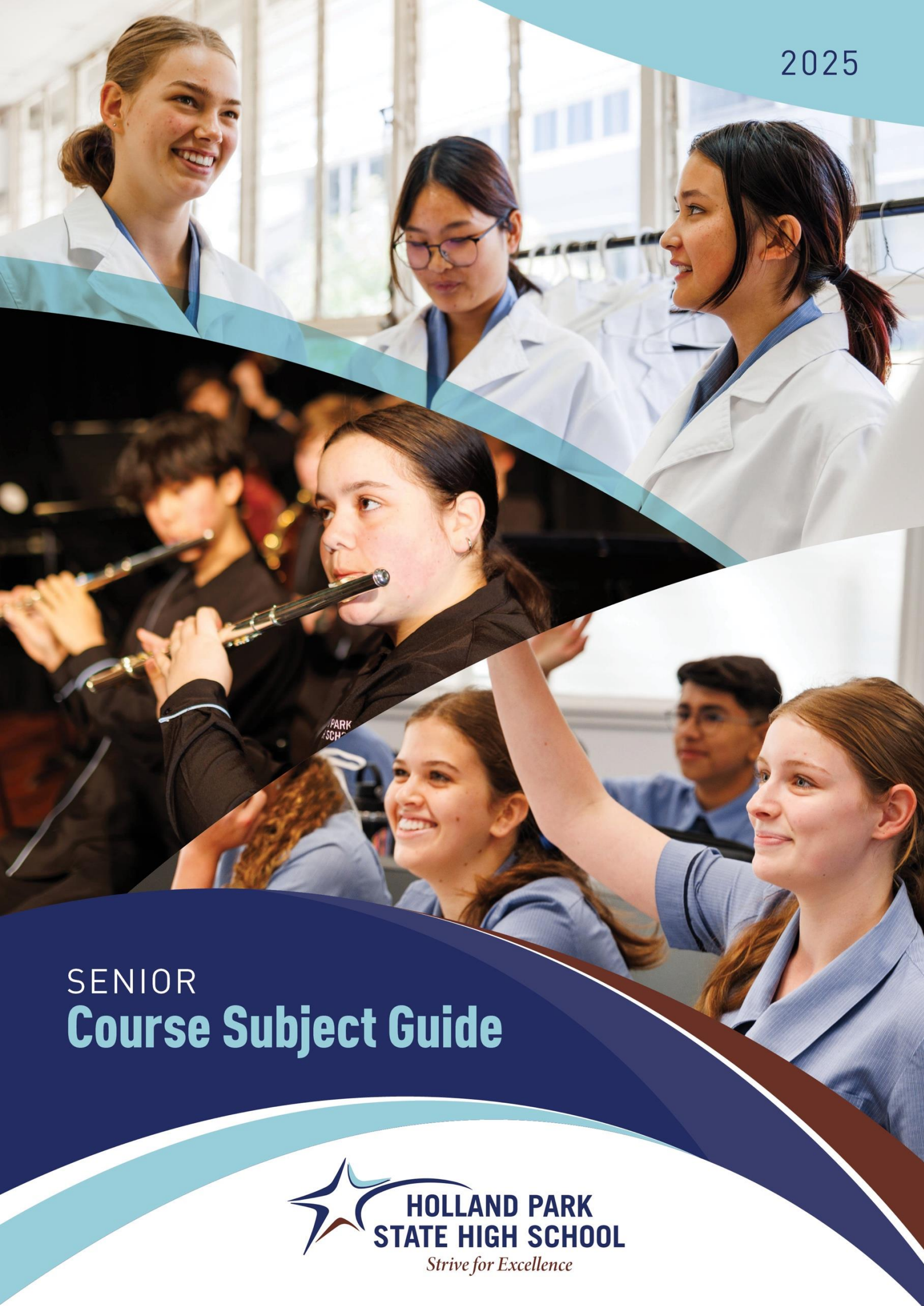


2025



SENIOR  
**Course Subject Guide**

## PRINCIPAL'S WELCOME

Welcome to the Holland Park State High School Course Subject Guide. We are pleased to offer a diverse range of options to ensure that every student is well-prepared for a successful transition from high school into a meaningful pathway. Our subject offerings cater to all students, whether they are heading to university, further vocational training, or directly into the workforce.

It is essential that students choose subjects they enjoy and have previously been successful in, so that they thrive and fully engage in their learning. We are dedicated to extending and challenging students to all levels, helping them set and achieve their individual academic goals.

This Senior Course Subject Guide provides a summary of all courses offered in the senior phase of learning to assist you in planning your pathway. We have a supportive process for students and parents/caregivers to engage in, that prepares families to make informed decisions about their subject choices.

We look forward to supporting you on your learning journey.

Warm regards,

**Samantha Hawkins**

*PRINCIPAL*



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# INTRODUCTION

## How to use this guide

The Year 10-12 Senior Subject Handbook is an essential resource for planning your senior education pathway. It provides valuable information about this phase of your secondary schooling, including prerequisites, general and applied subjects, vocational qualifications, and tertiary entrance processes.

Within this guide, you will find outlines of the courses offered at Holland Park State High School for Year 10 students, along with the senior subjects they lead into in Years 11 and 12. Students should carefully consider their subject choices and are strongly encouraged to continue a subject from Year 10 through to Year 12, as these courses are designed to progressively develop the skills and knowledge required for success.

Please note that courses will only be offered if there are sufficient student numbers to form a class. This decision is at the discretion of the school.

## How do I choose my subjects?

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is a good idea to keep your options open by taking prerequisite subjects, however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on your ability to gain your QCE or the ATAR you hope to achieve.

### Important questions to consider when choosing a pathway and selecting subjects:



Three speech bubbles containing the following questions:

- What subjects do I enjoy? In which subjects do I perform well?
- What are the possible pathways I am considering for the future? Am I interested in a trade or apprenticeship?
- What are the possible university/TAFE courses I am interested in pursuing? What subjects do I need as prerequisites?

## Categories of subjects

APPLIED SUBJECTS	GENERAL SUBJECTS
Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Applied subjects contribute to the QCE and may contribute to ATAR calculations (a maximum of 1 applied subject or Vocational Qualifications can contribute to ATAR calculations).	General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.



## Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: [www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA developed course of study. A new statement of results is issued to students after each QCAA developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

## Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

## Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

## Applied subjects and Certificate II VET qualifications with duplication of learning

The QCAA considers Applied subjects and VET qualifications at Australian Qualifications Framework (AQF) Level 2 that have similar subject matter and learning goals to be duplication of Learning.

Students may enrol in any VET qualification. However, when a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, credit for the QCE is determined by the QCAA.

All completed and partially completed VET qualifications and Applied subjects are recorded on the statement of results. Relevant Applied subjects offered at Holland Park SHS and possible duplication of VET courses including those offered at TAFE or other training organisations.



**APPLIED SUBJECTS AND CERTIFICATE II VET QUALIFICATIONS WITH DUPLICATION OF LEARNING**

Learning Area	Applied Subject	VET Qualification	Max QCE Credits
<b>Health and Physical Education</b>	Early Childhood Studies	No duplication	4
	Sport & Recreation	SIS201122 Certificate II in Sport and Recreation	4
<b>Humanities and Social Sciences</b>	Business Studies	BSB20120 Certificate II in Workplace Skills	4
	Tourism	SIT20122 Certificate II in Tourism	4
<b>Sciences</b>	Agricultural Practices	AHC20116 Certificate II in Agriculture AHC21216 Certificate II in Rural Operations	4
<b>The Arts</b>	Music in Practice	CUA20620 Certificate II in Music	4
	Visual Arts in Practice	CUA20720 Certificate II in Visual Arts	4
<b>Technologies</b>	Building & Construction Skills	CPC20220 Certificate II in Construction Pathways	4
	Engineering Skills	MEM20413 Certificate II in Engineering Pathways	4
	Fashion	MST20616 Certificate II in Applied Fashion Design and Technology	4
	Furnishing Skills	MSF20516 Certificate II in Furniture Making Pathways	4
	Hospitality Practices	SIT20322 Certificate II in Hospitality	4
	Industrial Graphics Skills	No duplication	4
	Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
	Information & Communication Technology	ICT20115 Certificate II in Information, Digital Media and Technology ICT20120 Certificate II in Applied Digital Technologies	4

### Multiple VET qualifications

To ensure breadth of learning within a QCE, limitations are placed on the amount of credit that can contribute to the QCE for some VET qualifications.

### New learning in VET

Credit for the QCE accrues when a student completes new learning.

### Qualifications from the same VET training package

A maximum of eight credits from the same VET training package can contribute to a QCE. Credit in the Core category of learning will accrue as the priority.



## SENIOR SUBJECTS

The QCAA develops four types of senior subject syllabuses — **General, Applied, Senior External Examinations and Short Courses**. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student’s ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course. Students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

### Underpinning factors

All senior syllabuses are underpinned by:

- **Literacy** — the set of knowledge and skills about language and texts essential for understanding and conveying content.
- **Numeracy** — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

SENIOR SUBJECT SYLLABUSES	DESCRIPTION	UNDERPINNING FACTORS
<b>General</b>	General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.	<p><b>In addition to literacy and numeracy, general syllabuses are underpinned by:</b></p> <ul style="list-style-type: none"> <li>• 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information &amp; communication technologies (ICT) skills.</li> </ul>
<b>Applied</b>	Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.	<p><b>In addition to literacy and numeracy, applied syllabuses are underpinned by:</b></p> <ul style="list-style-type: none"> <li>• applied learning — the acquisition and application of knowledge,</li> <li>• understanding and skills in real-world or lifelike contexts</li> <li>• community connections — the awareness and understanding of life beyond</li> <li>• school through authentic, real-world interactions by connecting classroom</li> <li>• experience with the world outside the classroom</li> <li>• core skills for work — the set of knowledge, understanding and non-technical</li> <li>• skills that underpin successful participation in work.</li> </ul>



SENIOR SUBJECT SYLLABUSES	DESCRIPTION	UNDERPINNING FACTORS
<b>Senior External Examination</b>	The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.	
<b>Short Courses</b>	Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.	<p><b>In addition to literacy and numeracy, short courses are underpinned by:</b></p> <ul style="list-style-type: none"> <li>21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information &amp; communication technologies (ICT) skills.</li> </ul>

For more information about the ACSF see: <https://www.education.gov.au/australian-core-skillsframework>.

## Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

## Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a students:

- best five general subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

## English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.



# GENERAL SYLLABUSES

## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

### Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study. Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

## Assessment

### Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

### Units 3 and 4 assessments

Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.



The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

### Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

### External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.



# APPLIED SYLLABUSES

## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

## Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result. Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.



## Essential English and Essential Mathematics — Common internal assessment

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

## Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.



## SENIOR EXTERNAL EXAMINATIONS

### Course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects. Results are based solely on the student's demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school) – to meet tertiary entrance or employment requirements – for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations. For more information about the Senior External Examination, see: [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

### Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

## SHORT COURSES

### Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in literacy and numeracy.

### Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment. The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.



## RESOURCES

Student Resource Scheme Agreement will contain costings and further information in Term 4. Payment can be made in full (cash/cheque/BPoint/EFTPOS), by initial deposit and payment plan, by Centrelink deduction. Please contact the Resource Room for more information about payment. Some subjects have an additional consumables charge.

## LAPTOPS AT SCHOOL

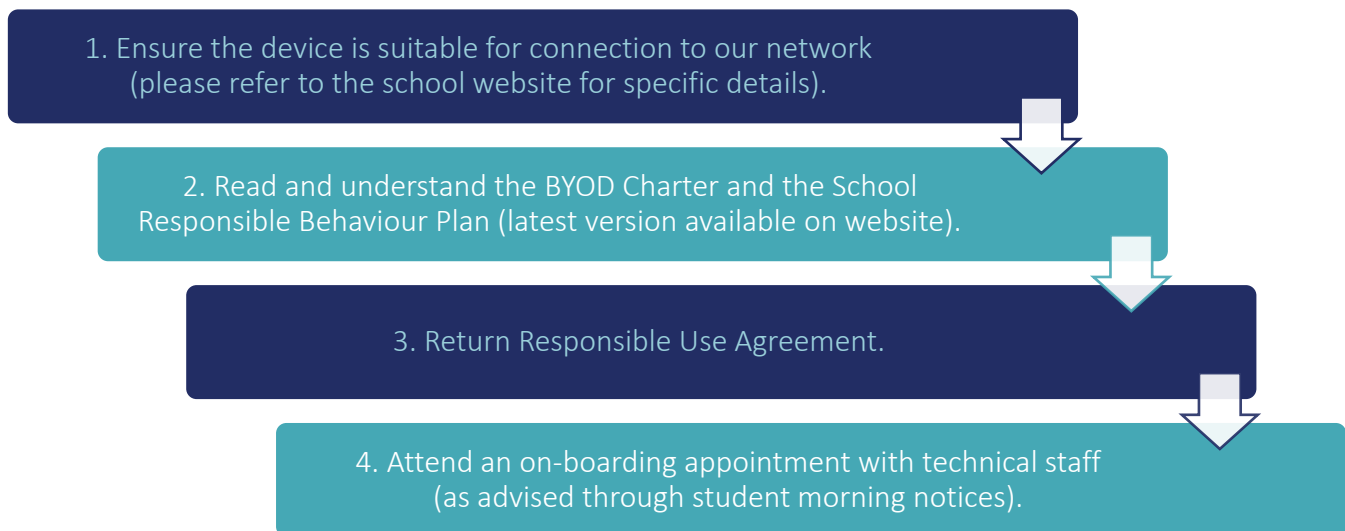
### BRING YOUR OWN DEVICE – BYOD PROGRAM

The BYOD program is offered to all students in Years 9, 10, 11 and 12, and allows students to bring a privately-owned laptop to school every day for use in class.

Our BYOD program assists students to improve their learning outcomes in a contemporary educational setting and recognises the demand for seamless movement between school and home. By assisting students to become responsible digital citizens, the teaching learning process and the achievement of student outcomes are enhanced as well as the skills and experiences that will prepare them for their future studies and careers.

Access to the department's ICT network is through BYOx Connect, a DETE approved on-boarding system. Access is provided only if the laptop meets the department's security requirements which, at a minimum, requires that anti-virus software has been installed, is running and is kept updated on the device.

### Steps to joining the BYOD Program



BYOD will provide secure access and network connection, ongoing network setup and maintenance, initial on-boarding assistance, school connection support and some technical troubleshooting.



## TRAINING AND STUDYING WHILE AT SCHOOL

Many students start their career while at school either studying at TAFE or in a school-based traineeship or apprenticeship. These choices generally require students to have one day away from the school campus each week, so they are not a suitable option for all students. Those students intending to go directly to university from school need to maintain their focus on achieving an ATAR and are ineligible to engage in a school-based apprenticeship (SBA/T)/traineeship or attend TAFE.

The government has allocated (Vocational Education and Training in Schools) funding for high demand industry areas. All students are eligible to complete one certificate course that meets the VETiS requirements (high demand) free of charge except for materials. There are many other courses available but may require fees to be paid, this is managed through the individual RTO – registered training organisation, not the school.

TAFE Course guides are available online which include SkillsTech trade courses. Students interested in attending TAFE or another RTO must complete an expression of interest form available from Senior Schooling office. This form is to acknowledge a commitment to school work as well as other study requirements. It also provides important information about creating a USI – a unique student identification number which all students must have.

By completing study at an outside provider RTO it generally means that students are in an adult learning environment even though the classes are for school students. Students do need to manage their own transport to and from the RTO.

### School Based Traineeships

Students interested in traineeship or apprenticeships need to make contact with Senior Schooling staff to discuss possibilities.



## READINESS CRITERIA FOR SUBJECTS

Year 11/12 Subjects	Subject Category	Readiness Criteria Applied when selecting to study this subject at the commencement of Year 10	Readiness Confirmation Applied at the End of Year 10, when confirming course selection for Year 11
<b>Business</b>			
Certificate IV Crime and Justice	Certificate	C in Year 9 English	C in Year 10 Business and Law
Diploma of Business	Certificate	C in Year 9 English	C in Year 10 Business and Law
<b>Technologies</b>			
Design	General	C in Year 9 English	C in Year 10 Prep Design & Graphics Skills
Engineering	General	C in Year 9 English C in Year 9 Math	C in Prep Engineering B in Mathematical Methods Prep
Industrial Skills	Applied	Completed Year 9 English Completed Year 9 Math	
Industrial Technology Skills	Applied	Completed Year 10 English Completed Year 10 Math	
<b>English</b>			
English	General	C in Year 9 English	C in Year 10 English Prep
Literature	General	B in Year 9 English	C in Year 10 Literature Prep (offline)
Essential English	Applied	Completion of Year 9 English	Completion of Year 10 Essential English Prep
<b>Health and Physical Education</b>			
Physical Education	General	C in Year 9 English C in Year 9 HPE	C in Year 10 Physical Education
Sport and Recreation	Applied	C in Year 9 English	
Certificate II in Sport & Recreation/ Certificate III in Fitness	Certificate	C in Year 9 English	
<b>Home Economics</b>			
Early Childhood Studies	Applied	Completion of Year 9 English	
Fashion	Applied	Completion of Year 9 English	
Hospitality Practices	Applied	Completion of Year 9 English	
<b>Humanities</b>			
Ancient History	General	C in Year 9 English C in Year 9 History	C in History Prep
Modern History	General	C in Year 9 English C in Year 9 History	C in History Prep



## READINESS CRITERIA FOR SUBJECTS

Year 11/12 Subjects	Subject Category	Readiness Criteria Applied when selecting to study this subject at the commencement of Year 10	Readiness Confirmation Applied at the End of Year 10, when confirming course selection for Year 11
<b>Mathematics</b>			
Essential Mathematics	Applied	Completion of Year 9 Math	
General Mathematics	General	C in Year 9 Math	C in English C in General Mathematics Prep
Mathematical Methods	General	B in Year 9 Math	C in English B in Mathematical Methods Prep
Specialist Mathematics	General	B in Year 9 Math	C in English B in Mathematical Methods Prep
<b>Science</b>			
Biology	General	C in Year 9 Science C in Year 9 English	C in Biology Prep C in Mathematics C in English
Chemistry	General	C in Year 9 English B in Year 9 Science B in Year 9 Mathematics	B in Chemistry Prep B in Mathematics C in English
Physics	General	C in Year 9 English B in Year 9 Science B in Year 9 Mathematics	B in Physics Prep B in Mathematics C in English
Psychology	General	C in Year 9 Science C in Year 9 English	C in Biology Prep C in Mathematics C in English
<b>The Arts</b>			
Japanese	General	C in Year 9 Japanese	C in Year 10 Japanese
Music	General	C in Year 9 English	C in Music Prep
Drama	General	C in Year 10 English Prep	
Visual Art	General	C in Year 9 English C in Year 9 Art	C in General English Prep C in Art Prep
Visual Arts in Practice	Applied	C in Year 9 English	



## JOB CLUSTERS

In industries today, job switching and career progression are not randomised; people tend to move into roles that are related to their previous experiences and skills. However, this isn't always how young people are taught to think about their future careers. They're often encouraged to focus on a specific "dream job" and choose a narrow training path. Instead of planning their education and career around a single, lifelong occupation, young people could benefit from considering the broader types of work they're interested in and developing a diverse set of skills that open up multiple career options. The following clusters are informed by the 2017 Foundation of Young Australians in their New Work Mindset Report (<https://www.fya.org.au/resource/new-work-order-research/>).

When choosing a career, young people should think not just about their first job, but about the range of roles it might lead to. In Australia, there are seven job clusters: 'The Generators,' 'The Artisans,' 'The Carers,' 'The Coordinators,' 'The Designers,' 'The Informers,' and 'The Technologists.'

During STRIVE students have been developing understanding of these clusters.

# There are 7 new job clusters in Australia

There are more than 1,000 different occupations in Australia. This might seem like a bewildering choice for a young person starting their career, but actually many of these jobs are related in the sense that they involve similar skills, day-to-day tasks and work environments (some of which are surprising).

By using a first-time methodology for analysing millions of job advertisements, these occupations can actually be grouped into just 7 'clusters of work'.



**THE GENERATORS CLUSTER** comprises jobs that require a high level of interpersonal interaction in retail, sales, hospitality and entertainment.



**THE CARERS CLUSTER** comprises jobs that seek to improve the mental or physical health or wellbeing of others, including medical care and personal support services.



**THE ARTISANS CLUSTER** comprises jobs that require skill in manual tasks related to construction, production, maintenance or technical customer service.



**THE COORDINATORS CLUSTER** comprises jobs that involve repetitive administrative and behind-the-scenes process or service tasks.



**THE INFORMERS CLUSTER** comprises jobs that involve professionals providing information, education or business services.



**THE TECHNOLOGISTS CLUSTER** comprises jobs that require skilled understanding and manipulation or digital technology.

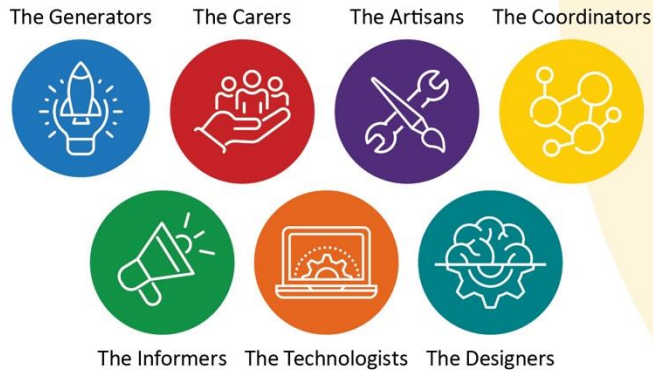


**THE DESIGNERS CLUSTER** comprises jobs that involve deploying skills and knowledge of science, mathematics and design to construct or engineer products or buildings.



# OVERVIEW

Moving beyond jobs to skills for the new work order



**Jobs are more related than we realise... When a person trains or works in **1 job**, they acquire skills for **13 other jobs**\***.

## There are **7** new job clusters in Australia

*A young person...*

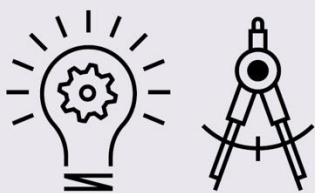
- could choose a job cluster based on their interest and strengths rather than focus on one dream job.
- could gain experience through early career jobs in the job cluster.



**Some job clusters have stronger future prospects than others.**

*A young person...*

- could consider job clusters with strongest future prospects and jobs that are most likely to grow.



**Job clusters require similar skills that are often portable across jobs.**

*A young person...*

- could choose on developing a portfolio of technical and enterprising skills common to their chosen job cluster.



*\*On average. Based on high overlap of skills.*





# Business

## FACULTY

YEAR 9

YEAR 10

YEAR 11/12



# BUSINESS AND LAW



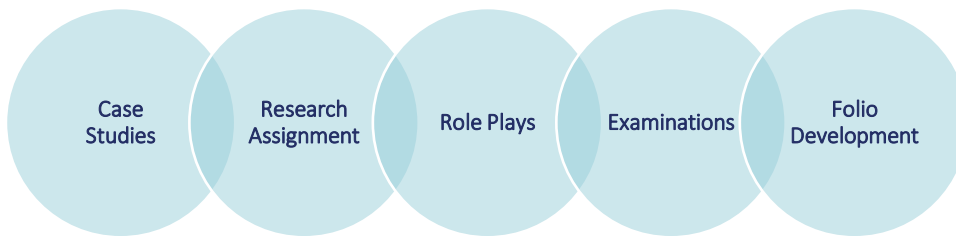
-  Careers
-  Job Clusters
-  Transferable Skills

Entrepreneur, Office Manager, Financial Planner, HR Officer
The Generators, The Coordinators
Organisation, finance, leadership

## Subject description

Year 10 Business and Law introduces students to the interconnected worlds of commerce and legal systems. In the business semester, students explore through change management agreement, human resources management and business operations, while developing entrepreneurial skills through real-world case studies and business planning. The law semester covers the structure of the legal system, government and democracy, individual rights, criminal and civil law and the role of law in society. Students will engage in debates, analyse legal issues, and explore ethical questions, sharpening their critical thinking and argumentation skills. This course provides a strong foundation for understanding both business operations and the legal frameworks that govern society.

## Assessment types



## Is this course for me?

The course nurtures creativity and innovation, encouraging students to think like entrepreneurs and problem solvers. It aligns well with the “Generators” and “Informers” job clusters, which includes roles in sales, management, and entrepreneurship, law, policy-making, and advocacy.

## What will help me be successful in this course?

- C in Year 9 English



# CERTIFICATE IV IN CRIME AND JUSTICE

10283NAT (RTO – Pica – 33)



- Careers
- Job Clusters
- Transferable Skills

Police Officer, Legal Assistant, Youth Worker

The Carers, The Coordinators

Problem solving, legal knowledge, interpersonal skills



## Qualification description

Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

The Certificate IV in Crime and Justice course is designed to:

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.

Duration	2 years
Entry requirements	Academic – There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Attitude – students need to demonstrate independent learning skills.
Qualification packaging rules	To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.
Units of competency completed	<ul style="list-style-type: none"> <li>• CJSCOM401 Provide information and referral advice on justice-related issues</li> <li>• CJSDCP402 Prepare documentation for court proceedings</li> <li>• CJSJI403 Analyse social justice issues</li> <li>• BSBINS401 Analyse and present research information</li> <li>• PSPREG003 Apply Regulatory Powers</li> <li>• BSBLEG421 Apply understanding of the Australian Legal System</li> <li>• BSBLDR414 Lead team effectiveness</li> <li>• PSPREG010 Prepare a brief of evidence</li> <li>• BSBLEG523 Apply legal principles in tort law matters</li> <li>• BSBPEF402 Develop personal work priorities</li> </ul>
Learning experiences	Content is delivered in a classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, compulsory after school workshops with industry professionals Technology required: access to the internet.
Assessment	Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions, role-plays and audio recordings.
Pathways	The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations. Can provide early university offers to some universities and an ATAR score.

Course Costs	\$750 up-front fee.
Further information	Refund Policy: Refund for students exiting a certificate course is on pro-rata basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal. Students must be enrolled in a Queensland school to access course materials.



# DIPLOMA IN BUSINESS

BSB50120 (RTO – Pica – 33)




 Careers

Business Manager, Marketing Officer, Team Leader

 Job Clusters

The Generators, The Coordinators

 Transferable Skills

Leadership, business planning, project coordination

## Qualification description

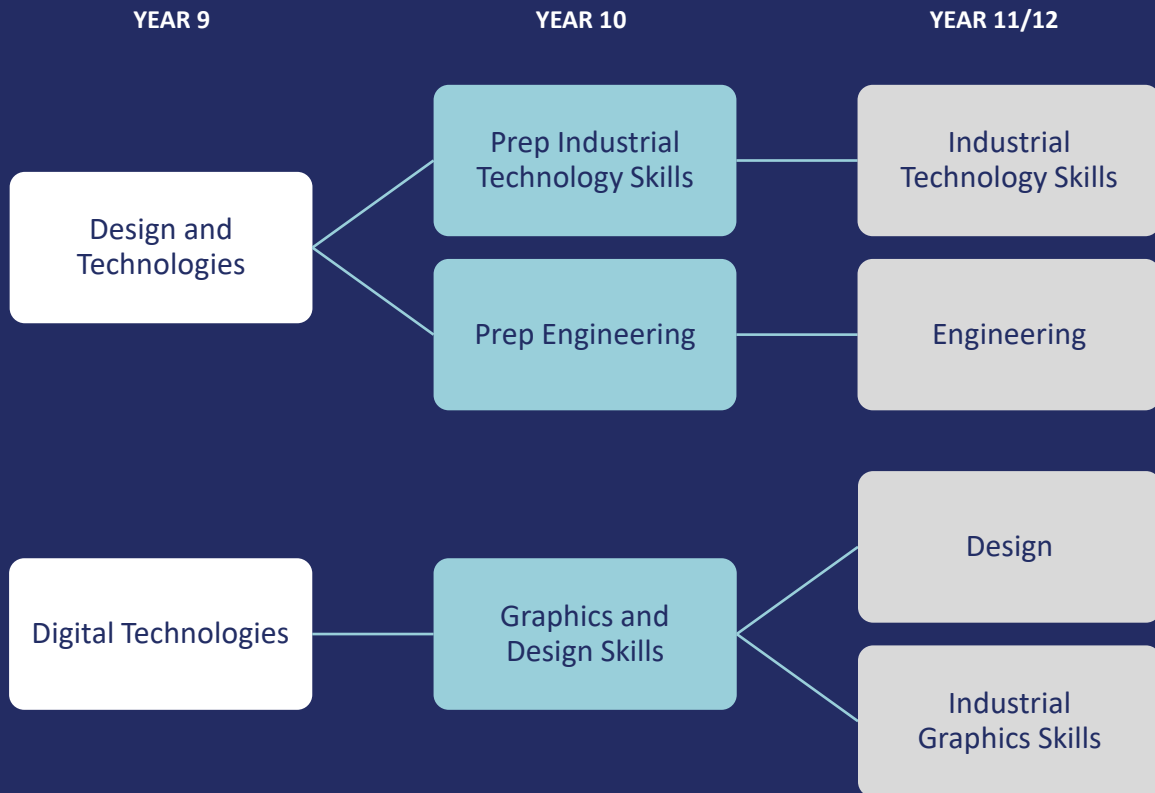
This qualification is suited to the needs of individuals with little or no vocational experience, but who have an interest in theoretical business skills and knowledge. The Diploma of Business will create further educational and employment opportunities in business. The Diploma of Business contributes toward QCE and ATAR. The course may lead to university credits or prepare students to start working in Business Administration, Accounting, Marketing, Retail, Banking, Finance or Human Resource positions. The Diploma of Business will be provided by an external Registered Training Organisation (RTO). It will be provided as a timetabled subject Holland Park State High School. Upon completion of this Diploma, some tertiary institutions may automatically offer guaranteed entry into selected tertiary undergraduate courses.

Duration	<b>18 months</b>
Entry requirements	Readiness from Year 10: Students should achieve a C result in Year 10 English. Attitude-need to be an independent learner. This course requires additional working time outside of class of up to 3 hours per week.
Qualification packaging rules	The course consists of 5 core units and 7 elective units.
Possible units of competency	<ul style="list-style-type: none"> <li>• BSBCRT511 Develop critical thinking in others</li> <li>• BSBFIN501 Manage budgets and financial plans</li> <li>• BSBOPS501 Manage business resources</li> <li>• BSBSUS511 Develop workplace policies and procedures for sustainability</li> <li>• BSBXCM501 Lead communication in the workplace</li> <li>• BSBHRM525 Manage recruitment and onboarding</li> <li>• BSBOPS504 Manage business risk</li> <li>• BSBPMG430 Undertake project work</li> <li>• BSBPEF501 Manage personal and professional development BSBSTR502 Facilitate continuous improvement</li> <li>• BSBMKG541 Identify and evaluate marketing opportunities BSBMCM411 Make presentations</li> </ul>
Learning experiences	The Diploma of Business will be provided by an external Registered Training Organisation (RTO). It will be provided as a timetabled subject at Holland Park State High School.
Assessment	Evidence of student’s work is regularly submitted according to set due dates to show their ability to satisfactorily complete the assigned tasks. This process of collecting and providing continuous feedback allows students to improve the quality of their work and show competency. Evidence is gathered through the following: written projects, classroom activities, group work, reflections, observation of skills, and oral and written questions. Students have 3 attempts on each assessment task to gain a satisfactory result.
Pathways	The course may lead to university credits or prepare students to start working in Business Administration, Accounting, Marketing, Retail, Banking, Finance or Human Resource positions.
Course Costs	Up to \$3,000. Payments will be made directly to the RTO. Students who fail to meet the requirements of an assessment cluster will be required to make a payment to have future attempts at tasks marked.



# Technologies

## FACULTY



# GRAPHICS AND DESIGN SKILLS



-  Careers
-  Job Clusters
-  Transferable Skills

To come
The Designers, The Technologists
To come

## Subject description

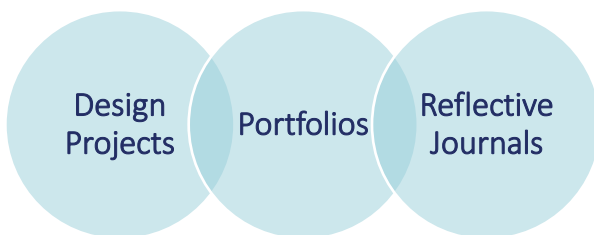
Year 10 Graphics and Design Skills is ideal for students who are passionate about creativity, innovation, and visual communication. This course introduces students to two distinct but complementary disciplines: Graphics and Design.

In Graphics, students explore computer-aided design (CAD) using industry-standard programs such as Autodesk Revit and Inventor. They learn how to model and communicate ideas through digital design techniques, focusing on creating objects, products, and built environments in response to client briefs. While some hand sketching is involved, the emphasis is on CAD modelling and technical accuracy.

In Design, students engage in creative problem-solving using the Double Diamond design process. They learn to think divergently and convergently to generate and refine ideas, using strategies such as hand sketching, lo-fi physical prototyping, and CAD mock-ups. Students tackle real-world design problems and develop portfolios that showcase their process from research to final solution.

This subject empowers students to explore both the technical precision of graphics and the innovative thinking of design. This will prepare them for future pathways in architecture, product development, engineering, or creative industries.

## Assessment types



## Is this course for me?

This course equips students with 21<sup>st</sup>-century skills such as creativity, digital literacy, and project management, making it highly relevant to the “Designers” job cluster, which includes careers in architecture, industrial design, and product development, engineering, construction, and technology.

## What will help me be successful in this course?

- C in Year 9 English





- Careers
- Job Clusters
- Transferable Skills

To come
The Designers, The Technologists
To come

### Subject description

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

### Objectives

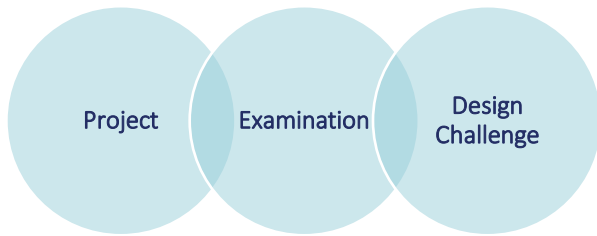
By the conclusion of the course of study, students will:

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements

### Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Stakeholder-centred design</b> Designing for others	<b>Commercial design influences</b> Responding to needs and wants	<b>Human-centred design</b> Designing with empathy	<b>Sustainable design influences</b> Responding to opportunities

## Assessment types



Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) – 15%</b> Examination – Design challenge	<b>Summative Internal Assessment 2 (IA2) – 35%</b> Project	<b>Summative Internal Assessment 3 (IA3) – 25%</b> Project	<b>Summative External Assessment (EA) – 25%</b> Examination – Design challenge

## Subject specific requirements

- Laptop
- Clear display folder
- Sharp pencils
- USB



# INDUSTRIAL GRAPHIC SKILLS



 Careers

Electrician, Draftsperson, Engineer, Mechanic

 Job Clusters

The Artisans, The Technologists

 Transferable Skills

Design, construction, mechanical reasoning

## Subject description

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21<sup>st</sup> century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

## Objectives

By the conclusion of the course of study, students will:

- demonstrate practices, skills and procedures
- interpret client briefs and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and products

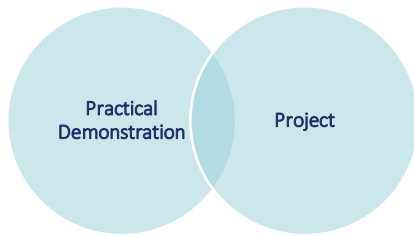
## Structure

Industrial Graphics Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

UNIT OPTION	UNIT TITLE
A	Drafting for residential building
B	Computer-aided manufacturing
C	Computer-aided drafting — modelling
D	Graphics for the construction industry
E	Graphics for the engineering industry
F	Graphics for the furnishing industry



## Assessment types






Students complete two assessment tasks for each unit. The assessment techniques used are:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
<b>Practical</b>	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	<p><b>Practical demonstration:</b> The drawing skills and procedures used in 3–5 drawing production processes.</p> <p><b>Documentation:</b> Multimodal (at least two modes delivered at the same time) – drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media.</p>
<b>Project</b>	Students draft in response to a provided client brief and technical information.	<p><b>Product:</b> The drawing skills and procedures used in 5–7 drawing production processes.</p> <p><b>Drawing process:</b> Multimodal (at least two modes delivered at the same time) – drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media.</p>



# ENGINEERING PREPARATION

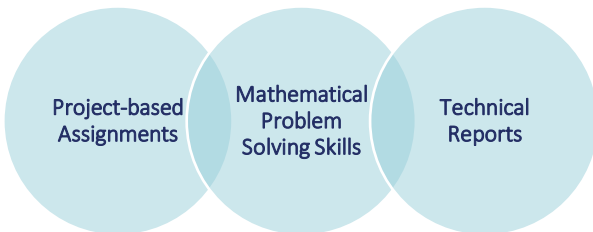


 Careers	Electrician, Draftsperson, Engineer, Mechanic
 Job Clusters	The Artisans, The Technologists
 Transferable Skills	Design, construction, mechanical reasoning

## Subject description

The Year 10 Engineering preparatory course is designed for students who are interested in how things work and enjoy solving complex problems. Topics may include mechanical systems, materials science, and the application of mathematics and physics in engineering contexts. Students who are curious about building and designing structures, machines, or systems will find this subject particularly engaging. The course involves project-based learning, where students design and build engineering prototypes that demonstrate their problem-solving abilities.

## Assessment types



## Is this course for me?

This course fosters critical thinking, collaboration, and digital literacy, aligning with the “Designers” job cluster, which encompasses roles in engineering, construction, and technology.

## What will help me be successful in this course?

- C in Year 9 English
- C in Year 9 Math



# ENGINEERING



- Careers
- Job Clusters
- Transferable Skills

Electrician, Draftsperson, Engineer, Mechanic
The Artisans, The Technologists
Design, construction, mechanical reasoning

## Subject description

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21<sup>st</sup> century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer’s ability to confidently and purposefully generate solutions that improve the quality of people’s lives in an increasingly complex and dynamic technological world.

## Objectives

By the conclusion of the course of study, students will:

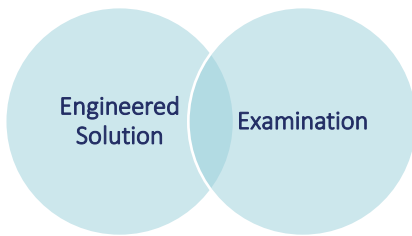
- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

## Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Engineering Fundamentals</b> <ul style="list-style-type: none"> <li>• Engineering in society</li> <li>• Engineering communication</li> <li>• Introduction to engineering mechanics</li> <li>• Introduction to engineering materials</li> </ul>	<b>Engineering Technologies</b> <ul style="list-style-type: none"> <li>• Emerging needs in society</li> <li>• Emerging processes, machinery and automation</li> <li>• Emerging materials</li> </ul>	<b>Civil Structures</b> <ul style="list-style-type: none"> <li>• Civil structures in society</li> <li>• Civil structures and forces</li> <li>• Civil engineering materials</li> </ul>	<b>Machines and Mechanisms</b> <ul style="list-style-type: none"> <li>• Machines in society</li> <li>• Machines, mechanisms and control</li> <li>• Materials</li> </ul>



## Assessment types



Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) – 25%</b> Engineered solution	<b>Summative Internal Assessment 2 (IA2) – 25%</b> Examination – Combination response	<b>Summative Internal Assessment 3 (IA3) – 25%</b> Engineered solution	<b>Summative External Assessment (EA) – 25%</b> Examination – Combination response



# INDUSTRIAL TECHNOLOGY SKILLS PREPARATION



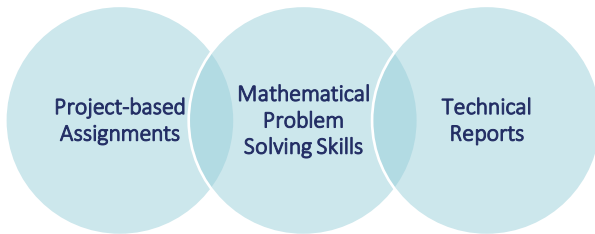
-  Careers
-  Job Clusters
-  Transferable Skills

Electrician, Draftsperson, Engineer, Mechanic
The Artisans, The Technologists
Design, construction, mechanical reasoning

## Subject description

To come.

## Assessment types



## Is this course for me?

To come.


## What will help me be successful in this course?

- C in Year 9 English




# INDUSTRIAL TECHNOLOGY SKILLS




 Careers

Electrician, Draftsperson, Engineer, Mechanic

 Job Clusters

The Artisans, The Technologists

 Transferable Skills

Design, construction, mechanical reasoning

## Subject description

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21<sup>st</sup> century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

## Objectives

By the conclusion of the course of study, students will:

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt plans, skills and procedures

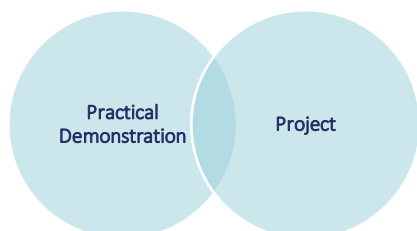


## Structure

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from to develop their course of study. When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

## Assessment types



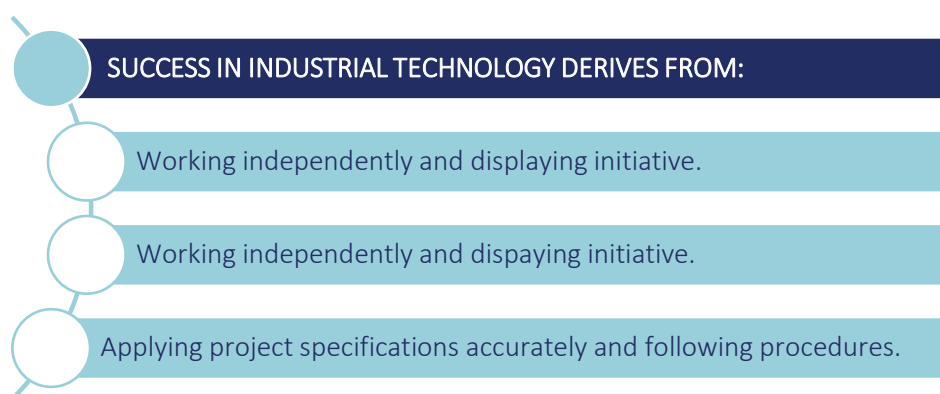
Students complete two assessment tasks for each unit. The assessment techniques used are:

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) – 25%</b> Engineered solution	<b>Summative Internal Assessment 2 (IA2) – 25%</b> Examination – Combination response	<b>Summative Internal Assessment 3 (IA3) – 25%</b> Engineered solution	<b>Summative External Assessment (EA) – 25%</b> Examination – Combination response

## Subject specific requirements

Risk Assessments in this subject. Some equipment has been identified as high risk machinery – e.g. Routers, Compound Slide Saw. Parental consent in writing will be required before students use high risk equipment. Teachers will also assess whether it is safe for any student to use high risk equipment.

Dress and behaviour must conform to Workplace Health and Safety Guidelines. Footwear must conform to industry standards, have enclosed uppers and be of a substantial material. NO JOGGERS.



Each student will be required to pay a subject levy.





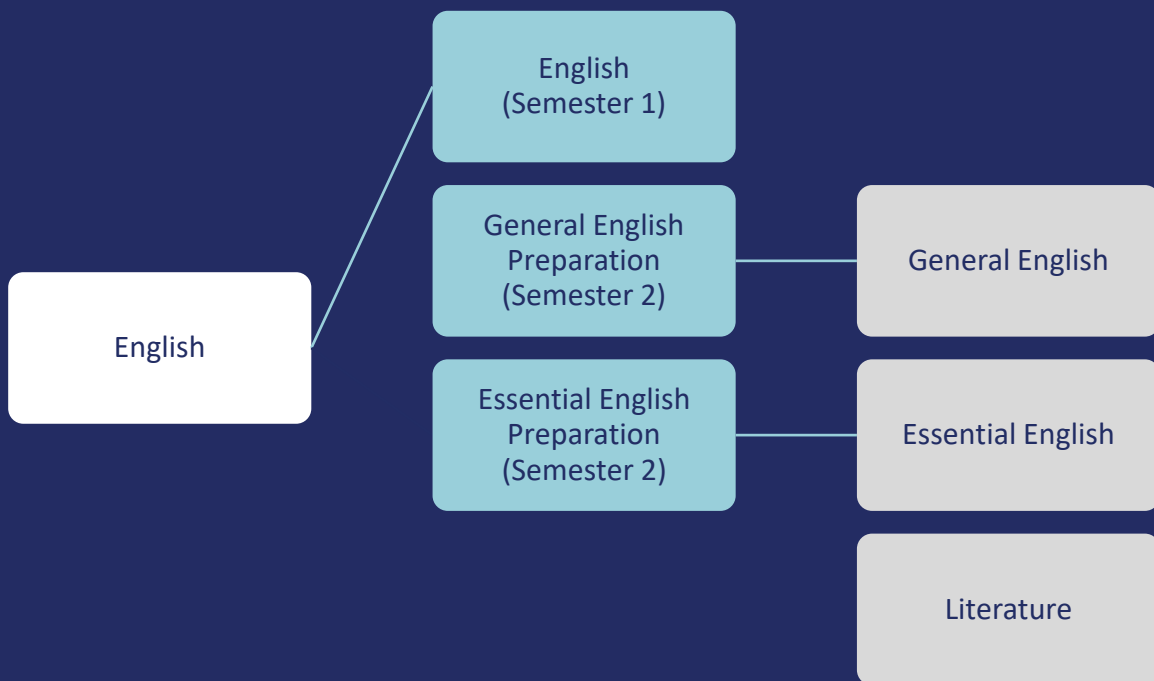
# English

## FACULTY

YEAR 9

YEAR 10

YEAR 11/12



# GENERAL ENGLISH PREPARATION



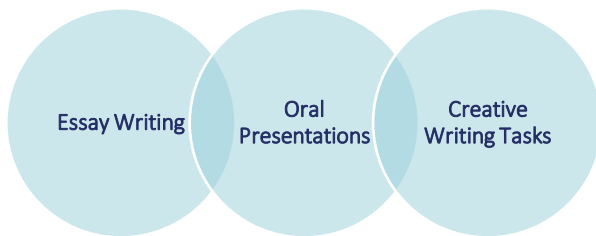
-  Careers
-  Job Clusters
-  Transferable Skills

Journalist, Lawyer, Teacher, Editor, Communications Officer
The Informers, The Coordinators
Communication, writing, critical thinking

## Subject description

Year 10 English is designed for students who love reading, writing, and analysing texts. Topics might include studying a range of literary genres, from Shakespearean drama to modern novels, as well as developing skills in creative, persuasive, and analytical writing. Students who are passionate about storytelling, enjoy discussing ideas, and are keen to explore different perspectives will find this subject highly engaging. The course focuses on developing students’ abilities to interpret texts, construct well-organised essays, and express ideas clearly and creatively.

## Assessment types



## Is this course for me?

These subject nurtures critical thinking, creativity, and communication—key 21st-century skills that are essential for roles in the "Informers" job cluster, which includes careers in education, media, and communication.

## What will help me be successful in this course?


- C in Year 9 English




## GENERAL ENGLISH


 Careers

Journalist, Lawyer, Teacher, Editor, Communications Officer

 Job Clusters

The Informers, The Coordinators

 Transferable Skills

Communication, writing, critical thinking

**Subject description**

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

**Objectives**

By the conclusion of the course of study, students will:

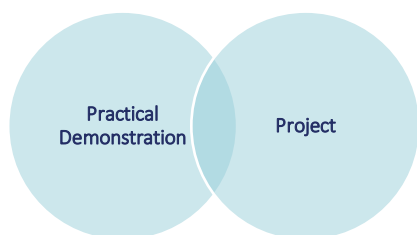
- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts



## Structure

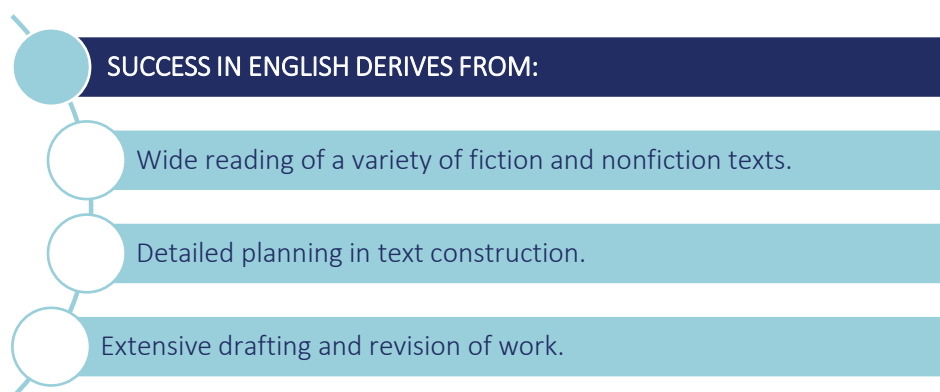
UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts materials</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and nonliterary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Textural connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literacy texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

## Assessment types



Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 25%</b> Extended response — written response for a public audience	<b>Summative Internal Assessment 2 (IA2) - 25%</b> Extended response — persuasive spoken response	<b>Summative Internal Assessment 3 (IA3) - 25%</b> Extended response — imaginative written response	<b>Summative External Assessment (EA) - 25%</b> Examination — analytical response





#### Careers

Journalist, Lawyer, Teacher, Editor, Communications Officer

#### Job Clusters

The Informers, The Coordinators

#### Transferable Skills

Communication, writing, critical thinking

### Subject description

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

### Pathways

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### Objectives

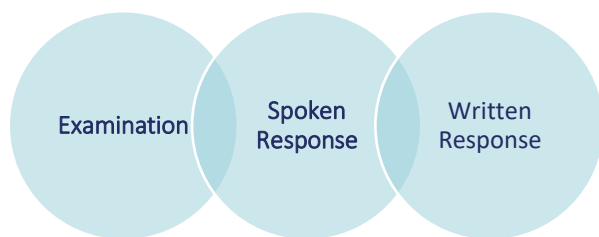
By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

## Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Introduction to literacy studies</b> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> <li>• Ways literary texts connect with each other — style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Literature and identity</b> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Independent explorations</b> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

## Assessment types



Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 25%</b> Examination — analytical written response	<b>Summative Internal Assessment 2 (IA2) - 25%</b> Extended response — imaginative spoken/multimodal response	<b>Summative Internal Assessment 3 (IA3) - 25%</b> Extended response — imaginative written response	<b>Summative External Assessment (EA) - 25%</b> Examination — analytical written response



# ESSENTIAL ENGLISH PREPARATION



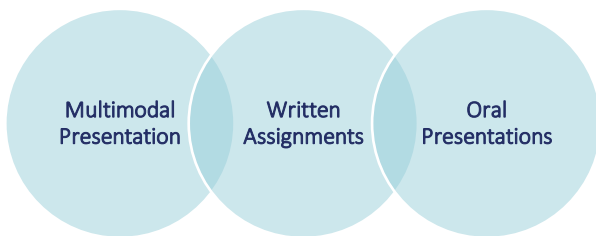
- Careers
- Job Clusters
- Transferable Skills

Journalist, Lawyer, Teacher, Editor, Communications Officer
The Informers, The Coordinators
Communication, writing, critical thinking

## Subject description

In the Year 10 Essential English preparation, students develop and refine their understanding of language, literature, and literacy, empowering them to communicate confidently and effectively in everyday, community, and social contexts. They learn to recognise the relevance of language and texts in their current and future lives, gaining the skills to understand, accept, or challenge the values and attitudes within these texts.

## Assessment types



## Is this course for me?

This course fosters critical thinking, collaboration, and communication- key 21st-century skills that are essential for roles in the "Informers" job cluster, which includes careers in education, media, and communication.

## What will help me be successful in this course?

- Completed Year 9 English



# ESSENTIAL ENGLISH



## Careers

Journalist, Lawyer, Teacher, Editor, Communications Officer

## Job Clusters

The Informers, The Coordinators

## Transferable Skills

Communication, writing, critical thinking

### Subject description

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work- related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non- literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

### Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### Objectives

By the conclusion of the course of study, students will:

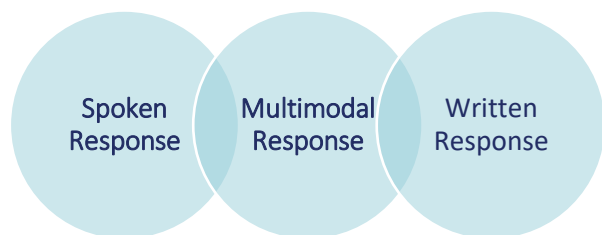
- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode- appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context



## Structure

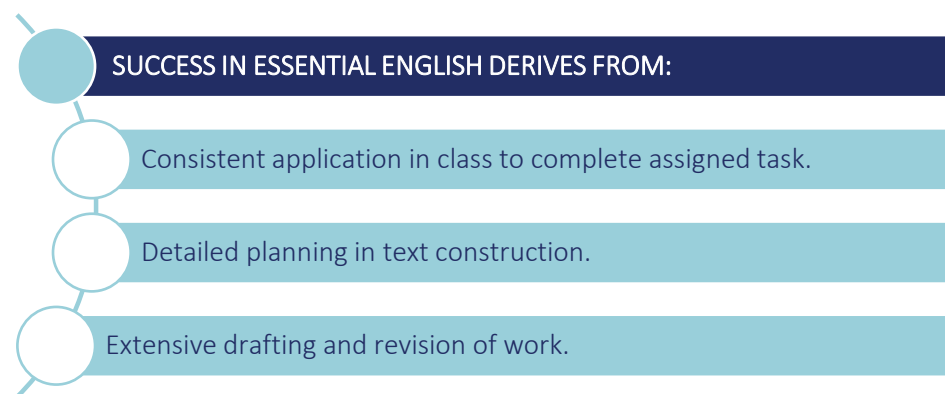
UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Language that works</b> <ul style="list-style-type: none"> <li>Responding to a variety of texts used in and developed for a work context</li> <li>Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>Responding to reflective and nonfiction texts that explore human experiences</li> <li>Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>Creating and shaping perspectives on community, local and global issues in texts</li> <li>Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>Responding to popular culture texts</li> <li>Creating representations of Australian identifies, places, events and concepts</li> </ul>

## Assessment types



Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

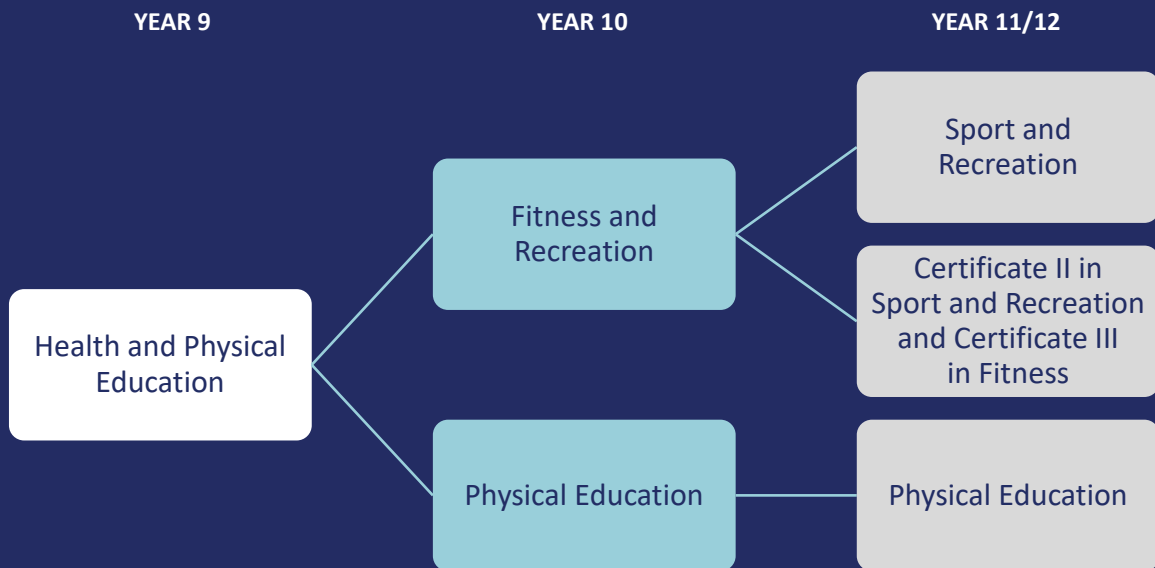
UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 25%</b> Extended response — Spoken/signed	<b>Summative Internal Assessment 2 (IA2) - 25%</b> Common internal assessment	<b>Summative Internal Assessment 3 (IA3) - 25%</b> Extended response — Multimodal response	<b>Summative External Assessment (EA) - 25%</b> Extended response — Written response





# Physical Education

## FACULTY



# PHYSICAL EDUCATION PREPARATION

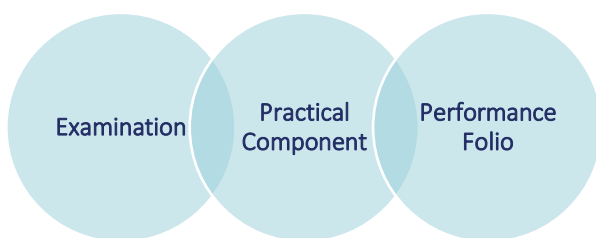


Careers	PE Teacher, Sports Coach, Fitness Trainer, Recreation Officer
Job Clusters	The Carers, The Generators
Transferable Skills	Teamwork, leadership, health knowledge

## Subject description

In the Year 10 Physical Education Preparatory subject, students will elevate their physical skills in this dynamic course, exploring topics that enhance performance, such as energy systems, tactical awareness, ethical decision-making, and training techniques. They'll engage in hands-on learning by implementing, analysing, and evaluating movement strategies to improve both individual and team performance in real-world physical activities.

## Assessment types



## Is this course for me?

Physically educated learners develop the 21<sup>st</sup> century skills of critical thinking, creative thinking, communication, collaboration and teamwork that are essential skills for the “Carers” job cluster which can lead to careers in healthcare, exercise science, teaching and sport.


## What will help me be successful in this course?

- C in Year 9 English
- C in Year 9 HPE


UNIT 1	UNIT 2	UNIT 3
<b>Sociology in Sport and Volleyball</b> <ul style="list-style-type: none"> <li>• Australian Sporting History – Male and Female Perspective</li> <li>• Evolution of Men’s and Women’s Sport</li> <li>• Commodification of Sport</li> <li>• Sponsorship and Media Influence</li> <li>• Inequities in Sport</li> </ul>	<b>Sport Performance Analysis and Basketball/Netball</b> <ul style="list-style-type: none"> <li>• Foundational Movement Skills and Specialised Movement Sequences</li> <li>• Movement Strategies and the 4 Principles of Play</li> <li>• Body and Movement Concepts</li> <li>• Video Analysis</li> </ul>	<b>Exercise Physiology and Touch Football</b> <ul style="list-style-type: none"> <li>• Body Systems</li> <li>• Food, ATP and Energy Production</li> <li>• Energy Systems</li> <li>• Heart Rate and Training Zones</li> <li>• Components of Fitness and Fitness Testing</li> <li>• Training Principles and Training Methods</li> </ul>


 Careers

PE Teacher, Sports Coach, Fitness Trainer, Recreation Officer

 Job Clusters

The Carers, The Generators

 Transferable Skills

Teamwork, leadership, health knowledge

### Subject description

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and explore barriers and enablers that influence their performance and engagement in physical activity. In Unit 2, students broaden their perspective by determining the psychological factors influencing physical performance and how they can enhance movement from a biomechanical perspective. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Physical Education provides students with an opportunity to learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity.

### Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

### Objectives

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement

## Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Motor learning and equity in physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning in physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Sport psychology and functional anatomy and biomechanics in physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology in physical activity</li> <li>• Functional anatomy and biomechanics in physical activity</li> </ul>	<b>Tactical awareness and ethics in physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness in physical activity</li> <li>• Ethics and integrity in physical activity</li> </ul>	<b>Energy, fitness and training in physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated in physical activity</li> </ul>

## Assessment types

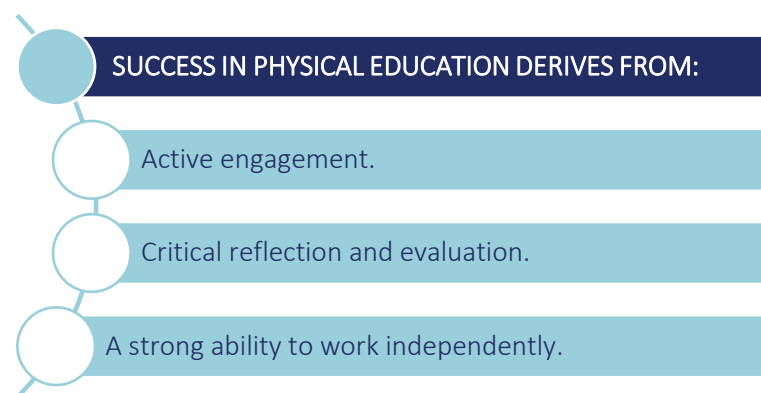


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UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 25%</b> Project – Folio	<b>Summative Internal Assessment 2 (IA2) - 25%</b> Investigation – Report	<b>Summative Internal Assessment 3 (IA3) - 25%</b> Project – Folio	<b>Summative External Assessment (EA) - 25%</b> Examination – Combination response

## Subject specific requirements

- Laptop including Microsoft Office
- Suitable sports footwear that meets the school requirements, whilst enabling students to be physically active
- School sports uniform



# FITNESS, SPORT AND RECREATION PREPARATION



- Careers
- Job Clusters
- Transferable Skills

PE Teacher, Sports Coach, Fitness Trainer, Recreation Officer

The Carers, The Generators

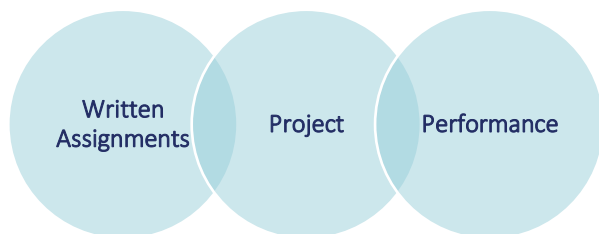
Teamwork, leadership, health knowledge



## Subject description

In this Year 10 course, students will engage in learning in, through and about sport and recreation activities. With a focus on understanding the significance of physical activity in the lives of individuals and communities, the course aims to develop students' knowledge, skills, and values related to physical activity, wellbeing, teamwork, and leadership. As part of the program, students will be enrolled in a nationally recognised short course through Binnacle Training. Upon successful completion, students will be eligible to earn two (2) credit points towards their Queensland Certificate of Education (QCE) in their senior years. This subject provides a foundation for further study in Certificate III in Fitness and Sport and Recreation.

## Assessment types



## Introduction to Sport, Fitness and Recreation (4 unit short course)

TERM	TOPICS	PROGRAMS	UNITS OF COMPETENCY
1	<ul style="list-style-type: none"> <li>Introduction to sport and recreation.</li> <li>Conducting sport coaching sessions.</li> <li>Personal development and self-awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and deliver sport-specific sessions.</li> <li>Create a self-awareness action plan.</li> </ul>	<p><b>SISSSCO001</b> Conduct sport coaching sessions with foundation level participants.</p>
2	<ul style="list-style-type: none"> <li>Introduction to fitness.</li> <li>Nutrition and energy systems.</li> <li>Anatomy.</li> <li>Fitness programs.</li> </ul>	<ul style="list-style-type: none"> <li>Community fitness program.</li> <li>Plan and instruct sessions for peers.</li> <li>Create a workplace wellbeing action plan.</li> </ul>	<p><b>BSBBPEF302</b> Develop self-awareness.</p>
3	<p><b>Optimising performance in Sport/Touch</b></p> <ul style="list-style-type: none"> <li>Nutrition and mental skill.</li> <li>Sport medicine and first aid.</li> </ul>	<p><b>Performance: Touch</b></p> <p>For this assessment, you will plan and perform (implement) a strategy to improve performance in a physical activity. You will then evaluate the success of the strategy.</p>	<p><b>BSBBTWK201</b> Work effectively with others.</p>
4	<p><b>Sport and Community Recreation/Pickleball</b></p> <ul style="list-style-type: none"> <li>Outcomes of participating in community recreation.</li> <li>Factors influencing participation in community recreation.</li> </ul>	<p><b>Project: Pickleball</b></p> <p>For this assessment, you will investigate, plan, perform and evaluate activities and strategies related to participation in community-based sport/recreation activities.</p>	<p><b>BSBBPEF201</b> Support personal wellbeing in the workplace.</p>



# SPORT AND RECREATION



-  Careers
-  Job Clusters
-  Transferable Skills

PE Teacher, Sports Coach, Fitness Trainer, Recreation Officer
The Carers, The Generators
Teamwork, leadership, health knowledge

## Subject description

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person’s wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

## Pathways

Study in sport and recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health/recreation and sport performance.

## Objectives

By the conclusion of the course of study, students will:

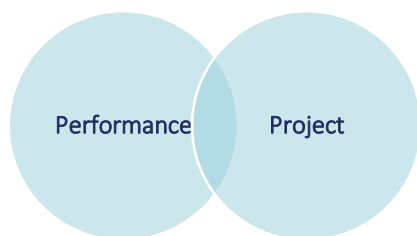
- investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes

## Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Emerging trends in sport, fitness and recreation	Event management	Coaching and officiating	Athlete development and wellbeing



## Assessment types

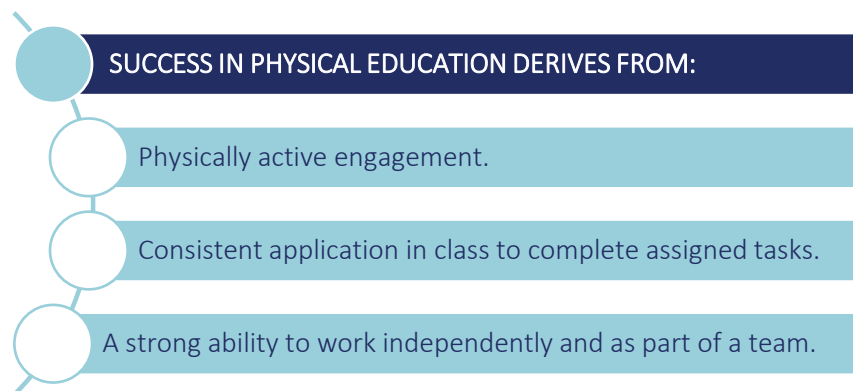


Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Up to 4 minutes</li> </ul> <p><b>Planning and evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6x A4 pages, or equivalent digital media</li> <li>Spoken: up to 3 minutes, or signed equivalent</li> <li>Written: up to 500 words</li> </ul>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p><b>Investigation and session plan</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6x A4 pages, or equivalent digital media</li> <li>Spoken: up to 3 minutes, or signed equivalent</li> <li>Written: up to 500 words</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Up to 4 minutes</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6x A4 pages, or equivalent digital media</li> <li>Spoken: up to 3 minutes, or signed equivalent</li> <li>Written: up to 500 words</li> </ul>

## Why study sport and recreation?

Physical forms of recreation are growth industries in Australian society. These forms of recreation include social sport, fitness programs and outdoor pursuits. They are an intrinsic part of the Australian psyche and form a substantial part of leisure time.



# CERTIFICATE II IN SPORT AND RECREATION

SIS30321 (RTO 31319)



# CERTIFICATE III IN FITNESS

SIS30321 (RTO 31319)

- Careers
- Job Clusters
- Transferable Skills

PE Teacher, Sports Coach, Fitness Trainer, Recreation Officer

The Carers, The Generators

Teamwork, leadership, health knowledge




## Qualification description

This qualification provides a pathway to work as a Fitness Instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students deliver programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

<b>Duration</b>	<b>2 years</b>
<b>Skills Acquired</b>	<ul style="list-style-type: none"> <li>• Client screening and health assessment</li> <li>• Planning and instructing fitness programs</li> <li>• Deliver 1-on-1 and group fitness programs</li> <li>• Exercise science and nutrition</li> <li>• Anatomy and physiology</li> </ul>
<b>Qualification packaging rules</b>	<p>Standalone Qualification - 15 Units Dual Qualification - Additional 4 Units</p>
<b>Units of competency completed</b>  <small>*For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)</small>	<ul style="list-style-type: none"> <li>• HLTWHS001 Participate in workplace health and safety</li> <li>• BSBPEF301 Organise personal work priorities</li> <li>• SISXIND011 Maintain sport, fitness and recreation industry knowledge</li> <li>• BSBOPS304 Deliver and monitor a service to customers</li> <li>• BSBSUS211 Participate in sustainable work practices</li> <li>• SISFFIT035 Plan group exercise sessions</li> <li>• BSBPEF202 Plan and apply time management*</li> <li>• SISFFIT036 Instruct group exercise sessions</li> <li>• SISSPAR009 Participate in conditioning for sport*</li> <li>• SISFFIT032 Complete pre-exercise screening and service orientation</li> <li>• SISXCCS004 Provide quality service</li> <li>• SISFFIT033 Complete client fitness assessments</li> <li>• SISXEMR003 Respond to emergency situations</li> <li>• SISFFIT052 Provide healthy eating information</li> <li>• HLTAID011 Provide First Aid</li> <li>• SISFFIT040 Develop and instruct gym-based exercise programs for individual clients</li> <li>• SISOFLD001 Assist in conducting recreation sessions*</li> <li>• SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise</li> <li>• SISXFAC006 Maintain activity equipment*</li> </ul>

Learning experiences	Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience.
Career Pathways	Group Exercise Instructor, Gym Fitness Instructor, University Degree, Certificate IV in Fitness or Diploma of Sport (these qualifications offered by another RTO), Exercise Physiologist, Personal Trainer, Physical Education Teacher, High Performance Coach, Sport Scientist, Sport Development Manager.
What do students achieve?	<ul style="list-style-type: none"> <li>• SIS30321 Certificate III in Fitness (max. 8 QCE Credits)</li> <li>• Entry qualification: SIS20122 Certificate II in Sport and Recreation</li> <li>• The nationally recognised First Aid competency - HLTAID011 Provide First Aid</li> <li>• Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission</li> <li>• Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)</li> <li>• A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.</li> </ul>
Course Costs	<p>\$495.00 per person</p> <p>*GOVT VETIS funding available for Cert II entry qualification @ \$395.00 with remaining Cert III Gap Fee \$100.00 to be paid by student</p> <p>Year 12- An additional fee for First Aid Course of \$75.00 will be invoiced</p>
Further information	





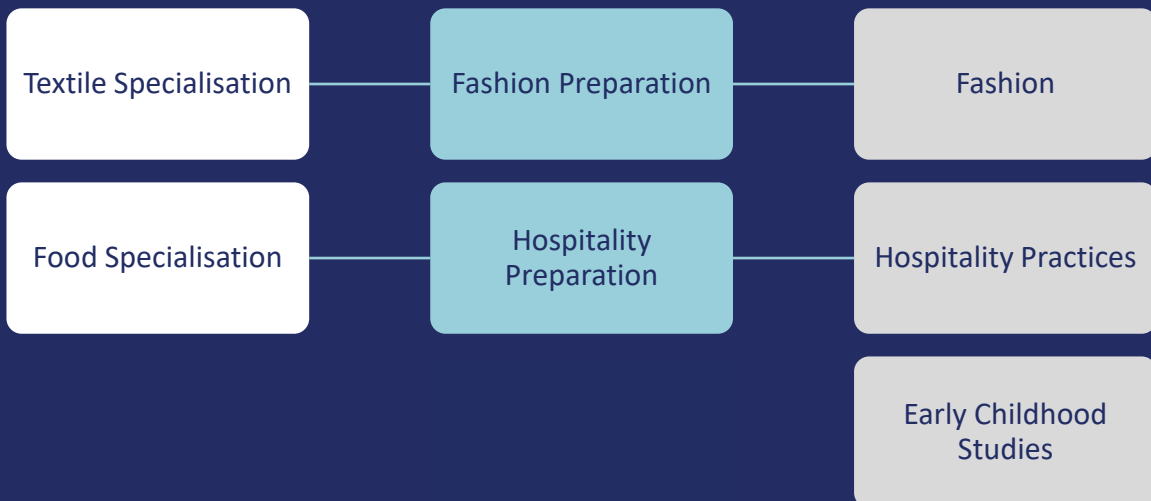
# Home Economics

## FACULTY

YEAR 9

YEAR 10

YEAR 11/12



# EARLY CHILDHOOD



## Careers

Childcare Worker, Teacher Aide, Early Years Educator

## Job Clusters

The Carers

## Transferable Skills

Empathy, planning, child development knowledge

### Subject description

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others. Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

### Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

### Objectives

By the conclusion of the course of study, students will:

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities

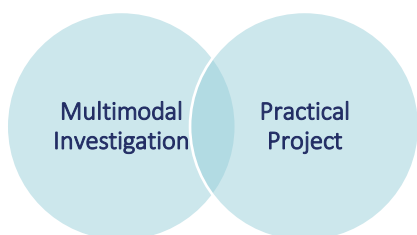


## Structure

Early Childhood Studies is a four-unit course of study. The units for implementation are listed for the course of study and are delivered as determined by the school.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Play and creativity	Literacy and numeracy	Children’s development	Indoor and outdoor environments

## Assessment types

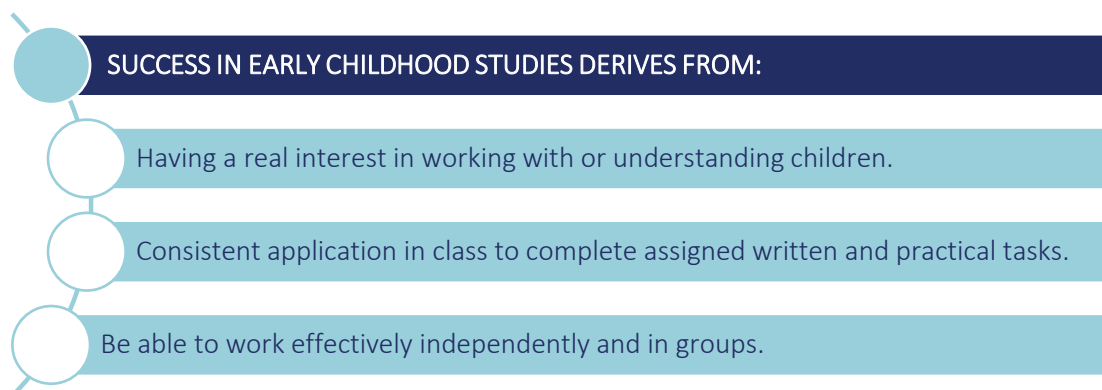


Students complete two assessment tasks for each unit. The assessment techniques used are:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	<b>Planning and evaluation</b> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8x A4 pages, or equivalent digital media</li> </ul>
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	<b>Play-based learning activity</b> <ul style="list-style-type: none"> <li>Implementation of activity: up to 5 minutes</li> </ul> <b>Planning and evaluation</b> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8x A4 pages, or equivalent digital media</li> </ul>

## Subject specific requirements

As part of their assessment, students will be required to attend compulsory excursions to the local primary school and/or childcare centre. Students will be encouraged to complete a work placement in an appropriate children’s service during the course of the study, although this is not compulsory.



# FASHION PREPARATION



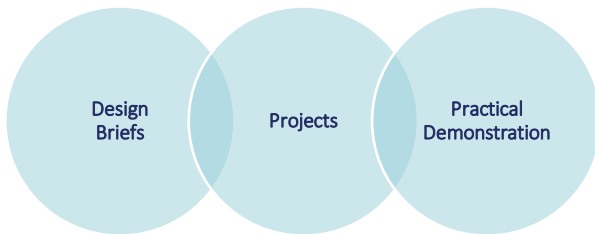
-  Careers
-  Job Clusters
-  Transferable Skills

Fashion Designer, Retail Buyer, Stylist, Costume Maker
The Designers, The Generators
Creativity, design, attention to detail

## Subject description

In the Year 10 Fashion Preparation students will explore the design and fashion sector, which includes conception to production to marketing. Students will engage in a range of hands-on activities from drawing, using technology for designing, garment and accessory construction with underlining knowledge to making informed decision about materials. Fashion offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders.

## Assessment types



## Is this course for me?

This course fosters critical thinking, creativity- key 21st-century skills that are essential for roles in the "Artisans" job cluster which can lead to jobs in design, production or retail.

## What will help me be successful in this course?

- Completed Year 9 English

## FASHION


 Careers

Fashion Designer, Retail Buyer, Stylist, Costume Maker

 Job Clusters

The Designers, The Generators

 Transferable Skills

Creativity, design, attention to detail

**Subject description**

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

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 – 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. 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.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost. Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

**Pathways**

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

**Objectives**

By the conclusion of the course of study, students will:

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures

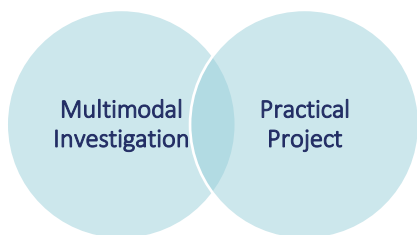


## Structure

Fashion is a four-unit course of study. The units for implementation are listed for the course of study and are delivered as determined by the school.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Fashion designers	Collections	Historical fashion influences	Adornment

## Assessment types

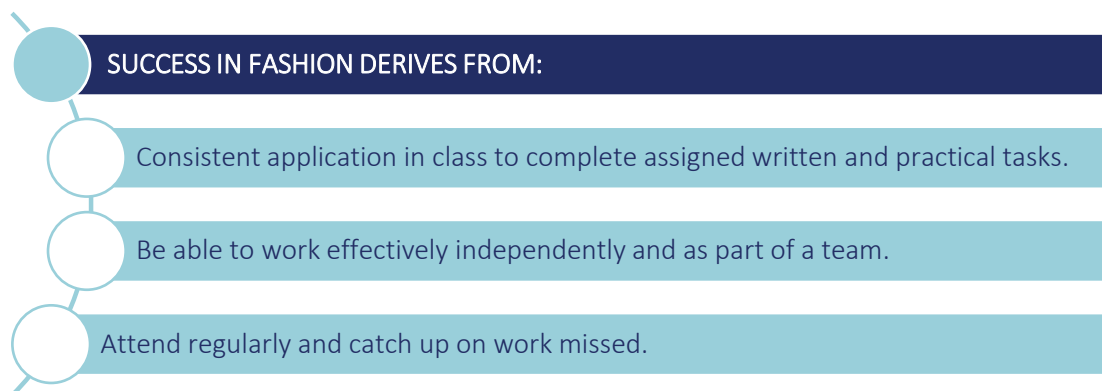


Students complete two assessment tasks for each unit. The assessment techniques used in Fashion are:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
Project	Students design and produce fashion garment/s, drawings, collections or items.	<b>Fashion product</b> <ul style="list-style-type: none"> <li>Fashion garment/s</li> </ul> <b>Planning and evaluation</b> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8x A4 pages, or equivalent digital media</li> </ul>
Practical Demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	<b>Product</b> <b>Planning and evaluation</b> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8x A4 pages, or equivalent digital media</li> </ul>

## Subject specific requirements

- Students will be required to provide/purchase specialised materials for projects and products.
- Students need to have a laptop suitable to run Photoshop and Illustrator.
- Students must complete sewing techniques as part of their projects which may involve extra time.
- There is a levy to provide some basic materials and resources to students.



# HOSPITALITY PREPARATION



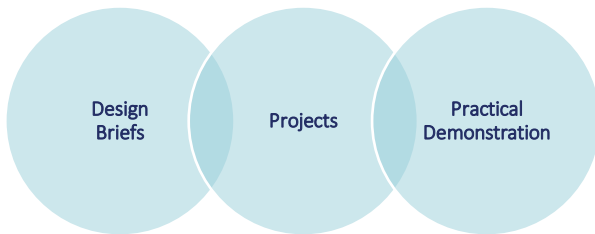
-  Careers
-  Job Clusters
-  Transferable Skills

Chef, Hotel Manager, Events Coordinator, Caterer
The Generators, The Coordinators
Customer service, time management, food safety

## Subject description

In the Year 10 Hospitality Practices Preparation students will explore the food and beverage sector, with a focus on food production and service. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options.

## Assessment types



## Is this course for me?

This course fosters collaboration, and communication and personal and social skills, key 21st-century skills that are essential for roles in the "Coordinators" job cluster, which includes careers in hospitality, events and tourism.

## What will help me be successful in this course?

- Completed Year 9 English

# HOSPITALITY PRACTICES



 Careers	Chef, Hotel Manager, Events Coordinator, Caterer
 Job Clusters	The Generators, The Coordinators
 Transferable Skills	Customer service, time management, food safety

## Subject description

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts. Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

## Objectives

By the conclusion of the course of study, students will:

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures



## Structure

Hospitality Practices is a four-unit course of study. The units for implementation are listed for the course of study and are delivered as determined by the school.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Bar and barista basics	In-house dining	Casual dining	Culinary trends

## Assessment types



Students complete two assessment tasks for each unit. The assessment techniques used are:

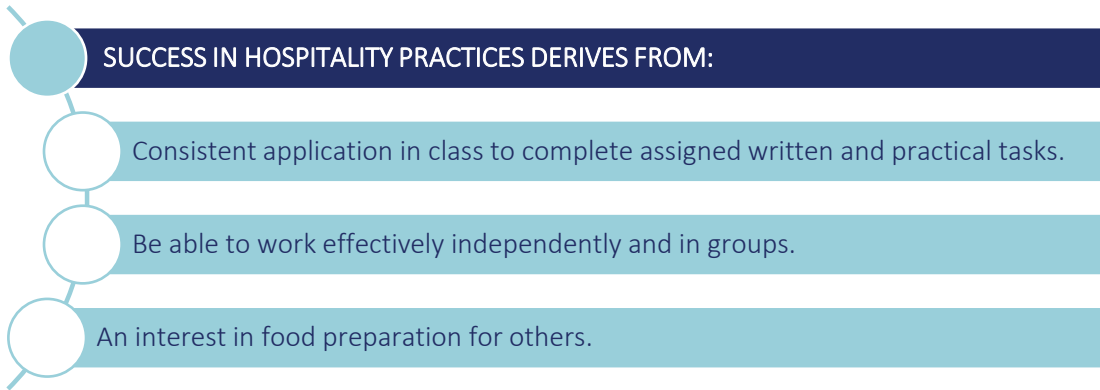
TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
<b>Project</b>	Students plan and deliver an event incorporating the unit context in response to a brief.	<b>Practical demonstration: Delivery of event</b>  <b>Planning and evaluation</b> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8x A4 pages, or equivalent digital media</li> </ul>
<b>Practical Demonstration</b>	Students produce and present an item related to the unit context in response to a brief.	<b>Practical demonstration: Menu item</b>  <b>Planning and evaluation</b> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8x A4 pages, or equivalent digital media</li> </ul>

## Subject specific requirements

- Where possible we make support students with various nutritional requirements but in certain situations students will need to provide ingredients for themselves. The school makes every effort to avoid the possible impact of allergic reactions but parents and students need to be aware that they may need to make alternative arrangements in the provision of utensils or even subject choices.
- Safety – It is a workplace requirement that when students work in the kitchen they wear enclosed sturdy leather shoes with non-slip soles. Hair must be tied back from the face. Students must be aware of and abide by all safety and kitchen hygiene regulations and procedures as instructed by the teacher
- Nail extensions and nail polish is not at industry standard and students will be required to have them removed to participate in practical lessons
- It is desirable that students experience the hospitality industry, therefore industry visits may be arranged. Students will be required to pay transport, dining or tuition charges where they apply.
- Students will be sometimes required to bring ingredients particularly for assessment purposes, but weekly lesson ingredients will be provided. Each student will be required to pay a levy per year to assist to cover the cost of ingredients.
- Students are required to bring an appropriate container for each of their practical lessons.
- Students are also expected to participate in out-of-class hospitality events (eg. Festival of Creativity, Excellence Morning Tea, Awards Night supper etc) and planned excursions.



- Uniform – All students must have; long black tailored trousers with matching belt for males/females or a knee length black tailored skirt for females. White tailored collared shirt, short, three-quarter or long sleeve. Shirt must be long enough to cover midriff area with hands stretched above head.





# Humanities

## FACULTY

YEAR 9

YEAR 10

YEAR 11/12



# HISTORY PREPARATION



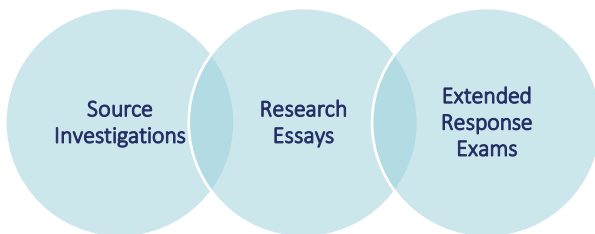
- Careers
- Job Clusters
- Transferable Skills

Historian, Archivist, Diplomat, Lawyer, Educator
The Informers
Research, argument construction, ethical reasoning

## Subject description

In Year 10 History, students embark on an engaging journey through the past, exploring both ancient civilisations and modern events. They delve into the rise and fall of empires, significant historical figures, and the cultural achievements of societies like Rome, Egypt, Greece, and beyond. Students will also investigate key modern events, such as revolutions, wars, and social changes that have shaped the contemporary world. Students will learn to analyse historical sources, construct evidence-based arguments, and communicate their findings effectively through writing and presentations. This subject is ideal for those eager to understand the impact of history on today’s world and enjoy exploring the connections between past and present.

## Assessment types



## Is this course for me?

These experiences prepare students for roles within the "Informers" job cluster, which includes careers in education, history, psychology, law.

## What will help me be successful in this course?

- C in Year 9 English
- C in Year 9 History




# ANCIENT HISTORY



 Careers

Historian, Archivist, Diplomat, Lawyer, Educator

 Job Clusters

The Informers

 Transferable Skills

Research, argument construction, ethical reasoning

## Subject description

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, openminded global.

## Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

## Objectives

By the conclusion of the course of study, students will:

- devise historical questions and conduct research
- comprehend terms, issues and concepts
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise information from historical sources
- communicate to suit purpose



## Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Investigating the ancient world</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Features of ancient societies: Beliefs, rituals and funerary practices</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Akhenaten</li> <li>• Xerxes</li> </ul>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>• Fifth Century Athens (BCE)</li> <li>• The Medieval Crusades</li> </ul>	<b>People, power and authority</b> <ul style="list-style-type: none"> <li>• Ancient Rome: Civil War and the breakdown of the Republic</li> <li>• Julius Caesar</li> </ul>

## Assessment types



Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 25%</b> Examination — Extended response	<b>Summative Internal Assessment 2 (IA2) - 25%</b> Investigation	<b>Summative Internal Assessment 3 (IA3) - 25%</b> Investigation	<b>Summative External Assessment (EA) - 25%</b> Examination – Short responses



# MODERN HISTORY



## Careers

Historian, Archivist, Diplomat, Lawyer, Educator

## Job Clusters

The Informers

## Transferable Skills

Research, argument construction, ethical reasoning

### Subject description

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

### Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

### Objectives

By the conclusion of the course of study, students will:

- devise historical questions and conduct research
- comprehend terms, issues and concepts
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise information from historical sources
- communicate to suit purpose



## Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Russian Revolution, 1905–1920s</li> <li>• Iranian Revolution and its aftermath, 1977–1980s</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• Empowerment of First Nations Australians since 1938</li> <li>• Women’s movement since 1893</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Israel since 1917</li> <li>• Germany since WWI</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Australia’s engagement with Asia</li> <li>• Cold War and its aftermath (Reasons for the end of the Soviet Union 1980s-1990s)</li> </ul>

## Assessment types



Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 25%</b> Examination — Extended response	<b>Summative Internal Assessment 2 (IA2) - 25%</b> Investigation	<b>Summative Internal Assessment 3 (IA3) - 25%</b> Investigation	<b>Summative External Assessment (EA) - 25%</b> Examination – Short responses





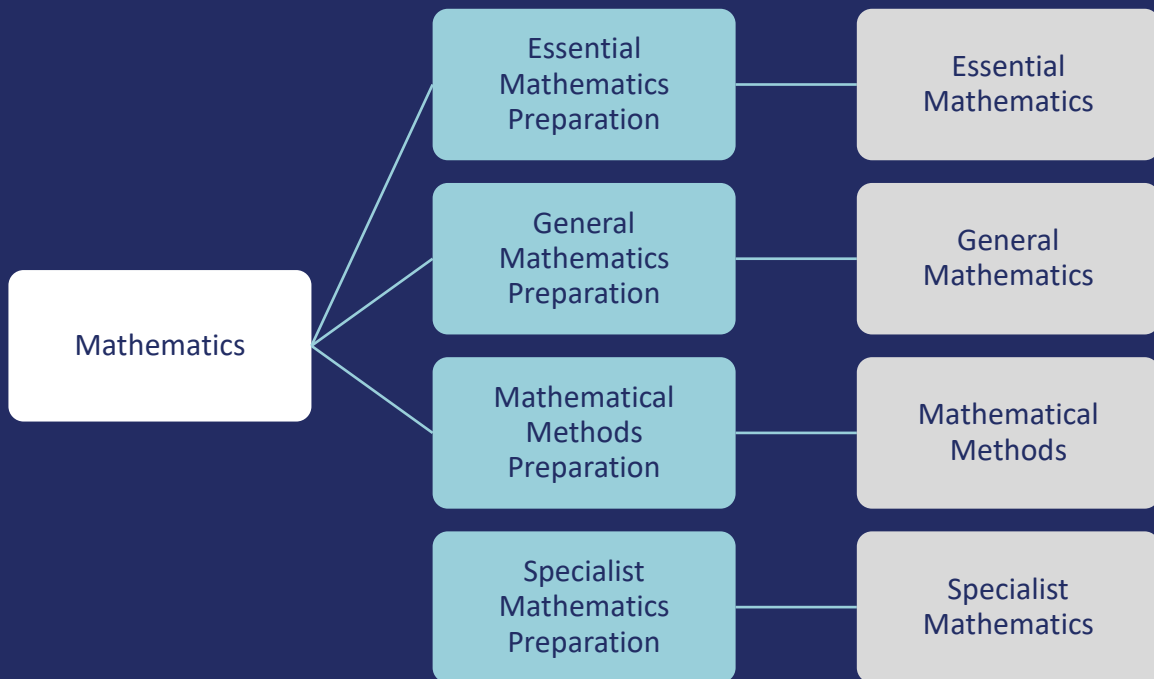
# Mathematics

## FACULTY

YEAR 9

YEAR 10

YEAR 11/12



# GENERAL MATHEMATICS PREPARATION

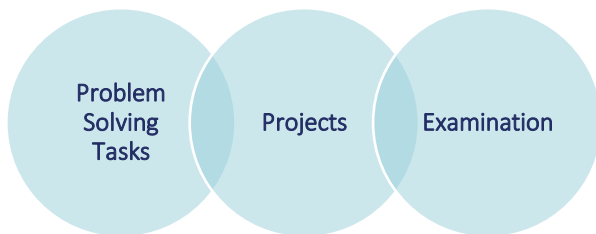


Careers	Data Analyst, Accountant, Engineer, Statistician, Architect
Job Clusters	The Coordinators, The Technologists, The Designers
Transferable Skills	Problem solving, logic, numeracy

## Subject description

Year 10 General Mathematics is ideal for students who enjoy working with numbers and applying mathematical concepts to solve real-world problems. Topics may include algebra, geometry, statistics, and financial mathematics. Students who are interested in understanding how mathematics is used in everyday life, such as in budgeting or data analysis, will find this subject particularly engaging. The course emphasises developing problem-solving and data interpretation skills, with assessments that apply mathematics to real-world scenarios.

## Assessment types



## Is this course for me?

This course enhances numeracy, problem-solving, and digital literacy—skills that are crucial in today’s technology-driven world. These competencies align with the "Technologists" job cluster, which includes roles in business, commerce, education, finance, IT, social science and the arts.

## What will help me be successful in this course?

- C+ in Year 9 Maths



# GENERAL MATHEMATICS



## Careers

Data Analyst, Accountant, Engineer, Statistician, Architect

## Job Clusters

The Coordinators, The Technologists, The Designers

## Transferable Skills

Problem solving, logic, numeracy

### Subject description

General Mathematics' major domains are number and algebra, measurement and geometry, statistics, and networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

### Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

### Objectives

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems



## Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Money, measurement, algebra and linear equations</b> <ul style="list-style-type: none"> <li>• Topic 1: Consumer arithmetic</li> <li>• Topic 2: Shape and measurement</li> <li>• Topic 3: Similarity and scale</li> <li>• Topic 4: Algebra</li> <li>• Topic 5: Linear equations and their graphs</li> </ul>	<b>Applications of linear equations and trigonometry, matrices and univariate data analysis</b> <ul style="list-style-type: none"> <li>• Topic 1: Applications of linear equations and their graphs</li> <li>• Topic 2: Applications of trigonometry</li> <li>• Topic 3: Matrices</li> <li>• Topic 4: Univariate data analysis 1</li> <li>• Topic 5: Univariate data analysis 2</li> </ul>	<b>Bivariate data and time series analysis, sequences and Earth geometry</b> <ul style="list-style-type: none"> <li>• Topic 1: Bivariate data analysis 1</li> <li>• Topic 2: Bivariate data analysis 2</li> <li>• Topic 3: Time series analysis</li> <li>• Topic 4: Growth and decay in sequences</li> <li>• Topic 5: Earth geometry and time zones</li> </ul>	<b>Investing and networking</b> <ul style="list-style-type: none"> <li>• Topic 1: Loans, investments and annuities 1</li> <li>• Topic 2: Loans, investments and annuities 2</li> <li>• Topic 3: Graphs and networks</li> <li>• Topic 4: Networks and decision mathematics 1</li> <li>• Topic 5: Networks and decision mathematics 2</li> </ul>

## Assessment types

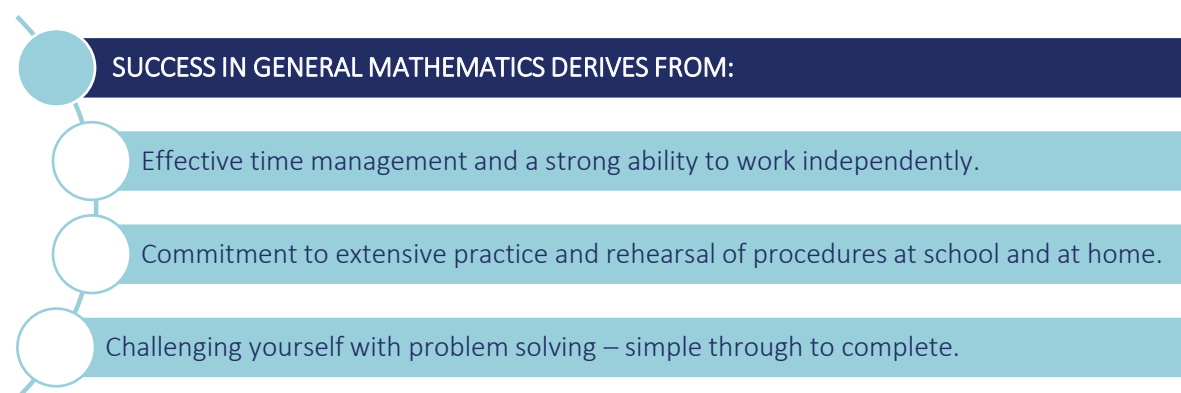


Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 20%</b> Problem solving and modelling task	<b>Summative Internal Assessment 2 (IA2) - 15%</b> Examination	<b>Summative Internal Assessment 3 (IA3) - 15%</b> Examination	<b>Summative External Assessment (EA) - 50%</b> Examination

## Specific subject requirements

- Laptop
- Scientific calculator



# MATHEMATICAL METHODS PREPARATION

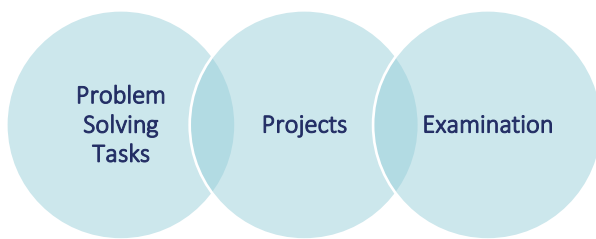


Careers	Data Analyst, Accountant, Engineer, Statistician, Architect
Job Clusters	The Coordinators, The Technologists, The Designers
Transferable Skills	Problem solving, logic, numeracy

## Subject description

Year 10 Mathematical Methods is perfect for students who are passionate about exploring complex mathematical concepts and applying them to real-world situations. Building on algebra, functions, and probability from earlier years, students will tackle more sophisticated topics such as calculus and advanced statistics. These areas are essential for understanding and modelling the physical world and solving complex, abstract problems.

## Assessment types



## Is this course for me?

This course enhances numeracy, problem-solving, and digital literacy—skills that are crucial in today’s technology-driven world. These competencies align with the "Technologists" job cluster, which includes roles in data analysis, finance, science, education, psychology and engineering.

## What will help me be successful in this course?

- B+ in Year 9 Maths



# MATHEMATICAL METHODS



## Careers

Data Analyst, Accountant, Engineer, Statistician, Architect

## Job Clusters

The Coordinators, The Technologists, The Designers

## Transferable Skills

Problem solving, logic, numeracy

### Subject description

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

### Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

### Objectives

By the conclusion of the course of study, students will:

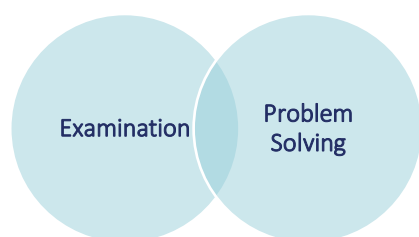
- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems



## Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Surds, algebra, functions and probability</b> <ul style="list-style-type: none"> <li>• Topic 1: Surds and quadratic functions</li> <li>• Topic 2: Binomial expansion and cubic functions</li> <li>• Topic 3: Functions and relations</li> <li>• Topic 4: Trigonometric functions</li> <li>• Topic 5: Probability</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Topic 1: Exponential functions</li> <li>• Topic 2: Logarithms and logarithmic functions</li> <li>• Topic 3: Introduction to differential calculus</li> <li>• Topic 4: Applications of differential calculus</li> <li>• Topic 5: Further differentiation</li> </ul>	<b>Further calculus and introduction to statistics</b> <ul style="list-style-type: none"> <li>• Topic 1: Differentiation of exponential and logarithmic functions</li> <li>• Topic 2: Differentiation of trigonometric functions and differentiation rules</li> <li>• Topic 3: Further applications of differentiation</li> <li>• Topic 5: Discrete random variables</li> </ul>	<b>Further calculus, trigonometry and statistics</b> <ul style="list-style-type: none"> <li>• Topic 1: Further integration</li> <li>• Topic 2: Trigonometry</li> <li>• Topic 3: Continuous random variables and the normal distribution</li> <li>• Topic 4: Sampling and proportions</li> <li>• Topic 5: Interval estimates for proportions</li> </ul>

## Assessment types

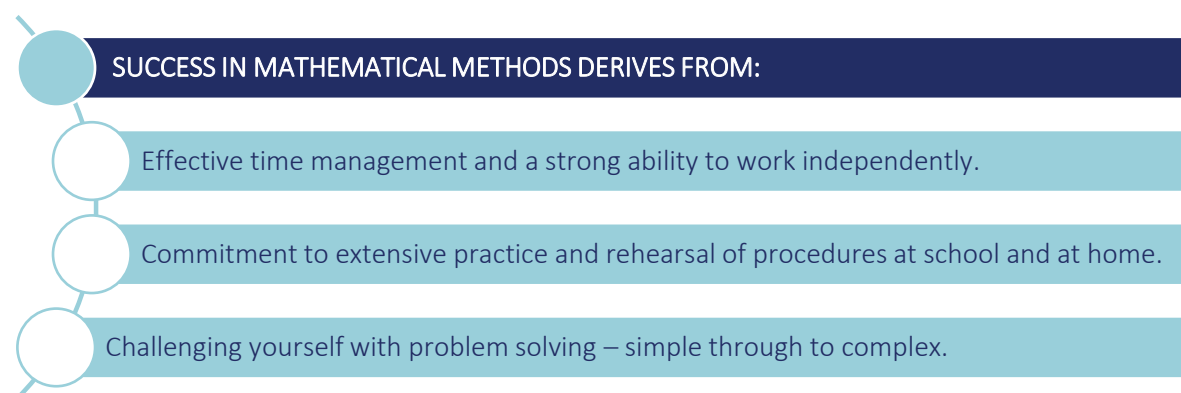


Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 20%</b> Problem solving and modelling task	<b>Summative Internal Assessment 2 (IA2) - 15%</b> Examination	<b>Summative Internal Assessment 3 (IA3) - 15%</b> Examination	<b>Summative External Assessment (EA) - 50%</b> Examination

## Specific subject requirements


- Laptop
- Scientific calculator



# SPECIALIST MATHEMATICAL PREPARATION



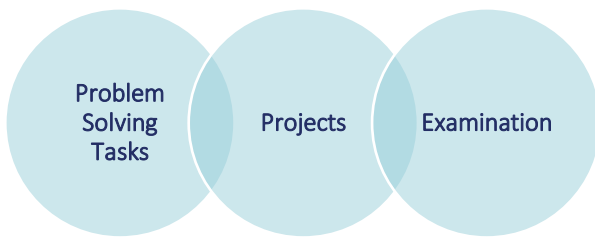
-  Careers
-  Job Clusters
-  Transferable Skills

<ul style="list-style-type: none"> <li> Careers</li> </ul>	Data Analyst, Accountant, Engineer, Statistician, Architect
<ul style="list-style-type: none"> <li> Job Clusters</li> </ul>	The Coordinators, The Technologists, The Designers
<ul style="list-style-type: none"> <li> Transferable Skills</li> </ul>	Problem solving, logic, numeracy

## Subject description

In Year 10 Specialist Mathematics preparation, students gain confidence in their mathematical abilities and develop a positive view of themselves as learners. They will appreciate the power of mathematics, discovering its true nature and potential. This subject is designed for those who wish to deepen their understanding of advanced mathematical concepts and appreciate the elegance and impact of mathematics in various contexts.

## Assessment types



## Is this course for me?

This course enhances numeracy, problem-solving, and digital literacy—skills that are crucial in today’s technology-driven world. These competencies align with the "Technologists" job cluster, which includes roles in science, all branches of mathematics and statistics, computer science, medicine, engineering.

## What will help me be successful in this course?

- B+ in Year 9 Maths



# SPECIALIST MATHEMATICS



## Careers

Data Analyst, Accountant, Engineer, Statistician, Architect

## Job Clusters

The Coordinators, The Technologists, The Designers

## Transferable Skills

Problem solving, logic, numeracy

### Subject description

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

### Pathways

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.

### Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus
- comprehend mathematical concepts and techniques drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning

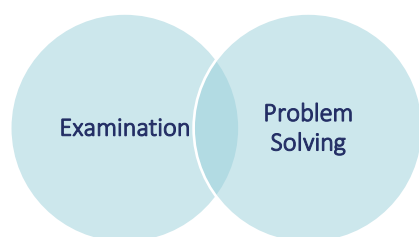


## Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Combinatorics, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>• Topic 1: Combinatorics</li> <li>• Topic 2: Introduction to proof</li> <li>• Topic 3: Vectors in the plane</li> <li>• Topic 4: Algebra of vectors in two dimensions</li> <li>• Topic 5: Matrices</li> </ul>	<b>Complex numbers, further proof, trigonometry, functions and transformations</b> <ul style="list-style-type: none"> <li>• Topic 1: Complex numbers 1</li> <li>• Topic 2: Complex arithmetic and algebra</li> <li>• Topic 3: Circle and geometric proofs</li> <li>• Topic 4: Trigonometry and functions</li> <li>• Topic 5: Matrices and transformations</li> </ul>	<b>Further complex numbers, proofs, vectors and matrices</b> <ul style="list-style-type: none"> <li>• Topic 1: Further complex numbers</li> <li>• Topic 2: Mathematical induction and trigonometric proofs</li> <li>• Topic 3: Vectors in two and three dimensions</li> <li>• Topic 4: Vector calculus</li> <li>• Topic 5: Further matrices</li> </ul>	<b>Further calculus and statistical inference</b> <ul style="list-style-type: none"> <li>• Topic 1: Integration techniques</li> <li>• Topic 2: Applications of integral calculus</li> <li>• Topic 3: Rates of change and differential equations</li> <li>• Topic 4: Modelling motion</li> <li>• Topic 5: Statistical inference</li> </ul>

## Assessment types

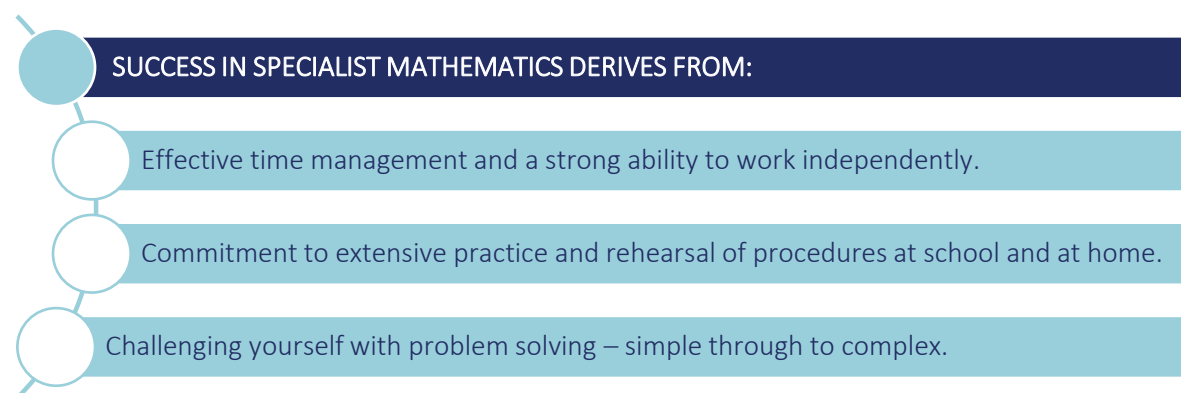


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UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 20%</b> Problem solving and modelling task	<b>Summative Internal Assessment 2 (IA2) - 15%</b> Examination	<b>Summative Internal Assessment 3 (IA3) - 15%</b> Examination	<b>Summative External Assessment (EA) - 50%</b> Examination


## Specific subject requirements

- Laptop
- Scientific calculator



# ESSENTIAL MATHEMATICS PREPARATION



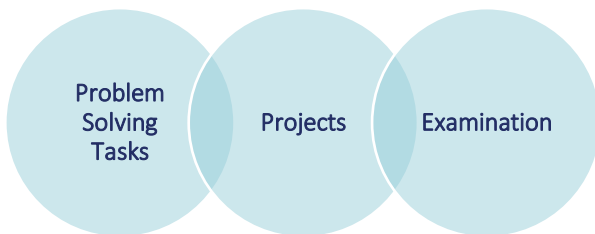
-  Careers
-  Job Clusters
-  Transferable Skills

Data Analyst, Accountant, Engineer, Statistician, Architect
The Coordinators, The Technologists, The Designers
Problem solving, logic, numeracy

## Subject description

Year 10 Essential Mathematics focuses on practical skills across key areas such as Number, Data, Location and Time, Measurement, and Finance. This course helps students develop a deep conceptual understanding by connecting mathematical concepts, operations, and relationships in meaningful ways. Students will build on traditional numeracy skills to tackle real-world problems, recognising and applying definitions, rules, and facts from everyday mathematics and data.

## Assessment types



## Is this course for me?

This course enhances numeracy, problem-solving, and digital literacy—skills that are crucial in today’s technology-driven world. These competencies align with the "Technologists" job cluster, which includes roles in trade, industry, business and community services.

## What will help me be successful in this course?

- Completed Year 9 Maths



# ESSENTIAL MATHEMATICS



 **Careers**

Data Analyst, Accountant, Engineer, Statistician, Architect

 **Job Clusters**

The Coordinators, The Technologists, The Designers

 **Transferable Skills**

Problem solving, logic, numeracy

## Subject description

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

## Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context.

## Objectives

By the conclusion of the course of study, students will:

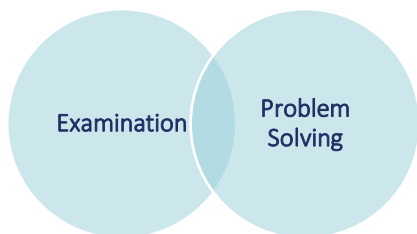
- select, recall and use facts, rules, definitions and procedures drawn from number, data, location and time, measurement and finance
- comprehend mathematical concepts and techniques drawn from number, data, location and time, measurement and finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from number, data, location and time, measurement and finance

## Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Number, data and money</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Number</li> <li>• Representing data</li> <li>• Managing money</li> </ul>	<b>Travel and date</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Data collection</li> <li>• Time and motion</li> <li>• Data collection</li> </ul>	<b>Measurement, scales and chance</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Probability and relative frequencies</li> </ul>	<b>Graphs, data and loans</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Bivariate graphs</li> <li>• Loans and compound interest</li> <li>• Summarising and comparing data</li> </ul>

## Assessment types



Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

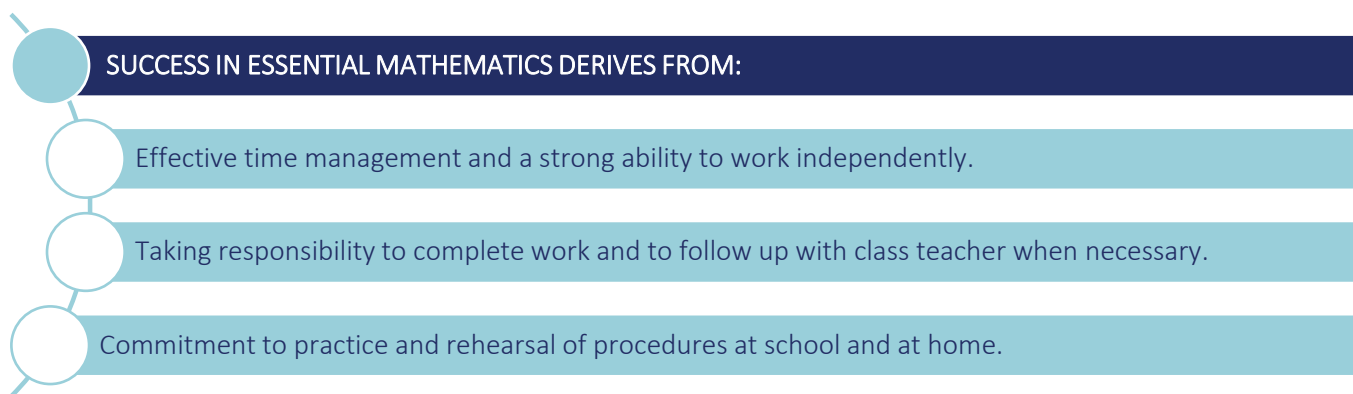
UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 20%</b> Problem solving and modelling task	<b>Summative Internal Assessment 2 (IA2) - 15%</b> Common internal assessment	<b>Summative Internal Assessment 3 (IA3) - 15%</b> Problem solving and modelling task	<b>Summative External Assessment (EA) - 50%</b> Examination

## Why study Essential Mathematics?

Essential Mathematics provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only students' confidence and positive attitudes towards mathematics but also their mathematical knowledge and skills and their communication skills.

## Specific subject requirements

- Laptop and scientific calculator





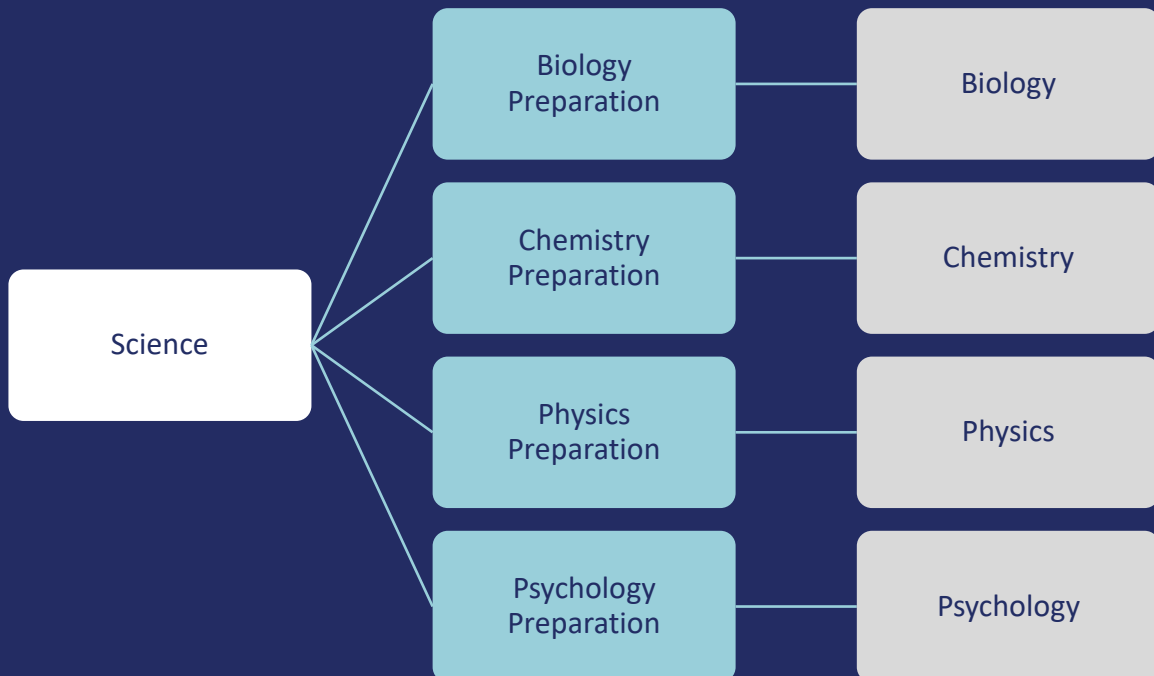
# Science

## FACULTY

YEAR 9


YEAR 10

YEAR 11/12



# BIOLOGY PREPARATION



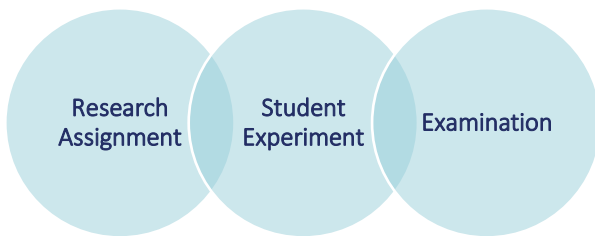
-  Careers
-  Job Clusters
-  Transferable Skills

Nurse, Pharmacist, Engineer, Environmental Scientist, Lab Technician
The Carers, The Technologists
Investigation, analysis, practical skills

## Subject description

The Year 10 Biology preparatory course lays the groundwork for students aiming to pursue Biology in Year 11 by exploring the wonders of life on Earth. Topics may include genetics and heredity, ecosystems and biodiversity, human physiology, and the principles of evolution. Students who have a keen interest in the natural world, scientific inquiry, and hands-on experimentation will thrive in this course. The focus on scientific inquiry and experimentation enables students to develop practical skills in conducting experiments, analysing data, and drawing scientific conclusions.

## Assessment types



## Is this course for me?

Through this course, students enhance their problem-solving abilities, collaboration skills, and digital literacy, aligning with the "Carers" job cluster, which encompasses roles in healthcare and environmental management.

## What will help me be successful in this course?

- C+ in Year 9 English
- C in Year 9 Science





#### Careers

Nurse, Pharmacist, Engineer, Environmental Scientist, Lab Technician

#### Job Clusters

The Carers, The Technologists

#### Transferable Skills

Investigation, analysis, practical skills

### Subject description

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

### Pathways

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 sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

### Objectives

By the conclusion of the course of study, students will:

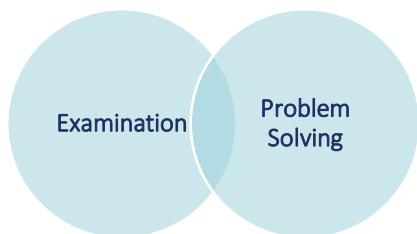
- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

### Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Multicellular organisms</li> </ul>	<b>Maintaining the Internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Infectious diseases</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity</li> <li>• Ecosystem dynamics</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• DNA, genes and the continuity of life</li> <li>• Continuity of life on Earth</li> </ul>



## Assessment types

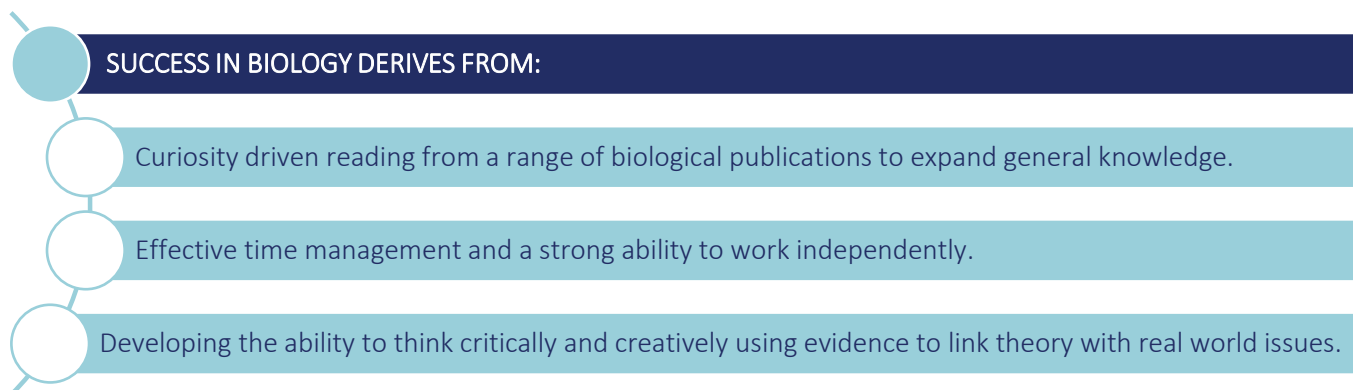


Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
Summative Internal Assessment 1 (IA1) - 10% Data test	Summative Internal Assessment 2 (IA2) - 20% Student experiment	Summative Internal Assessment 3 (IA3) - 20% Research investigation	Summative External Assessment (EA) - 50% Examination

## Specific subject requirements

- Laptop
- Participation in compulsory field work



## CHEMISTRY PREPARATION


 Careers

Nurse, Pharmacist, Engineer, Environmental Scientist, Lab Technician

 Job Clusters

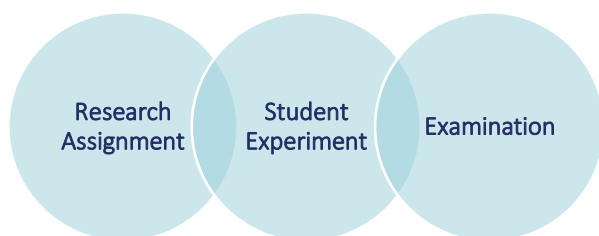
The Carers, The Technologists

 Transferable Skills

Investigation, analysis, practical skills

**Subject description**

Year 10 Chemistry offers students a deep dive into the world of atoms and molecules, making it ideal for those who enjoy experimenting and understanding how substances interact. Topics might include chemical reactions, atomic structure, the periodic table, and the principles of thermodynamics. Students who are curious about the material world, enjoy problem-solving, and have an interest in mathematics will find this subject engaging. The course emphasises the development of hands-on laboratory skills, enabling students to safely conduct experiments and analyse their results.

**Assessment types****Is this course for me?**

The skills developed in this course, such as critical thinking, data analysis, and collaboration, are highly relevant to the "Technologists" job cluster, which includes roles in scientific research, chemical engineering, and pharmaceuticals.

**What will help me be successful in this course?**

- C in Year 9 English
- C in Year 9 Mathematics
- C in Year 9 Science





## Careers

Nurse, Pharmacist, Engineer, Environmental Scientist, Lab Technician

## Job Clusters

The Carers, The Technologists

## Transferable Skills

Investigation, analysis, practical skills

### Subject description

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

### Pathways

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.

### Objectives

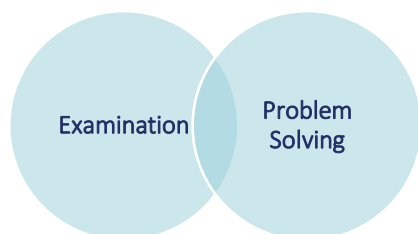
By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

### Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Chemical fundamentals – structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions — reactants, products and energy change</li> </ul>	<b>Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>

## Assessment types

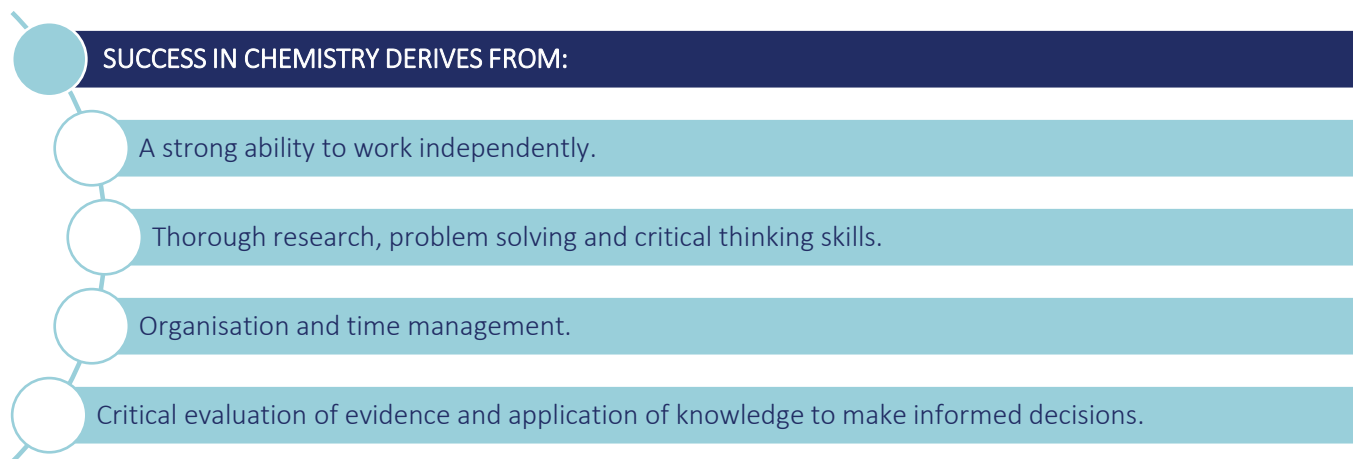


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UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 10%</b> Data test	<b>Summative Internal Assessment 2 (IA2) - 20%</b> Student experiment	<b>Summative Internal Assessment 3 (IA3) - 20%</b> Research investigation	<b>Summative External Assessment (EA) - 50%</b> Examination

## Specific subject requirements

- Laptop
- Scientific calendar



# PHYSICS PREPARATION



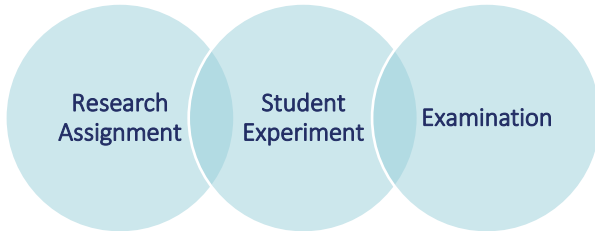
-  Careers
-  Job Clusters
-  Transferable Skills

Nurse, Pharmacist, Engineer, Environmental Scientist, Lab Technician
The Carers, The Technologists
Investigation, analysis, practical skills

## Subject description

Year 10 Physics invites students to explore the fundamental principles that govern the physical world. This course is perfect for those who enjoy hands-on experiments and understanding how forces, energy, and matter interact. Topics covered may include motion, forces, energy transformations, and waves. Students who are curious about how things work, enjoy problem-solving, and have a knack for mathematics will find this subject particularly engaging.

## Assessment types



## Is this course for me?

The skills developed in this course, such as critical thinking, data analysis, and collaboration, are highly relevant to the "Technologists" job cluster, which includes roles in scientific research, engineering, medicine and technology.

## What will help me be successful in this course?

- C in Year 9 English
- C in Year 9 Mathematics
- C in Year 9 Science





#### Careers

Nurse, Pharmacist, Engineer, Environmental Scientist, Lab Technician

#### Job Clusters

The Carers, The Technologists

#### Transferable Skills

Investigation, analysis, practical skills

### Subject description

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

### Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

### Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions

### Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Thermal, nuclear and electrical physics</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuits</li> </ul>	<b>Linear motion and waves</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul>	<b>Gravity and electromagnetism</b> <ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul>	<b>Revolutions in modern physics</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>



## Assessment types



Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
Summative Internal Assessment 1 (IA1) - 10% Data test	Summative Internal Assessment 2 (IA2) - 20% Student experiment	Summative Internal Assessment 3 (IA3) - 20% Research investigation	Summative External Assessment (EA) - 50% Examination

## Specific subject requirements

- Laptop
- Scientific calendar

**SUCCESS IN PHYSICS DERIVES FROM:**

- Keen interest in inquiries of “how things work and why” from a range of personal, social and global perspectives.
- Thorough research skills and application of learnt knowledge to draw conclusions with effective time management and strong ability to work independently.
- Critical evaluation of evidence and application of knowledge to make informed decisions.



# PSYCHOLOGY PREPARATION



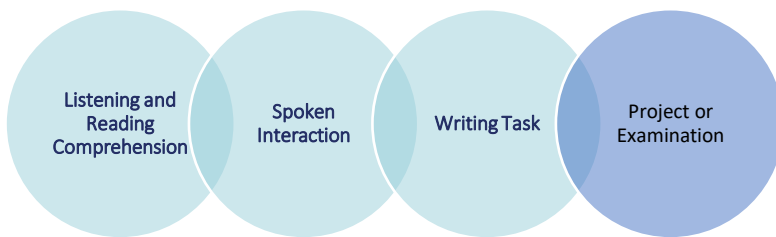
- Careers
- Job Clusters
- Transferable Skills

Psychologist, Counsellor, Social Scientist, Health Services
The Carers, The Technologists
Investigation, analysis, practical skills

## Subject description

To come.

## Assessment types



## Is this course for me?


To come.

## What will help me be successful in this course?


- To come


 Careers

Psychologist, Counsellor, Social Scientist, Health Services

 Job Clusters

The Carers, The Technologists

 Transferable Skills

Investigation, analysis, practical skills

### Subject description

Psychology provides opportunities for students to explore the scientific study of human behaviour and mental processes. Students investigate how individuals think, feel and act in different contexts, drawing on classical and contemporary psychological theories and models. They examine the biological, cognitive and sociocultural influences on behaviour, and explore how psychological research informs our understanding of learning, memory, emotion, and personality.

Students engage with the principles of research design and data analysis, learning how psychologists collect and interpret evidence to explain behaviour. They explore ethical considerations in psychological research and practice, and apply critical thinking to evaluate claims and psychological phenomena.

Through inquiry and investigation, students develop an appreciation of psychology's contribution to society — understanding how psychological knowledge can be used to promote wellbeing, improve relationships, and address real-world challenges. They learn to communicate psychological ideas, findings and arguments using appropriate terminology and representations.

Students develop skills in scientific thinking, problem-solving and research, and gain insight into how psychological knowledge evolves through ongoing investigation and reflection. Psychology fosters curiosity about human experience and equips students with tools to better understand themselves and others.

### Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of science, medicine and health services.

### Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions

## Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Individual development</b> <ul style="list-style-type: none"> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Consciousness, sleep and attention</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatment</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Brain function</li> <li>• Sensation and perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>

## Assessment types



Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 10%</b> Data test	<b>Summative Internal Assessment 2 (IA2) - 20%</b> Student experiment	<b>Summative Internal Assessment 3 (IA3) - 20%</b> Research investigation	<b>Summative External Assessment (EA) - 50%</b> Examination

## Specific subject requirements

- Laptop
- Scientific calendar

### SUCCESS IN PSYCHOLOGY DERIVES FROM:

Keen interest in social and psychological behaviours and theories.

Thorough research skills and application of learnt knowledge to draw conclusions with effective time management and strong ability to work independently.

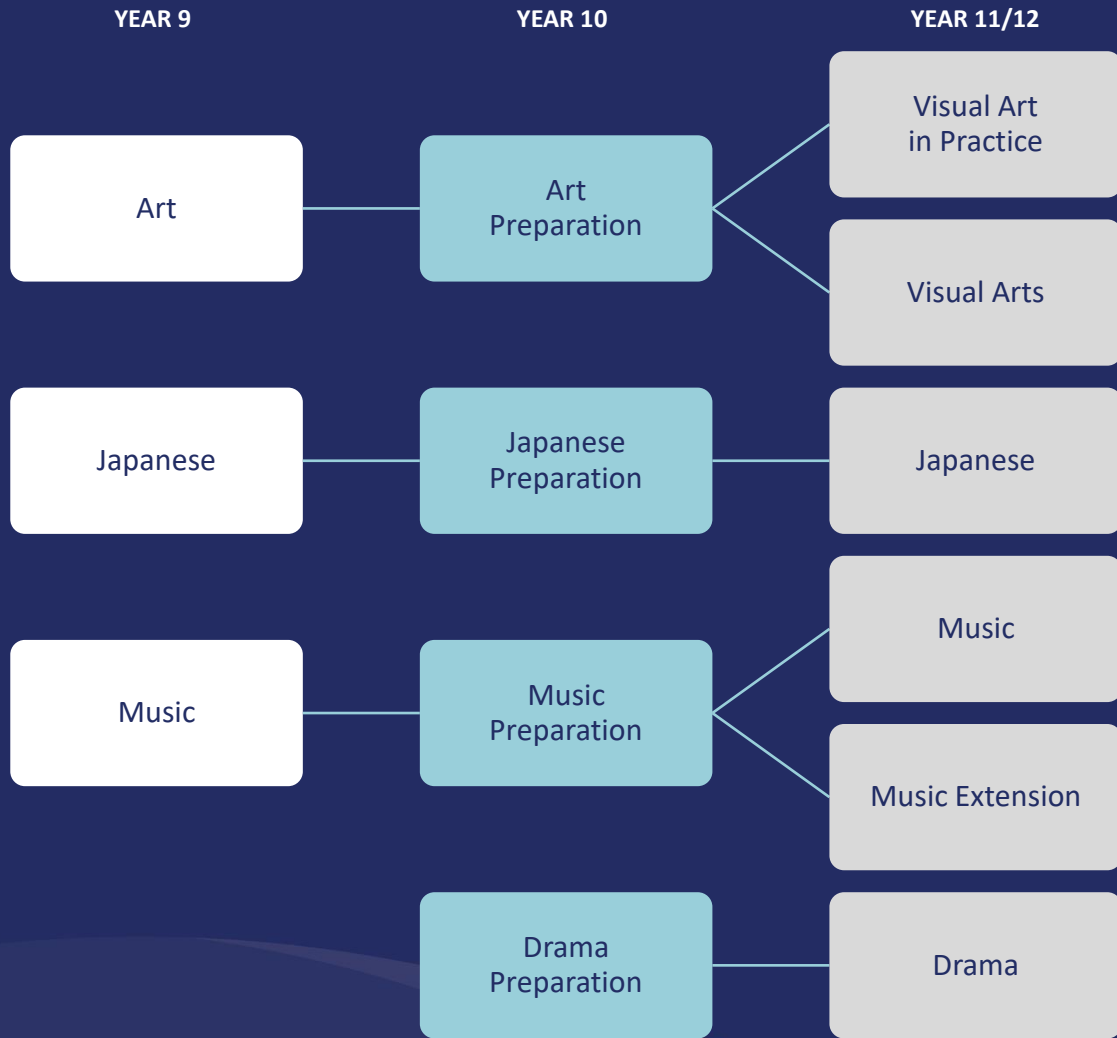
Critical evaluation of evidence and application of knowledge to make informed decisions.





# The Arts

## FACULTY




# ART PREPARATION




 Careers

Artist, Illustrator, Curator, Set Designer

 Job Clusters

The Designers

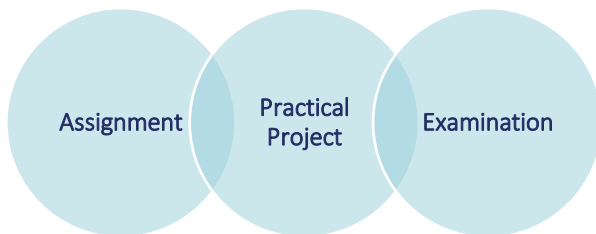
 Transferable Skills

Creativity, visual communication, collaboration

## Subject description

Year 10 Visual Arts immerses students in the creative process, encouraging them to respond to real-world stimuli like events, stories, and the work of artists. Students will explore visual language through various media, technologies, and techniques, crafting artworks that reflect both traditional and contemporary practices. Throughout the course, they'll experiment with 2D, 3D, digital, and time-based art forms, either individually or in combination, while also innovating new ways of working. This course fosters creative and critical thinking, helping students make meaningful connections between art-making purposes and contexts as they develop their own artistic voice.

## Assessment types



## Is this course for me?

This course is ideal for students interested in the “Designer” job cluster. This course blends creativity with industry-relevant skills, exploring 2D, 3D, digital, and time-based art forms. Students will develop critical and creative thinking abilities, preparing them for dynamic careers in design and visual content creation.

## What will help me be successful in this course?

- Completed Year 9 English
- Completed Year 9 Visual Arts Elective

# VISUAL ART



## Careers

Artist, Illustrator, Curator, Set Designer

## Job Clusters

The Designers

## Transferable Skills

Creativity, visual communication, collaboration

### Subject description

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

### Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

### Objectives

By the conclusion of the course of study, students will:

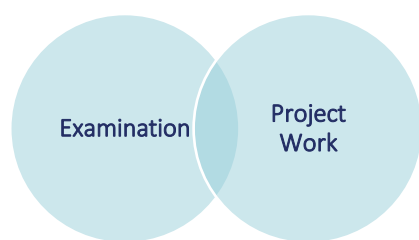
- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning



## Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>Art as lens</b></p> <p>Students look at their material world through the concept of ‘art as lens’, applying different lenses or viewpoints. They experiment with a range of approaches to improve technical skills, foster curiosity and creative thinking, and inspire innovative art practices.</p>	<p><b>Art as code</b></p> <p>Students explore the concept of ‘art as code’ to learn how visual language is capable of expressing complex ideas. Through the inquiry learning process, students explore how visual language, symbol systems and art conventions can express ideas and feelings in images, objects and experiences.</p>	<p><b>Art as knowledge</b></p> <p>Students frame an inquiry question then through independent investigation and application of critical thinking skills, students build knowledge about art, artist and audience to generate a personal focus and commence a body of work. Informed by their knowledge of art practices, experiences, history and influences, they embark on a body of work that visually and intellectually engages the audience.</p>	<p><b>Art as alternate</b></p> <p>Students continue and build on their focus, knowledge and art practice from Unit 3. Students resolve their body of work through the concept ‘art as alternate’ as they imagine, generate and apply new ideas and links. They develop new knowledge of and skills in art materials, techniques, technologies and processes.</p>

## Assessment types



Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<p><b>Summative Internal Assessment 1 (IA1) - 20%</b></p> <p>Investigation – Inquiry phase 1</p>	<p><b>Summative Internal Assessment 2 (IA2) - 25%</b></p> <p>Project – Inquiry phase 2</p>	<p><b>Summative Internal Assessment 3 (IA3) - 30%</b></p> <p>Project – Inquiry phase 3</p>	<p><b>Summative External Assessment (EA) - 25%</b></p> <p>Examination – Extended response</p>

## Specific subject requirements

- Visual diary
- Material levy
- Laptop
- Participation in gallery excursions




# VISUAL ARTS IN PRACTICE




 Careers

Artist, Illustrator, Curator, Set Designer

 Job Clusters

The Designers

 Transferable Skills

Creativity, visual communication, collaboration

## Subject description

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

## Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

## Objectives

By the conclusion of the course of study, students will:

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artwork

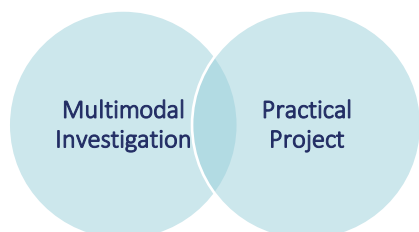


## Structure

This syllabus contains four QCAA-developed units for schools to combine to develop their course of study.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Looking inwards (self)	Looking outwards (others)	Clients	Transform and extend

## Assessment types

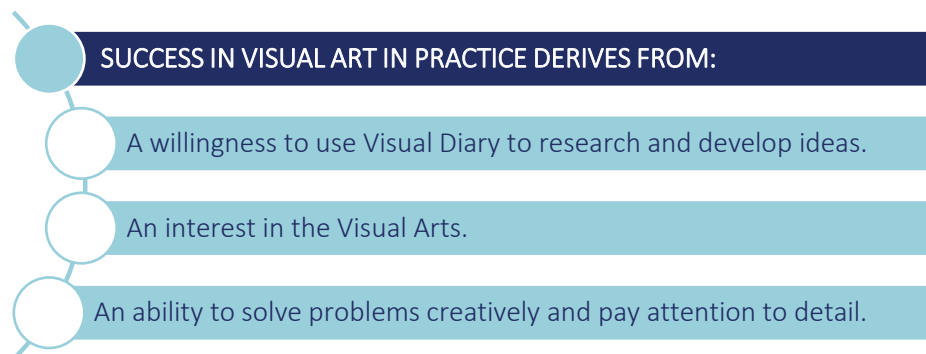


Students complete two assessment tasks for each unit. The assessment techniques used are:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
<b>Project</b>	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p><b>Students must select <u>one</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• Experimental folio - Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time- based (up to 30 seconds)</li> <li>• Design proposal - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30sec each)</li> <li>• Folio of stylistic experiments - Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time- based (up to 30 seconds)</li> </ul> <p><b>Planning and evaluation – <u>one</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8x A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
<b>Resolved artwork</b>	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	<p><b>Students must select <u>one</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 artwork/s</li> <li>• Time-based: up to 3 minutes</li> </ul>

## Specific subject requirements

- Visual diary
- Material levy
- Laptop suitable for Photoshop and Illustrator to be installed
- Participation in gallery excursions
- Extra printing credit



# MUSIC PREPARATION



## Careers

Performer, Music Therapist, Composer, Sound Technician

## Job Clusters

The Designers, The Carers

## Transferable Skills

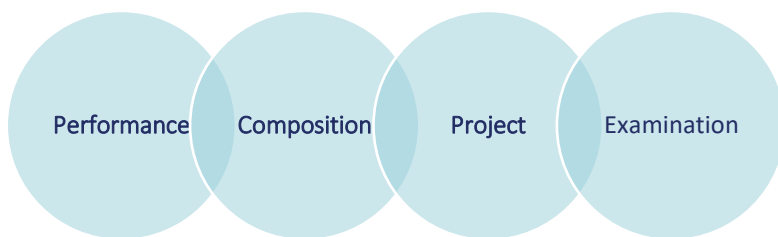
Creativity, expression, audio literacy

### Subject description

This course is designed to prepare students for the study of General Music in Years 11 and 12 by developing their skills in **composing, performing, and responding** to music. Students will explore how music communicates meaning and expresses ideas by engaging with a wide variety of styles, genres, and cultural contexts.

In Year 10 Music, students will investigate **how and why composers and performers make musical choices**. They will experiment with the elements and concepts of music, create and refine their own compositions, perform individually and in groups, and analyse how music is used to convey meaning across different times, places, and cultures.

### Assessment types



### Is this course for me?

This course is for you if you enjoy making, performing, or listening to music and want to explore how music communicates ideas and emotions. It's a great choice if you're creative, like working both independently and with others, and are interested in developing skills that lead directly into the Senior General Music course in Years 11 and 12.

### What will help me be successful in this course?

- C result or higher in Year 9 English
- C result or higher in Year 9 Music
- Commitment to engaging in the art form as a performer and/or composer
- Prior experience in a Performing Arts subject is beneficial but not essential





- Careers
- Job Clusters
- Transferable Skills

Performer, Music Therapist, Composer, Sound Technician
The Designers, The Carers
Creativity, expression, audio literacy

### Subject description

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

### Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

### Objectives

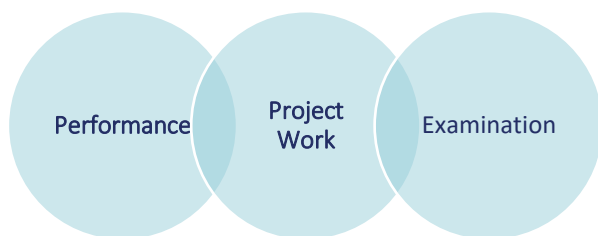
By the conclusion of the course of study, students will:

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music idea

### Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>Designs</b></p> <p>Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p><b>Identities</b></p> <p>Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p>	<p><b>Innovations</b></p> <p>Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p><b>Narratives</b></p> <p>Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

## Assessment types



Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
Summative Internal Assessment 1 (IA1) - 20% Performance	Summative Internal Assessment 2 (IA2) - 20% Composition	Summative Internal Assessment 3 (IA3) - 35% Project based on one of the following: Musicology and composition; or Musicology and performance	Summative External Assessment (EA) - 25% Examination – Extended response

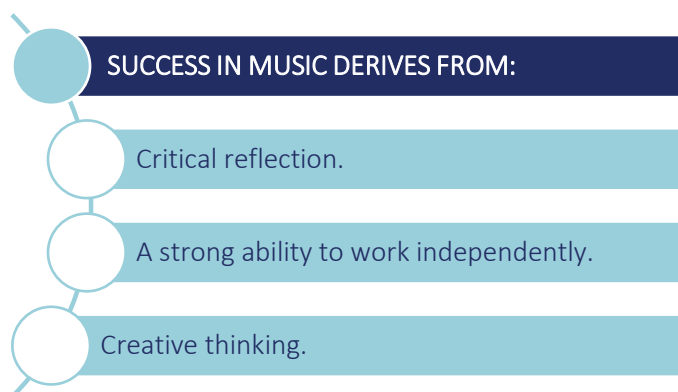
### Recommended prior learning

Students wishing to study Music should:

- achieve a minimum C+ in Year 10 English
- achieve a B in Year 9 and Year 10 Music
- already play an instrument and/or sing competently

### Specific subject requirements

- An ability to read music notation is highly desirable but not essential
- Laptop



# MUSIC EXTENSION (COMPOSITION)



- Careers
- Job Clusters
- Transferable Skills

Performer, Music Therapist, Composer, Sound Technician
The Designers, The Carers
Creativity, expression, audio literacy

### Subject description

Through Music Extension (Composition), students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills.

### Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

### Objectives

By the conclusion of the course of study, students will:

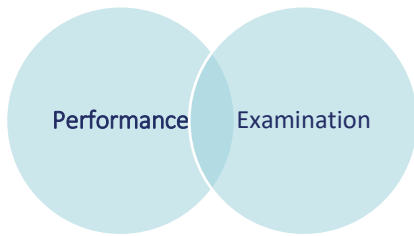
- analyse music
- apply literacy skills
- evaluate music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas

### Structure

UNIT 3	UNIT 4
<p><b>Explore</b></p> <p>Key idea 1: Initiate best practice</p> <p>Key idea 2: Consolidate best practice</p>	<p><b>Emerge</b></p> <p>Key idea 3: Independent best practice</p>



## Assessment types

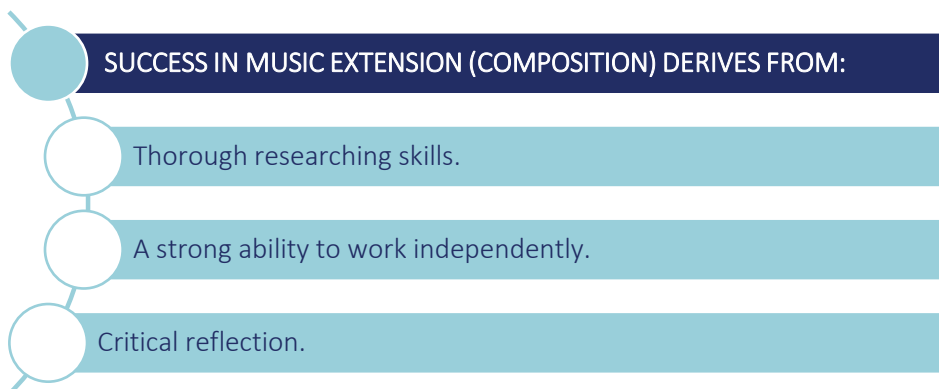


In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 20%</b> Composition 1	<b>Summative Internal Assessment 2 (IA2) - 20%</b> Composition 2	<b>Summative Internal Assessment 3 (IA3) - 35%</b> Composition project	<b>Summative External Assessment (EA) - 25%</b> Examination – Extended response

## Specific subject requirements

- An ability to read music notation is highly desirable but not essential
- Laptop



# MUSIC EXTENSION (MUSICOLOGY)



- Careers
- Job Clusters
- Transferable Skills

Performer, Music Therapist, Composer, Sound Technician
The Designers, The Carers
Creativity, expression, audio literacy

### Subject description

Music Extension (Musicology) is an employment in the fields of arts extension of the Music General senior administration, communication, education, syllabus. It provides an opportunity for creative industries, public relations and students with specific abilities in music to science and technology. extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills.

### Pathways

A course of study in Music Extension can establish a basis for further education.

### Objectives

By the conclusion of the course of study, students will:

- investigate music concepts and ideas
- apply literary skills relevant to their specialisation
- evaluate music and ideas about music

In the Musicology specialisation (responding), students investigate and analyse music work and ideas. They;

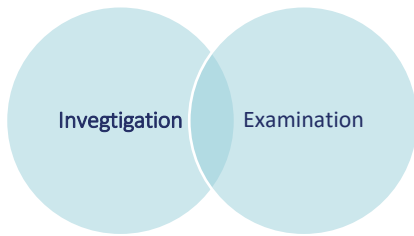
- examine music and ideas about music
- express meaning, emotion or ideas about music
- synthesise analytical information about music and document sources and analyse music references about music to support research
- investigate music
- synthesise information

### Structure

UNIT 3	UNIT 4
<p><b>Explore</b></p> <p>Key idea 1: Initiate best practice</p> <p>Key idea 2: Consolidate best practice</p>	<p><b>Emerge</b></p> <p>Key idea 3: Independent best practice</p>



## Assessment types

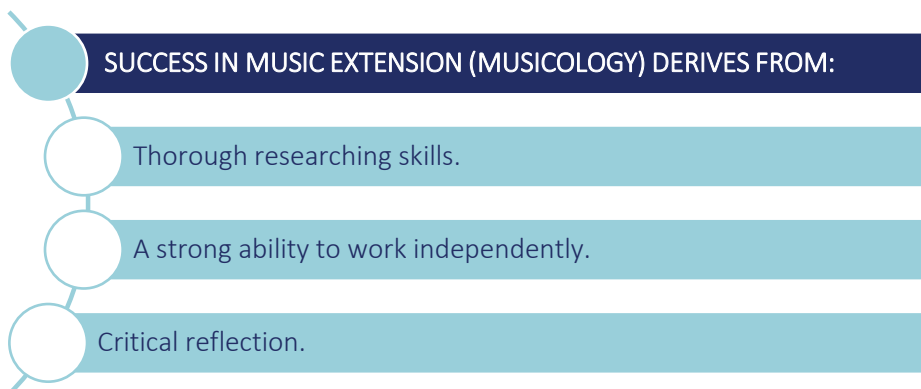


In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 20%</b> Investigation 1	<b>Summative Internal Assessment 2 (IA2) - 20%</b> Investigation 2	<b>Summative Internal Assessment 3 (IA3) - 35%</b> Musicology project	<b>Summative External Assessment (EA) - 25%</b> Examination – Extended response

## Specific subject requirements

- An ability to read music notation is highly desirable but not essential
- Laptop



# MUSIC EXTENSION (PERFORMANCE)



- Careers
- Job Clusters
- Transferable Skills

Performer, Music Therapist, Composer, Sound Technician
The Designers, The Carers
Creativity, expression, audio literacy

## Subject description

Music Extension (Performance) is an employment in the fields of arts extension of the Music General senior administration, communication, education, syllabus. It provides an opportunity for creative industries, public relations and students with specific abilities in music to science and technology. extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills.

## Pathways

A course of study in Music Extension can establish a basis for further education.

## Objectives

By the conclusion of the course of study, students will:

- investigate music concepts and ideas
- apply literary skills relevant to their specialisation
- evaluate music and ideas about music

In the Performance specialisation:

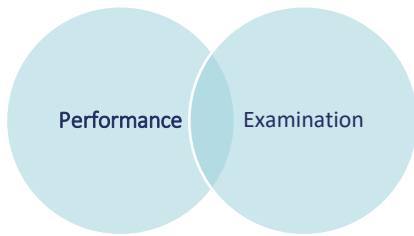
- students realise music works, demonstrating
- examine music and ideas about music technical skills and understanding.
- express meaning, emotion or ideas about make decisions about music, interpret music
- elements and concepts, and express music
- ideas to realise their performances
- apply technical skills
- interpret music elements and concepts
- realise music ideas

## Structure

UNIT 3	UNIT 4
<p><b>Explore</b></p> <p>Key idea 1: Initiate best practice Key idea 2: Consolidate best practice</p>	<p><b>Emerge</b></p> <p>Key idea 3: Independent best practice</p>



## Assessment types

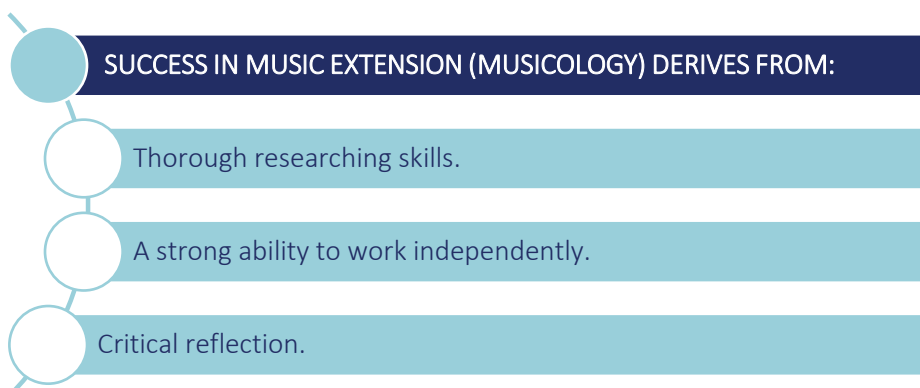


In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
<b>Summative Internal Assessment 1 (IA1) - 20%</b> Performance 1	<b>Summative Internal Assessment 2 (IA2) - 20%</b> Performance 2	<b>Summative Internal Assessment 3 (IA3) - 35%</b> Performance project	<b>Summative External Assessment (EA) - 25%</b> Examination – Extended response

## Specific subject requirements

- An ability to read music notation is highly desirable but not essential
- Laptop



# JAPANESE PREPARATION



## Careers

Translator, Diplomat, International Business, Flight Attendant

## Job Clusters

The Informers, The Coordinators

## Transferable Skills

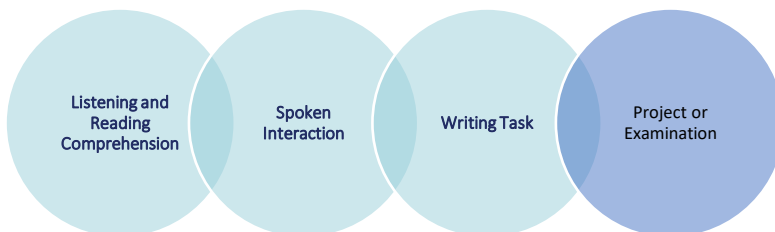
Communication, cultural awareness

### Subject description

Year 10 Japanese is an exciting and practical course designed to build confidence and prepare students for Senior Japanese in Years 11 and 12. Students develop the skills to hold meaningful conversations, share ideas, and compare experiences using spoken and written Japanese. They learn to communicate for real purposes—collaborating with peers, planning activities, and reflecting on events—while exploring the cultural perspectives that shape language.

Through engaging tasks, students practise reading and listening for key ideas, refine their pronunciation and fluency, and create texts using *hiragana*, *katakana*, and familiar *kanji*. They also explore how language reflects culture and identity, discovering how learning Japanese can expand their worldview, enhance their communication skills, and connect them to global opportunities.

### Assessment types



### Is this course for me?

This course is for you if you enjoy learning languages, exploring other cultures, and discovering new ways to communicate. It's a great choice if you are curious about the world, like working with others, and want to develop skills that connect directly to Senior Japanese in Years 11 and 12.

### What will help me be successful in this course?

- C result or higher in Year 9 English
- C result or higher in Year 9 Japanese
- Willingness to practise speaking and writing regularly
- An interest in Japanese culture and communication



## Careers

Translator, Diplomat, International Business, Flight Attendant

## Job Clusters

The Informers, The Coordinators

## Transferable Skills

Communication, cultural awareness

### Subject description

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

### Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding of it could be of value – such as business, hospitality, law, science, technology, sociology and education.

### Objectives

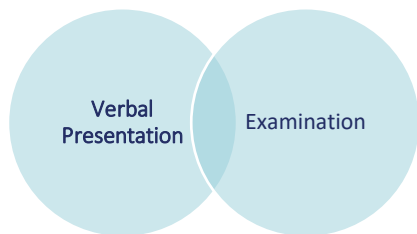
By the conclusion of the course of study, students will:

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese

### Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>私の暮らし</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>私達のまわり</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Japanese culture to the world</li> </ul>	<b>私達の社会</b> <b>Our society; culture and identity</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul>	<b>私の将来</b> <b>My present; My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## Assessment types

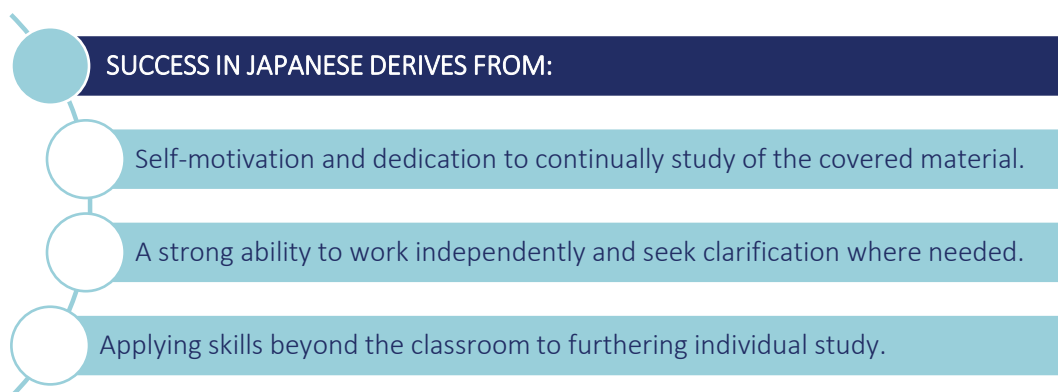


Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative assessments Units 3 and 4 below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

UNIT 3		UNIT 4	
Summative Internal Assessment 1 (IA1) - 20% Examination – Short response	Summative Internal Assessment 2 (IA2) - 20% Examination – Extended response	Summative Internal Assessment 3 (IA3) - 35% Multimodal presentation and interview	Summative External Assessment (EA) - 25% Examination – Combination response

### Specific subject requirements

- Notebook and stationery
- Laptop
- Students should look into acquiring an English-Japanese/Japanese – English Dictionary



# DRAMA PREPARATION



## Careers

Actor, Director, Stage/Production Manager, Event Manager, Drama/Arts Teacher

## Job Clusters

The Artisans

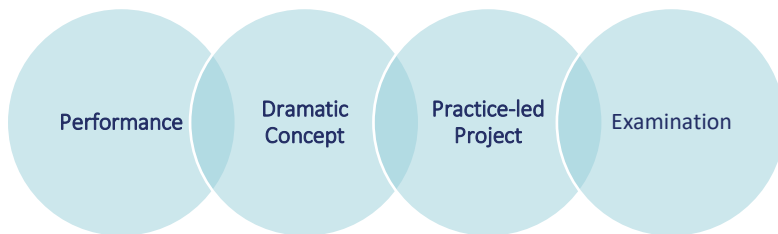
## Transferable Skills

Collaboration, confidence, creativity, critical thinking, communication

### Subject description

Year 10 Drama invites students to explore how the elements of drama—voice, movement, space and dramatic conventions—can transform ideas into powerful performances. Through a dynamic mix of improvised, devised and scripted work, students bring characters and stories to life, celebrating and questioning contemporary Australian identity. Working individually and in ensembles, they develop disciplined rehearsal habits, strengthen collaboration, and communicate with creativity and confidence. Alongside creating their own work, students analyse professional theatre to discover how different styles and contexts shape meaning, and reflect on their own artistic choices to refine performance skills. These experiences foster critical thinking, creative expression and cultural awareness, providing an excellent foundation for success in Senior Drama and beyond.

### Assessment types



### Is this course for me?

This course is ideal for students who enjoy creative problem-solving, working as part of a team, and stepping into different perspectives. It's perfect for anyone wanting to build confidence in public speaking, develop polished performance skills, and explore how theatre can spark meaningful conversations about contemporary Australia.

### What will help me be successful in this course?

- C result or higher in Year 9 English
- C result or higher in Year 9 Drama
- commitment to engaging in the art form as both a performer and an audience member
- prior experience in a Performing Arts course is beneficial but not essential





## Careers

Actor, Director, Stage/Production Manager, Event Manager, Drama/Arts Teacher

## Job Clusters

The Artisans

## Transferable Skills

Collaboration, confidence, creativity, critical thinking, communication

### Subject description

Creative and expressive communication sits at the heart of Senior Drama. Through practical workshops and performance projects, students learn to pose and solve artistic problems, both independently and in collaboration with their peers. They explore inherited traditions, current practice and emerging trends in a variety of dramatic forms and styles, discovering how voice, movement, design and technology combine to create meaning for diverse audiences and purposes.

Respect for culture underpins the program. Students examine and honour the enduring artistic traditions of Aboriginal Peoples and Torres Strait Islander Peoples, recognising their unique contributions to Australia's cultural story. They also engage with works from Australia's rich multicultural landscape and the wider Asia-Pacific region, building cultural literacy and a global outlook.

Across the course, students investigate, interpret and critique dramatic action, developing a fluent command of dramatic languages and conventions. They analyse professional theatre and create original works that interrogate past and present human experience, learning how drama can spark conversation and inspire change. The course also strengthens 21st-century skills — critical and creative thinking, communication, collaboration, and digital literacy — while fostering confidence, curiosity and the social skills needed to thrive in dynamic performance ensembles and as informed, appreciative audience members.

### Pathways

A course of study in Drama builds a strong foundation for further education and employment across many fields — both within the arts and culture industries and beyond. The skills developed in Drama are valuable in any career that requires understanding different social and cultural perspectives, working in a range of contexts, and communicating meaning in both functional and imaginative ways.

### Objectives

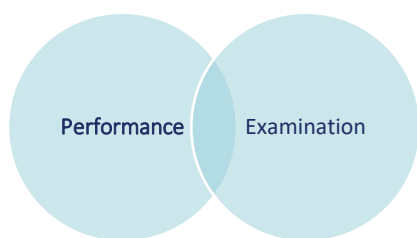
By the conclusion of the course of study, students will:

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages

## Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>Share</b></p> <p>How does drama promote shared understandings of the human experience?</p>	<p><b>Reflect</b></p> <p>How is drama shaped to reflect lived experience?</p>	<p><b>Challenge</b></p> <p>How can we use drama to challenge our understanding of humanity?</p>	<p><b>Transform</b></p> <p>How can you transform dramatic practice?</p>

## Assessment types



The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Units 3 and 4.

UNIT 3		UNIT 4	
<p><b>Summative Internal Assessment 1 (IA1) - 20%</b></p> <p>Performance</p>	<p><b>Summative Internal Assessment 2 (IA2) - 20%</b></p> <p>Dramatic concept</p>	<p><b>Summative Internal Assessment 3 (IA3) - 35%</b></p> <p>Practice-led project</p>	<p><b>Summative External Assessment (EA) - 25%</b></p> <p>Examination – Extended response</p>

