

# ROCHEDALE STATE HIGH SCHOOL

*Performers for every stage expressing talents in every field*

## Year 10 Subject Guide

SENIOR SECONDARY  
Year 9 into Year 10

**2022**



**QCAA**  
Queensland Curriculum  
& Assessment Authority

Rochedale State High School  
Ph: (07) 3340 0400  
Fax: (07) 3340 0444  
Web: [www.rochedaleshs.eq.edu.au](http://www.rochedaleshs.eq.edu.au)  
Email: [info@rochedaleshs.eq.edu.au](mailto:info@rochedaleshs.eq.edu.au)

# Contents

Introduction	2
Considerations for Selecting Subjects in the Senior School	3
Changes to Senior Schooling in Queensland	4
Senior Subjects	6
Vocational Education and Training (VET)	8
Choosing your subjects	10
From the Guidance Officer	13
Rochedale's Red & Blue Pathways – Senior	14
Readiness Criteria	14
Year 10 Subject List – Pre-requisites and Recommendations	16
Rochedale State High School – Year 10 Subject Offerings	
English	18
Mathematics	22
Science	27
Health & Physical Education	31
Humanities	34
The Arts	38
Business	43
Digital Technology & Media	47
Industrial Technology & Design	51
Home Economics	56
Languages	59

# Introduction

Welcome to the new Senior Program and Senior Phase of Learning!

Your progression into the senior phase of learning marks a significant point in your education and creation of opportunities for your life beyond school. Success and continuous personal growth within the senior school requires a serious application of *commitment, a conscientious attitude, and self-discipline* on your part.

You are entering an exciting time in education with the recent introduction of the new *Senior Assessment and Tertiary Entrance (SATE)* program. Eligible students will receive an *Australian Tertiary Admission Rank (ATAR)* in Year 12 from 2020 as the culmination of their studies. The new features of the SATE program include *subject-based external assessment, a reduced number of assessments, and a strengthening of their quality and comparability through common processes.*

*21<sup>st</sup> Century Learners!* You are preparing for a very different world from the one we know. At Rochedale, we aim to deliver to you the experiences, values and virtues to become innovators, entrepreneurs and responsible global citizens.

You will be working towards the *Queensland Certificate of Education (QCE)*, a qualification awarded to young people at the completion of their senior phase for learning. The QCE confirms your achievement of:

- A significant amount of learning
- A set standard of achievement, and
- Literacy and numeracy requirements

*This Subject Guide* is a resource to enable you and your families to collaboratively plan your senior education pathway. It is strongly encouraged that you to read all the sections of this guide carefully, and to consider the options available so that you can make choices suited to your particular needs. It is also encouraged that you base your decisions on your proven abilities and personal preferences which will be reflected in the successes from your previous schooling history. Make your choices wisely.

The Senior Secondary Team wish you well in making your decisions.

## The Senior Secondary Team

Deputy Principal	Nathan Smith	nsmit61@eq.edu.au
Deputy Principal	Benjamin Luthe	bluth6@eq.edu.au
Head of Department - Senior Schooling	Alisha Caddies	acadd14@eq.edu.au
Dean of Students – Senior School	Sandra Buist	slbui0@eq.edu.au
Guidance Officer (Senior)	Leanne McBrien	ljmcb0@eq.edu.au
Pathways Officer	Robyn Bradford	rbrad51@eq.edu.au

# Considerations for Selecting Subjects in the Senior School

The world is experiencing rapid change due to a number of influences including technology, the changing demands of different industries, and diversity in society to name a few. Young people must be adequately equipped with relevant knowledge and skills to continually adapt to a rapidly changing employment landscape.

The workplace is changing with automation, globalisation and flexibility expected to be a key feature of jobs by 2030. It is predicted that workers will spend more time learning new skills as well as using critical thinking and entrepreneurial skills. Workers will also need to focus more on verbal communication and interpersonal skills with less time spent on routine and manual tasks. Businesses will be required to be more competitive and therefore employees will need to be increasingly enterprising and find creative ways to adapt in diverse environments. Our students therefore must have relevant knowledge and skills that will support their career pathway from high school to further education and training or employment. Portable skills or transferrable skills such as critical thinking, interpersonal skills, problem solving and having a growth mindset to learn new skills in new environments will be crucial.

Our current students are Generation Z and will have experiences unknown to previous generations. Gen Z's will be mobile and are predicted to have 17 jobs over their lifetime, with one in two being university educated. It comes as no surprise that they will be digital integrators, reaching for technology to assist them in a range of everyday personal, educational and work tasks. Our current students will be the most educated generation but also need to be the savviest to ensure that they are marketable to future employers.

Our senior students need to take advantage of many opportunities available to them at Rochedale State High School including a wide range of extra-curricular competitions, university subjects, work experience, school-based traineeships and VET courses. Active participation in the senior school will help adequately prepare students for the workplace that they will be entering in a few years' time.

Pathways and subject combinations should be considered carefully to ensure that students are accessing the knowledge and skills that will prepare them for the future and combining subjects/courses that are complementary for their pathway. For example, a student wishing to enter a university degree in Health Sciences can study a range of subjects/courses at Rochedale SHS to support this pathway including Health, Physical Education and Certificate III. A student wishing to be a Personal Trainer could combine Certificate III in Fitness with Certificate III in Business and Sport & Recreation to become an effective small business owner.

Whichever pathway students choose, Rochedale SHS offers a wide range of subjects and courses to meet the needs of our Generation Z students. For more information on choosing complementary subjects and the right pathway, contact the Guidance Officer, Senior Schooling Head of Department or curriculum Head's of Department.

# Changes to Senior Schooling in Queensland

Senior schooling in Queensland is changing to help give students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can still choose from a wide range of subjects and courses to suit their work and study goals. Assessment will change in QCAA General subjects, with the introduction of common external assessments.

From 2020, there is a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC).

## Senior Education Profile (QCE & QCIA)

Queensland students receive a Senior Education Profile from the QCAA (Queensland Curriculum & Assessment Authority) when they complete Year 12. All students receive a statement of results, which is a transcript of their learning account. Eligible students also receive either a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 will continue to accrue credit and will receive an updated statement of results and a QCE when eligible.

## Statement of results

The statement of results is a transcript of a student's learning account. It shows all contributing studies and the results achieved. 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)

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

## Queensland Certificate of Individual Achievement (QCIA)

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

## QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

### Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

### Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

### Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

### Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

### Set pattern

Within the set pattern requirement, there are three categories of learning – Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

#### ● Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

#### ● Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	up to 1
<ul style="list-style-type: none"> <li>• QCAA Short Course in Literacy</li> <li>• QCAA Short Course in Numeracy</li> </ul>	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

#### ● Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	up to 1
<ul style="list-style-type: none"> <li>• QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</li> <li>• QCAA Short Course in Career Education</li> </ul>	
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

### Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

#### ● Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

#### ● Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements



# 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.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

## General syllabuses

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.

## Applied syllabuses

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 Qualification can contribute to ATAR calculations).

## Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

## Short Courses

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.

## 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.

## General Syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by 21st century skills. These are 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 & communication technologies (ICT) skills.

## Applied Syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

## Australian Tertiary Admission Rank (ATAR) eligibility

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

- 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.



# Vocational Education and Training (VET)

## What is VET?

Vocational education and training (VET) assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding. In the past ten years Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

Students can access VET programs through the school if it:

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

## Scope of Registration

### Rosedale State High School RTO 30342

Qualification	Qualification Description
CPC10120	Certificate I in Construction
FSK20119	Certificate II in Skills for Work and Vocational Pathways
MEM20422	Certificate II in Engineering Pathways
MSL20118	Certificate II in Sampling and Measurement

### External RTOs

Qualification	Qualification Description	Course Provider
SIT20316	Certificate II in Hospitality	SmartSkills RTO 5710
SIS30315	Certificate III in Fitness	Binnacle Training RTO 31319
CHC24015	Certificate II in Active Volunteering	IVET Institute RTO 40548
BSB30115	Certificate III in Business	Binnacle Training RTO 31319
MEM20422	Certificate II in Engineering Pathways	Formula Student RTO 41124
AHC32816	Certificate III in Rural Operations	TAFE QLD RTO 0275
AVI30419	Certificate III in Aviation (Remote Pilot)	Specialised Career Solutions RTO 32292
BSB50120	Diploma of Business	Prestige Service Training RTO 31981

## VETiS

VETiS Funding – Students are able to access any VETiS funded **ONCE for free**. Students need to base this decision on cost and potential job outcomes. Students can however elect to pay for a course even if it is VETiS funded.

## What is VETiS?

Vocational Education and Training in Schools (VETiS) is delivery of nationally recognised qualifications to school students, providing them with the skills and knowledge required for employment in specific industries.

VETiS qualifications can be undertaken in years 10, 11 and 12, and can count towards the Queensland Certificate of Education.

### **Certificate 3 Guarantee and fee-free training for Year 12 graduates**

Regardless of how it is funded, participation in VETiS or a SAT does **not** affect a student's access to fee-free training for Year 12 graduates or subsidised training post-school through the Certificate 3 Guarantee — even if the student has completed a certificate III level qualification at school.

For more information, visit [www.training.qld.gov.au/year12feefree](http://www.training.qld.gov.au/year12feefree).

## **School-Based Apprenticeships & Traineeships**

Students in Year 10, 11 or 12 are able to take part in a School-Based Apprenticeship or Traineeship while completing their Senior Phase of Learning.

The School-based Apprenticeship & Traineeship (also known as a SAT) allows a student to complete all or part of a traineeship or apprenticeship while continuing as a student at school and gaining a Queensland Certificate of Education (QCE). The student is considered an employee while in the workplace and is paid a wage in accordance with the payment set for that industry.

The student will attend the workplace for a period of time, usually between eight and twelve hours per week. This may represent one day a week, with weekend work, some evening or some work during the school term, with extra work during school vacations. The training aspect of the program may be done on-the-job, as a second day at TAFE or College or in a block of time during school holidays.

The traineeship/apprenticeship is formalised through the signing of a training agreement. This is a legal document, and so should be carefully considered before signing. Flexible Timetable arrangements can then be negotiated by students dropping a subject to accommodate the work and training required.

Successful completion of a Qualification contributes between 4-8 credit points towards a student's QCE.

*For more information on Qualifications that are supported through school based training visit the Apprenticeships Info website at <http://apprenticeshipsinfo.qld.gov.au/school-based/index.html> or by contacting the school's Pathways Officer – Robyn Bradford. Information on school-based apprenticeships and traineeship vacancies can be found on the Senior Schooling Learning Place site and opportunities are regularly emailed directly to students.*

# Choosing your subjects

The purpose of Year 10 is to expose students to the suite of subjects available to them in their senior studies. In line with this, Year 10 subjects have been designed to familiarise students with the type of assessment tasks that they will be required to complete in Years 11 and 12. As a school community, we feel it is pertinent to provide students with every opportunity to succeed and ensure that they have selected subjects that best align with their future pathway.

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 the ATAR you achieve. If a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should think about how you will be able to achieve what is required by that course at university level.

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

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

More information about prerequisites can be accessed through QTAC 'My Path' (<https://www.qtac.edu.au/atar-my-path/my-path>). Year 9 students, please do not register for an account; you will be given access in Year 10.

## **DO NOT choose your subjects for the following reasons:**

1. "My friend is taking that subject." There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.
2. "I do/don't really like the teacher." There is no guarantee that you will have any particular teacher.
3. "Someone told me that the subject is fun (or easy, or interesting)." It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
4. "Someone told me that the subject is boring." See point 3.
5. "Someone told me that I do/don't need that subject for the course I want to take at university." Check tertiary prerequisites on [QTAC 'My Path'](#) or see a Guidance Officer.

If you haven't already, discuss the answers to these questions with your parents, a Guidance Officer, Head or Dean of Sub-School or your IDP teacher. You may wish to write down your answers for reference when making your subject selections.

## 1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

### What do you want to do?

I plan to do further study

I'd like to learn a trade

I want to find a job

### What learning options will get you there?

- |  |  |
|--|--|
| <input type="checkbox"/> QCAA General subjects                           | <input type="checkbox"/> school-based apprenticeships and traineeships |
| <input type="checkbox"/> QCAA Applied subjects                           | <input type="checkbox"/> university subjects completed while at school |
| <input type="checkbox"/> QCAA Short Courses                              | <input type="checkbox"/> workplace learning                            |
| <input type="checkbox"/> vocational education and training (VET) courses | <input type="checkbox"/> recognised certificates and awards            |

## 2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.



## 3 Check tertiary entrance requirements and VET qualifications you may need

### Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

### VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

## 4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at [www.qcaa.qld.edu.au/senior/new-snr-assessment-te](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te).
- Check the QTAC website for eligibility requirements.

## Useful websites for senior pathway planning

The following websites contain useful information to help students make informed choices when planning career pathways.

### Career exploration

- **Job Outlook** is an Australian Government website providing information about Australian careers, labour market trends and employment projections, covering around 350 individual occupations. It includes an interactive **Career Quiz** that helps to identify work styles and suggests careers options. <https://www.joboutlook.gov.au/CareerQuiz.aspx>
- **myfuture** is a comprehensive career and education website that help students explore career options based on their skills and interests. <http://www.myfuture.edu.au/>
- **Open Colleges** contains career information, links and resources about career pathways and relevant online learning courses. <https://www.opencolleges.edu.au/careers>
- **myPROFILER** is a career profiling tool developed by TAFE Queensland that uses visual responses to stimulus to suggest career choices that match talents, skills and interests. <http://myprofiler.tafeqld.edu.au/>

### Tertiary information

- **The Good Universities Guide** is a course comparison website that helps students find courses, explore careers and search for scholarships at Australian universities, TAFEs and training colleges. <http://www.gooduniversitiesguide.com.au/>
- The **Queensland Tertiary Admissions Centre (QTAC)** website provides information on tertiary study, such as course and institutions, prerequisites, fees and the new **Australian Tertiary Admission Rank (ATAR)**. <https://www.qtac.edu.au/>
- **Study Assist** is an Australian Government website giving students information about assistance for financing tertiary study. <https://www.studyassist.gov.au/>

### Vocational education and training

- **Apprenticeships Info** is a one-stop shop for information about apprenticeships and traineeships in Queensland. <https://training.qld.gov.au/apprenticeshipsinfo>
- **Australian Apprenticeships** provides information about Australian apprenticeships for employers, job seekers, school leavers and career advisers. <https://www.australianapprenticeships.gov.au/>
- **Australian Apprenticeships Pathways** helps students find available apprenticeships and provides links to job pathways charts and job descriptions. <http://www.ajobpathways.com.au/>
- The **Group Training Australia** website is a directory of organisations offering traineeships and apprenticeships across the country. <http://www.grouptrainingdirectory.com.au/>
- **MySkills** provides information about vocational education and training and connects students with nationally accredited training providers. <http://www.myskills.gov.au/>
- **Queensland Skills Gateway** contains everything students need to know about vocational education and training in Queensland, including courses, training providers, government funding and career pathways. <http://www.skillsgateway.training.qld.gov.au/>

# From the Guidance Officer

More than any other time in your many years of education, it is the time that you spend in the Senior School that is arguably the most important. This time must be purposeful. The outcomes that you achieve from this period of your education must help you make the transition from school to the next phase of your life. The subjects that you study will be carefully selected; and must constructively lead to outcomes that will ensure you have two things when you leave school: choice and a pathway that helps you towards your goals. Your efforts and the care you take in selecting subjects will help this process.

It should also be noted that education in the Senior School is about developing habits and life skills that will also help you towards success. These have to include attendance, engagement, communication skills, respect for others, and the capacity to seek help if you experience difficulty. You need these skills for university, employment, TAFE, traineeships, apprenticeships, and life in general. The school's Guidance Officers will be available at your SET Plan meetings, school subject selection and information sessions, and by appointment through the office if you need help or further information. When selecting subjects consider:

**Previous Achievements:** What subjects have you done well in? It is likely that you will continue to do well in these areas.

**Subjects You Enjoy:** You are far more likely to engage in and do well at subjects you like.

**Pre-Requisites for University or Tertiary Courses:** Research the courses you might like to undertake after you leave school. Start to think about this in Year 10. Do these pathways or courses have subjects you must study in Years 11 and 12? If so, they need to be a part of your program.

**Important:** Year 11 and Year 12 is not the time to just try a subject or give a subject a go. For example, it is not productive to study a subject you will really struggle to pass just because it is a university pre-requisite. You need to be able to have success in your subjects.

**Study Habits:** Year 10 is the time to get your study habits right; before Years 11 and 12. Have a study routine. Balance your life appropriately. Work with your parents and family reference this.

**The Education System:** Know about the ATAR system and the requirements of a Queensland Certificate of Education. This information will be explained at SET Plans, subject selection presentations, and general information sessions. If you don't know, read this handbook or ask.

**Be A Help Seeker:** Find out where the information you need is and where you can access support and help. Make an appointment with the Guidance Officers if you are at all unsure.

Remember: There are lots of pathways and career choice options. They include:

- Tertiary Study - University and/or TAFE
- Work and Employment
- Traineeships and Apprenticeships

Remember: if you have any questions, make a Guidance appointment.

# Rochedale's Red & Blue Pathways - Senior

Towards the end of Year 10 students will be required to confirm their SET Plan and select their senior subjects. The two senior pathways available at Rochedale SHS are:

**Red Pathway:** students completing the ATAR (Australian Tertiary Admissions Rank)

**Blue Pathway:** flexible options including entry into the workforce, TAFE, apprenticeships and traineeships

Subjects offered at the school align with these pathways as below:

**General subjects:** suited to students who are interested in pathways beyond senior secondary schooling that lead to tertiary studies.

**Applied and VET subjects:** suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

## Readiness Criteria

### Pre-requisites

It is *recommended* for students selecting General Year 10 subjects that they achieve a B standard in Year 9 English. The intention is to ensure that students are able to manage with the literacy requirements and rigour of the assessment. However, this does not preclude students who have *not* achieved a B standard from selecting these subjects as we have set the minimum standard as a C for nearly all Year 10 General subjects.

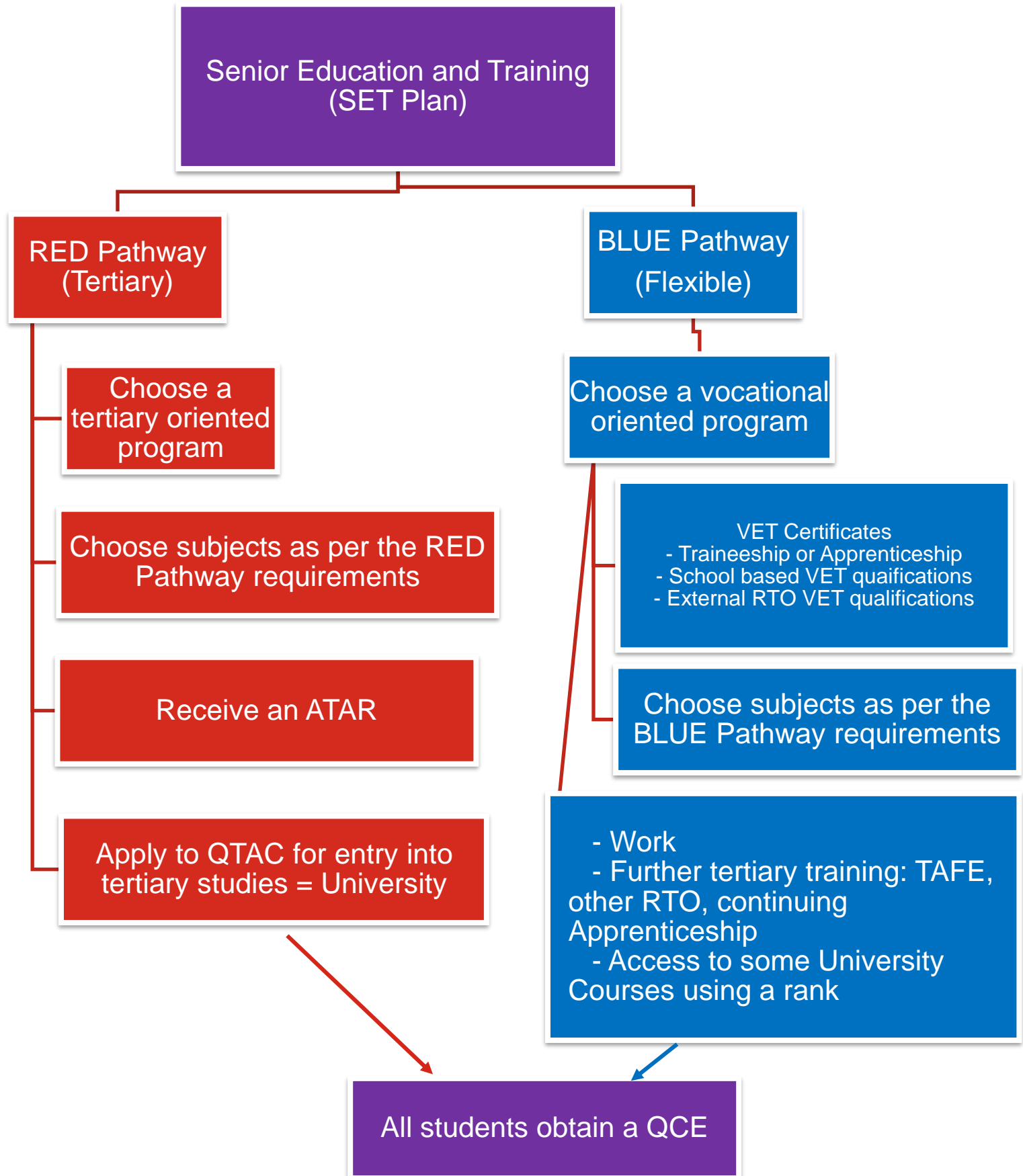
It is important to note that in Year 11, it is a *prerequisite* that students achieve a B or above in General Year 10 English to be considered for entry onto the Red pathway. Additional information will be provided to students during the SET (Senior Education and Training) Plan process in Year 10.

## Recommendations

For some subjects in Year 10, the ability for a student to select the course will be via teacher and Head of Department recommendation.



# Senior Pathways at Rochedale SHS – Red & Blue



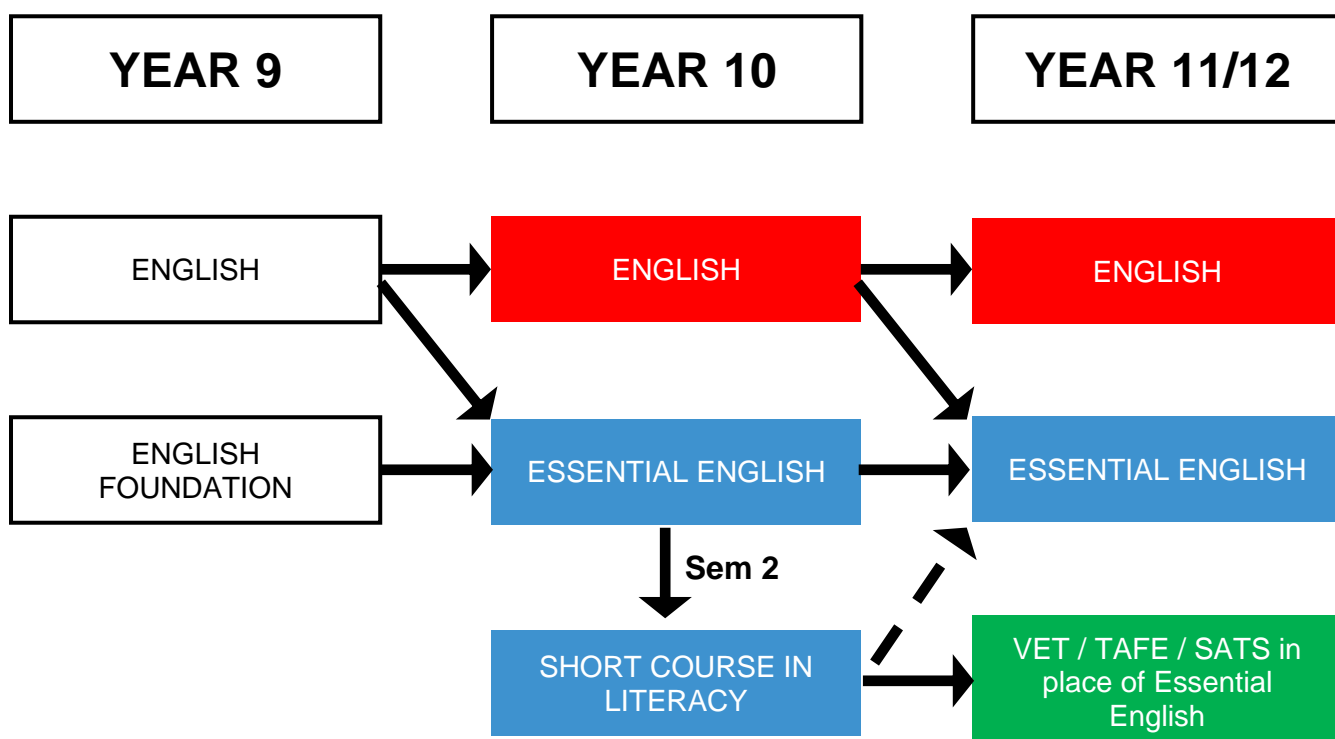
# Yr 10 2022 Rochedale State High School - Subjects & Prerequisites

DEPARTMENT	SUBJECT	TYPE	PREREQUISITE (Prereq) or RECOMMENDED (Rec) <i>Refers to Yr 9 results</i>	YEAR 11 PATHWAY SUBJECTS
<b>COMPULSORY (must choose one from each)</b>				
ENGLISH	English	General	C in English ( <b>Prereq</b> )	English
	Essential English	Applied	Teacher recommendation	Essential English
MATHS	Mathematics	General	C in Maths Extension or B in Mathematics ( <b>Prereq</b> )	General Mathematics
	Mathematics Extension	General	B in Maths Extension ( <b>Prereq</b> )	Mathematical Methods Specialist Mathematics
	Essential Maths	Applied	Teacher recommendation	Essential Mathematics
SCIENCE	Science	General	C in Science ( <b>Prereq</b> ) C in English ( <b>Prereq</b> )	Biology Chemistry Physics
	Essential Science	Applied	Teacher recommendation	Science in Practice Aquatic Practices
<b>ELECTIVES (choose 3)</b>				
SCIENCE	Agricultural Science	Applied	Nil	Cert III Rural Operations (VET)
HPE	Health & Physical Education	General	C in English ( <b>Prereq</b> ) C in HPE (Recommended)	Health Physical Education
	Sport and Recreation	Applied	Nil	Sport and Recreation Cert III Fitness (VET)
HUMANITIES	History	General	C in English ( <b>Prereq</b> )	Ancient History Modern History
	Geography	General	C in English ( <b>Prereq</b> )	Geography
	Applied Humanities	Applied	Nil	Tourism Social & Community Studies
HOME ECONOMICS	Early Childhood Studies	Applied	Nil	Early Childhood Studies
	Hospitality	Applied	Nil	Cert II Hospitality (VET)

ARTS	Dance	General/Applied	Nil	Dance Dance in Practice
	Drama	General/Applied	Nil	Drama Drama in Practice
	Music	General/Applied	The ability to sing or play an instrument for performance (Prereq)	Music Music in Practice
	Visual Art	General/Applied	Nil	Visual Art Visual Arts in Practice
BUSINESS	Business / Accounting	General	C in English (Prereq)	Business Accounting
	Economics / Legal Studies	General	C in English (Prereq)	Economics Legal Studies
	Business Studies	Applied	Nil	Business Studies Cert III Business (VET)
DIGITAL TECHNOLOGY & MEDIA	Digital Technology	General	C in English (Prereq)	Digital Solutions
	Film & Media Technologies	General/Applied	Nil	Film, Television & New Media Media Arts in Practice
	Applied Information & Communication Technology	Applied	Nil	Information Communication & Technology
INDUSTRIAL TECHNOLOGY & DESIGN	Design Pathways	General	C in English (Prereq)	Design Industrial Graphics Skills
	Timber Trade Pathways	Applied	Nil	Furnishing Skills Cert I Construction (VET)
	Metal Trade Pathways	Applied	Nil	Cert II Engineering (VET) Cert II Engineering Pathways – Formula Student (VET)
	Automotive Trade Pathways	Applied	Nil	Industrial Technology Skills - Automotive
LANGUAGES	Chinese	General	C in English (Prereq)	Chinese

## Learning Area:

# ENGLISH



English

Essential English

### Readiness Criteria (pre-requisite)

Students will need to achieve a minimum C result in their Year 9 English course.

### What is this course about?

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years which teachers will revisit and strengthen throughout the course. Students engage with a variety of complex and challenging texts including: newspapers, films, fiction, non-fiction, poetry, plays, documentaries, dramatic performances and multimodal and digital texts. Students create a range of imaginative, informative and persuasive types of texts including narratives, literary analyses, and transformations of texts, reports and multi-modal presentations.

### Course Outline

- Assessment will include both written and spoken modes.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Novel study - Narrative transformations	• Short story transformation
<b>Term 2</b>	• Satire	• Examination (seen)
<b>Term 3</b>	• Shakespeare	• Examination (unseen)
<b>Term 4</b>	• Social Issues	• Information Report • Multi-modal oral presentation

### Pathways in Senior

At the completion of this course students will have the prior knowledge and skills to enter General English or Essential English. This course will also prepare students to be confident and creative communicators in a range of situations in their personal and work lives and as active citizens. Students will become literate individuals with the necessary skills to communicate successfully in everyday life.

English is suited to students who are interested in pathways beyond Year 12 that lead to further study.

### Readiness Criteria (recommendation)

There is no pre-requisite to enter this course of study.

Students experiencing difficulties with year 9 English and who wish to pursue a blue pathway in Year 11 should consider enrolling in this course. Students will be recommended for this course by their teachers and Head of Department based on their results for Year 9 English, and Year 7 and 8 English as well.

### What is this course about?

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 have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- Skills to communicate confidently and effectively in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts
- Skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- Effective use of language to produce texts for a variety of purposes and audiences
- Creative and imaginative thinking to explore their own world and the worlds of others
- Empathy for others and appreciation of different perspectives through a study of a range of texts
- Enjoyment of contemporary literary and non-literary texts, including digital texts.

### Course Outline

- Assessment will be in both written and spoken modes.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Novel study	• Novel transformation – short story
<b>Term 2</b>	• Biographical study	• Multi-modal oral
<b>Term 3</b>	• Film study	• Examination
<b>Term 4</b>	• World of Work	• Multi-modal oral

### Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter Essential English. This course will also prepare students to be confident and creative communicators in a range of situations in their personal and work lives and as active citizens. Students will become literate individuals with the necessary skills to communicate successfully in everyday life.

Essential English is suited to students who are interested in pathways beyond year 12 that lead to vocational education or work.

### Readiness Criteria (recommendation)

Students will be recommended for this course by their teachers and Head of Department based on:

- not achieving a C in Essential English in Semester One of Year 10;
- being at risk of not attaining the literacy requirement for the QCE in Year 11; or
- are disengaged with school.

### What is this course about?

The Short Course in Literacy is a one semester course.

The course focuses on aspects of literacy that contribute to the Queensland Certificate of Education (QCE) literacy requirement.

In this course of study students:

- Learn a variety of strategies to develop and monitor their own learning
- Select and apply reading and oral strategies to comprehend and make meaning in texts
- Demonstrate the relationships between ideas and information in written, oral, visual and multimodal texts
- Evaluate and communicate ideas and information in written, oral, visual or digital modes
- Learn and use textual features and conventions, including vocabulary and grammatical structures.

### Course Outline

- Assessment is in both written and spoken modes.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 3</b>	• Personal Identity and Education	• Extended written response • Student writing journal
<b>Term 4</b>	• The Work Environment	• Extended spoken response • Reading comprehension exam

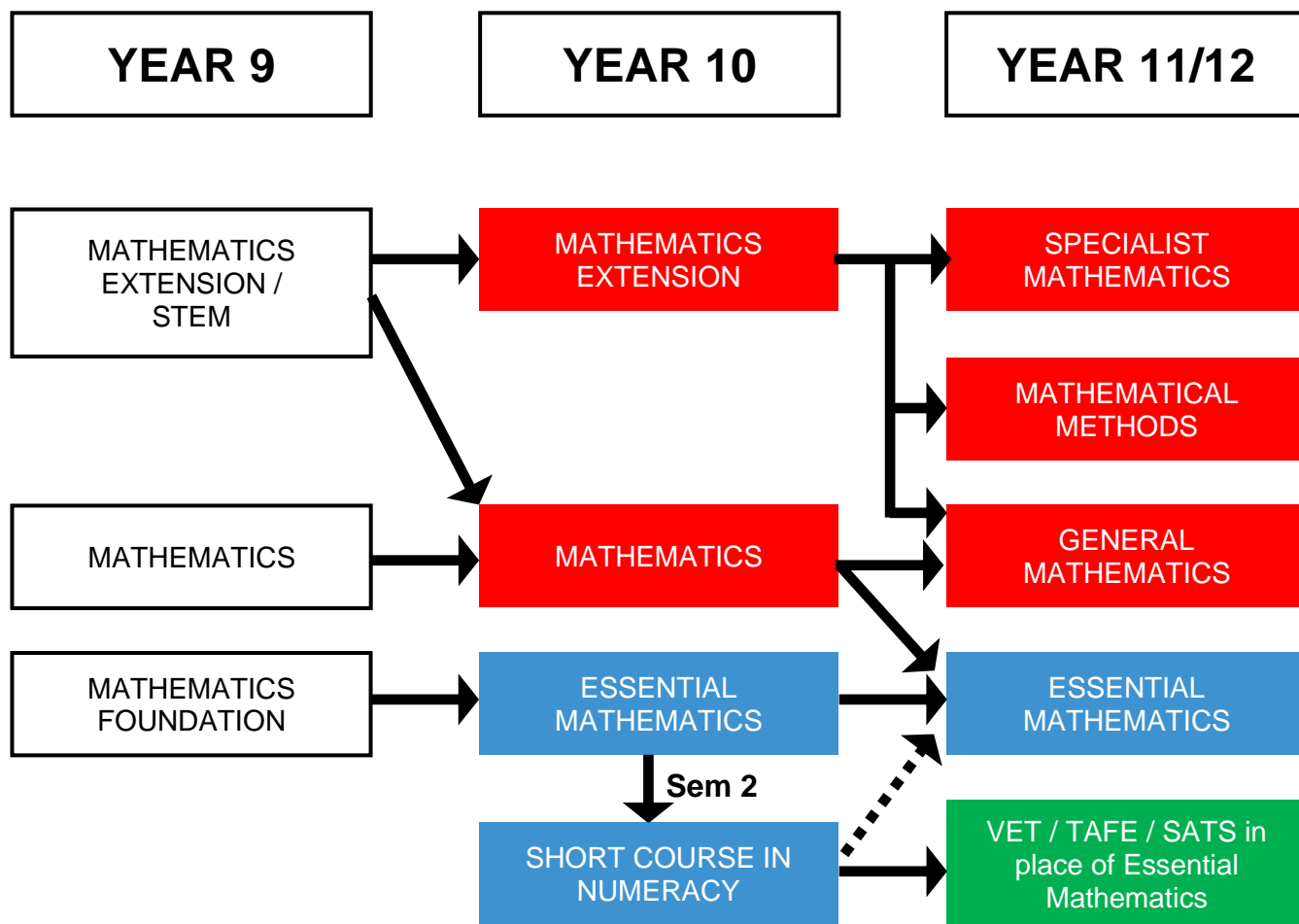
### Pathways in Senior

The Literacy Short Course is suited to students who are interested in pathways beyond school that lead to vocational education and/or work. The Literacy Short Course may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various profession and industry groups.



## Learning Area:

# MATHEMATICS



General Mathematics  
 Mathematical Methods  
 Specialist Mathematics  
 Essential Mathematics

### Readiness Criteria (pre-requisite)

Students will need to achieve a minimum C result in their Year 9 Mathematics Extension course OR a minimum B result in their Year 9 Mathematics course. Note that there is a significant amount of Algebra and Trigonometry in this course.

### What is this course about?

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. It incorporates a practical approach that equips learners for their needs as future citizens. In Year 11, students undertaking General Mathematics will study concepts including algebra and matrices, trigonometry, networks and finance.

Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics in their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

General Mathematics is suited to students who are interested in pathways beyond school that lead to tertiary studies or vocational education. 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.

### Course Outline

- The assessment in this course will be via examinations and Problem-Solving and Modelling Tasks (PSMT).
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	<ul style="list-style-type: none"><li>• Probability</li><li>• Trigonometry &amp; Pythagoras</li></ul>	<ul style="list-style-type: none"><li>• Examination (Term content)</li><li>• Problem-Solving and Modelling Task</li></ul>
<b>Term 2</b>	<ul style="list-style-type: none"><li>• Patterns and algebra</li></ul>	<ul style="list-style-type: none"><li>• Examination (Term content)</li></ul>
<b>Term 3</b>	<ul style="list-style-type: none"><li>• Mensuration</li><li>• Money &amp; finance</li></ul>	<ul style="list-style-type: none"><li>• Examination (Term content)</li><li>• Problem-Solving and Modelling Task</li></ul>
<b>Term 4</b>	<ul style="list-style-type: none"><li>• Statistics</li><li>• Number and algebra</li><li>• Geometry</li></ul>	<ul style="list-style-type: none"><li>• Examination (Term content)</li></ul>

### Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter to general mathematical studies of General Mathematics and Essential Mathematics. This course will also prepare students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. Students will become numerate individuals with necessary skills to operate successfully in everyday life.

# Mathematics Extension

General Year 10 subject

Year 10  
General

## Readiness Criteria (pre-requisite)

Students will need to achieve a minimum B result in their Year 9 Mathematics Extension course. Note that there is a significant amount of Algebra and Trigonometry in this course.

## What is this course about?

Mathematics Extension is designed for students who want to extend their mathematical skills beyond Year 10 and whose future studies or employment pathways may require calculus. Topics are developed systematically, with increasing levels of sophistication, complexity, and connection and build on algebra, functions and their graphs and probability. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematics Extension. In Year 11, students undertaking Mathematical Methods will study concepts including functions, probability, index laws, rates of change and differential calculus.

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.

## Course Outline

- The assessment in this course will be via examinations and Problem-Solving and Modelling Tasks (PSMT).
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	<ul style="list-style-type: none"><li>• Trigonometry &amp; Pythagoras</li><li>• Chance</li></ul>	<ul style="list-style-type: none"><li>• Examination (Term content)</li></ul>
<b>Term 2</b>	<ul style="list-style-type: none"><li>• Number &amp; algebra</li><li>• Patterns and algebra</li></ul>	<ul style="list-style-type: none"><li>• Problem-Solving and Modelling Task (in-class task)</li><li>• Examination (Semester content)</li></ul>
<b>Term 3</b>	<ul style="list-style-type: none"><li>• Logarithms and algebra</li><li>• Statistics</li></ul>	<ul style="list-style-type: none"><li>• Examination (Term content)</li><li>• Problem-Solving and Modelling Task</li></ul>
<b>Term 4</b>	<ul style="list-style-type: none"><li>• Money &amp; finance</li><li>• Mensuration and Geometry</li></ul>	<ul style="list-style-type: none"><li>• Examination (Semester content)</li></ul>

## Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to choose either General Mathematics or Mathematical Mathematics. Students may also choose Specialist Mathematics. This course will also prepare students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. Students will become numerate individuals with necessary skills to operate successfully in everyday life.

### Readiness Criteria (recommendation)

There is no pre-requisite to enter this course of study.

Students will be recommended for this course by their teachers and Head of Department based on their results for Year 9 Mathematics, and Year 7 and 8 Mathematics as well.

### What is this course about?

Essential Mathematics is designed for students who require a solid foundation in mathematics to succeed in vocational pathways. It incorporates a practical approach that equips learners for their needs as future citizens. In Year 11, students undertaking Essential Mathematics will study concepts including Number, Data, Graphs, Money, and Travel.

Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics in their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

Essential Mathematics is suited to students who are interested in pathways beyond school that lead to vocational education. A course of study in Essential Mathematics can establish a basis for further education and employment in vocational fields.

### Course Outline

- The assessment in this course will be via examinations and Problem-Solving and Modelling Tasks (PSMT).
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	<ul style="list-style-type: none"><li>• Chance</li><li>• Trigonometry &amp; Pythagoras</li></ul>	<ul style="list-style-type: none"><li>• Examination (Term content)</li><li>• Problem-Solving and Modelling Task</li></ul>
<b>Term 2</b>	<ul style="list-style-type: none"><li>• Patterns and algebra</li></ul>	<ul style="list-style-type: none"><li>• Examination (Term content)</li></ul>
<b>Term 3</b>	<ul style="list-style-type: none"><li>• Mensuration</li><li>• Money &amp; finance</li></ul>	<ul style="list-style-type: none"><li>• Examination (Term content)</li><li>• Problem-Solving and Modelling Task</li></ul>
<b>Term 4</b>	<ul style="list-style-type: none"><li>• Statistics</li><li>• Geometry</li></ul>	<ul style="list-style-type: none"><li>• Examination (Term content)</li></ul>

### Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to choose Essential Mathematics. This course will also prepare students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. Students will become numerate individuals with necessary skills to operate successfully in everyday life.

# Short Course in Numeracy

QCAA Short Course

Year 10  
Short  
Course

## Readiness Criteria (recommendation)

Students will be recommended for this course by their teachers and Head of Department based on:

- not achieving a C in Essential Mathematics in Semester One of Year 10;
- being at risk of not attaining the numeracy requirement for the QCE in Year 11; or
- are disengaged with school.

## What is this course about?

Short Course in Numeracy is a one-unit course of study, developed to meet a specific curriculum need.

The course focuses on aspects of numeracy that contribute to the Queensland Certificate of Education (QCE) numeracy requirement.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

## Course Outline

- Assessment is in both written and spoken modes.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Personal Identity and Education	• Extended response (oral) • Student learning journal
<b>Term 2</b>	• The Work Environment	• Examination • Student learning journal
<b>Term 3*</b>	• Personal Identity and Education	• Extended response (oral) • Student learning journal
<b>Term 4*</b>	• The Work Environment	• Examination • Student learning journal

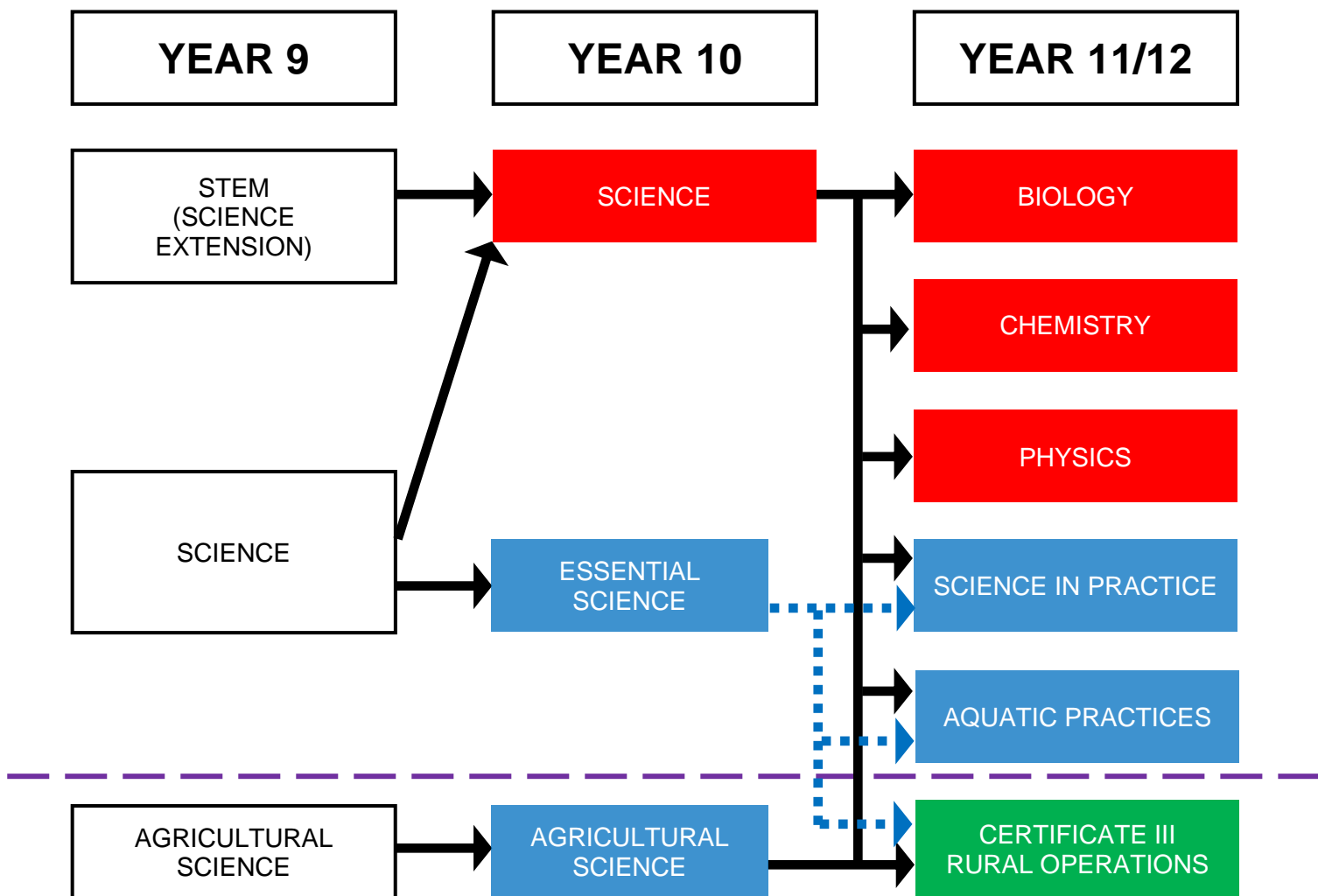
\* NOTE: Course is repeated in second semester

## Pathways in Senior

The Numeracy Short Course is suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

# Learning Area:

# SCIENCE



Biology  
 Chemistry  
 Physics  
 Science in Practice  
 Aquatic Practices  
 Certificate III Rural Operations

### Readiness Criteria (pre-requisite)

Students will need to achieve a minimum C result in their Year 9 Science course AND have achieved a minimum C result in their Year 9 English course.

### What is this course about?

Students learn and apply aspects of knowledge and skills (thinking, experimentation, problem-solving and research skills), to understand how Science works and how it may impact society. They critically evaluate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate findings using appropriate representations, language and nomenclature.

Students develop an understanding of biological heredity and appreciation of how biological knowledge has changed over time. They will improve their appreciation of chemistry and its usefulness and understanding of chemical theories, models and chemical systems. Students will also learn about the fundamental concepts and theories that predict and describe the linear motion of objects.

### Course Outline

- The assessment in this course will be exam and assignment based.
- Both exam and assignments will provide an opportunity to familiarise with the assessment types, which are performed in the General Senior Science subjects.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Physics	• Examination (Term content)
<b>Term 2</b>	• Chemistry	• Examination (Term content)
<b>Term 3</b>	• Biology	• Examination (Term content)
<b>Term 4</b>	• Student Extended Experiment • Student Research Task	• Assignment • Assignment

### Pathways in Senior

This course is designed as an introductory pathway into Senior Sciences: Physics, Chemistry and Biology.

However, the critical thinking, analysis and research skills that are developed are relevant to any study area in Senior.

The skills and knowledge acquired in this course are also particularly beneficial for those considering employment in a science related field.



### Readiness Criteria (recommendation)

There is no pre-requisite to enter this course of study.

Students will be recommended for this course by their teachers and Head of Department based on their results for Year 9 Science, and Year 7 and 8 Science as well.

### What is this course about?

Students learn through a contextual approach that includes aspects of science disciplines - Biology, Chemistry, Physics and Earth Space Science. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations, they develop problem-solving skills that are transferable to any situation and a deeper understanding of the nature of Science.

### Course Outline

- The majority of the assessment in this course will be assignment based. Each assignment will provide an opportunity to familiarise with the assessment types, which are performed in the Applied Senior Science subjects.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Science of motion and car crashes	• Assignment
<b>Term 2</b>	• Chemical Reactions	• Assignment
<b>Term 3</b>	• Inheritance and Evolution	• Assignment
<b>Term 4</b>	• Global Warming • Space Science	• Examination (Unit content) • Assignment

### Pathways in Senior

This course is designed as an introductory pathway into Year 11 & Year 12 Science in Practice and/or Aquatic Practices.

However, the critical thinking, analysis and research skills that are developed are relevant to any blue pathway subject in Senior.

The skills and knowledge acquired in this course are also particularly beneficial for those considering employment in a science related field.

# Agricultural Science

Applied Year 10 subject

Year 10  
Applied

## Readiness Criteria (recommendation)

There is no pre-requisite to enter this course of study.

Students will need to have an interest in Agriculture. Agriculture describes the practice of growing crops and raising animals. A willingness to participate in all aspects of practical work is essential.

## What is this course about?

Agriculture Science is an interdisciplinary study emphasising links between the sciences and social sciences. It enables students to gain valuable insight into Agriculture Studies at a preliminary level. Agriculture Science provides a sound basis for advanced study in senior.

It gives opportunities for all students, including those with a general interest in Agriculture and those intent on pursuing careers directly involved in agriculture or agribusiness. These students may become veterinarians, mechanics, soil scientists, plant or animal geneticists, or market mangers.

## Course Outline

- The assessment of this course will be a combination of assignments and examinations.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Bee Keeping	• Practical • Examination (Term content)
<b>Term 2</b>	• Animal Production	• Practical • Examination (Term content)
<b>Term 3</b>	• Plant Production	• Practical • Examination (Term content)
<b>Term 4</b>	• Agricultural Economics	• Assignment

## Pathways in Senior

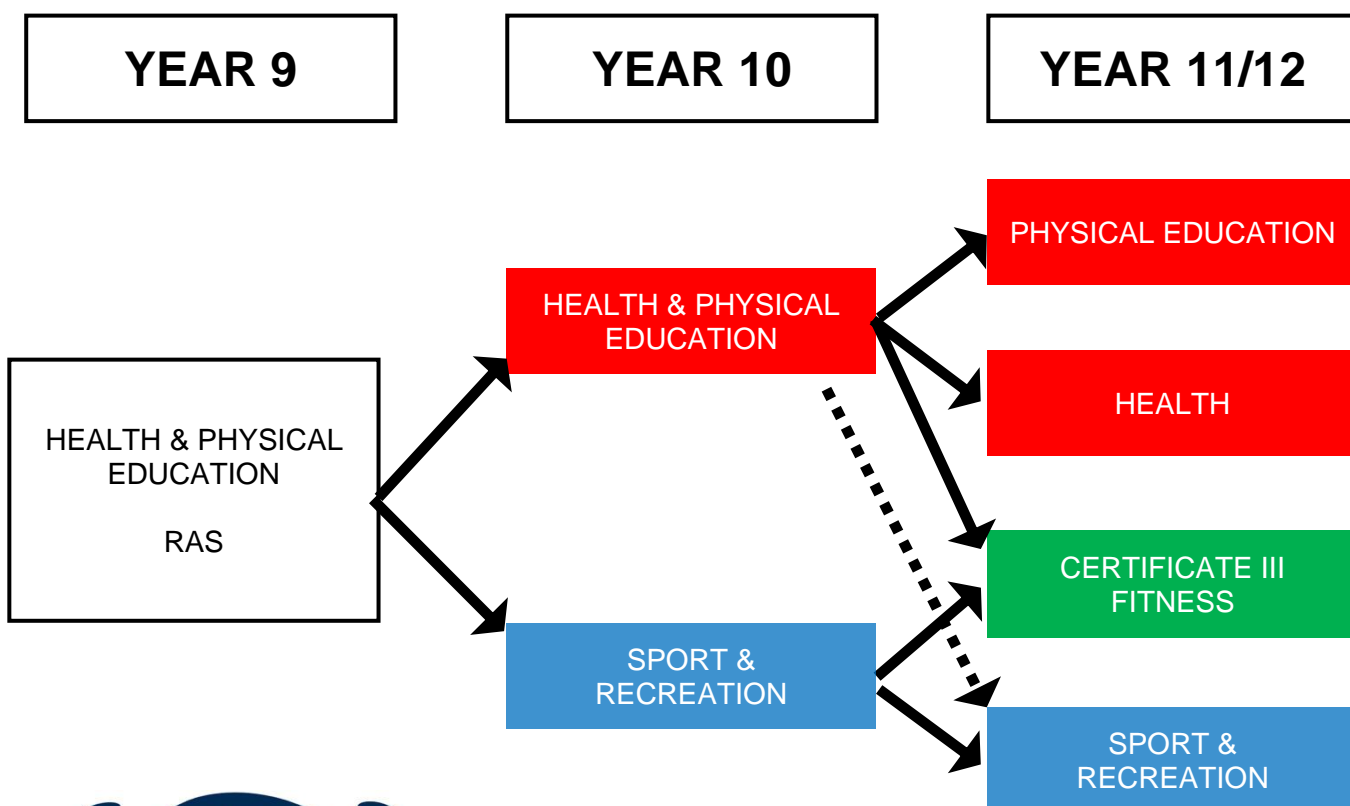
Agricultural study in Year 10 is not a prerequisite to study Certificate III in Rural Operations in Year 11/12.

At the completion of this course, students will have the foundation knowledge and skills to study on any pathway.

The skills required through the study of Agriculture Science will be of value in many and varied life roles.

## Learning Area:

# HEALTH & PHYSICAL EDUCATION



Physical Education  
Health  
Sport & Recreation  
Certificate III Fitness

### Readiness Criteria (pre-requisite)

Students will need to achieve a minimum C result in their Year 9 English course AND recommended to have achieved a minimum C result in their Year 9 Health & Physical Education course.

### What is this course about?

Throughout this course students will identify situations where they may be at risk and how adolescents respond to these. They evaluate responses and propose and practise appropriate responses to these situations. Students work in groups to identify a health issue within the school community and suggest two health actions that could address the health issue.

Students will also use the inquiry approach to recognise and explain motor learning and tactical awareness then apply movement strategies in authentic performance environments. Analysed performance data is then used to devise and then evaluate a tactical strategy for Touch football. Energy, fitness and training knowledge is applied to personal performance where students then devise a training strategy to optimise performance

### Course Outline

- The assessment of this course will be a combination of assessment techniques.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Looking After Myself and Others	• Examination (response to stimulus)
<b>Term 2</b>	• Tactical Awareness (Touch Football)	• Portfolio
<b>Term 3</b>	• Excellence in Health	• Report
<b>Term 4</b>	• Energy Systems (Volleyball)	• Folio

### Pathways in Senior

This subject is designed to give students an insight into Physical Education and Health.

Students studying this subject have a range of career options in the health and fitness industry, teaching, medicine and allied professions, nursing and sports psychology.

### Readiness Criteria (recommendation)

There is no pre-requisite to enter this course of study.

### What is this course about?

In Sport and Recreation, students are involved in communicating ideas and information in, about and through sport and recreation activities. These activities will be the medium through which students examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Sport and recreation involves students working individually, in groups and in teams. Students will be involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant.

### Course Outline

- The assessment of this course will be a combination of assessment techniques.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Be the Quarterback	• Folio
<b>Term 2</b>	• Racquet Sport	• Performance
<b>Term 3</b>	• PT Yourself	• Report
<b>Term 4</b>	• Tournaments	• Folio

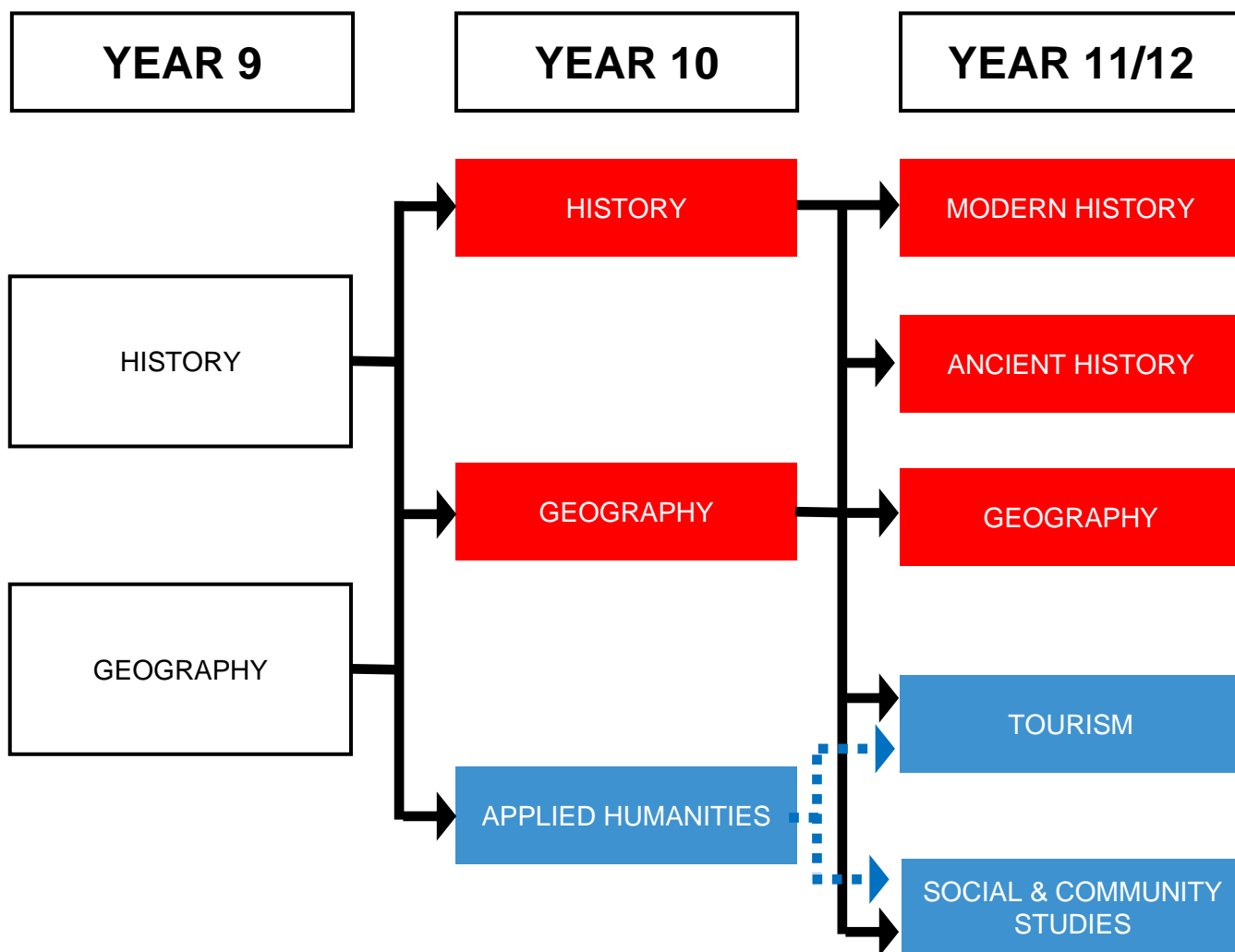
### Pathways in Senior

This subject is designed to give students an insight into Cert III Fitness and Sport and Recreation.

A course of 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 and recreation and sport performance.

## Learning Area:

# HUMANITIES



Geography  
Modern History  
Ancient History  
Tourism  
Social & Community Studies

### Readiness Criteria (pre-requisite)

Students will need to achieve a minimum C result in their Year 9 English course.

### Incompatible Subjects

Students CANNOT select this subject if they have also chosen to study Applied Humanities.

### What is this course about?

Geography is designed for students who are interested in studying Geography as a senior subject. Students will be exposed to a variety of contemporary challenges affecting people and places across the globe, at a range of scales. These include natural and ecological hazards, resource management, climate change, sustainability challenges affecting places and communities, food insecurity and the mass movement of people.

The course provides opportunities for students to gain knowledge and understanding about geographical processes, in addition to gathering, organising, analysing and presenting data. Fieldwork is a critical component of the subject for students to engage in real-world applications of geographical skills and thinking. One assessment item will be based on primary data collected on an excursion.

The study of Geography can establish a basis for further education and employment in the fields of environmental management, conservation, planning and business.

### Course Outline

- The assessment types in this course will model those utilised in senior Geography.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Geographies of human wellbeing	• Examination - combination response
<b>Term 2</b>	• Geographies of human wellbeing (Case Study)	• Data report
<b>Term 3</b>	• Environmental change and management	• Field report
<b>Term 4</b>	• Environmental change and management (Case Study)	• Examination - combination response

### Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter into general Geography. This course will also prepare students to be informed, critical thinkers who are able to identify and evaluate reliable data and information to make considered decisions in both their personal and professional lives.

### Readiness Criteria (pre-requisite)

Students will need to achieve a minimum C result in their Year 9 English course.

### Incompatible Subjects

Students CANNOT select this subject if they have also chosen to study Applied Humanities.

### What is this course about?

History is designed for students who are interested in studying General Ancient History and/or Modern History as a senior subject. The course provides opportunities for students to gain knowledge and understanding about some key historical contexts that have shaped both the ancient and modern worlds.

Through inquiry into ideas, movements, national and international experiences, students will discover how the past consists of various perspectives and interpretations. In particular, students will learn how to devise historical questions, conduct detailed research and analyse, evaluate and synthesise information from a diverse range of evidence.

The study of History can establish a basis for further education and employment in the fields of history, education, psychology, law, journalism, writing and strategic analysis.

### Course Outline

- The assessment types in this course will model those utilised in senior Ancient and Modern History.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
Term 1	• Australia's involvement in World War II	• Examination- short responses to historical sources
Term 2	• Rights and Freedoms – Frontier Wars	• Independent source investigation
Term 3	• Investigating beliefs, rituals and funerary practices – Ancient Egypt	• Historical essay based on research
Term 4	• Bronze Age Greece – reconstructing the Trojan War	• Examination- essay in response to historical sources

### Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter into General Ancient History and/or Modern History. This course will also prepare students to be critically-literate citizens who are equipped to embrace a multicultural, inclusive, democratic and sustainable future.



### Readiness Criteria (recommendation)

This subject is designed for students who are interested in studying a senior applied Humanities subject (Social and Community Studies and/or Tourism).

### Incompatible Subjects

Students CANNOT select this subject if they have also chosen to study History or Geography.

### What is this course about?

The Applied Humanities course provides the opportunity for students to sample those subjects offered as a senior subject – first semester offers Social and Community Studies, with second semester introducing Tourism.

Social and Community Studies deals with the skills students need to function efficiently, effectively and positively in current and future life roles. It fosters personal development and social skills which lead to self-reliance, self-management and concern for others.

Tourism is designed to give students a variety of intellectual, technical, operational and workplace skills. Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

### Course Outline

- The assessment types in this course will model those outlined in the Australian Curriculum.
- Students will receive an overall subject result (A–E).

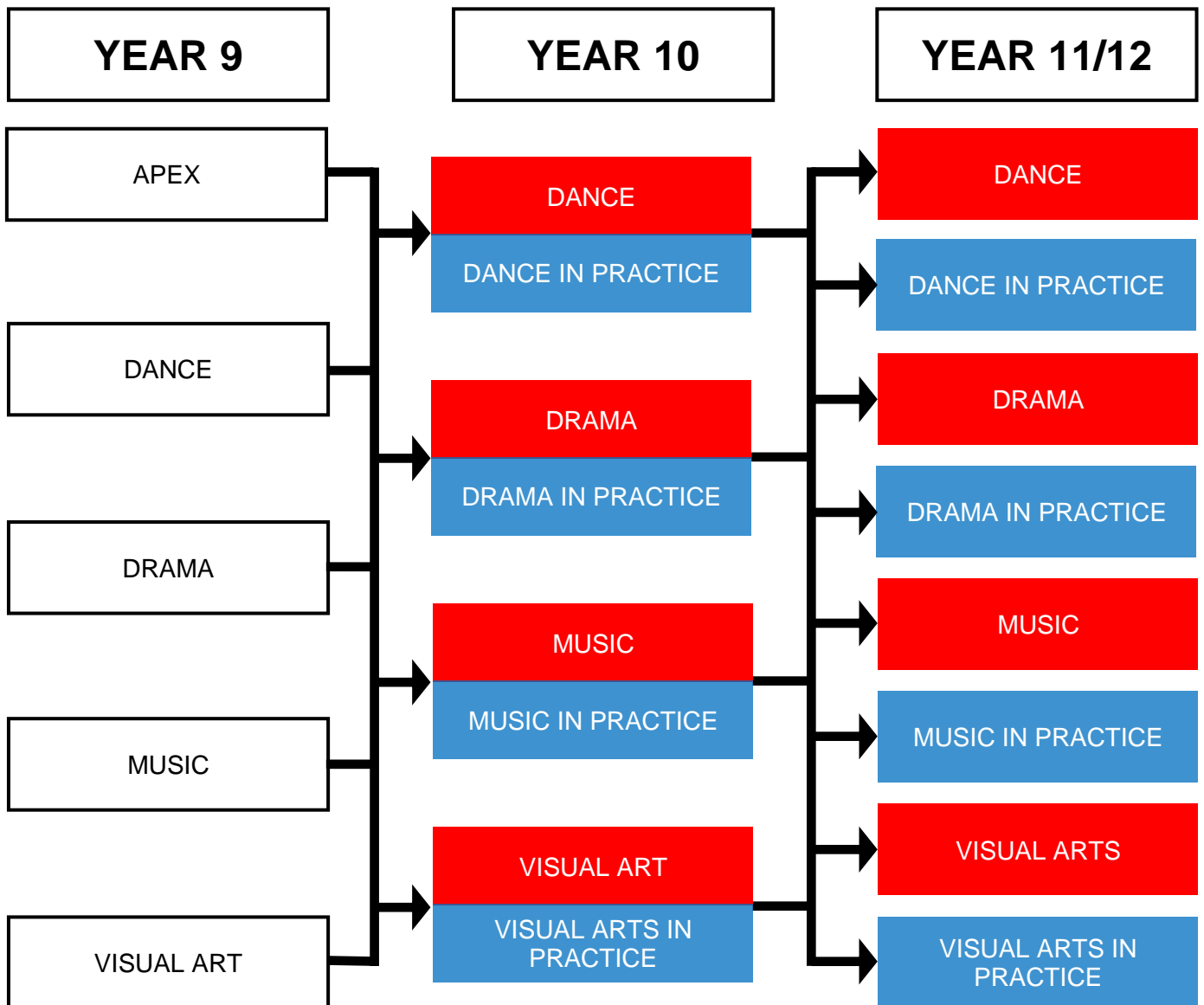
	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Today's Society	• Examination - short responses
<b>Term 2</b>	• Recreation and Leisure	• Investigation - research report
<b>Term 3</b>	• Introducing Tourism	• Examination – short responses
<b>Term 4</b>	• Planning a trip	• Investigation - project

### Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter into applied Humanities subjects (Social and Community Studies/Tourism). A course of study in Social and Community Studies and Tourism can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. They foster appreciation of, and respect for, cultural diversity and encourage responsible attitudes and behaviours required for effective participation in the community.

# Learning Area:

# The ARTS



Dance / Dance in Practice

Drama / Drama in Practice

Music / Music in Practice

Visual Art / Visual Arts in Practice

# Dance / Dance in Practice

General Year 10 subject / Applied Year 10 subject

Year 10  
General  
Applied

## Readiness Criteria (recommendation)

There are no pre-requisites for this course.

## What is this course about?

**“Studying dance develops creativity, teamwork, confidence, critical thinking, self-discipline, physical health and the ability to work collaboratively – all beneficial in any 21<sup>st</sup> century career path and quality of life.”**

Dance is an activity of ancient tradition and a fundamental and evolving form of expression. Dance offers students an alternative means of expressing themselves and creating their own meaning. Students engage in creative and critical thinking as they create and communicate meaning through dance. They develop aesthetic and kinaesthetic intelligence in addition to personal and social skills.

Dance On Screen → students study how dance is choreographed for screen and non-traditional dance spaces. This will be explored through a variety of styles embracing and integrating new technologies

Theme Development → students use theme to choreograph, perform and document dance making using a theme. Students will explore a range dance works to consider current and historical issues. Students will study various genres and styles, embracing a variety of cultural, societal and historical viewpoints.

## Course Outline

- The majority of the assessment in this course will be via performance and written tasks.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	DANCE ASSESSMENT	DANCE IN PRACTICE ASSESSMENT
<b>Semester 1</b>	• Dance on Screen	<ul style="list-style-type: none"><li>• Extended response (examination)</li><li>• Project – incorporating performance, choreography and an extended response</li></ul>	<ul style="list-style-type: none"><li>• Written review</li><li>• Project – incorporating performance, choreography and program notes</li></ul>
<b>Semester 2</b>	• Theme Development	<ul style="list-style-type: none"><li>• Dance Performance</li><li>• Dance - Choreography – with written choreographic statement incorporating an evaluative response</li></ul>	<ul style="list-style-type: none"><li>• Dance Performance</li><li>• Project - incorporating performance, choreography and documentation</li></ul>

## Pathways in Senior

Dance allow us to critically examine and reflect on their world through movement involving higher-order thinking and by develop important, lifelong skills. Students will be working as an artist (dancer) and audience.

Students are able to continue studies in Senior by studying Dance In Practice or Dance. Previous study in Dance would be beneficial but not compulsory.

# Drama / Drama in Practice

General Year 10 subject / Applied Year 10 subject

Year 10  
General  
Applied

## Readiness Criteria (recommendation)

There are no pre-requisites for this course.

## What is this course about?

**“Drama is an intellectually engaging intersection of lateral thought and practice. They interrogate the human experience and challenge our understandings by encouraging and provoking alternative ways of seeing, thinking and doing”**

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

The Actor’s Craft → Students use the acting tools of voice, body and script to perform a section of a youth play. They learn the skills of motivated movement, stage geography and blocking.

Style Icons → Students are introduced to the history of Drama and different theatrical styles including Commedia d’elle Arte, Melodrama, Soap Opera and Musical Theatre. They explore costume and makeup design and how these contribute to characterisation. They will be able to write and perform drama in their chosen styles.

Making the Usual Strange (non-linear script) → Using social, global or youth issues, students create a non-linear dramatic concept that makes a social comment. They create dramatic action and explore significant issues.

## Course Outline

- The majority of the assessment in this course will be via performance and written tasks.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	DRAMA ASSESSMENT	DRAMA IN PRACTICE ASSESSMENT
<b>Semester 1</b>	<ul style="list-style-type: none"><li>• The Actor's Craft</li><li>• Style icons</li></ul>	<ul style="list-style-type: none"><li>• Performance- Including an annotated script</li><li>• Project- Incorporating devising, performance and an extended response</li></ul>	<ul style="list-style-type: none"><li>• Performance- Including an annotated script</li><li>• Project – incorporating devising, performance and documentation</li></ul>
<b>Semester 2</b>	<ul style="list-style-type: none"><li>• Making the usual strange (non-linear scripts)</li></ul>	<ul style="list-style-type: none"><li>• Project- Incorporating devising, performance and an extended response</li><li>• Extended response (examination)</li></ul>	<ul style="list-style-type: none"><li>• Project- Incorporating devising, performance and documentation</li><li>• Review of a live performance</li></ul>

## Pathways in Senior

The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

Students are able to continue studies in Senior by studying Drama or Drama In Practice. Previous study in Drama would be beneficial but not compulsory.

# Music / Music in Practice

General Year 10 subject / Applied Year 10 subject

Year 10  
General  
Applied

## Readiness Criteria (recommendation)

The ability to sing or play an instrument for performance (with or without formal lessons).

## What is this course about?

**“Music occupies a significant place in everyday life of all cultures and societies – it allows for the expression of the intellect, imagination and emotion and the exploration of values.”**

Music is a unique art form that uses sound and silence as a means of personal expression. In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Music 101 → Students explore the fundamentals of music theory, musical elements and concepts as well as learning more about performance skills and techniques.

Renaissance 2 Romantic → Students study the history of Western music from the 1500s to the 1900s, focusing on prolific composers and significant works.

Music in the Media → Students explore how music is manipulated to create a sense of mood or atmosphere through the study of music in advertising, film and television and video games.

This is Me → Students invest in the development of either their performance skills or compositional skills through a study of artists, performances and musical works with a focus on the theme of self-image and identity.

## Course Outline

- The course is assessed through practical tasks of performance and composition as well as written and oral tasks.
- Students will receive an overall subject result (A–E).

	YEAR 10 TOPICS	MUSIC ASSESSMENT	MUSIC IN PRACTICE ASSESSMENT
<b>Semester 1</b>	<ul style="list-style-type: none"><li>• Music 101</li><li>• Renaissance 2 Romantic</li></ul>	<ul style="list-style-type: none"><li>• Music Performance with Theory Exam</li><li>• Extended Response – Oral Presentation with Music Performance</li></ul>	<ul style="list-style-type: none"><li>• Music Performance with Theory Exam</li><li>• Extended Response – Oral Presentation with Music Performance</li></ul>
<b>Semester 2</b>	<ul style="list-style-type: none"><li>• Music in the Media</li><li>• This is Me</li></ul>	<ul style="list-style-type: none"><li>• Music Composition</li><li>• Extended response (examination)</li><li>• Integrated Project – Performance or Composition with Musicology study</li></ul>	<ul style="list-style-type: none"><li>• Music Composition with written reflection</li><li>• Integrated Project – Performance or Composition</li></ul>

## Pathways in Senior

A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

Students can undertake further study in Year 11 & 12 through General Music or Music in Practice subjects.

# Visual Art / Visual Art in Practice

General Year 10 subject / Applied Year 10 subject

Year 10  
General  
Applied

## Readiness Criteria (recommendation)

There are no pre-requisites for this course.

## What is this course about?

**“Studying visual art teaches students how to generate and apply new and creative solutions when problem solving. Visual arts is suited to students interested in tertiary studies, vocational education or work by developing critical and creative thinking skills that are valuable for 21<sup>st</sup> century careers”.**

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others’ art practices.

I Am → Students study how artists communicate and express viewpoints on the concept of SELF. Students produce a series of artworks that lead to the development of personal style and aesthetic. In Visual Art students explore 2D, 3D and time-based media as part of their learning. In Visual Arts in practice students explore 2D and 3D media.

Landscapes/Environments → Students investigate and study icons, images and landscapes that they connect with. Students will create a body of work that expresses their understanding and connection to various landscapes/environments. In Visual Art students explore 2D, 3D and time-based media as part of their learning. In Visual Arts in practice students explore 2D media.

## Course Outline

- The majority of the assessment in this course will be via making and written tasks.
- Students will receive an overall subject result (A–E).

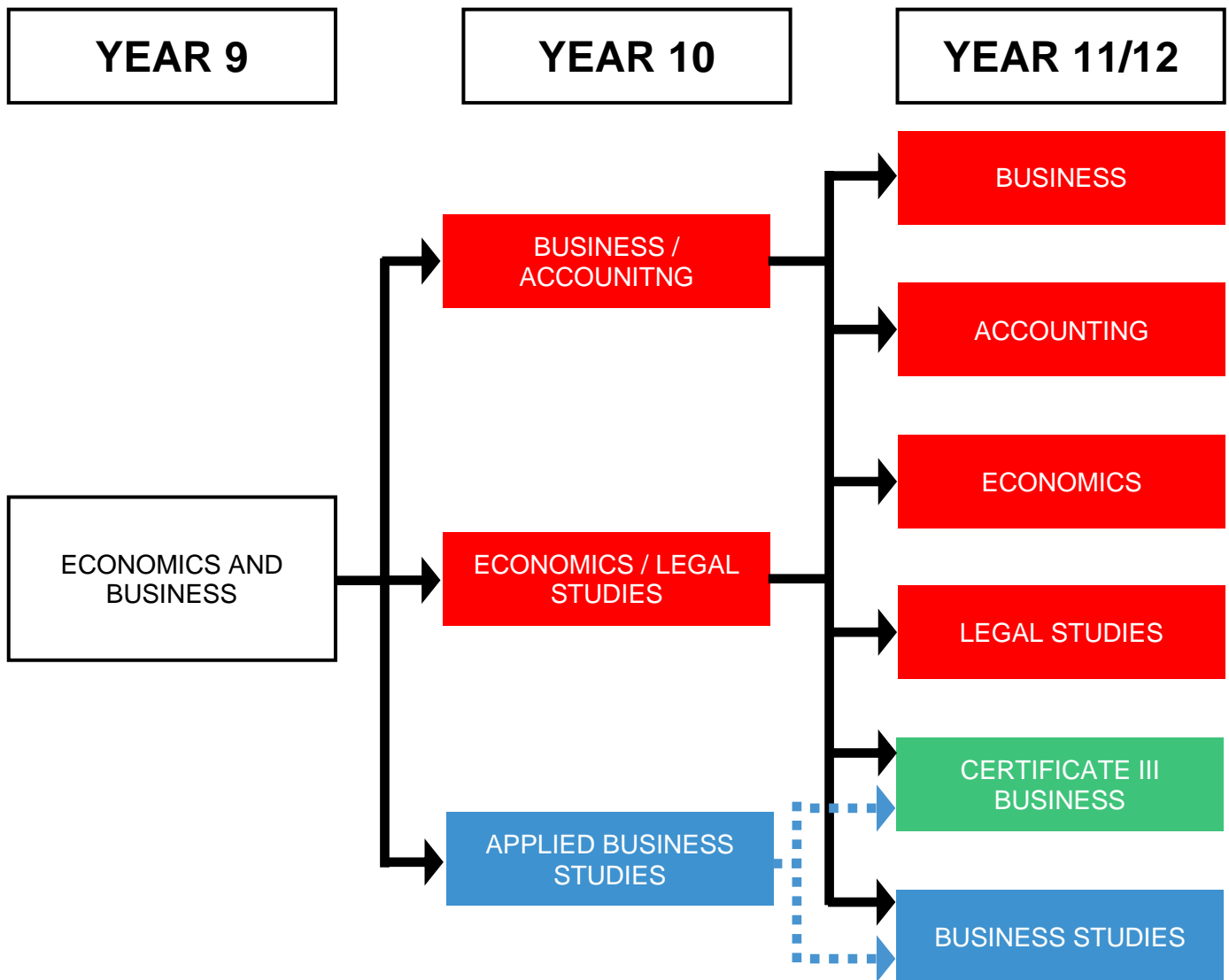
	YEAR 10 UNITS	VISUAL ART ASSESSMENT	VISUAL ARTS IN PRACTICE ASSESSMENT
Semester 1	<ul style="list-style-type: none"><li>• I am</li></ul>	<ul style="list-style-type: none"><li>• Making – Project: Body of Work (including an experimental folio, resolved artwork, reflective and artist’s statement).</li><li>• Responding – Extended response - Investigation</li></ul>	<ul style="list-style-type: none"><li>• Making and Responding – Experimental folio Resolved work + Artist’s Statement</li></ul>
Semester 2	<ul style="list-style-type: none"><li>• Landscapes/ Environment</li></ul>	<ul style="list-style-type: none"><li>• Making – Project: Body of Work (including an experimental folio, resolved artwork, reflective and artist’s statement).</li><li>• Responding – Short response to stimulus (Exam conditions)</li></ul>	<ul style="list-style-type: none"><li>• Making and Responding – Experimental folio Resolved work + Artist’s Statement</li></ul>

## Pathways in Senior

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. The processes and practices of Visual Art, such as self-directed learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.

# Learning Area:

# BUSINESS



- Business
- Legal Studies
- Accounting
- Economics
- Business Studies
- Certificate III in Business



### Readiness Criteria (pre-requisite)

Students will need to achieve a minimum C result in their Year 9 English course.

### Incompatible Subjects

Students CANNOT select this subject if they have also chosen to study Applied Business.

### What is this course about?

This course is designed for students who are interested in studying General Business and/or Accounting as a senior subject.

In the first semester, students will analyse business information related to business functions and contexts. Students will make and justify decisions for business solutions and outcomes through the investigation of business environments, functions and lifecycles.

In the second semester, students will explain accounting concepts, principles and processes. Students will analyse financial data and information to draw conclusions and make recommendations related to small and medium-sized service businesses.

The study of Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, economics, business law, accounting, marketing and human resources management.

The study of Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

### Course Outline

- The assessment types in this course will model those utilised in senior Business and Accounting.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Accounting Fundamentals	• Combination Examination
<b>Term 2</b>	• Business Fundamentals	• Project
<b>Term 3</b>	• Accounting Processes for Service Enterprises • End of Period Financial Reporting	• Project
<b>Term 4</b>	• Business Operations	• Combination Examination

### Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter into General Business and/or Accounting. This course will develop students' communication and analytical tools while engaging students in the dynamic business world. Furthermore, students will develop numerical and financial literacy skills as well as devise problem-solving strategies.



### Readiness Criteria (pre-requisite)

Students will need to achieve a minimum C result in their Year 9 English course.

### Incompatible Subjects

Students CANNOT select this subject if they have also chosen to study Applied Business.

### What is this course about?

This course is designed for students who are interested in studying General Economics and/or Legal Studies as a senior subject.

In the first semester, students will comprehend legal concepts, principles and processes. They will select information from sources to analyse and evaluate legal issues and situations to determine effective legal outcomes. More specifically, they will investigate their role in the legal system, consider criminal law issues and review legal cases.

In the second semester, students will develop knowledge and cognitive skills to comprehend economic concepts, principles and models. They will select data and information from sources to analyse and evaluate economic issues and outcomes. Students will focus on how society solves the basic economic problem of scarcity and balancing the needs and wants of participants in society.

The study of Economics can establish a basis for further education and employment in the fields of economics, management, business, accounting, finance, law and political science.

Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics.

### Course Outline

- The assessment types in this course will model those utilised in senior Economics and Legal Studies.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• The Economic Problem	• Combination Examination
<b>Term 2</b>	• Markets and Developing Economies	• Research Report
<b>Term 3</b>	• Introduction to the Legal System	• Combination Examination
<b>Term 4</b>	• Youth and the Law	• Research Report

### Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter into General Economics and/or Legal Studies. This course will develop students' digital literacy and economic thinking skills. Students will also question social values, justice and equitable outcomes.

### Readiness Criteria (recommendation)

There are no pre-requisites for this course.

### Incompatible Subjects

Students CANNOT select this subject if they have also chosen to study Business / Accounting or Economics / Legal Studies.

### What is this course about?

This subject is designed for students who are interested in studying senior Applied Business Studies and/or a Certificate III in Business.

The study of Business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the well-being and sustainability of the economy, the environment and society.

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. Students will apply business practices and functions, analyse business information and propose and implement outcomes and solutions.

This subject provides students with opportunities to develop their business knowledge and understanding through applying business practices and functions in various contexts. Students will analyse business information and will have opportunities to propose and implement outcomes and solutions. Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

### Course Outline

- The assessment types in this course will model those outlined in the Australian Curriculum.
- Students will receive an overall subject result (A–E).

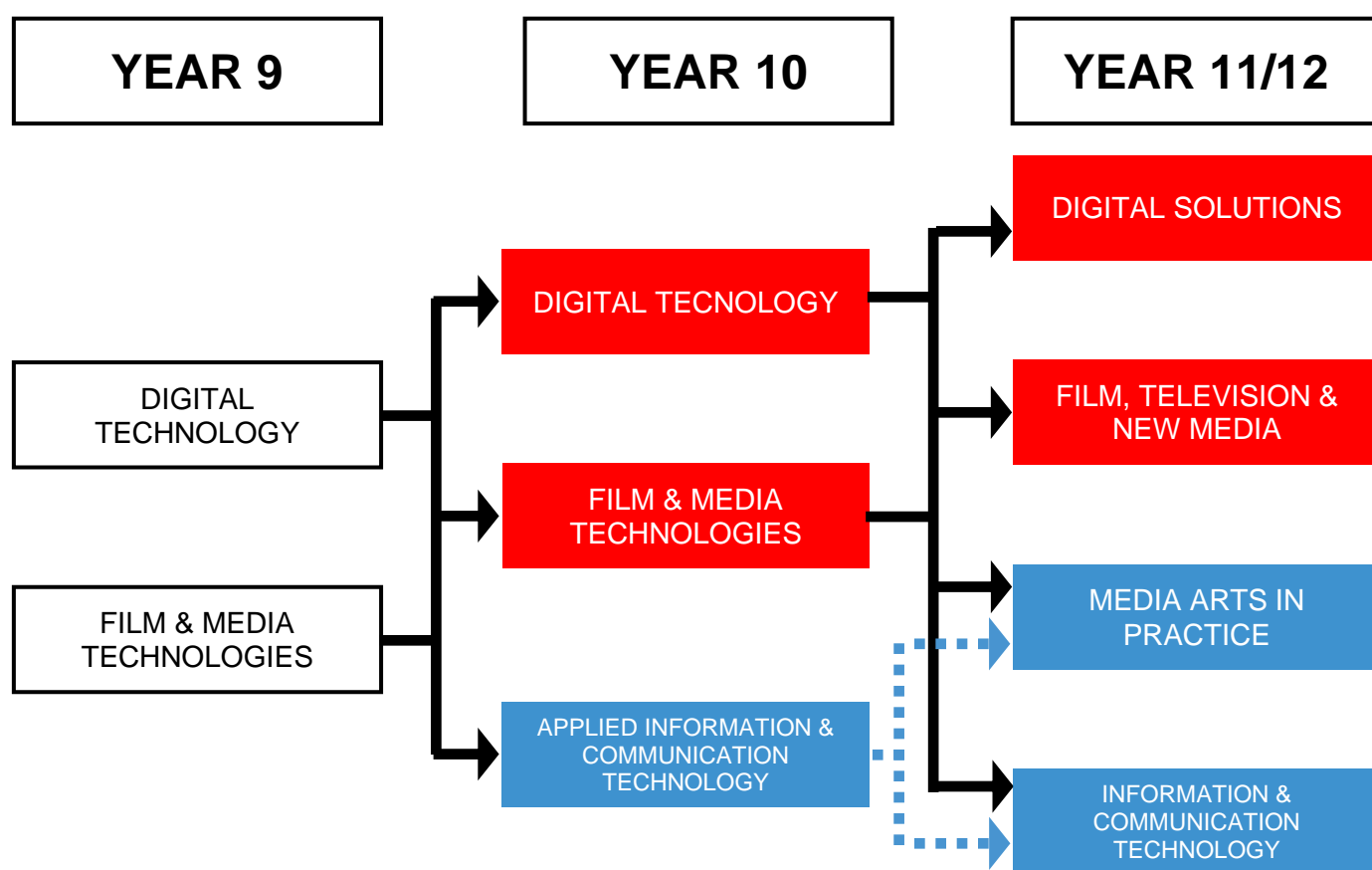
	YEAR 10 UNITS	YEAR 10 ASSESSMENT
Term 1	• Business Fundamentals	• Combination Examination
Term 2	• Marketing	• Project
Term 3	• Operating a Small Business	• Project
Term 4	• Personal Finance	• Combination Examination

### Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter into Applied Business Studies and/or a Certificate III in Business. This course will also prepare students to be adaptable, demonstrate initiative, solve problems and work with others.

## Learning Area:

# DIGITAL TECHNOLOGY AND MEDIA



Digital Solutions

Film, Television and New Media

Information & Communication Technology

Media Arts in Practice

### Readiness Criteria (pre-requisite)

Students will need to achieve a minimum C result in their Year 9 English course.

### What is this course about?

In Digital Technology, students learn about algorithms, code and user interfaces by generating digital solutions to problems. They engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways whilst understanding the need to encrypt and protect data and confidential online records.

Students develop creative problem-solving, critical thinking, effective communication skills and collaborative techniques. They understand the personal, local and global impact of computing and the issues associated with the ethical integration of technology into our daily lives.

Students engage in practical problem-based learning that enables them to explore and develop ideas, generate digital solutions and evaluate impacts, inputs, processes and solutions. They understand that solutions enhance their world and benefit society. Students analyse problems and apply computational, design and systems-thinking processes to structure and model digital solutions.

### Course Outline

- The majority of the assessment in this course will be via examinations and Problem-Solving project folios.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Digital Systems - Computational Thinking	• Project Folio
<b>Term 2</b>	• Defining and Managing projects - Defining and decomposing problems	• Project Folio
<b>Term 3</b>	• Designing - Data driven website	• Product
<b>Term 4</b>	• Implementing and Evaluating - small scale data driven solution	• Examination and Extended written

### Pathways in Senior

This course extends on the learnings from Digital Technology in Years 7 to 9 and is designed as a pathway into (General) Digital Solutions and (Applied) Information Communication Technology.

Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

# Film & Media Technologies

General Year 10 subject

Year 10  
General

## Readiness Criteria (recommendation)

There are no pre-requisites for this course.

## What is this course about?

Film & Media Technologies fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

## Course Outline

- The majority of the assessment in this course will be via project work and written assessment.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
Term 1	• Film Basics	• TV Segment using TV conventions
Term 2	• Film Critique	• Film Critique and Analysis
Term 3	• Story Types	• Genre Production - Short film production in a specified genre
Term 4	• Film for Expression	• Music Video Clip and Music Video analysis

## Pathways in Senior

This course is an introduction to Year 11 & 12 Film, Television and New Media and (Applied) Media Arts in Practice. The study of media develops a twenty-first century media literacy that is a life-skill as well as highly transferable communication and thinking skills.

Film, Television and New Media allows for creative self-expression and future participation in a diverse range of global media contexts. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

### Readiness Criteria (recommendation)

There are no pre-requisites for this course.

### What is this course about?

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today. The course has a multimedia focus.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

### Course Outline

- The majority of the assessment in this course will be via project work.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Digital Design - Photography and Visual Design	• Project Folio
<b>Term 2</b>	• Web Design - Web design project	• Project
<b>Term 3</b>	• Film and Audio Design - Visual Effects using Adobe After effects	• Extended Written
<b>Term 4</b>	• Interactive Animation Design - Interactive learning object	• Project

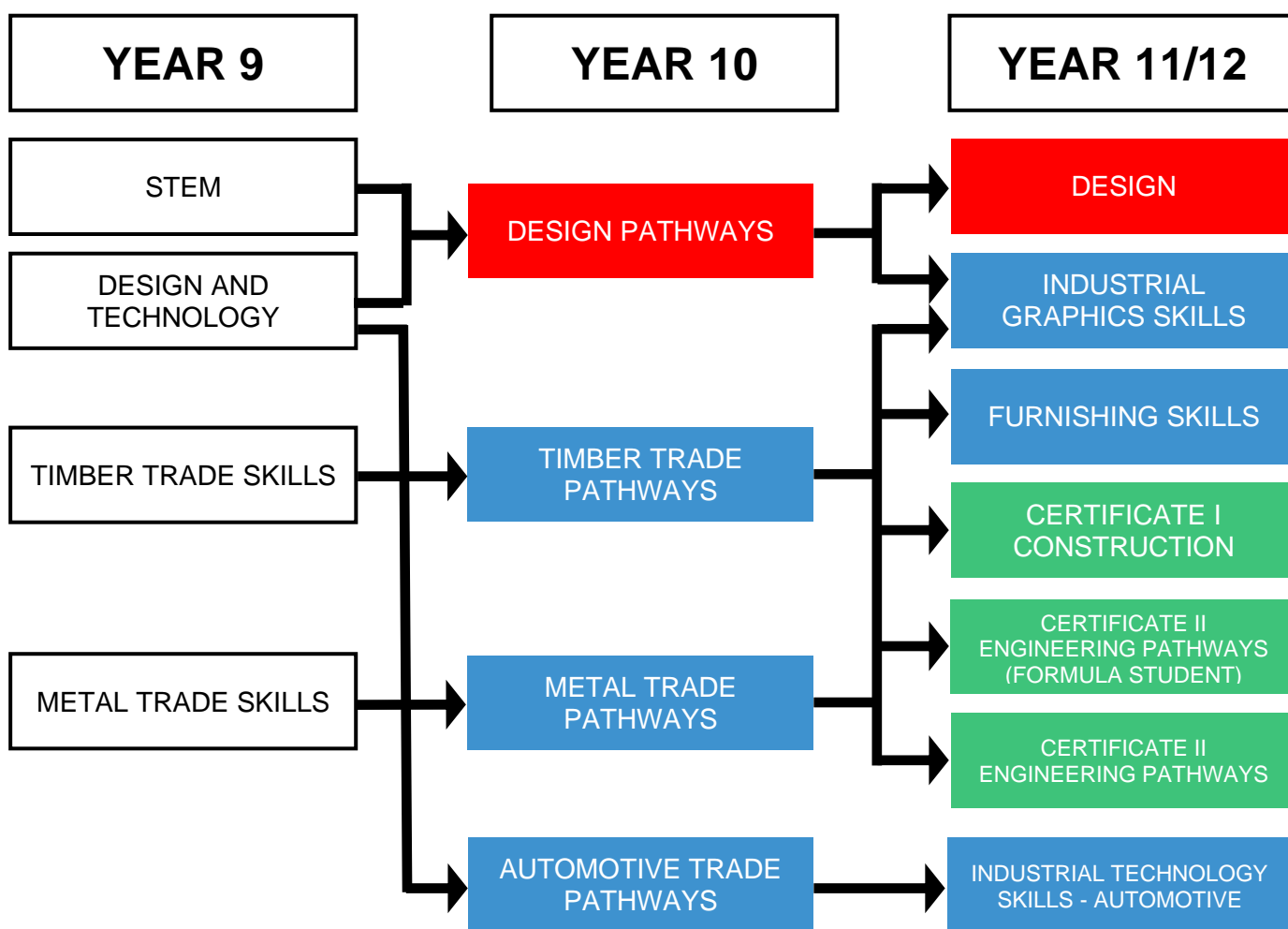
### Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter (Applied) Information Communication Technology or (Applied) Media Arts in Practice.

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

## Learning Area:

# INDUSTRIAL TECHNOLOGY AND DESIGN



- Design
- Industrial Graphics Skills
- Furnishing Skills
- Certificate I in Construction
- Certificate II in Engineering Pathways
- Certificate II in Engineering Pathways (Formula Student)
- Industrial Technology Skills - Automotive

### Readiness Criteria (pre-requisite)

Students will need to achieve a minimum C result in their Year 9 English course. It is recommended that students have an interest in sketching and creative thought.

### What is this course about?

Design Pathways is designed to be a preparatory course to enter into a study of Senior Design or Industrial Graphics Skills. During the course, students will learn about the design principles, how to explore a situation, problem or opportunity, how to develop a raft of solutions and how to create a design solution. Students will undertake design challenges that relate Human Centred Design, Sustainable Design and Consumer Design. Students will also learn how to use Computer Aided Drafting techniques to produce technical drawings for architecture and engineering applications.

Students who have an interest in entering the creative industries are encouraged to consider Design Pathways for year 10 as studying Senior Design will set students up to enter careers where they identify a gap in the market or a solution to a problem and then solve it. This course will prepare students for careers such as Engineering (all disciplines), fashion design, Architecture, entrepreneurial ventures, product design and many more.

Students will complete design folios that include sketching, exploring, researching and displaying information graphically. These folios will build a framework to their skills in exploring and developing ideas. Students will also undertake exams in which the explore phase of the design process is completed for them and they will respond to a stimulus to develop a design solution.

### Course Outline

- Students will complete Design Folios and Exams
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Design Principles	• Design Folio
<b>Term 2</b>	• Consumer Design	• Examination
<b>Term 3</b>	• Engineering Drafting	• CAD Technical Drawing Folio
<b>Term 4</b>	• Architectural Drafting	• CAD Technical Drawing Folio

### Pathways in Senior

At the completion of this course, students should have the prior knowledge and skills to enter Senior Design or Industrial Graphics Skills. Whilst students will be exposed to a variety of the 21<sup>st</sup> century skills, the course will have a focus on critical and creative thinking.



### Readiness Criteria (recommendation)

There is no pre-requisite study required to undertake this course, students will be taught foundation skills in the first unit of study.

### What is this course about?

Timber Trade Pathways is designed for students who are interested in pursuing a trade, working with their hands or further VET study. It incorporates a project-based approach to teaching both practical skills and the underlying work readiness skills needed for a career in the Timber Trades.

Students will learn to design furniture items, produce practical projects from specifications, read and interpret plans and generate working drawings. During the course of study, students will experience all facets of planning and completing a project.

Timber Trade Pathways is suited to students who are interested in pathways beyond school that lead to vocational education or an Apprenticeship for a related trade. A course of study in Timber Trade Pathways can establish a basis for further education and employment in the fields of Carpentry, Cabinet Making, Landscaping, Plumbing, Draftsperson and other trade pathways.

### Course Outline

- Nearly all assessments in this course of study will include a practical project and a Folio of related tasks. There will be a practical exam.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Decorative Furnishing	• Project and Folio
<b>Term 2</b>	• Furnishing Skills	• Practical Demonstration
<b>Term 3</b>	• Project Management	• Project and Folio
<b>Term 4</b>	• Furnishing Skills	• Project and Folio

### Pathways in Senior

At the completion of this course, students should have the prior knowledge and skills to enter Certificate I in Construction, Industrial Graphics Skills and Furnishing Skills. This course will prepare students to use a variety of hand and power tools, read and interpret plans and instructions, manage projects, document procedures and apply Work Health and Safety procedures to a simulated work environment.

### Readiness Criteria (recommendation)

There is no pre-requisite study required to undertake this course, students will be taught foundation skills in the first unit of study.

### What is this course about?

Metal Trade Pathways is designed for students who are interested in pursuing a trade, working with their hands or further VET study. It incorporates a project-based approach to teaching both practical skills and the underlying work readiness skills needed for a career in the Metal Trades.

Students will undertake units in Sheet Metal Fabrication, Plate Metal Fabrication and Fitting and Turning. During these units, students will produce practical projects from specifications, read and interpret plans and generate working drawings. During the course of study, students will experience all facets of planning and completing a project.

Metal Trade Pathways is suited to students who are interested in pathways beyond school that lead to vocational education or an Apprenticeship for a related trade. A course of study in Metal Trade Pathways can establish a basis for further education and employment in the fields of Boiler Making, Fitting and Turning, Sheet Metal Fabrication, Draftsperson and other trade pathways.

### Course Outline

- Nearly all assessments in this course of study will include a practical project and a Folio of related tasks. There will be a practical exam.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Sheet Metal Fabrication	• Project and Folio
<b>Term 2</b>	• Fitting and Turning	• Practical Demonstration
<b>Term 3</b>	• Fitting and Turning	• Project and Folio
<b>Term 4</b>	• Open Elective Option (TBC)	• Project and Folio

### Pathways in Senior

At the completion of this course, students should have the prior knowledge and skills to enter Certificate II in Engineering Pathways, Formula Student and Industrial Graphics Skills. This course will prepare students to use a variety of hand and power tools, fixed machinery, read and interpret plans and instructions, manage projects, document procedures and apply Work Health and Safety procedures to a simulated work environment.

### Readiness Criteria (recommendation)

There is no pre-requisite study required to undertake this course, students will be taught foundation skills in the first unit of study.

### What is this course about?

Automotive Trade Pathways is designed for students who are interested in pursuing a trade, working with their hands or further VET study. It incorporates a project-based approach to teaching both practical skills and the underlying work readiness skills needed for a career in the Automotive Trades.

Students will learn about Automotive Electrical systems ranging from lights to sound systems, general mechanical work including fault finding, disassembling and reassembling vehicle components, how to plan and undertake maintenance tasks and how to work safely within the Automotive Industry. During the course of study, students will work on motor vehicles and operate machinery.

Automotive Trade Pathways is suited to students who are interested in pathways beyond school that lead to vocational education or an Apprenticeship for a related trade. A course of study in Automotive Trade Pathways can establish a basis for further education and employment in the fields Auto Mechanic, Diesel Fitting, Auto Electrician and other trade pathways.

### Course Outline

- Nearly all assessments in this course of study will include a practical project and a Folio of related tasks. There will be a practical exam.
- Students will receive an overall subject result (A–E).

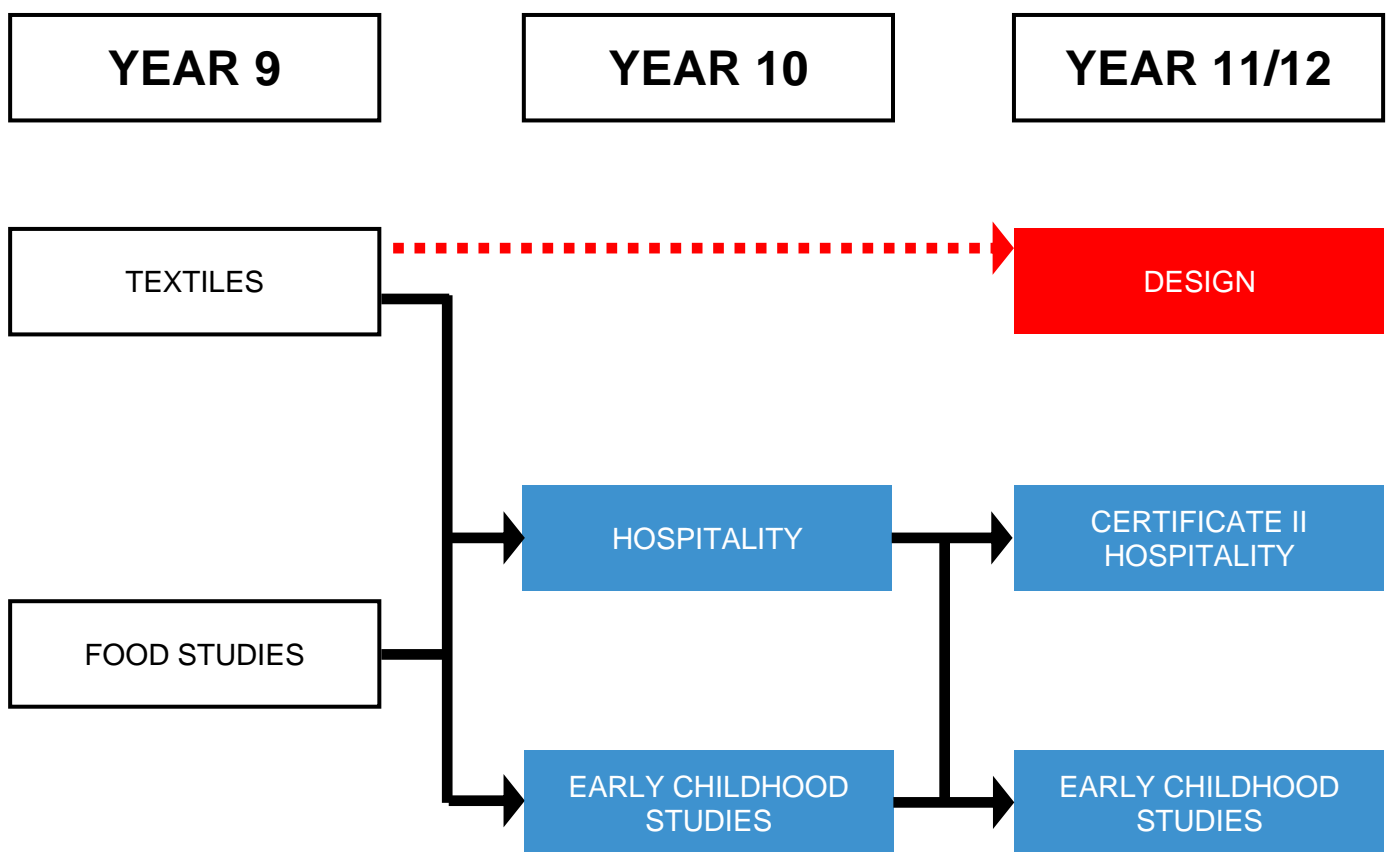
	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Automotive Mechanical	• Project and Folio
<b>Term 2</b>	• Fitting and Turning	• Practical Demonstration
<b>Term 3</b>	• Automotive Electrical	• Project and Folio
<b>Term 4</b>	• Automotive Maintenance	• Practical Demonstration

### Pathways in Senior

This is a pilot course with plans to flow into Year 11 Industrial Technology Skills - Automotive. At the completion of this course, students should have the prior knowledge and skills to enter Industrial Technology Skills - Automotive. This course will prepare students to use a variety of hand and power tools, read and interpret plans and instructions, manage projects, document procedures and apply Work Health and Safety procedures to a simulated work environment.

Learning Area:

# HOME ECONOMICS



Early Childhood Studies  
Certificate II in Hospitality

### Readiness Criteria (recommendation)

There are no pre-requisites for this course.

### What is this course about?

Early Childhood Studies in year 10 is designed for students who want to continue with this course in Year 11. It focuses on learning about children aged from birth to five years. A cornerstone of the subject is the significance of play to a child's development. Play involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world. Students explore play-based learning activities.

Students explore the areas of development and develop play-based learning activities for children. They plan, justify and evaluate play-based learning activities responsive to the areas development as well as valuating contexts in early childhood learning.

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Depending on qualifications, opportunities exist as early childhood educators or teacher's aides or assistants in early childhood settings, childcare facilities, kindergartens and early learning centres.

### Course Outline

- The assessment types in this course will model those outlined in the Australian Curriculum.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Areas of Development	• Extended Response
<b>Term 2</b>	• Learning through Play	• Project
<b>Term 3</b>	• Literacy and Numeracy	• Project
<b>Term 4</b>	• Environment	• Investigation

### Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter to Early Childhood Studies.

### Readiness Criteria (recommendation)

There are no pre-requisites for this course.

### What is this course about?

Hospitality in Year 10 is designed for students who want to enter Certificate II in Hospitality in year 11 or who have a keen interest in the industry. Students will learn the basic skills and knowledge for the food and beverage industry. They will be trained in a variety of areas including, food production, beverage preparation and basic food service, all whilst gaining the core skills for the hospitality industry. Students will have the opportunity to put their knowledge and skills into practice through practical functions at school.

This subject prepare students for a range of Food and Beverage related jobs and hospitality courses. Possible job titles may include; Bar Attendant/Manager; Barista; Waiter/ Waitress; Gaming Attendant; Catering Assistant; Restaurant/Café Manager or Event Coordinator.

### Course Outline

- The assessment types in this course will model those outlined in the Australian Curriculum.
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Coffee Culture	• Folio
<b>Term 2</b>	• High Tea	• Function and Event Journal
<b>Term 3</b>	• My Canteen Rules	• Practical Skills and Folio
<b>Term 4</b>	• Introduction to the Hospitality Industry	• Assignment

### Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter to Certificate II in Hospitality.

Learning Area:

# LANGUAGES



Chinese

### Readiness Criteria (pre-requisite)

Students will need to achieve a minimum C result in their Year 9 Chinese course.

### What is this course about?

The central goal of learning Chinese language is communication. Students participate in a range of interactions in which they exchange meaning and become active participants in understand and constructing written, spoken and visual texts. Communicating with people from Chinese-speaking communities provides students with the opportunity to exam the structures of the language as well as the linguistic structures of English. Students also explore cultural diversity, which leads to intercultural understanding.

Language learning occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes and in a manner appropriate to the context. In creating and evaluating texts students will learn how the skills of critical and creative thinking, intellectual flexibility and problem solving. Students are required to use language in a meaningful way through the exchange of information and ideas relevant to their own life experiences. For communication to be relevant and useful students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit with the student's life experience.

### Course Outline

- Students will complete Design Folios and Exams
- Students will receive an overall subject result (A–E).

	YEAR 10 UNITS	YEAR 10 ASSESSMENT
<b>Term 1</b>	• Education and School	• Examination
<b>Term 2</b>	• Healthy Eating	• Multi-modal oral presentation
<b>Term 3</b>	• Festivals and Celebrations	• Examination
<b>Term 4</b>	• Travel and Technology	• Examination

### Pathways in Senior

At the completion of this course, students will have the prior knowledge and skills to enter Chinese. This course will also prepare students to communicate in Chinese, which is an important 21<sup>st</sup> century skill. Students will develop knowledge, understanding and skills that enable successful participation in a global society.

Chinese is suited to students who are interested in pathways beyond year 12 that lead to further study.