.

By studying this subject, students will develop leadership and communication skills through coaching practice, understand the science behind fitness and training principles, explore pathways into careers such as personal training, coaching, and sports development, and gain insight in planning and delivering physical activity sessions.

Subject Outline and Learning Experiences

Students will learn about client screening and induction processes, which are crucial for understanding clients' needs and ensuring their safety. Additionally, they will gain practical experience in developing personalised gym programs tailored to individual fitness goals. This comprehensive approach not only prepares students for future studies in fitness but also equips them with valuable skills for their personal and professional growth.

Students will delve into coaching essentials, learning the key skills and techniques required to effectively lead and motivate athletes. They will also gain hands-on experience in delivering group fitness sessions, focusing on creating dynamic and inclusive environments. Additionally, the program emphasises the importance of community connections, encouraging students to build relationships and networks within the sports community.

Unit Focus	Proposed Assessment
Term 1: Foundations of Fitness	Screening assessment and practical fitness testing of a client.
Term 2: Coaching for Participation and Performance	Core coaching principles, planning inclusive sessions, leadership, collaboration and safety in sport.



INTRODUCTION TO PHYSICAL EDUCATION (Semester 2)

Why Study Introduction to Physical Education?

Students undertaking Introduction to Physical Education should be passionate about understanding how the body moves and performs, engaging in physical activity, and improving both personal and team performance. They should enjoy exploring the science behind movement - including biomechanics, anatomy, and sport psychology - and be curious about how psychological and social factors influence participation and equity. A strong interest in inquiry, data analysis, and reflective decision-making is essential, as is a commitment to ethical behaviour, teamwork, and lifelong active living. This subject suits students who are motivated to set goals, solve problems, and apply strategies to optimise health and performance in diverse physical contexts.

Subject Outline and Learning Experiences

Students will film their performance in physical activity for analysis. The unit includes practical assessments and reflections, encouraging students to develop critical thinking and personal reflection skills.

Students will engage with topics focusing on human movement, motor learning, fitness components, and movement principles. They will engage in practical and theoretical lessons, exploring motor programs, fitness components for specific sports, and the connection between joints and the muscular system. They will also film and analyse their movement sequences for biomechanical analysis and prepare a project folio as part of their assessment.

Students will be introduced to the concepts of equity, equality, and reality within the context of Australian sporting culture. Students explore factors that influence participation in sports, including barriers and enablers, and investigate how personality traits and cultural factors affect access to physical activity. They also critically reflect on the social construction of gender in sports and how gender representation has evolved over time.

Unit Focus	Proposed Assessment
Term 3: Biomechanics	Project Folio. Personal performance supplementary footage analysis.
Term 4: Equity and Access	Investigation Report.



INTRODUCTION TO HEALTH SERVICES (Semester 2)

Why Study Introduction to Health Services?

Studying health services offers a unique opportunity to develop practical yet transferrable skills conducted in a Health setting. By gaining knowledge and skills in health assessments, you will be equipped to effectively gather and analyse health information from clients. This field also emphasises the importance of Personal Protective Equipment (PPE) and infection control procedures, ensuring that you can maintain safety and prevent the spread of infections in clinical settings. Additionally, through communication role plays, you will develop the ability to interact effectively in various health-related scenarios, enhancing your overall competence and confidence in the healthcare environment.

Subject Outline and Learning Experiences

Students will learn about health assessments, gaining the skills needed to conduct and gather health information from a client effectively. They will also explore the use of Personal Protective Equipment (PPE) and understand its importance in maintaining safety in clinical settings. Additionally, the program covers infection control procedures, ensuring students are well-versed in preventing and managing the spread of infections. Through communication role plays, students will develop their ability to interact effectively in various health-related scenarios.

Students will engage in hands-on, collaborative, and inquiry-based learning experiences that reflect the realities of working in health care. These include:

- Role-playing patient care scenarios.
- Exploring health promotion strategies.
- Investigating cultural safety and inclusive practices.
- Participating in simulated workplace activities.
- Reflecting on ethical dilemmas and personal values.
- Learning basic anatomy, infection control, and communication protocols.

Unit Focus	Proposed Assessment
Term 3: Foundations of Health Care	Client health assessment and screening. Practical demonstration and reflective journal aligned with personal and social capability outcomes.
Term 4: Caring for Others	Group presentation and scenario-based written response aligned with critical and creative thinking outcomes.



INTRODUCTION TO FITNESS AND SPORT COACHING (Semester 2)

Why Study Introduction to Fitness and Sport Coaching?

Introduction to Fitness and Sport Coaching offers a unique opportunity to delve into the dynamic Fitness and Coaching fields. This course combines essential aspects of HPE ACARA Curriculum and the Health and Fitness Industries, providing students with the skills and knowledge required to excel in these areas. By focusing on important health and physical activity topics, this pathway supports lifelong development both personally and within our society. Whether you aim to become a fitness trainer, or a sports coach, the Introduction to Fitness & Sport Coaching equips you with the tools needed to succeed. You will acquire hands-on experience, stay updated with the latest industry developments, and collaborate with professionals.

Subject Outline and Learning Experiences

The Introduction to Fitness and Sport Coaching course is designed to provide students with a comprehensive understanding of the Health and Fitness Industries. It emphasises the development of skills and knowledge required to excel in these areas, focusing on important health and physical activity topics that impact lifelong development. Through this course, students will learn various training methods for individual and group scenarios, develop and conduct physical activities, and investigate health issues.

Students will learn types of training and experience different training methods for Individual and Group training scenarios. Students will plan, conduct and evaluate an event for physical activity focusing on enjoyment and engagement of participants.

Unit Focus	Proposed Assessment
Term 3: Fitness for Service	Refine screening assessment and practical fitness testing. Undertake an analysis report aligned with movement and health standards.
Term 4: Foundations of Coaching	Micro-Coaching – Plan, deliver and evaluate.



HUMANITIES – Semester 1

HISTORY

Why study History?

History is an excellent preparation for university as it develops good research, analytical and communication skills. The enthralling topics prompt student interest and provide a deeper understanding of our world and the psychology of human behaviour. This subject provides a definite advantage for future studies in the Humanities and Social Sciences. The study of History prepares students for courses and careers in management, teaching, psychology, social work, government, politics, journalism and law to name a few.

Subject Outline and Learning Experiences

Studies in History will allow students to develop skills in research and analysis through the engagement of exciting and fascinating stories about the past. This subject links to the General subject Modern History.

This course focuses on periods of revolution in our global past; exciting and terrifying periods of history defined by ideological advocacy and great military struggles. It begins with an introduction to Nazi Germany, exploring what ideologies were forming at the beginning of the 20th Century leading into World War II. The course then delves into World War II in the Pacific with a focus on the impact in Australia and lesson learned. The second half of this unit is an in-depth study of rights and freedoms, looking at Indigenous Australian rights and the Freedoms Movement in Australia.

Students will begin learning the skills required for completing assignments at university. They look at interesting evidence in the form of photographs, posters, videos and documents to establish what happened, interpret the evidence and form justified opinions on key questions

Unit Focus	Proposed Assessment
Term 1: WWII	Short Response Exam
Term 2: Civil Rights	Source Investigation



ECONOMICS AND BUSINESS

Why study Economics and Business?

Economics and Business helps students make sense of the world they live in. It develops their understanding of how individuals, businesses, and governments make decisions about the allocation of resources. Students learn to think critically, solve problems, and make informed choices as consumers, workers, and citizens.

Studying this subject will:

- Build financial literacy and decision-making skills.
- Encourage entrepreneurial thinking and innovation.
- Develop awareness of ethical and sustainable business practices.
- Prepare students for future studies and careers in business, economics, law, and public policy.

Subject Outline and Learning Experiences

This elective introduces students to key economic and business concepts through engaging, real-world learning. Students will explore how markets operate, how businesses respond to changing conditions, and how financial decisions impact individuals and society.

Learning experiences include:

- Case studies of Australian and global businesses.
- Simulations of market scenarios and business decision-making.
- Group projects and presentations.
- Opportunities to explore Indigenous perspectives on enterprise and sustainability, including connections with Elders and community leaders.

Unit Focus	Proposed Assessment
Term 1: Economic decision-making and Market Systems	Business Report
Term 2: Business Innovation and Financial Literacy	Combination Response Exam



GEOGRAPHY

Why study Geography?

The study of Geography opens up opportunities in specialist areas such as resource planning and management, environmental assessment, local government and town planning to name a few, and can lead to further study at TAFE and university.

Subject Outline and Learning Experiences

This unit has strong links with the 'real world' outside the classroom. Geography is the study of people and planet Earth, and students develop key skills by studying a variety of issues, places and countries. The focus is on managing the environment and the human challenges facing the world today.

Students use a range of visual and statistical data. They participate in a field study and investigate and develop conclusions about the management of places. Students develop skills to analyse and interpret data from graphs, tables, photos and maps, write paragraphs and reports and collect and interpret data in the field.

Unit Focus	Proposed Assessment
Term 1: Human Wellbeing	Data Analysis Exam
Term 2: Environmental Change and Management	Data Collection Report



HUMANITIES AND LOTE – Semester 2

INTRODUCTION TO MODERN HISTORY

Why study Introduction to Modern History?

Students who are considering studying Modern History in Years 11 and 12 should strongly consider selecting this subject. It is ideal for those with a genuine interest in historical events, human behaviour, and the key developments that have influenced contemporary society in the world.

Modern History develops essential academic skills—including research, analysis, and communication—that are highly valued in university and professional settings. The subject’s engaging topics foster curiosity and critical thinking, while also providing a strong foundation for future studies in Social Sciences and Anthropology. It supports pathways into careers such as education, psychology, politics, law, and the world of academia.

Subject Outline and Learning Experiences

Studying History equips students with valuable research and analytical skills through the exploration of captivating and significant events from the past. This subject connects directly to the General subject Modern History and provides a strong academic foundation for Senior years. This course focuses on transformative periods of revolution and conflict in the 20th Century.

Students will examine the Vietnam War, a defining Cold War conflict that deeply influenced Australia’s foreign policy, national identity, and social movements. The course also explores the Chinese Revolution under Mao Zedong, a radical transformation that reshaped China’s society, economy, and global role, offering critical insights into authoritarianism, ideology, and resistance.

These topics are highly relevant to Australian citizens, as they illuminate Australia’s regional relationships, its role in global affairs, and the enduring impact of revolutionary ideologies on contemporary politics and society.

Students will begin developing the foundational skills necessary for completing university-level assignments. They will engage with a variety of historical sources, including photographs, posters, videos, and documents, to investigate past events, interpret evidence, and construct well-reasoned responses to key historical questions.

Unit Focus	Proposed Assessment
Term 3: The Chinese Communist Revolution under Mao	Research Essay
Term 4: The Vietnam War	Combination Response Exam



INTRODUCTION TO ANCIENT HISTORY

Why study Introduction to Ancient History?

Introduction to Ancient History provides opportunities for students to study people, societies and civilisations of the past. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life and study the development of some features of modern society, such as social organisation, systems of law, governance and religion. Introduction to Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with and curiosity about stories of the past and the mysteries of human behaviour. This subject is ideal for students who are interested in studying the General subject Ancient History in Years 11 and 12.

Subject Description and Learning Experiences

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient 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 gain multidisciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically

Students will begin with examining archaeology and the ancient past looking closely at ancient Egypt - Tut's tomb, his life, the curse and ethics surrounding artefacts. The course will then explore Ancient Personalities – Julius Ceasar and the fall of the Republic.

Unit Focus	Proposed Assessment
Term 3: Archaeology and the Ancient Past	Research Essay
Term 4: Ancient Personalities	Combination Response Exam



INTRODUCTION TO ECONOMICS AND BUSINESS

Why study Introduction to Economics and Business Economics

This subject is a preparatory course for the General subject of Economics and Business in Years 11 and 12. Economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. It is an essential subject for understanding current issues, making informed decisions, and participating effectively in society. This subject will challenge students to use evidence and be innovative when solving problems in a world of complex global relationship and trends. It is an excellent subject for students interested in solving real world problems.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic and real-life practices through case studies. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Subject Outline and Learning Experiences

In Economics the central theme of learning will be - the economic problem of insufficient resources being available to satisfy all the wants of consumers. Students will learn to assess changes in the economy, how these changes relate to existing trends in the economic cycle and will study the implications of these changes for consumers, business and government. The students will cover how the Australian economy is managed by the Government and the Reserve Bank of Australia. Students will also be exposed to the share market through the ASX Share Market Game. As a result of the game, students will learn how to research companies and discover the impacts of the domestic and global economic environment on individual company performance. This knowledge will be of value for their financial futures.

In Business students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories, processes and strategies by exploring a range of business environments and situations in the functional areas of finance, human resources, marketing and operations. Students become critical observers of business practices by applying an inquiry process with authentic case studies undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse, interpret, synthesise and evaluate business data and information. This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities.

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Unit Focus	Proposed Assessment
Term 3: Business	Combination Response Exam
Term 4: Economics	Extended Response to Stimulus Exam



INTRODUCTION TO GEOGRAPHY

Why study Introduction to Geography?

Introduction to Geography encourages students to explore and understand space and place – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them. Geography is all around us; on the news, when travelling, in weather forecasts, maps and even the liveability of each individual's suburb. Through their exploration of both physical and human Geography, students are encouraged to become global citizens, who understand interdependence and participate in the global community. It is an excellent opportunity for students to gain an understanding of the General subject Geography studied in Years 11 and 12.

Subject Description and Learning Experiences

The Introduction to Geography course allows students to engage with spatial mapping, modern technologies and an excursion – all of which develop both inquiry skills and 21st Century skills. Through the lenses of environment, interconnection, sustainability and change, this course provides students with opportunities to demonstrate numeracy skills when interpreting data, critical thinking in source selection, literacy skills through analysing data to draw conclusions and make predictions, and problem solving to suggest proposals and solutions to local and global issues.

The subject enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable, so they develop the skills required to interpret global concerns and make genuine and creative contributions to society.

Unit Focus	Proposed Assessment
Term 3: Human Wellbeing – Disease/Pandemic	Data Analysis Exam
Term 4: Weather Hazards and Climate Resilience	Data Collection Report



INTRODUCTION TO SOCIAL AND COMMUNITY STUDIES AND TOURISM

Why study Introduction to Social and Community Studies and Tourism?

In Years 11 and 12, these subjects are stand-alone Applied subject offerings, but in Year 10, we want you to be able to experience what practical, Applied subjects are like and give you an introduction to both subject areas. These subjects provide students with real-world knowledge and experience that can be used in all aspects of their student and professional lives now and into the future. Students will improve their research and communication skills while learning about aspects of business, marketing, finance, the law and much more. If you want to become a well-rounded and productive member of society, this introduction to two exciting Humanities courses is the one for you.

Subject Description and Learning Experiences

By choosing the Introduction to Social and Community Studies and Tourism subject, you will experience a term's work in each study area. In Term 3, students will explore Australian Law and how young people fit into the legal system, including their rights and responsibilities. During the second half of the semester, the focus will be on the different sectors within Australia's tourism industry and the career options within each sector.

Students will develop critical thinking and communication skills through real-world scenarios, case studies, and collaborative inquiry. They examine legal processes and the role of law in shaping society, fostering informed and active participation in their communities. In the second half, students investigate the dynamic tourism industry, analysing its structure, career pathways, and socio-economic impacts. They will apply tourism concepts to local and global contexts through project-based learning, evaluate industry trends, and design promotional materials. Across both topics, students build transferable skills in research, decision-making, teamwork, and reflective evaluation, preparing them for future study, employment, and civic life.

Unit Focus	Proposed Assessment
Term 3: Social and Community Studies	Project – The Australian Legal System
Term 4: Tourism	Project – Promotional Product Development



JAPANESE

Why Study Japanese?

The study of Japanese language and culture is very important, as Japan is Queensland's largest trading partner and one of Australia's biggest export markets. The continued cultural and technological exchanges between Japan and Australia since World War II have brought the two societies closer together, to the point where there is great friendship between Australia and Japan.

There are almost endless career possibilities for students who have studied Japanese. These include Hospitality, Tour Guides, Import and Export Managing positions, Teaching, Research etc. Many students who have studied Japanese go to Japan to work in a variety of positions. Some of these include interpreting for large car firms such as Toyota and Mazda or even acting in Japanese movies requiring foreigner roles. Ipswich's close relationship with its sister city Nerima has created jobs for local residents.

Subject Outline and Learning Experiences

The study of this subject enables students to develop communicative competence and increase their skills in the four areas of Reading, Writing, Listening and Speaking. Japanese in Year 10 is a foundation semester for those wishing to pursue this subject in Year 11 and 12 in the General subject Japanese. Due to the challenging nature and expectations of Year 10 Japanese curriculum, it is highly recommended that students only enrol in this subject if they have studied Japanese in Years 8 and 9.

Students are provided with opportunities to learn more about the grammatical structure of Japanese and how to develop and use complex sentences to communicate a range of functions such as likes, dislikes, preferences and comparisons. Students are also encouraged to develop metacognitive strategies to monitor and improve their own understanding of Kanji thereby assisting them to become independent language learners.

Unit Focus	Proposed Assessment
Term 3: Life Right Now	Portfolio
Term 4: World Around Me	Multimodal



THE ARTS

DANCE

Why study Dance?

Dance is useful to students who are seeking to enhance their expressive abilities and social and cultural awareness. Engaging in dance allows students to develop important, lifelong skills such as creative thinking, teamwork, discipline, perseverance, confidence and leadership skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. **In 2026 students will be offered the opportunity to choose Dance in both Semester 1 and 2 or as a single semester unit.**

Subject Outline and Learning Experiences

Semester 1 - Telling Stories Through Dance

This unit explores how stories can be told through **Contemporary** dance, specifically First Nations people's stories. Students will study and respond to works from Bangarra Dance Theatre. They will consolidate their own Contemporary expressive and technical skills and work to increase their confidence, clarity of movement and projection. Through choreography, students will explore choreographic processes and create their own works, that are adaptations of narratives, told through dance.

Unit Focus	Proposed Assessment
Storytelling Through Dance	Making (Performance): Contemporary Performance Task. Making (Choreography): Response to Stimulus. Responding: Dance Analysis Exam.

Semester 2 - My Dance Identity

This preparation for Senior Dance unit is designed for students wanting to study Dance in Years 11 and 12. It aims to develop students' versatility through exploring a **Fusion** of genres including Contemporary, Musical Theatre, Hip Hop, Jazz and Lyrical. This unit places students at the Centre as they consider themselves as developing artists. They investigate the choreographic processes of influential choreographers through research, analysis, creative and critical thinking, whilst considering their own movement identity.

Unit Focus	Proposed Assessment
Preparation for Senior Dance	Making (Performance): Learn a performance task that fuses different dance styles. Making (Choreography): Fusion of styles – create a body of work. Responding: Dance Analysis Exam.



DRAMA

Why study Drama?

Drama is a fun, but substantive academic subject that enhances expressive abilities, both verbal and physical. It is an outlet for personal expression, that also teaches interpersonal skills, creative thinking and problem solving; coping mechanisms, perseverance, organisation and confidence; and maturity and self-awareness. It provides skills that are useful in all future careers. **In 2026 students will be offered the opportunity to choose Drama in both Semester 1 and 2 or as a single semester unit.**

Subject Outline and Learning Experiences

Semester 1 - Scripts and Industry

This unit explores drama as a contemporary practice in the community. By engaging with programs facilitated by professional theatre groups, students will get to prepare for audiences beyond the College and extend their skills. Students will engage with different styles of theatre, and conventions of performance relevant to different contexts, as well as respond to professional productions and create their own unique pieces. **NB: This unit may have an extended performance outcome for participants that won't take place until August.**

Unit Focus	Proposed Assessment
Scripts and Industry	Making: Devised Script and Performance; Group Performance Task. Responding: Extended Written Response to Live Theatre.

Semester 2 – Myths and Meanings

This preparation for the Senior Drama unit is well-suited for students wanting to study Drama in Years 11 and 12. Students will go back to where drama as we understand it really began, in Ancient Greece. They will explore the historical context and perform scenes from ancient plays, before dragging the past into the present. They will respond to contemporary interpretations of ancient texts and myths and develop their own original pieces that use ancient mythology as a stimulus, taking inspiration from modern artists who are doing the same thing.

Unit Focus	Proposed Assessment
Myths and Meaning	Making: Devised Script and Performance; Group Performance Task. Responding: Extended Written Response to Live Theatre.



MEDIA

Why study Media?

Media students gain a variety of skills useful in the workforce including organisation, problem solving, ICT competence, collaboration, independent learning, resilience and creativity. Media helps prepare students for the Senior General subject Film, Television and New Media. **In 2026 students will be offered the opportunity to choose Media in both Semester 1 and 2 or as a single semester unit.**

Subject Outline and Learning Experiences

Semester 1 – “There’s no business like ...”: Pitching, streaming and creating in today’s Media industry

This unit is designed to help prepare students for Senior Film, Television and New Media (FTNM) and is well-suited for students wanting to study FTNM in Years 11 and 12. Students will explore how the major film and television industries shape our consumption of media today, and how new media plays a vital role in keeping the industries going. They’ll respond to works by professional media artists, and design and pitch their own production concepts in industry styles and formats. Students will additionally extend their skills with creative software and take a pre-production concept into production and post-production.

Unit Focus	Proposed Assessment
“There’s no business like ...”: Pitching, streaming and creating in today’s Media industry	Making: Pitch Deck Presentation; Pilot Production. Responding: Extended Written Analysis.

Semester 2 – “You Can’t Handle the Truth!”: Media, ‘truth’, and other pretty little liars

This unit is designed to help prepare students for Senior Film, Television and New Media (FTNM) and is well-suited for students wanting to study FTNM in Years 11 and 12. Students will explore how media industries sell and market concepts of ‘truth’ through news media, documentary spaces, and narrative approaches to true stories. They will respond to current media trends and methods of distribution in terms of presenting news and truth, create their own stories and experiment with media languages across a number of creative tasks and challenges.

Unit Focus	Proposed Assessment
“You Can’t Handle the Truth!”: Media, ‘truth’, and other pretty little liars	Making: News Item Portfolio; Documentary Production. Responding: Extended Written Analysis.



MUSIC

Why study Music?

Music offers a unique way for students to connect with their world using critical and creative thinking. Cognitive learning in Music develops students' abilities to think and solve complex problems with intuition, creativity and imagination. Students develop interactive skills, social confidence, problem-solving skills, research skills and effective communication skills. The senses are engaged cognitively and physically, allowing students to develop an understanding of their own culture and that of others. **In 2026 students will be offered the opportunity to choose Music in both Semester 1 and 2 or as a single semester unit.**

Subject Outline and Learning Experiences

Semester 1 - Storytelling in Music

This unit is designed to help prepare students for Senior Music and is well-suited for students wanting to study Music in Years 11 and 12. Students will explore earlier styles of music making, before moving the past into the present and delving into the story-telling capabilities of music.

The semester focuses on how performers and composers make musical decisions to reinforce the message or story of the lyrics as students explore **Storytelling in Music**. The repertoire studied is drawn from a range of styles and genres, from 'Classical', popular and fusion, to vocal, instrumental and even orchestral. All students learning Music listen, perform and compose, using the Elements of Music as a basis. Students create and compose music using musical elements and compositional devices. They refine and rehearse technical and interpretive skills of performance, through playing, singing or conducting. Students also aurally or visually analyse musical elements and music notation.

Unit Focus	Proposed Assessment
Storytelling in Music	Making (Performance): A narrative performance. Making (Composition): Create a storytelling song. Responding: Multimodal response to stimulus.

Semester 2 – Create, Refine, Perform

This unit invites students to explore the full cycle of music-making by composing, refining, and performing their own original music works. Through hands-on engagement with instruments and digital technologies, students develop practical skills in music creation, sound design, and performance. They will use digital audio workstations and recording tools to shape their sound and communicate artistic intention. The unit culminates in a multimodal presentation, where students reflect on their creative process through written or spoken formats and showcase their final performance. This course fosters creativity, collaboration, and technical fluency, preparing students for real-world music industry contexts.

Unit Focus	Proposed Assessment
Create, Refine, Perform	Making (Performance): Perform a cover version of a song. Making (Composition): Create your own piece. Responding: Multimodal response to stimulus.



VISUAL ART

Why study Visual Art?

Studying Visual Art allows students the opportunity to further develop their thinking and problem-solving skills through making original and exploratory works of art. Students work in a fun, fast paced studio setting where they stretch their imaginations and develop the ability to communicate across visual, written and digital platforms. Throughout the year students exhibit their works in the College gallery and at various exhibitions. **In 2026 students will be offered the opportunity to choose Visual Arts in both Semester 1 and 2 or as a single semester unit.**

Subject Outline and Learning Experiences

Semester 1 - Art as Impact

Inquiry question: How does Art make an impact?

This unit explores how visual artworks can impact the audience and the world through narrative, instigating conversations, transforming mindsets, and emphasizing contemporary issues. Issues investigated include First Nations people's issues, social justice issues, the environment and the impact of science and technology on the world.

Students will draw inspiration from contemporary artists and the world around them, documenting, photographing, digitally manipulating to create original compositions. Skills exploited to create compositions include painting and sculpture/construction/assemblage.

Unit Focus	Proposed Assessment
Art as Impact	Making and Responding: 2D Assessment folio (impact painting). Making and Responding: Hybrid Creature Sculpture and 3D assessment folio.

Semester 2 - Art as Inspiration

Inquiry question: How can I be inspired by others?

This preparation for the Senior Visual Art unit is designed for students wanting to study Visual Art in Years 11 and 12. It aims to develop students' confidence, literacy and art making skills through exploring a variety of media including digital manipulation, photography, drawing, painting and sculpture to generate relevant visual solutions in response to stimuli.

This unit explores how students can gain inspiration from practicing contemporary artists and the world around them, case studying these artists and transferring their new knowledge into original artworks. They investigate the artistic processes of contemporary artists through research, analysis, experimentation, and reflection whilst developing their own personal artistic style, skills and preferences.

Students will engage in a simulated version of Senior Visual Art; they will learn how to write an investigation and create an experimental and resolved Body of Work.

Unit Focus	Proposed Assessment
Art as Inspiration	Making and Responding: Experimental project folio. Responding: Investigation written assessment. Making and Responding: Body of work project folio.



TECHNOLOGY

FASHION

Why study Fashion?

Fashion is a significant part of life - every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric. In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Subject Outline and Learning Experiences

Fashion is a form of textile art dedicated to the creation of clothing and other lifestyle accessories. Students are challenged to design, construct and reflect throughout the design process. This subject links to the Applied Senior Subject - Fashion.

Students investigate the nature of textiles and fashion, explore the elements and principles of design as well as develop higher order thinking skills while researching and investigating the structure of fabrics. Students use their creative skills to design and produce fashion clothing.

Semester 1

Unit Focus	Proposed Assessment
Fast Fashion and Textile Sustainability	Portfolio: Design and production log of fashion collection. Project: Fashion capsule collection.

Semester 2

Unit Focus	Proposed Assessment
Adornment and Fashion Illustration	Portfolio: Design and production log of fashion collection. Project: Fashion capsule collection.



DIGITAL FUTURES

Why study Digital Futures?

Technologies shape society by enabling solutions to real-world problems and improving quality of life. In today's technology-driven world, digital literacy and specialist IT skills are increasingly vital for students entering the workforce.

In Digital Futures, students learn about algorithms, computer languages, and user interfaces by developing digital solutions. They engage with data, technical briefs, and client needs, building expertise with hardware and software to create digital products. The unit focuses on problem-based learning, encouraging students to explore ideas, generate solutions, and evaluate their impact.

Subject Outline and Learning Experiences

Learning experiences include four units introducing the basics of digital solutions. Students focus on designing strong user experiences and prototyping web or mobile apps, using HTML, CSS, and Bootstrap to produce functional apps. Coding skills are developed in Python and JavaScript. The Python unit has students solve real-world problems in a creative, collaborative way. In JavaScript, students learn the principles of animation, storyboarding, and character design using digital tools like Scratch or Adobe Animate.

The course concludes with an exploration of sensors and microprocessors. Students build and program simple circuits with microcontrollers such as Arduino or Micro:bit, learning how interactive systems like robots respond to environmental inputs. This course prepares students for further studies in Digital Solutions or Information and Communication Technologies.

Semester 1

Unit Focus	Proposed Assessment
Term 1: Introduction to Digital Solutions	Final project using Python to solve a real-world problem.
Term 2: Creating Animations	Final animation project with planning documentation and reflection.

Semester 2

Unit Focus	Proposed Assessment
Term 3: Designing Data-Driven Applications	A Data-Driven application with documentation and reflection on design and ethical considerations.
Term 4: Sensors and Microprocessors	Final Sensor-Based Project including documentation of the problem-solving process and evaluation.



INDUSTRIAL DESIGN AND TECHNOLOGY SKILLS

Why study Industrial Design and Technology Skills?

Industrial Design and Technology skills is intended to provide students with a greater opportunity to develop knowledge and understanding through a creative process in a workshop environment. A course of study in Industrial Design and Technology skills can establish practical skills and understanding of woodworking and furnishing equipment, as well as increase exposure to industry standard drafting and graphical representation tools such as CAD (Computer Aided Drafting) and CAM (Computer Aided Manufacturing) software. This subject will provide a basis for further education and employment in vocational fields of building and construction, carpentry, cabinet making and general product manufacture.

Subject Outline and Learning Experiences

The subject has two main learning contexts - Manufacturing and Design. These two contexts are interwoven in a practical project that students work on throughout the semester. The project takes a Design, Make and Appraise approach with students designing their own project using both traditional and modern methods of drafting, before then constructing their project with wood working machinery and tools. Students are taught the design process, graphical communication methods, and practical workshop skills in order to successfully complete the project. The project will centre around a theme determined by the teacher and the workshop resources available. Each semester will have a different focus and overall theme

It is mandatory that in all Technology subjects, students wear black leather College Day uniform shoes or wear approved Safety footwear during class time.

Semester 1

Unit Focus	Proposed Assessment
Design and Production skills for the Furnishing Industry – Interior Focus	Project: CAD graphical design presentation. Project: Production of interior furnishing project.

Semester 2

Unit Focus	Proposed Assessment
Design and Production skills for the Bespoke Design Industry – Lighting Focus	Project: CAD graphical design presentation. Project: Production of a bespoke lighting project.



ENGINEERING SKILLS

Why study Engineering Skills?

Design and Technologies – Engineering is intended to extend students practical manufacturing skills and will build upon the concepts learned in previous design and technologies subjects. With a greater emphasis on alternative construction methods and materials, students will have the opportunity to broaden their knowledge and understanding of manufacturing by working with materials such as metal, plastic and acrylic. A course of study in Design and Technologies – Engineering can establish practical skill and understanding of workshop equipment; and provide a basis for further education and employment in vocational fields of engineering, sheet metal work and plastic forming.

Subject Outline and Learning Experiences

The subject has two main learning contexts - Engineering and Design.

These two contexts are interwoven in a practical project that students work on throughout the semester. The project takes a Design, Make and Appraise approach with students creating their own project using the manufacturing or engineering workshop machinery and tools. Students are taught the design process, graphical communication methods, and practical workshop skills in order to successfully complete the project. The project will centre around a theme determined by the teacher and the workshop resources available.

Students will develop their knowledge and expertise in a variety of engineering workshop tools and machinery. They will learn about the safe and correct use of tools and machinery. They will learn about the design process and how to successfully design, make and appraise a practical project. They will learn about material sustainability and how to manage resources effectively.

It is mandatory that in all Technology subjects, students wear approved black leather shoes or Safety footwear during class time.

Semester 1

Unit Focus	Proposed Assessment
Design and Production skills for the Engineering Industry	Project: Manufactured engineering item. Portfolio: Project log detailing the design and construction process.

Semester 2

Unit Focus	Proposed Assessment
Design and Production skills for the Fabrication Industry	Project: Manufactured fabrication item. Portfolio: Project log detailing the design and construction process.



CONSTRUCTION SKILLS

Why study Construction Skills?

Construction Skills is intended to prepare students for a career in the construction industry. It will build upon the concepts learned in previous design and technologies subjects but with a greater focus on working as a group to complete a larger project. Students will have the opportunity to broaden their knowledge and understanding of construction by working with previously familiar materials such as timber, whilst also expanding their skill base with all skills required for residential and commercial construction, such as landscaping, tiling and plastering. A course of study in Construction Skills can establish practical skill and understanding of the construction environment; including the differences to working on a jobsite compared to a workshop, and the difficulties that can arise from this.

Subject Outline and Learning Experiences

The planning and preparation component of the course guides students through the essential steps required before commencing any construction job. Students learn to develop a comprehensive plan, which involves assessing the scope of work, estimating costs, and determining the materials required. Emphasis is placed on budgeting and responsible purchasing, with students tasked to create detailed forecasts and source materials in line with their financial constraints. Production process planning is also covered, teaching students how to organise workflow, schedule tasks, and manage resources efficiently throughout the project lifecycle.

In addition, students are required to maintain a Project Log that documents every stage of the group construction project undertaken on school grounds. This log captures the design process, records decisions and modifications, and provides reflections on teamwork and problem-solving. A strong focus is placed on Workplace Health and Safety (WHS), with students expected to identify potential hazards, follow safety protocols, and ensure the wellbeing of all participants. Through these detailed logs, students gain valuable experience in project documentation, risk management, and the standards required in professional construction environments.

It is mandatory that in all Technology subjects, students wear approved black leather shoes or Safety footwear during class time.

Semester 1

Unit Focus	Proposed Assessment
Preparation and Production skills for the Construction Industry	Project: Personal worksite toolkit. Portfolio: Portfolio of study including planning and preparation of a construction Job, budgeting and material purchasing, and production process planning.

Semester 2

Unit Focus	Proposed Assessment
Team Based Construction of a College Project	Project: Completion of a construction project on College grounds. Portfolio: Project log detailing the design and construction process used to complete project, including necessary WHS considerations.



HOSPITALITY

Why study Hospitality?

Hospitality is suited to all students who wish to understand and explore the process between designing a culinary experience and delivering it to a valued customer. Students develop food skills and an understanding of food properties, processing, preparation, nutrition and consumption. Students also learn to evaluate food choices in a range of contexts and to consider technological, cultural, economic, social and environmental factors. Students also gain insight into streamline production process for efficient service periods and the delicate balancing act between quality, efficiency, sustainability and cost.

Subject Outline and Learning Experiences

Students in this subject will primarily be developing their cooking and food preparation skills in various different methods. They will produce many different food products using a range of sources of ingredients and sources of inspiration. Students will also develop teamwork and evaluation skills during the process of creating their products.

Students will learn the foundations of cooking and food preparation through numerous exercises performed collaboratively and individually in the classroom. Students will gain exposure to different styles of cooking, using both locally sourced and international ingredients and methods. Students will gain service experience and deliver numerous functions to varied customers in multiple settings.

It is mandatory that in all Technology subjects, students wear approved black leather shoes or Safety footwear during class time.

Semester 1

Unit Focus	Proposed Assessment
Hospitality in a Bespoke Formal Setting	Project: High Tea service delivery. Portfolio: Project log detailing the menu creation and food preparation process for a high tea and similar events.

Semester 2

Unit Focus	Proposed Assessment
Hospitality Catered for a Specific Designed Context	Project: Summertime Sweets service delivery. Portfolio: Project log detailing the product development for a food truck style ice cream and sweets vendor.



VET CERTIFICATE

CERTIFICATE I IN EMPLOYMENT PATHWAYS (22680VIC)



Subject Type: VET

RTO Code: 40548

Why Study Certificate I in Employment Pathways?

The Certificate I in Employment Pathways (22680VIC) is a nationally recognised qualification designed to transform students' learning into meaningful vocational opportunities. Delivered in partnership with IVET Institute (RTO Code: 40548), this course empowers students with essential skills for career exploration, work preparation, and personal development. Successful completion provides a maximum of two QCE points.

Subject Outline

This qualification includes a mix of core and elective units aimed at building foundational skills for employment and further study.

Unit Title and Assessment

Unit Title	Assessment Method
VU23722 – Develop personal effectiveness (Core)	Competency-based tasks focused on self-awareness, goal setting, and reflection.
VU23723 – Prepare for employment (Core)	Practical activities including resume writing, interview preparation, and job search.
BSBWHS211 – Contribute to the health and safety of self and others (Core)	Demonstrations and written tasks on WHS procedures and responsibilities.
VU23724 – Develop an action plan and portfolio for career planning (Core)	Portfolio development and planning documentation.
FSKLRG006 – Participate in work placement (Elective)*	Supervisor feedback and reflective journal from a minimum of 10 hours of placement.
HLTAID001 – Provide first aid (Elective)**	Practical demonstration and written assessment (external provider).
HLTAID009 – Provide cardiopulmonary resuscitation (Elective)**	Practical CPR demonstration and knowledge test (external provider).

* Minimum ten hours of work placement required.

** Additional training fees apply.

Learning Experiences

A range of teaching and learning strategies including classroom and project-based learning, online self-study and practical work-related experience. Students are expected to commit to both theory and practical components, with a recommended weekly schedule of four hours in class and 0.5 hours of home learning.



Assessment

Assessment is competency based. To earn the qualification, students must successfully complete four Core units and three Elective units. Students are evaluated on their ability to demonstrate the required skills and knowledge for each unit.

Supporting Student Success

Parents/caregivers can assist by encouraging consistent effort in competency tasks and maintaining communication with the teacher.

Cost

\$285.00 (\$215.00 RTO charge plus \$70 for First Aid competency).

Service Agreement

The RTO guarantees students every opportunity to complete the certificate, as outlined in the enrolment process and information handbooks. Upon successful completion, students receive a Certificate and record of results. Those completing at least one unit will receive a Statement of Attainment.

Correct at time of publication but subject to change. Date of publication 18 August 2025.



HOW TO ENTER YOUR SUBJECT PREFERENCES ONLINE

Please follow these simple steps:

1. Read your subject book and discuss with your student the subjects they have to study and the choices available.
2. On your College laptop, open the email sent to you from Web Preference Manager (WPM), containing the details on how to access the WPM portal.
3. Click on the link in the email to access the WPM portal. There are also instructions included as to how to manually access the site.
4. The **Add New Preferences** page will appear. Your name and year level will appear in the top left hand corner.



Name: Tester AAA – Year 10 2026

[View Instructions](#)

Dear Students and Parents/Caregivers

You are completing the online selection process for Year 10 at St Peter Claver College in 2026. You are selecting subjects for Semest meeting in Term 2, 2026.

Students will be automatically placed in English, Mathematics, and Religion classes.

For other subjects, please follow the selection instructions carefully. The selection rules ensure that students prepare for Senior Stuc opportunities for students to follow their interests.

Please read the subject booklet carefully prior to making selections. Students will in some selection boxes be asked to indicate a nur subjects if there is a clash between two preferences, if there is insufficient space in a course or if too few students select the course.

When selecting Reserve Subjects, these cannot be the same subjects as your initial preferences.

[+ Add New Preferences](#)



- Carefully read the instructions on this page regarding how to complete your subject selection.
- Click the green **Add New Preferences** button on the right hand side.



- The Select Your Preferences page will open. Carefully read the instructions at the top of this page as well.

The minimum number of units for selection is 4, you have selected 0

When selecting subjects for Year 10 in 2026, please note that you must ensure a selection is made in each drop-down box labelled with the red! icon.

Core Mathematics Choice

Preference 1 is your preferred strand of Mathematics for Semester 1, 2026.

Core Science Choice

Preference 2 is your preferred strand of Science for Semester 1, 2026. You are also required to select one reserve Core Science strand. You need to ensure these reserves are genuine, as you could be allocated to these classes.

Electives (Arts, Humanities, HPE, Science, Technology and VET)

Preferences 3 and 4 are where you select your preferred Arts, Humanities, HPE, Science, Technology or VET electives for 2026. There are specific rules that you must follow when selecting your subjects, and the system will not allow you to proceed with your selection until these rules have been met.

Students can study more than one strand of Science in Semester 1. If you select an extra strand of Science, this choice cannot be the same as your Core Science preference or reserve.

When selecting subjects for Reserve 2, 3 or 4, these cannot be the same subjects as your initial preferences.

If you cannot see an elective choice in the preference list, but it is available on the reserve list, this means the subject is full. Students can select it as a reserve and be added to a waiting list for the subject.

WEB PREFERENCES VIEW INSTRUCTIONS

In selecting subjects for Year 10 in 2026, please be aware that you must select the number of subjects indicated in each selection box.

- In Preference 1 – Mathematics Choice**, select your first preference subject.
- In Preference 2 – Semester 1 Science Choice**, select your first preference subject.
- In Reserve 1 – Semester 1 Science Choice**, select one reserve subject.
- In Preference 3 and 4 – Electives (Arts, Humanities, HPE, Science & Technology)**, select your first and second preference subjects.
- In Reserves 2 to 4 – Electives (Arts, Humanities, HPE, Science & Technology)**, select three reserve subjects.

When selecting reserve subjects, these cannot be the same subjects as your initial preferences.

To choose your subjects click on the drop-down box beside each subject area.

You will notice as you go through this process that the red bar across the top of the page will update, telling you the minimum number of subjects required, and how many you have selected. You will not be able to process your subject preferences until all subjects are entered correctly.



Preference boxes that have a  icon located to the right must have a valid subject selected from that box before you can submit your preferences.

Mathematics Choice

Preference 1 

Semester 1 Science Choice

Preference 2 

Reserve 1 

Electives (Arts, Humanities, HPE, Science & Technology)

Preference 3 

Preference 4 

Reserve 2 

Reserve 3 

Reserve 4 

Example below:

Mathematics Choice

Preference 1

Semester 1 Science Choice

Preference 2

Reserve 1

Electives (Arts, Humanities, HPE, Science & Technology)

Preference 3

Preference 4

Reserve 2

Reserve 3

Reserve 4

8. Once all your preferences are in, click on:



Note: You will not be able to click on the Proceed button if you have the same subject in your preferences twice.



Your preferences will appear on the screen.

Please add Parent/Guardian email for Signature

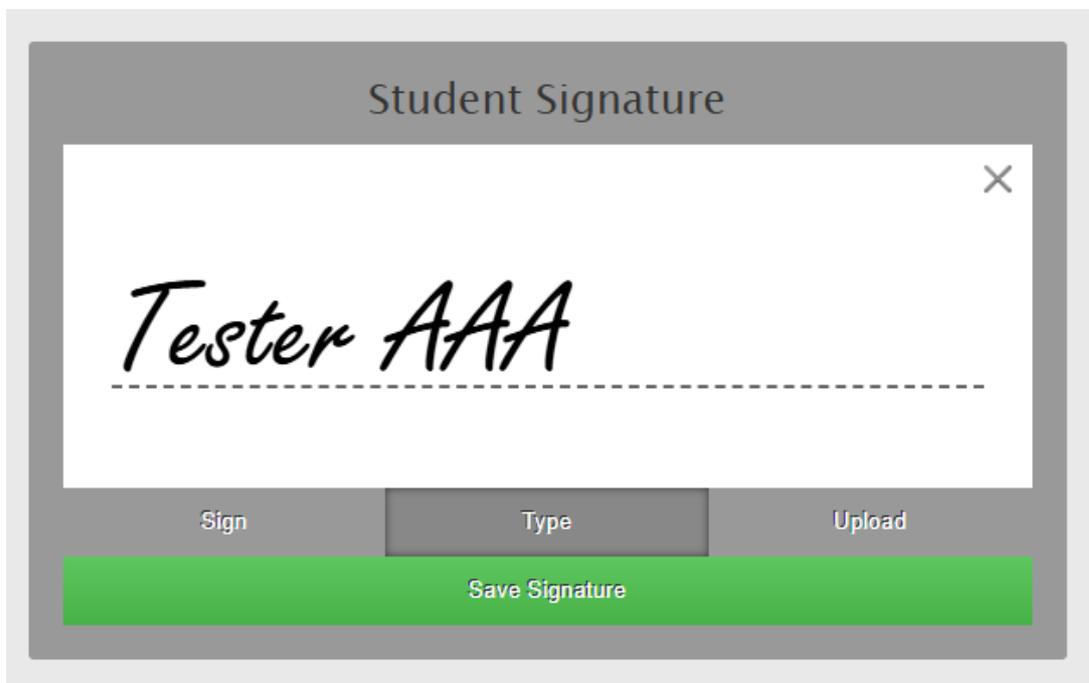
Parent/Guardian Email Address:

+

Your Preferences

Preference No	Preference Name	Units
Preference 1:	Mathematics	1 Unit
Preference 2:	Applied Science	1 Unit
Preference 3:	Visual Art	1 Unit
Preference 4:	HPE - Fitness and Coaching	1 Unit
Reserve 1:	Biology	
Reserve 2:	Drama	
Reserve 3:	Economics and Business	
Reserve 4:	Hospitality	
Total:		4 Units

9. You will need to enter your parent/caregiver’s email address in order for them to be emailed a copy of your subject selection choices to approve.
10. You also need to sign your preferences by using the touch screen on your laptop or by clicking type and typing your name. Select **Save Signature** to proceed.



11. After completing all preferences and if you are happy with your choices click **Submit Valid Preferences**, which opens your Preference Receipt.

 + Submit Valid Preferences

Preference Receipt: ST608-63806-8667035-5453763

Student Name: Tester AAA
School Name: St Peter Claver College (Year 10 2026)
Receipt Date: 29/08/2025 1:54:02 PM
Number of Subjects/Units Selected: 4
Submission No.: 1

Preference 1: Mathematics
Preference 2: Applied Science
Preference 3: Visual Art
Preference 4: HPE - Fitness and Coaching
Reserve 1: Biology
Reserve 2: Drama
Reserve 3: Economics and Business
Reserve 4: Hospitality

Please print or save (as a PDF) this receipt for your records. There is no requirement to submit a copy of this receipt to the College. The subject selection closes on 30th November.

Student Signature

Tester AAA

12. You can print your Preference Receipt by clicking on and clicking **Open Print View** and selecting **Print Receipt**.

 Open Print View



[Print Receipt](#)[Download PDF](#)[Close](#)

Web Preferences Receipt

St Peter Claver College (Year 10 2026)

Student Name: **Tester AAA**

Home Group:

Date: 29/08/2025 1:54:02 PM

No. of Subjects/Units Selected: 4

Receipt Code: ST608-63806-8667035-5453763

Submission No.: 1

Preference List:

Preference 1: Mathematics

Preference 2: Applied Science

Preference 3: Visual Art

Preference 4: HPE - Fitness and Coaching

Reserve 1: Biology

Reserve 2: Drama

Reserve 3: Economics and Business

Reserve 4: Hospitality

Please print or save (as a PDF) this receipt for your records. There is no requirement to submit a copy of this receipt to the College. The subjects students are enrolled in will not be available until November.

Student Signature

Tester AAA

Parent/Guardian Signature request email sent: 29/08/2025 01:54:02 - mconnah@bne.catholic.edu.au

13. Exit Web Preferences by clicking the **Log Out** button.



ST PETER CLAVER
COLLEGE

