



**HOLY SPIRIT  
COLLEGE**

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**FITZGIBBON**

**Curriculum Handbook**  
Year 10

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## Introduction

Holy Spirit College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. This document provides information for students on subjects and important contact information.

Holy Spirit believes that the individual child and their individual life-long learning journey should be catered for within the school curriculum. Allowing the students to operate at their level and building on their prior learning does much to build their confidence and self-esteem.

Year 10 students are exposed to a more specialised curriculum offering. Students continue to develop skills and knowledge within core offering and elective choices drawn from the Australian Curriculum, with exposure to modes of assessment aligned with senior syllabi and ways of working. As Year 10 marks the beginning of the Senior Phase of learning, students seek to grow their independence and demonstrate capacity in subjects, so that they are able to make discerning decisions about their Senior pathways in the Senior Education & Training (SET) planning process and establish a strong basis for success in their Queensland Certificate of Education (QCE).

The staff at Holy Spirit College are committed to encouraging and supporting students to achieve high academic standards and, also, to developing a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning & Pastoral programs focus upon encouraging and supporting students to:

- set clear goals;
- plan strategies to achieve the results they want;
- understand that effort is not merely an optional extra but is an essential ingredient to achieving dreams.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Hope, Compassion and Wisdom by Igniting Spirit and Inspiring Minds*.



Stephan le Roux  
**Principal**

## Vision

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world.

## Mission

At Holy Spirit College we are:

- accountable as caretakers of creation
- empowered to be critical and innovative learners
- a community that celebrates and supports the uniqueness of each person
- called to be of service to those in need

## Values

Holy Spirit College is a faith community of:

- Hope
- Compassion
- Wisdom

## Student Dispositions

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world. To do this, we must show 'hope', 'compassion' and 'wisdom' in all we say and do when we are engaged in our learning or interacting with our community.

**Ways of Learning**

**HOLY SPIRIT COLLEGE**  
Igniting Spirit - Inspiring Lives  
FITZGIBSON

**MINDFUL**

- Listen to the ideas of others
- Share your learning
- Reflect on your efforts
- Learn from your mistakes
- Set goals to improve

**INSPIRED**

- View challenges as opportunities
- Change your ideas in light of new evidence
- Be active and engaged in your learning
- Find joy in and be passionate about your learning

**NOVEL**

- Explore new ways of doing things
- Ask questions
- Seek challenges
- Think critically
- Solve problems
- Seek ways to improve

**DARING**

- Take risks with your learning
- Offer answers or points of view when you try new things
- Believe in yourself

**MIND**

At Holy Spirit College, we want you to inspire your MIND...

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**Ways of Being**

**HOLY SPIRIT COLLEGE**  
Igniting Spirit - Inspiring Lives  
FITZGIBSON

**SERVICE**

- Reach out to help others in need
- Understand the needs of your local and wider community
- Be a servant of the Holy Spirit

**PASSION**

- Apply spirit and enthusiasm to all you do
- Be brave enough to be bad at something new
- Be HOPEful and see mistake making as an opportunity for learning

**INCLUSION**

- Everyone is included and is a valued part of the community
- Show COMPASSION in the way you treat others
- Show empathy and try to understand someone else's point of view, even when you disagree with them

**RESPECT**

- Treat people the way you wish to be treated
- Be accountable for taking care of our beautiful school and wider community environment

**INTEGRITY**

- Do the right thing, even when no one is watching
- Be honest, truthful and stand up to inequality
- Take pride in your achievements and appearance

**TRUTH**

- Use WISDOM to think critically before accepting something as accurate
- Share information in a kind, sincere, generous and honest way
- Be your best self, even when faced with obstacles

**SPIRIT**

At Holy Spirit College, we want you to ignite your SPIRIT...

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## Pre-requisites for Senior Study

Students should not select subjects unless the minimum prerequisites have been met. Doing so places students at risk of not achieving a Satisfactory result and losing QCE points. All students seeking to study General subjects **MUST** have achieved a minimum C in **English**.

Faculty	Subject	Pre-requisites
<b>Illumination:</b>  <b>Arts and Technologies</b>	Design	C in Design Technologies
	Digital Solutions	C in Digital Solutions
	Drama	C in English and C in Drama in year10
	Music	C in Music in Year 10
	Visual Art	C in Visual Art in Year 10 or equivalent in previous years of study
<b>Ideation:</b>  <b>Health, Mathematics and Science</b>	Biology	C or above Biology in Year 10 <b>and</b> C in General Mathematics in Year 10
	Chemistry	C in Chemistry in Year 10 <b>and</b> B in General Mathematics <b>or</b> C in Mathematical Methods in Year 10
	General Mathematics	C in Year 10 General Mathematics
	Mathematical Methods	C in Year 10 Mathematical Methods
	Physical Education	C in Physical Education in Year 10
	Physics	C in Physics in Year 10 <b>and</b> B in General Mathematics <b>or</b> C in Mathematical Methods
	Specialist Mathematics	B in Year 10 Mathematical Methods
<b>Investigation:</b>  <b>Humanities, Commerce and Languages</b>	Economics	C in English in Year 10 <b>and</b> C in any Humanities subject
	Geography	C in English in Year 10 <b>and</b> C in any Humanities subject
	Japanese	C in Japanese in Year 10
	Modern History	C in English in Year 10 and a C in any Humanities subject
<b>Inspiration:</b>  <b>English and Religion</b>	General English	C in English in Year 10
	Literature	B in English in Year 10
	Study of Religion	C in English in Year 10 C in any Humanities subject
<b>Vocational Education</b>	Diploma of Business	C in English and Mathematics <b>or</b> B in Essential English / Essential Mathematics

\* Senior subjects are **indicative only** and are **subject to change** due to student interest, staffing and changes in courses. They should not be read as the subjects that will be offered and are **provided as a guide** only to assist in subject progression and potential selection.

## Course Offerings Year 10

In Years 11 and 12, subjects are grouped into three main categories: **General, Applied (Essential) and Certificate.**

**General** subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead to direct entry into tertiary studies and to pathways for vocational education and training and work. They include Extension subjects. Results in General subjects contribute to the award of a QCE and may contribute to an ATAR. Students wishing to be ATAR eligible in Senior should choose a minimum of 6/7 General subjects in Year 10.

**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, or to students who have not demonstrated a capacity to achieve a C in General courses. Results in Applied subjects contribute to the award of a QCE, and one Applied subject result may contribute to an ATAR. Students intending on a Rank only pathway may select more than one Applied or Certificate course.

**Certificate** subjects are suited to those students who are primarily interested in vocational education and training and work. Results in Certificate subjects contribute to the award of a QCE and one Certificate III subject or higher may contribute to an ATAR. Certificate III, IV or Diploma courses are accepted by some universities for entry. Students who study a Certificate III, IV or Diploma successfully, will achieve a rank which can then be used as a basis for application to tertiary study. Ranking is not acknowledged as a basis for entry by UQ directly from school. Students who study a Certificate course in Year 10, can begin banking QCE points. This is strongly recommended for students who typically achieve in the C range or lower.

Students in Year 10 may choose from subject offerings that align to General, Applied and / or Certificate courses. Depending on the combination studied, different pathways may be followed. Subjects available in Year 10 are indicated in the table below and classified as General, Applied or Certificate to reflect their articulation to Senior offerings.

Head of Faculty - Illumination Arts & Technology	Head of Faculty – Ideation Health, Mathematics & Science	Head of Faculty – Investigation Humanities, Commerce and Languages
Design Technologies - G	Chemistry/Physics - G	Economics - G
Digital Technologies - G	Pre-Essential Mathematics - A	Geography - G
Design Technologies – Food & Materials C	Pre-General Mathematics - G	Japanese - G
Drama – G	General Science/ Biology– G	Modern History - G
Music – G	Pre-Mathematical Methods - G	
Visual Art - G	Physical Education - G	
Head of Faculty – Inspiration English and Religion	Vocational Education	
English - G	Cert II Sport and Recreation	
Religious Education	Cert II Tourism	
	Cert II Workplace Skills	

## Curriculum Structure

Students in Year 10 study core subjects and specialised elective areas which may include certificate courses. The Australian Curriculum forms the basis for all subject areas in this phase of learning. Further programs are offered that seek to underpin and optimise all learning covering topics such as high impact study skills, time management, safe use of technology, careers, and many other areas.

To provide students with greater choice, autonomy, and agency, as well as prepare them for the Senior School, the Year 10 Curriculum is structured into (i) core subjects, (ii) elective subjects and certificate courses.

### Core Subjects

The following subjects are the core subjects and are studied for the whole year:

- English
- Mathematics
- Personal and Social Development (PSD)
- Religious Education
- Science

### Elective Subjects

To develop depth of knowledge, as well as skills in independence, autonomy and determination, students will choose three elective subjects to study for the whole year:

- Drama
- Design & Technologies
- Design & Technologies (Food & Materials)
- Digital Technologies
- Economics & Business
- Geography
- Health and Physical Education
- History
- Japanese
- Music
- Science (Chemistry / Physics)
- Visual Arts

### Certificate Courses

Case management and academic mentoring is used to provide opportunities for some students to credential in certificate courses to mitigate possible risk meeting Queensland Certificate of Education (QCE) requirements. Students may also select from one or more of the following certificate offerings as part of their elective line who have identified a pathway involving these fields:

- Certificate II in Sport and Recreation
- Certificate II Tourism
- Certificate II Workplace Skills

## Timetable structure – Year 10 2025

Students wishing to be ATAR eligible should have 6 of 7 subjects as General Courses.

Students at risk should choose 1 Cert subject to start banking QCE points.

English	Maths Placed in course by College	Religion	General Science/ Biology	Elective
				Elective
Compulsory				Elective

**Students must choose 7 subjects in total**

## Important Contacts

To learn more about the Year 10 curriculum, please refer to the below contacts. For all subject-specific questions, please contact the classroom teacher.

Role	Name	Email
Deputy Principal	Andrew McEwan	<a href="mailto:andrew.mcewan@bne.catholic.edu.au">andrew.mcewan@bne.catholic.edu.au</a>
Assistant Principal Religious Education	Karen Davidson	<a href="mailto:Karen.Davidson@bne.catholic.edu.au">Karen.Davidson@bne.catholic.edu.au</a>
Assistant Principal Pathways	Katie Pacey	<a href="mailto:kpacey@bne.catholic.edu.au">kpacey@bne.catholic.edu.au</a>
Head of Senior Years	Troy Schultz	TBC
Learning & Teaching Leader – Curriculum Inspiration (English, Religious Education)	Alicia Thompson	<a href="mailto:Alicia.R.Thompson@bne.catholic.edu.au">Alicia.R.Thompson@bne.catholic.edu.au</a>
Learning & Teaching Leader – Curriculum Ideation (Mathematics, Science, Health and Physical Education)	Anne Elmer	<a href="mailto:aelmer@bne.catholic.edu.au">aelmer@bne.catholic.edu.au</a>
Learning & Teaching Leader – Curriculum Illumination (The Arts, Technologies)	TBC	TBC
Learning & Teaching Leader – Curriculum Investigation (Language, Humanities)	Sarah Brown	<a href="mailto:Sarah.brown@bne.catholic.edu.au">Sarah.brown@bne.catholic.edu.au</a>
Learning & Teaching Leader – Student Engagement Year 10	Amanda Barry	<a href="mailto:amanda.barry@bne.catholic.edu.au">amanda.barry@bne.catholic.edu.au</a>
Guidance Counsellor	Anna Wallace	<a href="mailto:anna.wallace@bne.catholic.edu.au">anna.wallace@bne.catholic.edu.au</a>
Support Teacher Inclusive Education	Sharon Carr	<a href="mailto:Sharon.Carr1@bne.catholic.edu.au">Sharon.Carr1@bne.catholic.edu.au</a>

## Embedding the Catholic Perspective

Holy Spirit College extends the faith and learning formation of its students in the tradition of Catholic education excellence. With our recontextualised approach to faith and learning development, our teachers engage our students in investigating themselves, their world and how they act and interact in their world guided by their own understandings, the accumulation of what is known and the exploration of what is possible, guided by our Catholic ethos. The transformative process of learning and teaching is captured in the vision of Brisbane Catholic Education to *Teach, Challenge and Transform*. This vision is realised through everyday witness; learning and teaching that challenges and transforms the culture and the world in which we live.



Informing the Catholic perspectives in our learning and teaching, Holy Spirit College is guided by the foundations of Catholic Social Teaching. In their teaching, our teachers look for explicit opportunities to present these foundations in the curriculum context.



## Book List

Below are the general requirements for the core subject areas. As most classes utilise technology e.g., OneNote, Teams, etc., there are minimal physical requirements.

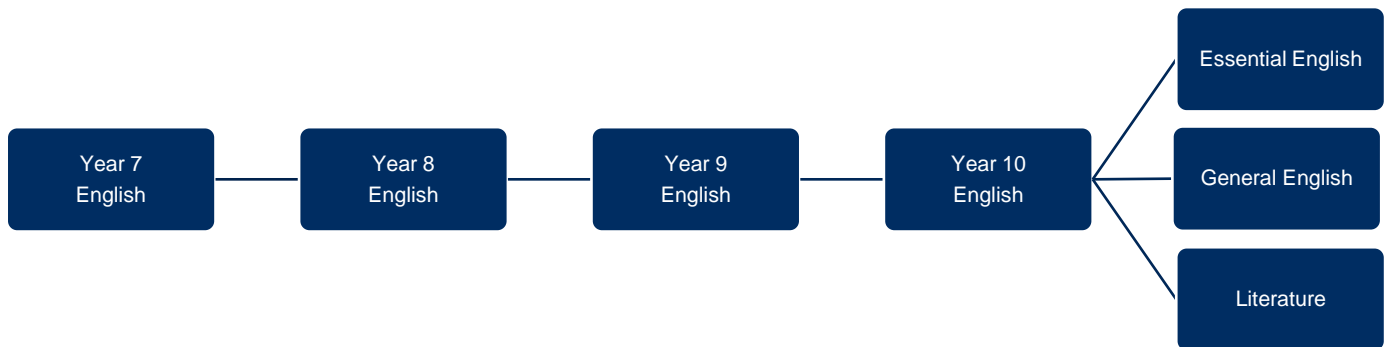
Subject	Item(s)								
English	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)								
Health and Physical Education	A4 Exercise Book (48 Page)								
Mathematics	A4 Exercise Book (128 Page) A4 Grid Book (5mm) 2 medium dry erase whiteboard markers 360-degree protractor Maths set Scientific calculator (see approved list from QCAA below)  Approved graphics calculators <table border="1"> <thead> <tr> <th>Brand</th> <th>Models</th> </tr> </thead> <tbody> <tr> <td>Casio</td> <td>CFX-9850GC Plus fx-9860GAU Plus fx-CG20AU fx-CG50AU fx-CG50</td> </tr> <tr> <td>Hewlett-Packard (HP)</td> <td>HP39Gii HP Prime (updated to the latest firmware in 'Exam Mode' with the correct features blocked)</td> </tr> <tr> <td>Texas Instruments (TI)</td> <td>TI-84 Plus TI-84 Plus CE TI-84 Plus CE Python TI-84 Plus Silver Edition TI-84 Plus C Silver Edition TI-Nspire CX TI-Nspire with touchpad TI-Nspire CX II TI-Nspire CX II CAS (updated to the latest firmware in 'Press to Test' with the correct features blocked)</td> </tr> </tbody> </table>	Brand	Models	Casio	CFX-9850GC Plus fx-9860GAU Plus fx-CG20AU fx-CG50AU fx-CG50	Hewlett-Packard (HP)	HP39Gii HP Prime (updated to the latest firmware in 'Exam Mode' with the correct features blocked)	Texas Instruments (TI)	TI-84 Plus TI-84 Plus CE TI-84 Plus CE Python TI-84 Plus Silver Edition TI-84 Plus C Silver Edition TI-Nspire CX TI-Nspire with touchpad TI-Nspire CX II TI-Nspire CX II CAS (updated to the latest firmware in 'Press to Test' with the correct features blocked)
Brand	Models								
Casio	CFX-9850GC Plus fx-9860GAU Plus fx-CG20AU fx-CG50AU fx-CG50								
Hewlett-Packard (HP)	HP39Gii HP Prime (updated to the latest firmware in 'Exam Mode' with the correct features blocked)								
Texas Instruments (TI)	TI-84 Plus TI-84 Plus CE TI-84 Plus CE Python TI-84 Plus Silver Edition TI-84 Plus C Silver Edition TI-Nspire CX TI-Nspire with touchpad TI-Nspire CX II TI-Nspire CX II CAS (updated to the latest firmware in 'Press to Test' with the correct features blocked)								
Religious Education	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)								
Science	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)								
<b>General requirements for all subjects</b>									
Highlighters (5 x mixed colours) Pencil Case Eraser Pencil Sharpener 30cm Ruler Scissors	Pens (2 x blue) (2 x black) (2 x red) Pencils (2 x HB) (2 x 2B) Coloured Pencils (pack of 12) Glue Stick Earphones/Earbuds for class use								

The College uses MK Educational Supplies and a link to a booklist will be provided.

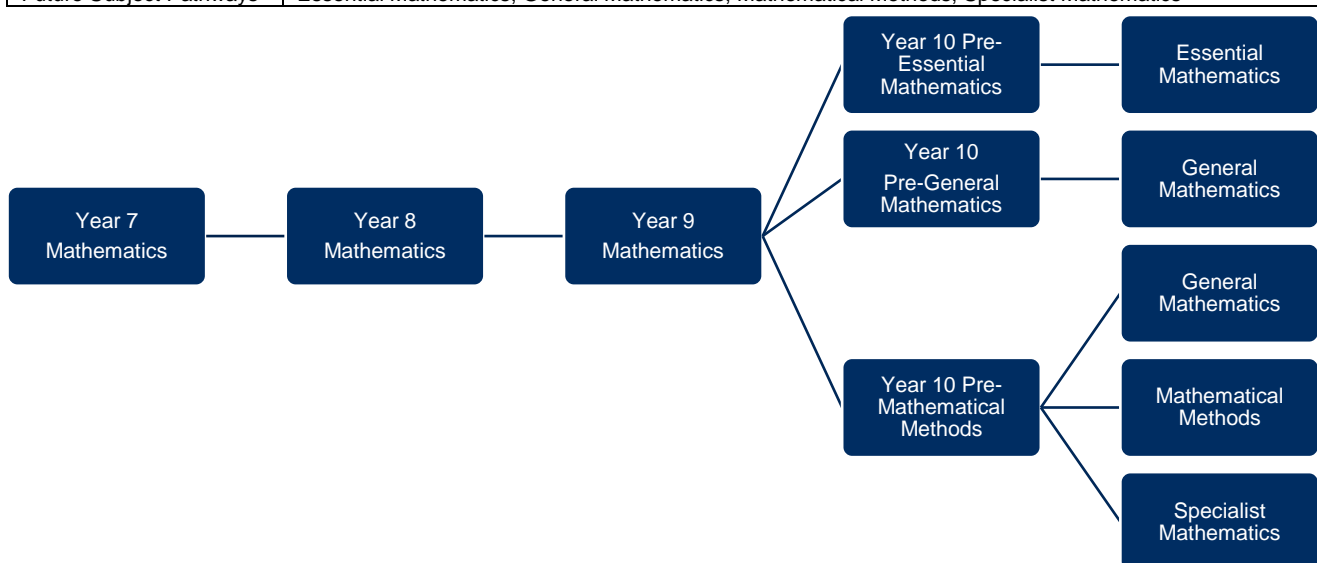
## Core Subject Information

### English | [English | V9 Australian Curriculum](#)

Course Overview	<p>The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Students engage with a variety of texts for enjoyment.</p> <p>Students engage imaginatively and critically with literature and appreciate its aesthetic qualities. They explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings.</p> <p>Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of First Nations Australian voices and voices from wide-ranging Australian and world literature.</p>
Learning Focus	<p>In Year 10 English, students interact with others and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.</p> <p>Students are exposed to Literary texts that support and extend students as independent readers. These are drawn from a range of genres. They involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts.</p>
Assessment	<p>In Year 10 English, students will compose and perform a range of texts, which provide exposure to the modes assessed across Senior English and Senior Literature. These include:</p> <ul style="list-style-type: none"> <li>• Spoken persuasive response</li> <li>• Written response for a public audience</li> <li>• Imaginative extended response - examination</li> <li>• Analytical essay response - unseen examination</li> </ul>
Future Subject Pathways	Essential English, General English, Literature

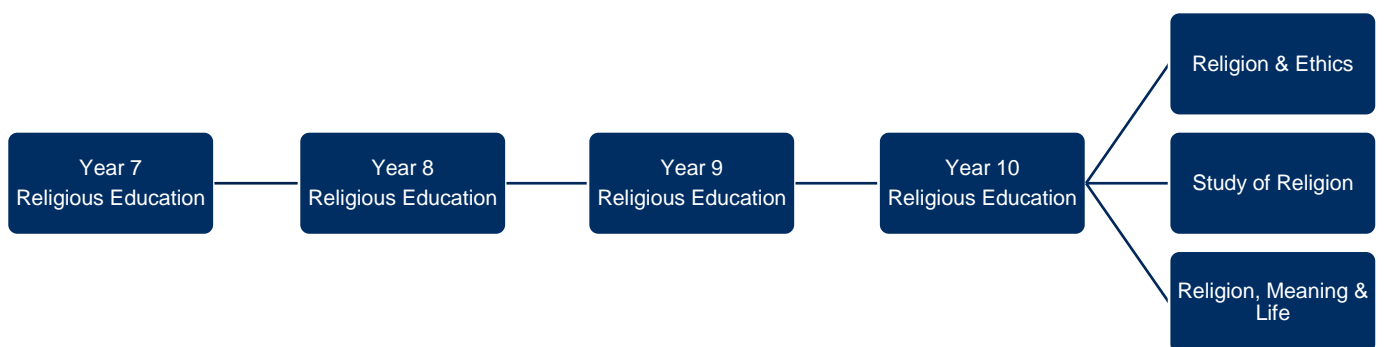


<p>Course Overview</p>	<p>The Mathematics curriculum content is organised under six interrelated strands: Number, Algebra, Measurement, Space, Statistics and Probability. The six content strands specify content aimed at progressively developing students' knowledge and use of mathematical, statistical, and computational thinking through the processes of mathematical modelling, computational thinking, statistical investigation, probability experiments and simulations.</p> <p>Year 10 learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of, and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.</p>
<p>Learning Focus</p>	<p>In year 10 Mathematics, preparation for subsequent study of Essential Mathematics, General Mathematics or Mathematical Methods is supported by learning experiences and development of aspects of mathematics content in Year 10 as a basis for building understanding for Senior. Students will develop proficiency and positive dispositions towards mathematics as they:</p> <ul style="list-style-type: none"> <li>investigate the accuracy of decimal approximations to irrational real numbers; consider the accuracy of computation with real numbers in context and the use of logarithmic scales to deal with phenomena involving small and large quantities and change</li> <li>apply numerical, graphical and algebraic approaches to analyse the behaviour of pairs of linear equations and linear inequalities in 2 variables</li> <li>generalise and extend their repertoire of algebraic techniques involving quadratic and exponential algebraic expressions</li> <li>use mathematical modelling to solve problems in applied situations exhibiting growth or decay using linear, quadratic and exponential functions; and solve related equations, numerically, graphically and algebraically, with the use of digital tools as applicable</li> <li>solve measurement problems involving the surface area and volume of common objects, composite objects and irregular objects; use Pythagoras' theorem and trigonometry of right-angled triangles to solve spatial problems in two- and three-dimensions, and manipulate images of their representations using digital tools</li> <li>apply geometric theorems to deduce results and solve problems involving plane shapes, and interpret networks and network diagrams in authentic contexts</li> <li>investigate conditional probability and its relation to dependent and independent events, including sampling with and without replacement; devise and use simulations to test intuitions involving chance events that may or may not be independent</li> <li>compare different ways of representing the distribution of continuous data and interpret key features of the distribution; explore association between pairs of variables, decide the form of representation, interpret the data with respect to the context and discuss possible conclusions; use scatterplots to informally discuss and consider association between 2 numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation and limitations.</li> </ul>
<p>Assessment</p>	<p>Year 10 Pre-Essential Mathematics, Pre-General Mathematics, and Pre-Mathematical Methods provide exposure to the modes assessed across the correlating Senior subject. These include:</p> <ul style="list-style-type: none"> <li>Problem solving and modelling task</li> <li>Short response examination</li> <li>Combination response examination</li> </ul>
<p>Future Subject Pathways</p>	<p>Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics</p>

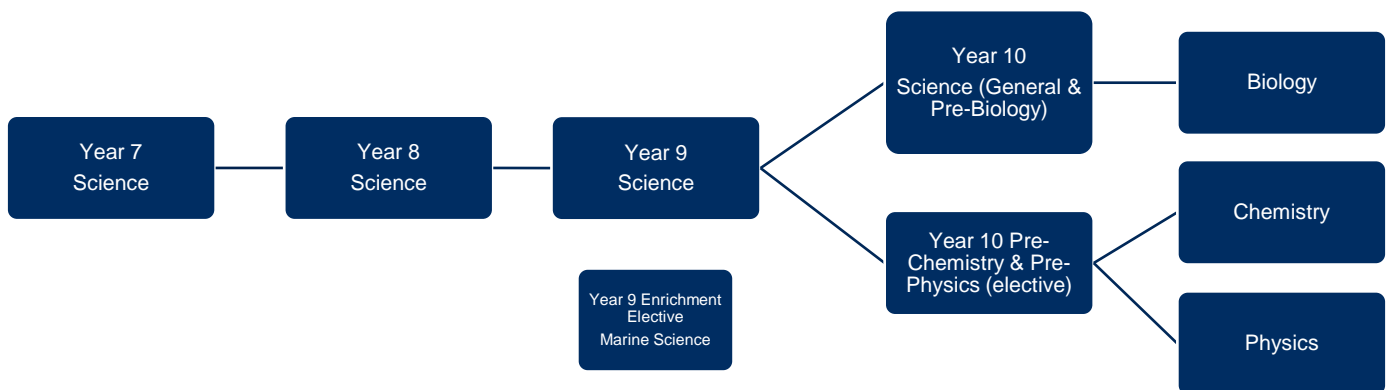


**Religious Education** | [BCE Curriculum \(bne.catholic.edu.au\)](http://BCE_Curriculum_(bne.catholic.edu.au))

<p>Course Overview</p>	<p>The Religious Education curriculum is underpinned by four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated, taught in an integrated way, and in ways that are appropriate to the specific local contexts.</p> <p>In Year 10, students learn about various ways in which humans understand the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights into some of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).</p> <p>Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australia and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Cantering Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Canticle of Creation; and meditative prayer practices, including praying with the help of nature.</p>
<p>Learning Focus</p>	<p>In Year 10 Religious Education, students investigate the roles of victims, bystanders, perpetrators and rescuers through a study of the Shoah (Holocaust) and then apply this understanding to social issues prevalent in Australia to answer the key question; have we lost the courage to care? Students explore personal, religious and cultural understandings and perceptions about God and life including the contribution of valuable insights about God or the 'other' from the beliefs and practices of the major world religions. They explore the notion of encountering God. When exploring the Sacred Texts, students apply some of the tools of exegesis to develop understanding of a range of sacred texts and the themes, key doctrines, ethics and worldviews which emanate from these. Students also explore the Catholic Sacraments through their Call to Action, particularly the Eucharist, as a fundamental sacrament that parallels the ordinary human experience and yet expands and transcends this human experience, to answer the key question 'How can I be a witness to others?'</p>
<p>Assessment</p>	<p>Religious Education provides exposure to some of the modes of assessment students may experience across a range of Religious Education subject offerings in Senior. These include:</p> <ul style="list-style-type: none"> <li>• Investigation –inquiry response – analytical essay</li> <li>• Investigation - inquiry response – multi-modal</li> <li>• Extended Response – analytical essay</li> <li>• Examination – short response – stimulus</li> </ul>
<p>Future Subject Pathways</p>	<p>Religion &amp; Ethics, Study of Religion, Religion, Meaning &amp; Life</p>



Course Overview	<p>The Science curriculum is organised under three interrelated strands: Science understanding, Science as a human endeavour; and Science inquiry. Together, the three strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.</p> <p>Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry practices.</p>
Learning Focus	<p>In Year 10 Science, students follow a course of study which provide a semester of General Science drawing from Chemistry, Earth and Space science and Physics, and a semester unit of Biology.</p> <p>In General Science, students will explore chemical, geological and astronomical evidence for different theories, such as the big bang theory. They appreciate how energy drives the Earth system and how climate models simulate the flow of energy and matter within and between the Earth's spheres. Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical laws and can be modelled mathematically. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models. Students consider the operation of systems at a range of scales and how those systems respond to external changes to maintain stability.</p> <p>In Biology, students will investigate natural selection and processes of heredity. They will come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They will also explore the role of meiosis and mitosis and investigate the functions of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance. Building on the knowledge of cells and their functioning, students will investigate in more detail at the role of organelle in the functioning of cells and their importance to the continuity of life through both aerobic and anaerobic respiration, photosynthesis and cellular reproduction.</p>
Assessment	<p>Core Science provides exposure to the range of modes of assessment undertaken in the Senior Sciences. These include:</p> <ul style="list-style-type: none"> <li>• Data test</li> <li>• Student experiment,</li> <li>• Research investigation</li> <li>• Examination – combination response</li> </ul>
Future Subject Pathways	Biology



## Elective Subject Information

### Design and Technologies (DT) | [Technologies | V9 Australian Curriculum](#)

Course Overview	<p>The Year 10 Design Technologies curriculum is organised under 2 interrelated strands: Knowledge and understanding and Processes and production skills. The study of Design provides students with opportunities to engage in creating quality design solutions for identified needs and opportunities across key contexts; industrial design, graphic design and built environment.</p> <p>Students consider the functional, economic, environmental and social impacts of technological changes on the world. Design actively engages students in exploring, analysing, developing, producing and evaluating design solutions. Students are required to apply empathy to understand different users' needs and provide design solutions appropriate to differing audiences. Students also understand how the choice and use of technologies contributes to a sustainable future.</p>
Learning Focus	<p>In Year 10 Design and Technologies, students will:</p> <ul style="list-style-type: none"> <li>• develop confidence as critical users of technologies and designers and producers of designed solutions</li> <li>• investigate, generate, iterate and analyse ethical and innovative designed solutions for sustainable futures</li> <li>• use design and systems thinking to generate design ideas and communicate these to a range of audiences</li> <li>• produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of tools, equipment, materials, systems and components creatively, competently and safely; and managing processes</li> <li>• evaluate processes and designed solutions and transfer knowledge and skills to new situations</li> <li>• understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.</li> </ul>
Assessment	<p>The Design and Technologies elective provides exposure to the modes of assessment in Senior Design. These include:</p> <ul style="list-style-type: none"> <li>• Design challenge – stimulus (timed conditions)</li> <li>• Project – brief, proposal and process</li> <li>• Project – brief, proposal and process</li> <li>• Examination – extended response</li> </ul>
Future Subject Pathways	Design



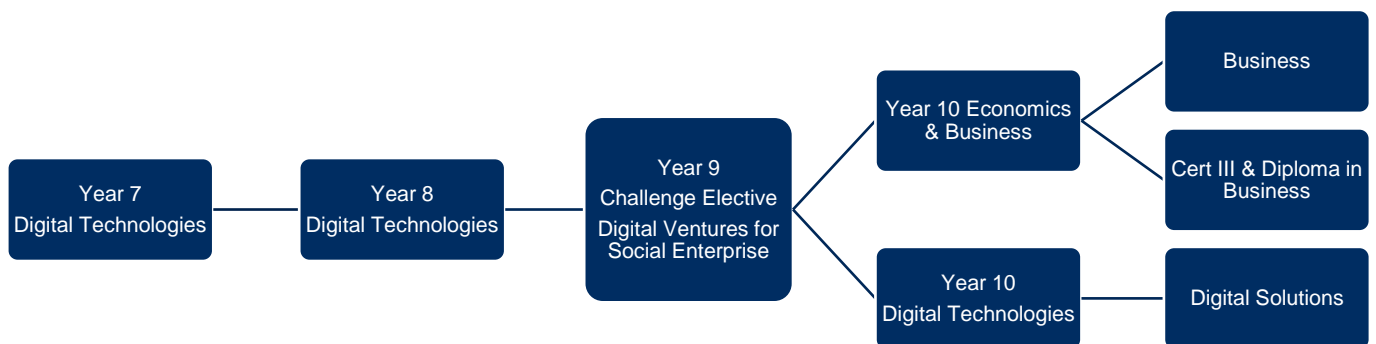
**Design and Technologies Food & Materials (DTFM) | [Technologies | V9 Australian Curriculum](#)**

Course Overview	<p>The Year 10 Design Technologies curriculum is organised under 2 interrelated strands: Knowledge and understanding and Processes and production skills. Food Specialisations, part of the Australian Curriculum's Design Technologies, encourages students to experiment with new foods and flavours, providing opportunities to research, design, and create food products for specific purposes. Students investigate and make judgments on how principles of food safety, preparation, presentation, and sensory perceptions influence the creation of nutritious food solutions. They analyse social and ethical factors that impact designed solutions for global preferred futures and apply design thinking to develop specialized food products.</p> <p>Students further develop their decision-making, personal interaction, problem-solving, and resource management skills, through both individual and group cooking experiences, as well as a combination of theory and practical learning activities.</p>
Learning Focus	<p>In Year 10 Design and Technologies – Food and Materials, students will:</p> <ul style="list-style-type: none"> <li>• develop confidence as critical users of technologies and designers and producers of designed solutions</li> <li>• investigate, generate, iterate and analyse ethical and innovative designed solutions for sustainable futures</li> <li>• use design and systems thinking to generate design ideas and communicate these to a range of audiences</li> <li>• produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of tools, equipment, materials, systems and components creatively, competently and safely; and managing processes</li> <li>• evaluate processes and designed solutions and transfer knowledge and skills to new situations</li> <li>• understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.</li> </ul>
Assessment	<p>The Design and Technologies – Food and Materials elective provides exposure to QCAA techniques and conditions for students in Year 10. These include:</p> <ul style="list-style-type: none"> <li>• Project – written and practical</li> <li>• Project – written and practical</li> <li>• Investigation</li> <li>• Exam short response</li> </ul>
Future Subject Pathways	Certificate II/III Hospitality



## Digital Technologies | [Technologies | V9 Australian Curriculum](#)

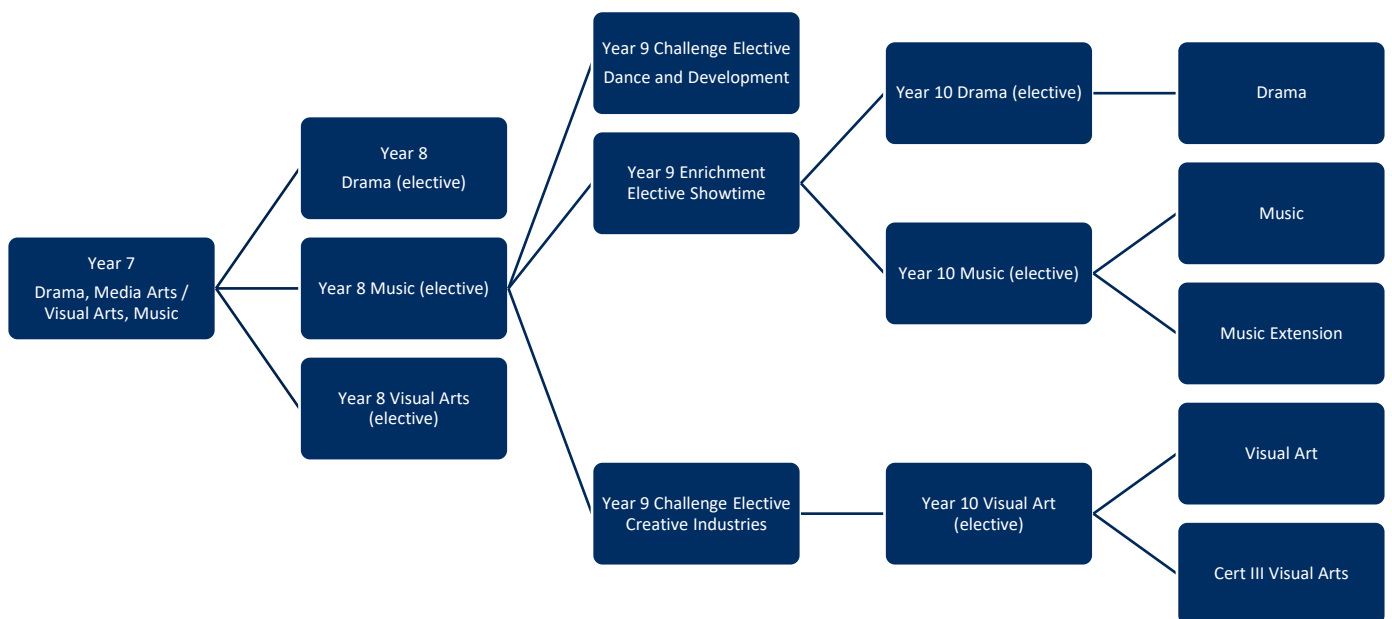
Course Overview	<p>The Year 10 Digital Technologies curriculum is organised under two related strands. These include Knowledge and understanding – the information system components of data and digital systems (hardware, software and networks) and Processes and production skills – the skills needed to create digital solutions.</p> <p>Digital Technologies empowers students to drive change by influencing the application of contemporary and emerging information systems and practices to meet current and future needs. A profound knowledge and understanding of information systems enable students to be safe, respectful, creative, and discerning decision-makers when selecting, using, and managing data, information, processes, and digital systems to address needs and shape preferred futures.</p> <p>Students are offered practical opportunities to employ design thinking and innovate digital solutions within an ethical framework, incorporating Safety by Design principles. The subject also plays a crucial role in accommodating the diversity of learners and ensuring the participation of all students in the learning process. It helps students become innovative creators of digital solutions, effective users of digital systems, and critical consumers of information conveyed by digital systems.</p> <p>Digital Technologies presents students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect, and cooperation. These qualities are essential for using and developing information systems to comprehend complex ideas and relationships across all areas of learning. The subject cultivates safe, respectful, creative, and innovative learners who are active, ethical citizens capable of being informed members of the community.</p>
Learning Focus	<p>In Year 10 Digital Technologies, students will:</p> <ul style="list-style-type: none"> <li>• use design thinking to design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs</li> <li>• use computational thinking (abstraction; data collection, representation and interpretation; specification; algorithms; and implementation) to create digital solutions</li> <li>• confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings</li> <li>• apply protocols and legal practices that support the ethical collection and generation of data through automated and non-automated processes and participate in safe and respectful communications and collaboration with audiences</li> <li>• apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.</li> </ul>
Assessment	<p>The Digital Technologies elective provides exposure to the modes of assessment in Senior Digital Solutions. These include:</p> <ul style="list-style-type: none"> <li>• Technical Proposal</li> <li>• Digital Solution</li> <li>• Digital Solution</li> <li>• Examination: combination response</li> </ul>
Future Subject Pathways	Digital Solutions





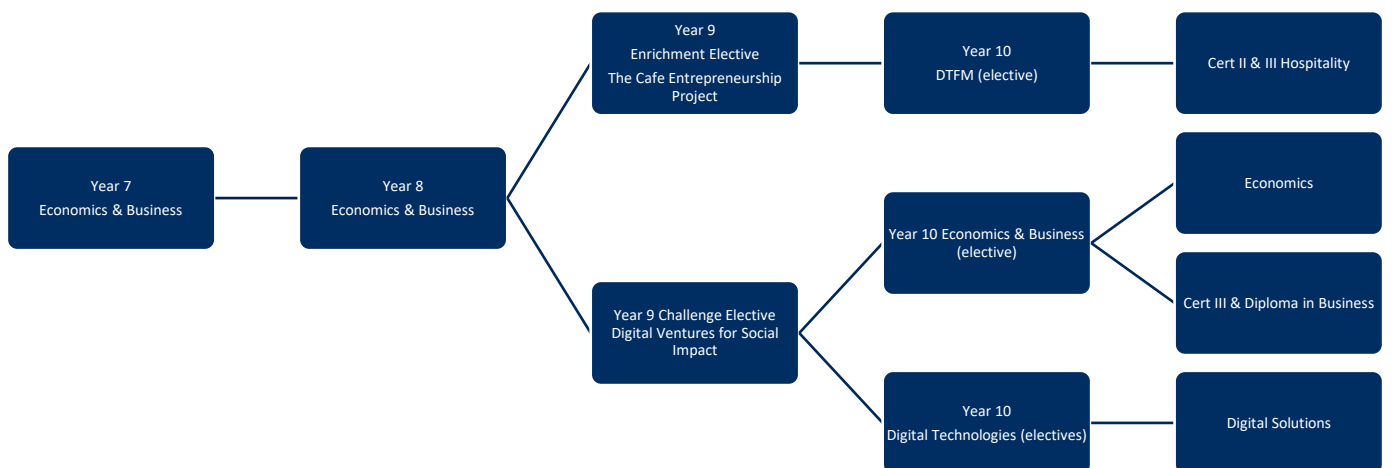
**Drama** | [The Arts | V9 Australian Curriculum](#)

<p>Course Overview</p>	<p>The Year 10 Drama curriculum is organised under four interrelated strands. These include Exploring and responding, developing practices and skills, Creating and making; and presenting and performing.</p> <p>Students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students learn in, through and about drama as they create dramatic action and communicate dramatic meaning.</p> <p>Drama continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.</p>
<p>Learning Focus</p>	<p>In Year 10, the focus is on:</p> <ul style="list-style-type: none"> <li>• exploring and responding to drama works, performances, practices and contexts from a range of cultures, times and places</li> <li>• exploring ways in which drama created and/or performed by First Nations Australians celebrates and challenges multiple perspectives of Australian identity</li> <li>• developing practices and skills</li> <li>• building and extending creative practices for creating and performing drama using the elements of drama</li> <li>• building and extending critical practices by taking opportunities to reflect on, evaluate or respond to their own work and the work of others</li> <li>• creating drama in improvised, devised and scripted forms</li> <li>• presenting and performing drama in informal and/or formal settings; for example, using acting skills and working in an ensemble to perform drama for familiar and unfamiliar audiences.</li> </ul>
<p>Assessment</p>	<p>The Visual Arts elective provides exposure to the modes of assessment in Senior Visual Art. These include:</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Dramatic Concept</li> <li>• Practice-led project</li> <li>• Examination – extended response</li> </ul>
<p>Future Subject Pathways</p>	<p>Drama</p>



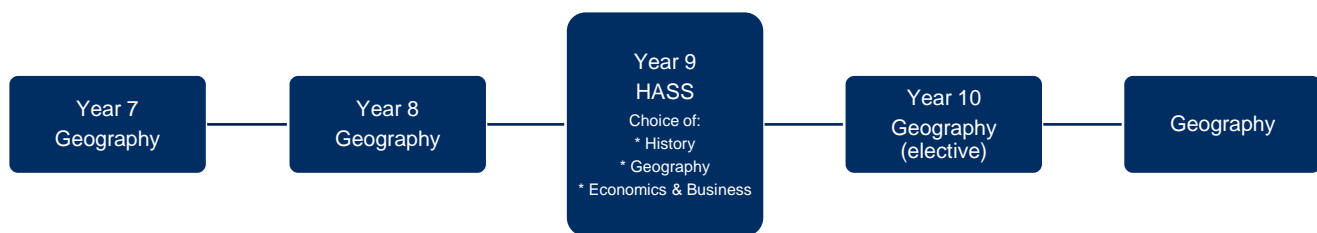
## Economics and Business | [Economics and Business | V9 Australian Curriculum](#)

Course Overview	<p>The Year 10 Economics and Business curriculum is organised under 2 interrelated strands: Knowledge and understanding and Skills. The focus of learning in Year 10 is the exploration of the topics of productivity, growth and living standards within a national context.</p> <p>Students will investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards. Year 10 students will also study how business can respond to changing economic conditions, including the way businesses may improve productivity and manage their workforce.</p> <p>Students will also consider Australia's superannuation system and the factors that influence major consumer and financial decisions are also investigated for how they contribute to human and financial wellbeing and the common good of society.</p>
Learning Focus	<p>Year 10 students will be investigating key inquiry questions throughout their learning of Economics and Business and critically respond to the following questions.</p> <ul style="list-style-type: none"> <li>• What processes do governments use to manage economic decision-making?</li> <li>• How does the government intervene in the economy to improve economic performance and living standards?</li> <li>• Why is a continuing focus on workforce efficiency and productivity important for the success of business?</li> <li>• How does Australia's superannuation system support human wellbeing, a prosperous economy and the common good?</li> <li>• What factors influence decision-making within consumer and financial contexts, and how are participants impacted?</li> </ul>
Assessment	<p>The Economics and Business elective provides exposure to the modes of assessment in Senior Economics and Diploma of Business. These include:</p> <ul style="list-style-type: none"> <li>• Investigation - research report</li> <li>• Examination – combination response</li> <li>• Examination – extended response</li> <li>• Project – business report</li> </ul>
Future Subject Pathways	Economics, Diploma of Business



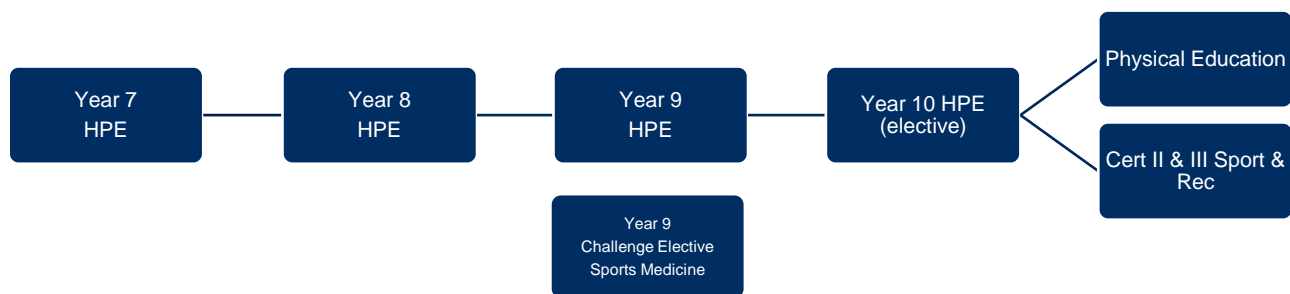
**Geography** | [Geography | V9 Australian Curriculum](#)

Course Overview	<p>The Year 10 Geography curriculum is organised under 2 interrelated strands: Knowledge and understanding and Skills. Students will study both environmental change and management and human wellbeing.</p> <p>In the study of environmental change and management, students explore the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students will examine the causes and consequences of a changes within an environment and the strategies to manage the change in both Australia and countries around the world.</p> <p>Students will also study human wellbeing, focusing on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.</p>
Learning Focus	<p>In Year 10 Geography, students study sub strands including environmental change and management and human wellbeing, which form the basis of units of work. Students will investigate these changes by exploring local, national and international case studies and examples. Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples:</p> <ul style="list-style-type: none"> <li>• How can the spatial variation between places and changes in environments be explained?</li> <li>• What management options exist for sustaining human and natural systems into the future?</li> <li>• How do world views influence decisions on how to manage environmental and social change?</li> </ul>
Assessment	<p>Geography provides exposure to the modes assessment in Senior Geography. These include:</p> <ul style="list-style-type: none"> <li>• Examination – combination response</li> <li>• Examination – combination response</li> <li>• Field report</li> <li>• Data report</li> </ul>
Future Subject Pathways	Geography



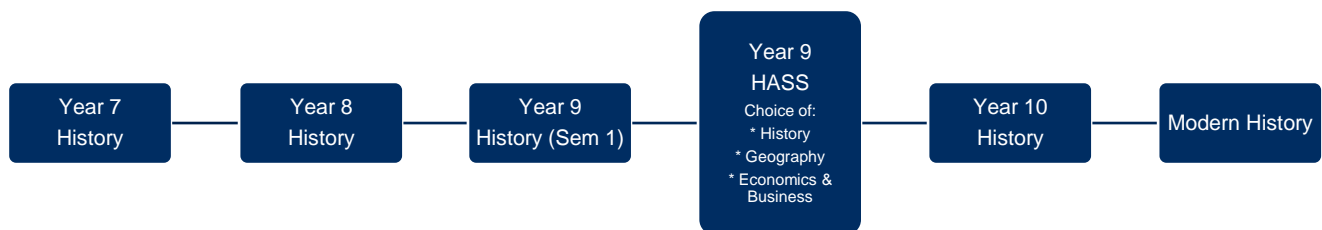
## Health and Physical Education | [Health and Physical Education | V9 Australian Curriculum](#)

Course Overview	<p>The Year 10 Health and Physical Education curriculum is organised under 2 interrelated strands: Movement and physical activity and Personal, social and community health. A key component of the curriculum is the development of the physical, intellectual, social and emotional capacities of students. It provides the foundations for learning and alignment to the Physical Education and Health senior syllabuses to build increasingly complex and developmental courses of study in the senior years.</p> <p>Students will build their knowledge, understanding and skills by exploring and enhancing their own and others' health and physical activity in diverse and changing contexts.</p>
Learning Focus	<p>In Year 10 Health and Physical Education, students will explore the development of the personal and social/emotional capacities related to practical situations that adolescence will encounter, including drug and alcohol information.</p> <p>The practical component will link with the inquiry stage of this course, students recognise and explain the concepts and principles about motor learning, functional anatomy and biomechanics through purposeful and authentic learning about and in a selected physical activity. In the selected physical activity, students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies.</p>
Assessment	<p>The Health and Physical Education elective provides exposure to the modes of assessment in Senior Physical Education. These include:</p> <ul style="list-style-type: none"> <li>• Project folio</li> <li>• Project folio</li> <li>• Investigation report</li> <li>• Examination – combination response</li> </ul>
Future Subject Pathways	Physical Education



## History | [History | V9 Australian Curriculum](#)

Course Overview	<p>The Year 10 History curriculum is organised under 2 interrelated strands: Knowledge and understanding and Skills. Students will study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia's social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.</p> <p>Students in Year 10 will develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1918, such as significant events and ideas during the inter-war years between the First World War and the Second World War, including the Great Depression, and developments post the Second World War, including Cold War international relations. Students will also gain an understanding of relating historical themes of the post-Second World War world and how they relate to Australia, such as the major rights and freedom movements globally, and the achievement of independence by former colonies, both of which contributed to Australia's migrant experience.</p>
Learning Focus	<p>In Year 10 History, students study sub strands including the Second World War and Building Modern Australia which form the basis of units of work. Students will investigate a range of issues and perspectives on the modern world from 1918 to present. Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples:</p> <ul style="list-style-type: none"> <li>• How did the nature of global conflict change across the 20th century?</li> <li>• What were the causes and consequences of the Second World War? How did these consequences shape the modern world?</li> <li>• How was Australian society affected by other significant global events and changes in this period?</li> <li>• What were the perspectives of people at the time? How did these perspectives change?</li> <li>• What are the contested debates and reasons for different historical interpretations?</li> </ul>
Assessment	<p>History provides exposure to the modes assessed in Senior Modern History. These include:</p> <ul style="list-style-type: none"> <li>• Examination – extended response</li> <li>• Investigation – source investigation</li> <li>• Investigation – historical essay</li> <li>• Examination – short response</li> </ul>
Future Subject Pathways	Modern History



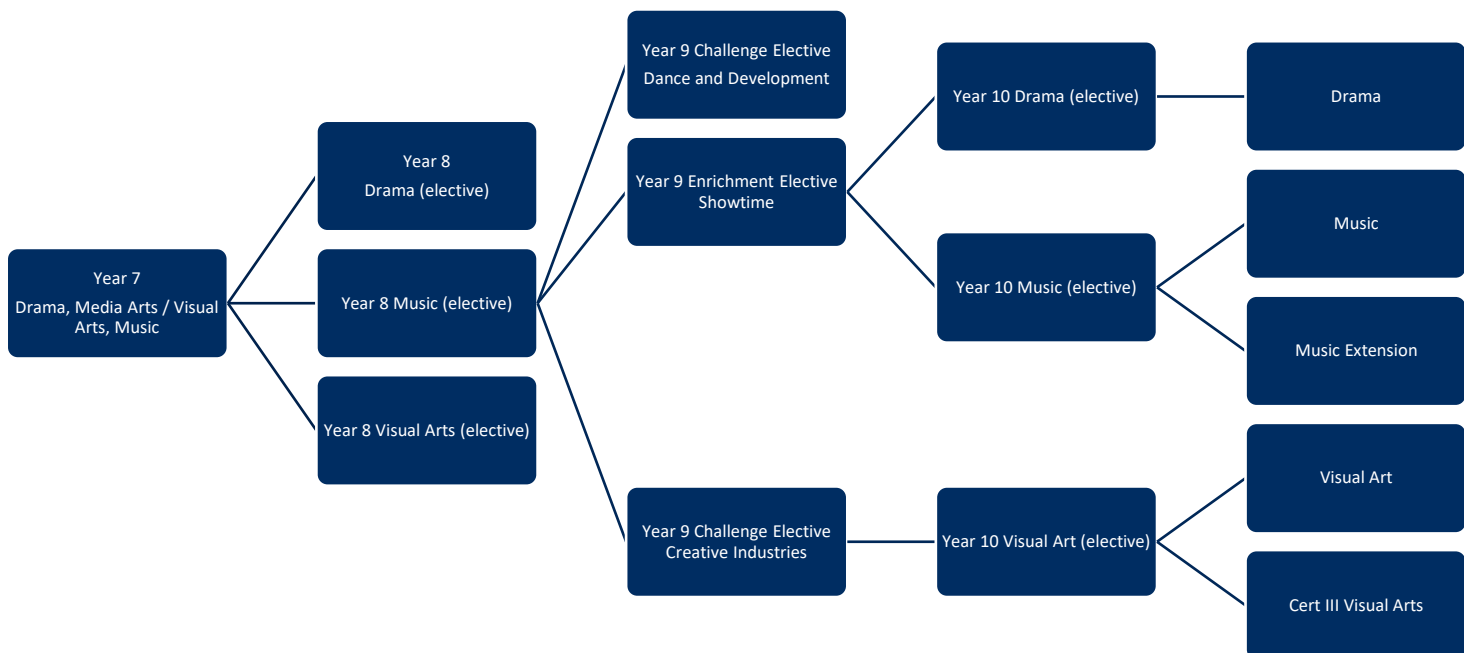
<p>Course Overview</p>	<p>The Year 10 Japanese curriculum is organised under 2 interrelated strands: Communicating meaning in Japanese and Understanding language and culture.</p> <p>Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.</p> <p>Students use Japanese to initiate and sustain interactions. Students' knowledge is further developed through some textual analysis as we start to prepare students to address topics which have been chosen to link closely with the requirements of the Senior Syllabuses so that the Year 9 and 10 courses act as a solid foundation for senior learning. 21st Century skills such as Critical &amp; Creative Thinking, Digital Literacy, Ethical Understanding, Intercultural Understanding, Literacy, Numeracy, and Personal/Social Capability underpin all the work that we do in Japanese. As we grow into global citizens it is becoming more common that a bilingual or multilingual capability is valued in the workforce and useful for personal goals and travel.</p>
<p>Learning Focus</p>	<p>In Year 10 Japanese, students will:</p> <ul style="list-style-type: none"> <li>• Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.</li> <li>• Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.</li> <li>• Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.</li> <li>• Understanding the linguistic features of Japanese, including sound, writing, grammatical and textual conventions.</li> <li>• Analysing and reflecting on the role of language and culture in shaping meaning and identity.</li> </ul>
<p>Assessment</p>	<p>The Japanese elective provides exposure to the modes of assessment in Senior Japanese. These include:</p> <ul style="list-style-type: none"> <li>• Examination – short response</li> <li>• Examination – extended response</li> <li>• Multimodal presentation and Interview</li> <li>• Examination – combination response</li> </ul>
<p>Future Subject Pathways</p>	<p>Japanese</p>



\* Students **must** complete the Japanese pathway from **Year 7 to Senior** to be eligible for the trip to Japan

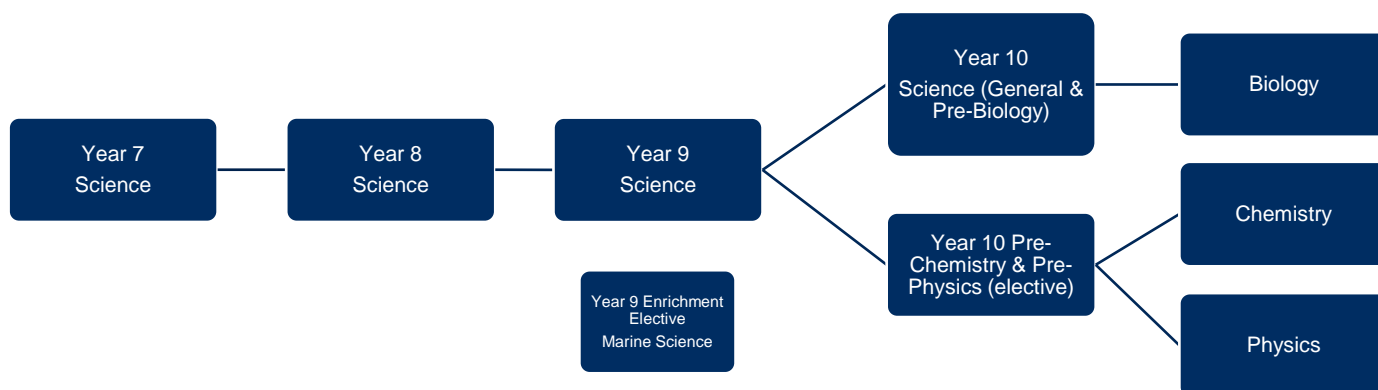
**Music** | [The Arts | V9 Australian Curriculum](#):

<p>Course Overview</p>	<p>The Year 10 Music curriculum is organised under four interrelated strands. These include exploring and responding, developing practices and skills, Creating and making; and presenting and performing. In Music, students engage in listening to, composing, and performing music from a wide variety of styles, cultures, traditions, and contexts. They create, organize, manipulate, and share sounds in both time and space, critically analysing the music they encounter. Music practices are primarily aural, focusing on the development and application of knowledge and skills through sustained musical engagement and experiences.</p> <p>Active participation in music, through continuous and developmentally sequential learning, fosters skills and aesthetic knowledge of increasing depth and complexity over time. Practical engagement with music develops unique capabilities that cannot be acquired through any other means. Students will develop their skills in the areas of Analysing, Composing and Performing through the exploration and learnings about numerous musical styles such as World Music, Jazz, Contemporary, Classical, Music Theatre, Film and Game music and many more.</p> <p>As both independent and collaborative learners, students integrate listening, composing, and performing activities, utilizing both established and emerging technologies. Music learning enhances students' ability to perceive and understand musical concepts, recognizing music's role in shaping their identity and their capacity to explore personal, local, and global issues and ideas. Through the study of music, students increasingly appreciate the transformative power of music to touch the heart, soul, mind, and spirit of individuals and communities.</p>
<p>Learning Focus</p>	<p>In Year 10 Music, students will:</p> <ul style="list-style-type: none"> <li>• confidence to be creative, innovative, thoughtful, skilful and informed musicians</li> <li>• knowledge and skills for listening with intent and purpose, composing and performing</li> <li>• aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions</li> <li>• understanding of music as an aural art form as they acquire skills to become independent music learners.</li> </ul>
<p>Assessment</p>	<p>The Music elective provides exposure to the modes of assessment in Senior Music. These include:</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Composition</li> <li>• Project</li> <li>• Examination: extended response</li> </ul>
<p>Future Subject Pathways</p>	<p>Music, Music Extension</p>



## Science (Chemistry/Physics) | [Science | V9 Australian Curriculum](#)

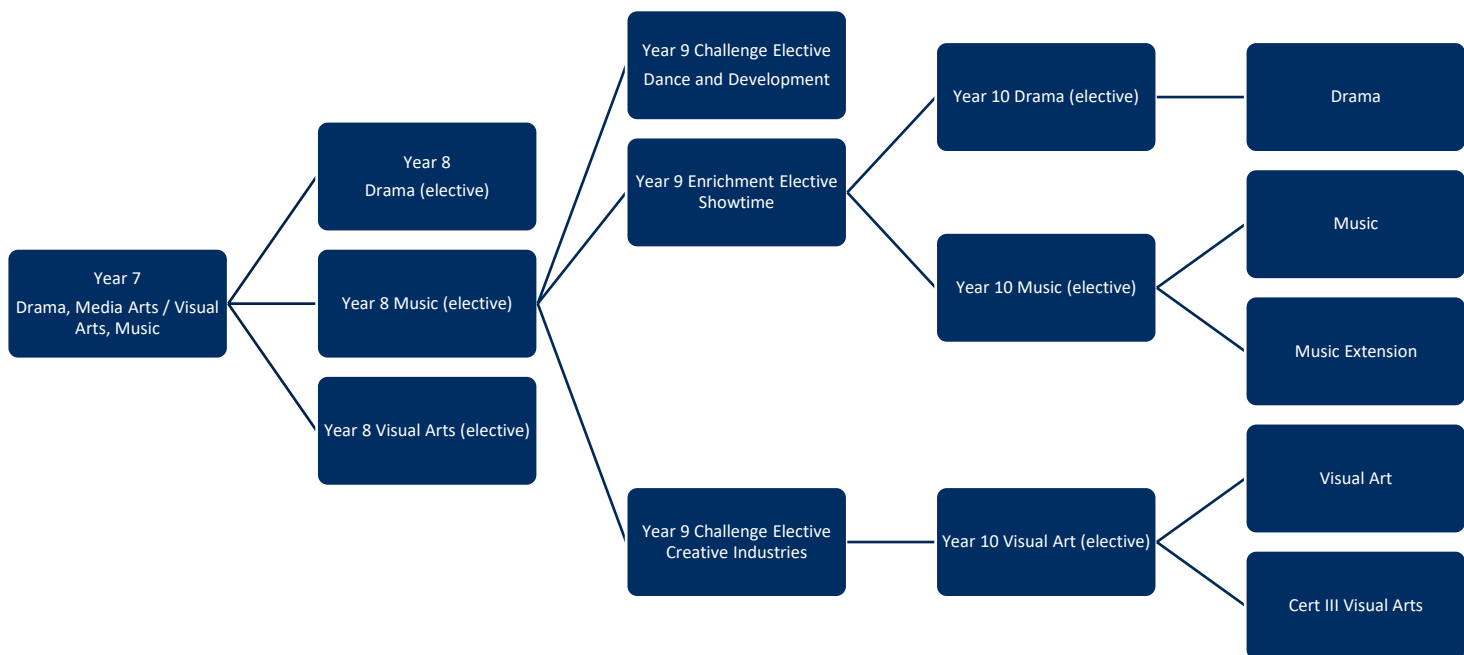
Course Overview	<p>The Chemistry/Physics elective is organised under three interrelated strands: Science understanding, Science as a human endeavour; and Science inquiry. It explores the nature of the universe. It uses a systematic way of thinking, combining creative and critical reasoning, to gain better and more reliable knowledge. Understanding that knowledge is not fixed but can be challenged, this course embraces collaboration, which is essential for advancing science, technology, health, and society in the 21st century.</p> <p>Students gain a solid understanding of advanced physics and chemistry concepts through a mix of theory and hands-on projects, preparing them for further education and careers in STEM fields. The skills learned in this course help students to appreciate and respect evidence-based conclusions and the methods used to gather and analyse evidence, valuable in all areas of life beyond the classroom.</p>
Learning Focus	<p>In the Year 10 Physics and Chemistry elective, students study advanced scientific concepts integrating electronics and exploring energy, Newton's three laws of motion, chemical bonding, and periodic trends. Through a combination of theoretical studies and practical projects, students will gain a comprehensive understanding of advanced physics and chemistry concepts, preparing them for further education and careers in STEM fields.</p> <p>The Physics component of the course begins with an in-depth electronics unit, where students study electronic components, circuits, and their applications. They will investigate how energy is converted and conserved in electronic systems, learning about resistors, capacitors and inductors, and their impact on energy flow and storage. Students will also explore the principles of energy in broader contexts, examining various forms of energy and their transformations. Practical experiments will build student understanding of the conservation of energy and its real-world applications. Students will then explore Newton's three laws of motion, engaging in hands-on experiments to observe and analyse motion, forces, and the resulting interactions. This unit will provide a solid foundation in mechanics, enhancing students' problem-solving skills.</p> <p>The chemistry component of the course explores chemical bonding. Students examine ionic, covalent, and metallic bonds and their roles in determining the properties of matter. Students will learn how these bonds influence the behaviour and characteristics of different materials. Students will also explore periodic trends, such as electronegativity, ionization energy, and atomic radius. Students will investigate how these trends affect the properties and reactions of elements, enhancing their understanding of the periodic table and its significance in chemistry.</p>
Assessment	<p>The Physics/Chemistry elective provides exposure to the modes assessed in the Senior Physics and Senior Chemistry. These include:</p> <ul style="list-style-type: none"> <li>Data test</li> <li>Student experiment,</li> <li>Research investigation</li> <li>Examination – combination response</li> </ul>
Future Subject Pathways	Physics, Chemistry





**Visual Arts** | [The Arts | V9 Australian Curriculum](#)

<p>Course Overview</p>	<p>The Year 10 Visual Arts curriculum is organised under four interrelated strands. These include Exploring and responding, developing practices and skills, Creating and making; and presenting and performing.</p> <p>Students learn in, through, and about various visual arts practices, encompassing art, craft, and design. They explore and experience visual artworks created by artists in diverse contexts, styles, and forms, building an understanding of the significance and impact of visual arts practice and culture on both personal and local and global communities.</p> <p>Students gain insight into how creative industries contribute to personal, cultural, community, and economic well-being. In Visual Arts, they learn to recognize and cultivate unique literacies, practices, and processes to grapple with complex ideas and dilemmas. The interplay between making and responding encourages students to investigate, contextualize, and make meaningful connections between personal and global perspectives, applying visual arts knowledge, frameworks, and practical skills.</p> <p>Through investigating artworks and practices, students learn to respectfully recognize, articulate, and acknowledge artistic and cultural influences. By exploring how, why, where, and for whom artists, craftspeople, and designers produce artworks, students come to appreciate the tensions, complexities, and significance of visual arts histories, theories, and practices.</p>
<p>Learning Focus</p>	<p>In Year 10, the focus is on:</p> <ul style="list-style-type: none"> <li>- exploring and responding to artworks and visual arts practices from across cultures, times, places and/or other contexts. Exploring and responding to ways artworks created by First Nations Australians celebrate and challenge multiple perspectives of Australian identity.</li> <li>- developing creative and critical practices and skills</li> <li>- creating artworks to communicate ideas perspectives and meaning</li> <li>- Presenting artworks to audiences</li> </ul>
<p>Assessment</p>	<p>The Visual Arts elective provides exposure to the modes of assessment in Senior Visual Art. These include:</p> <ul style="list-style-type: none"> <li>• Investigation – inquiry phase 1</li> <li>• Project – inquiry phase 2</li> <li>• Project – inquiry phase 3</li> <li>• Examination – extended response</li> </ul>
<p>Future Subject Pathways</p>	<p>Visual Art</p>



## Certification Course Information

### Certificate II Sport and Recreation

Registered Training Organisation: **IVET Institute Pty Ltd (RTO 40548)**

Course Overview	<p>IVET's program for the new Certificate II in Sport &amp; Recreation has a focus on practical involvement in the sport, fitness and recreation industry. The course is for students to develop the skills and knowledge to assist with the delivery of sport and recreation activities, performing various participant contact and equipment maintenance duties.</p> <p>Completing the selected units is a great foundation for students wanting to contribute to their community sports club or start in an assistant-level role in a sport, fitness or recreation organisation. Learning opportunities for students are hands-on, with the added benefit of keeping a range of future career options open.</p>
Learning Focus	<p><b>Core units of competency</b>            HLTWHS001 – Participate in workplace health and safety            SISXEMR003 – Respond to emergency situations            SISXCCS004 – Provide quality service            SISOFLO001 – Assist in conducting recreation sessions            SISXFAC006 – Maintain activity equipment            SISXIND011 – Maintain sport, fitness and recreation industry knowledge</p> <p><b>Elective Units</b>            HLTAID011 – Provide first aid            SISSPAR009 – Participate in conditioning for sport            SISSOF002 – Continuously improve officiating skills and knowledge            SISXPLD001 – Provide hire equipment for activities</p> <p>These units and electives are indicative of, and schools may elect to select alternate electives to customise the offering.</p>
QCE Points	Up to 4 QCE points available – unless students go on to complete a certificate in the same training package, making them subject to duplication of credit rules.
Cost	\$295 (TBC)
Future Subject Pathways	This qualification provides a pathway to jobs such as customer service assistant, leisure assistant, recreation assistant, retail assistant, grounds assistant, facility assistant.

## Certificate II Tourism |

Register Training Organisation: **Career Training Institute of Australia (CTIA)**

Course Overview	<p>The Certificate II in Tourism is offered as a Year 10 subject delivered on site and online by the provider with qualified teachers and tourism industry knowledge. A Language, Literacy and Numeracy (LLN) screening process is undertaken at the time of initial enrolment to ensure students have the capacity to effectively engage with the content and to identify support measures as required.</p> <p>This qualification reflects the role of individuals who use a range of well-developed tourism services, sales or operational skills and sound knowledge of industry operations to coordinate tourism services. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.</p>
Learning Focus	<p><b>Core units of competency</b>            SITXCOM007 - Show social and cultural sensitivity.            SITXCCS009 – Provide customer information &amp; assistance.            SITTIND003 – Source and use information on the tourism &amp; travel industry.            SITXCCS011 – Interact with customers.            SITXWHS005 – Participate in safe work practices.</p> <p><b>Elective Units</b>            SITHIND005 – Use hygienic practices for hospitality service.            SITXCCS010 – Provide visitor information.            SIRXPDK001 – Advise on products and services.            SITXCOM006 – Source and present information.            SITHFAB021 – Provide responsible service of alcohol.            SIRXSLS001 – Sell to the retail customer.</p> <p>These units and electives are indicative of, and schools may elect to select alternate electives to customise the offering.</p>
QCE Points	Up to 4 QCE points available – unless students go on to complete a certificate in the same training package, making them subject to duplication of credit rules.
Cost	<p>There are no fees and charges as VETiS is funded by the QLD Government VET investment Budget for eligible students.</p> <p>Where VETiS funding is not applied charges will be agreed between both parties for the provision of services as detailed in this Training Agreement. These fees are:            \$2146 per student for the qualification.</p>

Pathways to Industry	This qualification provides a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centers, holiday parks and resorts, attractions, cultural and heritage sites, and any small tourism or hospitality business.
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## Certificate II Workplace Skills

Registered Training Organisation: **IVET Institute Pty Ltd (RTO 40548)**

Course Overview	The Certificate II in Workplace Skills is offered as a Year 10 subject delivered on site by our qualified teachers with tourism industry knowledge. A Language, Literacy and Numeracy (LLN) screening process is undertaken at the time of initial enrolment to ensure students have the capacity to effectively engage with the content and to identify support measures as required.
Learning Focus	<p><b>Core units of competency</b>  BSBPEF202 – Plan and apply time management  BSBWHS211 – Contribute to health and safety of self and others  BSBCMM211 – Apply communication skills  BSBOPS201 – Work effectively in business environments  BSBSUS211 –</p> <p><b>Elective Units</b>  BSBTEC201 – Use business software applications  BSBTEC203 – Research using the internet  BSBTEC202 – Use digital technologies to communicate in a work environment  BSBCRT201 – Develop and apply thinking and problem-solving skills  BSBPEF101 – Plan and prepare for work readiness  These units and electives are indicative of, and schools may elect to select alternate electives to customise the offering.</p>
QCE Points	Up to 4 QCE points available – unless students go on to complete a certificate in the same training package, making them subject to duplication of credit rules.
Cost	\$295 (TBC)
Pathways to Industry	The Certificate II level program prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. The Certificate II in Workplace Skills can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace.



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