Year 9 into 10 Subject Guide

2026

Respect *Learning* *Community* *Creativity*

Contents

Choosing what to study in year 10

Our vision at Ferny Grove SHS is for every individual to discover their passion on their pathway of learning.

As Year 9 students, you are nearly halfway through high school and ready to take the next big step, choosing your Year 10 subjects.

This year in PACE, you have explored your interests, strengths, and future goals. These insights should guide your subject choices for next year, helping you build a strong foundation for Senior School and beyond.

Choosing subjects for Year 10 is a key decision. It can influence your success, enjoyment of school, and future career options, so take the time to reflect, plan, and choose wisely.

Overall Plan

As an overall plan, it is suggested that you choose subjects which:

- You enjoy.
- You have enjoyed some success in.
- Will help you achieve your chosen career goals or keep your career options open.
- Will develop skills, knowledge and attitudes useful throughout your life.

If you follow these guidelines and ask for help when you need it, you should come up with a study program that is appropriate for you and that you will enjoy.

Find out about the subjects or units of study offered in Year 10

It is important to find out as much as possible about the subjects offered at school.
The following ideas will help:

- read this subject guide and the descriptions provided;
- talk to the Heads of Department and Subject Teachers;
- look at textbooks and resources used by students in the subjects;
- talk to students who are already studying the subjects;

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered) and how it is taught and assessed.

Your choice of subjects may affect your choice of a study program in Years 11 and 12.
For example:

- It will be difficult in the future to take Senior Mathematical Methods and Specialist Mathematics without a strong background in Years 8, 9 and 10 Mathematics.
- Chemistry and Physics will be more manageable if good results are obtained in Years 8, 9 and 10 Mathematics and Science.
- Music and Languages in the senior years always require previous study in Years 8, 9 and10.
- Successful achievements in pre-requisite subjects in Year 10 are required to enroll in particular Year 11 and 12 subjects.

Subjects on offer for 2026

English	**Mathematics**	**HPE**
English	Pre-General Mathematics	Health and Physical Education
Literacy Short Course*	Pre-Methods Mathematics	Physical Education and Fitness
	Numeracy Short Course*	Health Education
Humanities and Social Sciences	**The Arts**	**Business / Technology**
Ancient History	Drama	Business
Economics	Media Arts	Accounting Fundamentals
Geography	Music	Design Technology
Law	Visual Art	Food and Nutrition Technology
Modern History	**Languages**	Hospitality
Science	German	Industrial Technology Manufacturing
Science	German Immersion (Full Year)	Information Technology
Agricultural Science	Indonesian	Agricultural Practices
Vocational Education and Training		
FSK20119 – Certificate II in Skills for Work and Vocational Pathways	22691VIC – Certificate II in General Education for Adults	FNS20120 – Certificate II in Financial Services

* Students who select the Literacy Short Course must study Essential English in Year 11;
* Students who select the Numeracy Short Course must study Essential Mathematics in Year 11.
* Short courses run for one semester only.

Why study Vocational Education?

Studying a Certificate II in Vocational Education is a great choice for Year 10 students because it helps you develop practical skills that are useful in any workplace. The courses focuses on important abilities like communication, teamwork, time management, and problem-solving—skills that employers look for no matter what job you choose in the future.

It is a hands-on way to learn how to be confident, responsible, and prepared for the world of work. Doing these qualifications can also give you a head start when applying for jobs or further training after school.

Subject Options for Year 10, 2026

English (Must Choose)	☐ English		
Mathematics (Must Choose **1**)	☐ Pre-General Mathematics	☐ Pre- Methods Mathematics	
Science (Must Choose)	☐ Science		
Humanities and Social Sciences History (Must Choose **1**)	☐ Modern History	☐ Ancient History	
Health and Physical Education (Must Choose)	☐ Health and Physical Education		
Vocational Education (Must Choose **1**)	☐ Certificate II in Financial Services	☐ Certificate II General Education for Adults	☐ Certificate II in Skills for Work and Vocational Pathways
Electives (Must Choose **3**)	☐ Accounting Fundamentals	☐ Food and Nutrition Technology	☐ Law
	☐ Ancient History	☐ German	☐ Media Arts
	☐ Agricultural Science	☐ Geography	☐ Modern History
	☐ Agricultural Practices	☐ Hospitality	☐ Music
	☐ Business	☐ Health Education	☐ Physical education & Fitness
	☐ Drama	☐ Industrial Technology Manufacturing	☐ Visual Art
	☐ Design Technology	☐ Information Technology	
	☐ Economics	☐ Indonesian	

*****FAST students only select two electives; they do not need to choose a Vocational Education course as they do Cert II Sport Coaching as part of FAST.

*****German Immersion select **one** Vocational Education subject and **one** elective.

*****STEM students only select two electives; they do not need to choose a Vocational Education course as they do Cert II Active Volunteering as part of STEM.

Senior Subjects offered at Ferny Grove SHS in years 11 & 12

	MATHEMATICS		**TECHNOLOGIES**		**SCIENCE**
	General		***General***		***General***
	General Mathematics		Design		Agricultural Science
	Mathematical Methods		Digital Solutions		Biology
	Specialist Mathematics		Food & Nutrition		Chemistry
	Applied		Engineering		Physics
	Essential Mathematics		***Applied***		Psychology
			Agricultural Practices		***Applied***
	ENGLISH		Building & Construction Skills		Science in Practice
	General		Engineering Skills		Agricultural Practices
	English		Furnishing Skills		
	Literature		Hospitality Practices		**THE ARTS**
	Applied		***Vocational Education***		***General***
	Essential English		Certificate II in Hospitality		Drama
	HUMANITIES		Certificate III in Information Technology		Music
	General				Music Extension (Composition)
	Accounting				Music Extension (Performance)
	Ancient History		**HEALTH & PHYSICAL EDUCATION**		Visual Art
	Business		***General***		***Applied***
	Economics		Health		Visuals Arts in Practice
	Geography		Physical Education		
	Legal Studies		***Applied***		**LANGUAGES**
	Modern History		Sport & Recreation		***General***
	Applied		***Vocational Education***		German
	Social & Community Studies		Certificate III - Fitness		German Extension
	Tourism				***Senior External Exam Only***
	Vocational Education				Indonesian
	Certificate III - Business				

Pre-requisites for General Subjects in Year 11 and 12

To ensure students are successful with Senior General Subjects the following prerequisites must be met. Students must demonstrate the identified standard/s on their Year 10 Semester Reports.

GENERAL SUBJECT	PRE-REQUISITES
MATHEMATICS	
General Mathematics	Year 10 Mathematics - ***Pre-General*** - C or higher (MAT)
Mathematical Methods	Year 10 Mathematics ***Pre Methods*** - B or higher (MAX)
Specialist Mathematics (must be studied in conjunction with Mathematical Methods)	Year 10 Mathematics ***Pre-Methods*** - B or higher (MAX)
ENGLISH	
English	Year 10 English - Minimum C however B recommended
Literature	Year 10 English - Minimum C however B recommended
HUMANITIES SUBJECTS - (LAW AND YOU, ANCIENT HISTORY, EXTREME GEOGRAPHY, MODERN HISTORY, ECONOMICS AND YOU)	
Accounting	Year 10 Business **OR** Year 10 English - C or higher
Ancient History	Year 10 Humanities **OR** Year 10 English - C or higher
Business	Year 10 Business **OR** Year 10 English - C or higher
Economics	Year 10 Humanities **OR** Year 10 English - C or higher
Geography	Year 10 Humanities **OR** Year 10 English - C or higher
Legal Studies	Year 10 Humanities **OR** Year 10 English - C or higher
Modern History	Year 10 Humanities **OR** Year 10 English - C or higher
TECHNOLOGIES	
Design	Year 10 Design **OR** Year 10 English - C or higher
Digital Solutions	Year 10 Information Technology **OR** Year 10 Mathematics (MAT or MAX) - C or higher
Engineering	Year 10 Mathematics - B or higher (MAT or MAX)
Food & Nutrition	Year 10 Food & Nutrition **OR** Year 10 English - C or higher
HEALTH & PHYSICAL EDUCATION	
Health	Year 10 English – C or higher
Physical Education	Year 10 English – C or higher
SCIENCE	
Agricultural Science	Year 10 Science - C or higher ***and*** Year 10 English - C or higher Recommended Year 10 Mathematics - C or higher (MAT or MAX)
Biology	Year 10 Science - B or higher ***and*** Year 10 English - C or higher Recommended Year 10 Mathematics - C or higher (MAT or MAX)
Chemistry (recommended to be studied in conjunction with Mathematical Methods)	Year 10 Science - B or higher ***and*** Year 10 English - C or higher **and** Year 10 Mathematics - B or higher (MAT or MAX)
Physics (recommended to be studied in conjunction with Mathematical Methods)	Year 10 Science - B or higher ***and*** Year 10 English OR - C or higher **and** Year 10 Mathematics - B or higher, (MAT or MAX)
Psychology	Year 10 Science - C or higher ***and*** Year 10 English - C or higher Recommended Year 10 Mathematics - C or higher (MAT or MAX)
LANGUAGES	
Indonesian	Year 10 Indonesian – C or higher
German	Year 10 German – C or higher
German Extension (Units 3 & 4 only) Year 12	Year 11 German or German Acceleration - B or higher
THE ARTS	
Drama	Year 10 Drama **OR** Year 10 English - C or higher
Music	Year 10 Music **OR** Year 10 English - C or higher ***and*** an interview process to determine music experience.
Music Extension (Units 3 & 4 only) Year 12	Year 11 Music – B or higher ***and*** an interview/audition process to determine music experience and ability.
Visual Art	Year 10 Art **OR** Year 10 English – C or higher

Vocational Education Courses of Study

FSK20119 – Certificate II in Skills for Work and Vocational Pathways

Ferny Grove State High School is a Registered Training Organisation (RTO) National Provider Number: 30279

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who are seeking a pathway to employment or vocational training, skill development in reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3. Opportunities are provided to develop entry level digital literacy and employability skills and a vocational training and employment plan.

Pathways This provides a foundation for a broad range of entry level positions. Follow link for qualifications pathway information within the Training Package. http://training.gov.au/Training/Details/FSK20119

Objectives By the conclusion of the course of study, students should have developed the foundational employability skills required for entry level employment.

Structure Students will study this Certificate II through the following projects:

Project	Title	Topics Covered
1	**Workplace Documents & Forms**	**Build real-world skills for your future career!** Students use digital technology and keyboarding to complete practical workplace tasks, like filling out employment forms, creating invoices and letters, placing orders, and calculating postage. These activities help develop essential adminisrtation and office skills that are highly valued in many careers. You'll also answer key questions to boost your workplace knowledge and confidence.
2	**Career Development**	**Plan your future with purpose!** Students explore their personal values, strengths, learning styles, and career goals through a range of self-assessments and planning activities. They develop a formal learning plan, career and training goals, and build a professional portfolio, including a current resume. Plans are regularly reviewed and updated with guidance from a teacher or career advisor, helping students stay on track for success in the workplace.
3	**Work Health & Safety**	**Stay safe and sharp in the workplace!** Students learn to follow safe work procedures, respond to signs and symbols, handle disruptions and emergencies, and report WHS incidents, building essential skills for any career. They also read and interpret workplace documents like maps, rosters, spreadsheets, and policies. These activities develop confidence in navigating real-world work environments and understanding key safety and operational procedures.

Core Units	Elective Units
FSKLRG011 Use routine strategies for work-related learning	**FSKLRG009** Use strategies to respond to routine workplace problems **FSKLRG010** Use routine strategies for career planning **FSKRDG008** Read and respond to information in routine visual and graphic texts **FSKRDG009** Read and respond to routine standard operating procedures **FSKWTG008** Complete routine workplace formatted texts **FSKRDG002** Read and respond to short and simple workplace signs and symbols **FSKWTG001** Complete personal details on extremely simple and short workplace forms **FSKLRG007** Use strategies to identify job opportunities **FSKDIG001** Use digital technology for short and basic workplace tasks **FSKNUM001** Use beginning whole number skills up to 100 for work **TLIK2003** Apply keyboard skills **BSBPEF101** Plan and prepare for work readiness **SIRXWHS001** Work safely

Assessment
This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment may consist of observations, case studies, assignments, team projects, short answer questions, practical activities and portfolio.

22691VIC – Certificate II in General Education for Adults

Ferny Grove State High School is a Registered Training Organisation (RTO) National Provider Number: 30279
The Certificate II in General Education for Adults focuses on the extension of literacy skills to engage with and create complex texts for less familiar contexts and the development and application of oral and written numeracy skills in less familiar situations.

What will students learn? This course helps students build confidence in reading, writing, maths, and digital skills while exploring real-world topics through hands-on projects. It's designed for learners who want to improve their skills for work, further study, or everyday life.

Pathways This provides a foundation for a broad range of entry level positions.

Objectives By the conclusion of the course of study, students should have developed the foundational employability skills required for entry level employment.

Structure

Project	Title	Topics Covered
1	**Legal Eagle**	Students will develop the skills and knowledge to investigate a topic. The learner will create a PowerPoint presentation and engage with multiple texts for personal and learning purposes. During this unit students will conduct a project where they investigate a crime. They will be required to develop a plan, prepare the required resources and run the project.
2	**Maths and Careers**	Student will develop their skills and knowledge around shapes, measurement and investigate numerical and statistical information. They will have the opportunity to discuss their mathematical knowledge with their trainer to solidify their understanding of these competencies and will look at real-world mathematical situations. Students will also develop the skills and knowledge to investigate pathway options and create a learning plan. The learner will create and maintain both an individual learning plan and portfolio to develop their prospective pathway in life.
3	**Investigating features of Australian culture and world issues**	Student will develop their skills and knowledge around the features of Australian culture and world issues. They will have the opportunity to create a film review on an Australian movie that is iconic. Students will create letters for the Government addressing domestic and world issues.
4	**Investigating Australian Environmental Issues**	Student will develop their skills and knowledge around engaging and creating complex texts. They will have the opportunity to discuss their knowledge with their trainer to solidify their understanding of these competencies and will look at real-world situations like the 2011 Queensland Floods.

Core Units (2)	Elective Units (9)
VU23817 - Research pathways and produce a learning plan and portfolio **VU23818** – Research, Implement and review a project	**VU23828** – Work with measurement and geometry in less familiar situations **VU23829** – Work with statistics and probability in less familiar situations **VU23824** – Create complex texts for personal purposes **VU23825** – Create complex texts for learning purposes **VU23819** – Engage with a range of complex texts for personal purposes **VU23822** – Engage with complex texts to participate in the community **VU23831** – Investigate an environmental issue **VU23834** – Investigate features of Australian Culture **VU23850 –** Investigate current issues

Assessment
This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment may consist of observations, case studies, assignments, team projects, short answer questions, practical activities and portfolio.

FNS20120 – Certificate II in Financial Services

Ferny Grove State High School is a Registered Training Organisation (RTO) National Provider Number: 30279

Explore the World of Business and Finance

This course introduces students to key business and financial skills through practical, hands-on learning. Students will:

- Gain insight into the Australian financial system
- Learn how credit works and how to manage money
- Create budgets and savings plans
- Use business software and write professional documents
- Develop teamwork, communication, and organisational skills
- Understand customer service and risk management

This course is a great starting point for anyone interested in business, finance, or simply building smart money habits for the future.

Objectives By the conclusion of the course of study, students should have developed the foundational employability skills required for entry level employment.

Structure
This course is Project Based

Project	Title	Topics Covered
1	**Personal Budgeting**	Demonstrate skills and knowledge required to develop, implement and monitor a personal savings budget.
2	**Develop Savings Plan**	Demonstrate the skills and knowledge required to develop and implement a savings plan to achieve identified goals and includes understanding the role of the savings plan, the risk/return relationship and how to determine appropriate savings vehicles to maximise savings.
3	**Debt and Consumer Credit**	Demonstrate the skills and knowledge required to understand the functions and implications of different forms of credit, and the strategies and methods to make decisions regarding management of personal debt and use of credit facilities.
4	**Taxation**	Demonstrate the skills and knowledge required to understand the role of taxation in the Australian economy, including why and how tax is levied and collected, types of taxes paid by business and individuals, and its impact on investment choices.
5	**Work Health and Safety**	Students read and interpret signage, follows safe work procedures; identify and report hazards, consult on WHS issues
6	**Financial Services Industry**	Students develop spreadsheets and graphs, access databases, developed debt collection letter, respond to enquiries, research and share financial information

Core Units (4)	Elective Units (4)
BSBCMM211 Apply communication skills **BSBTEC201** Use business software applications **BSBWHS211** Contribute to health and safety of self and others **FNSINC311** Work together in the financial services industry	**FNSFLT211** Develop and use a personal budget **FNSFLT212** Develop and use a savings plan **FNSFLT213** Develop knowledge of debt and consumer credit **FNSFLT216** Develop knowledge of taxation

Assessment

This course is competency based. The assessment may consist of observations, case studies, assignments, team projects, short answer questions, practical activities and portfolio.

ENGLISH

English	Core
The Year 10 English Course aligns with Version 9 Australian Curriculum	
Year Level Description	The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years. In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context. The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and word authors,. Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.
Assessment	Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical. Examples include: • narratives; • arguments that include analytical expositions and discussions; • analysis and responses that include personal reflections; and • critical responses for a range of audiences.
Pathways to Year 11 & 12	All students study an English subject in Years 11 and 12, either a General English subject (English/Literature) or the Applied English subject, Essential English.
Other relevant Considerations	N/A
Associated Costs	N/A

Literacy Short Course

Units of Study	Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. **Topic 1**: Personal Identity and education **Topic 2**: Workplace Contexts
Unit Description	**Topic 1: Personal identify and education** In **Topic 1**, students develop reading, writing and oral communication skills through activities related to personal identity, achieving personal goals, and understanding and interacting with the wider community. Students learn to make meaning from a range of different text types (e.g. procedural, persuasive, informative, creative, technical, regulatory and descriptive) by comprehending the ideas and information within them. They identify their own purposes for reading/viewing, and seek to understand the role they play in conveying ideas and information in their own responses and understanding them in others' texts. Students may engage in a range of popular culture texts to explore relationships, behaviour and identity. Students also identify and develop the knowledge, communication skills and strategies needed to communicate ideas and information according to purpose, audience and context. Oral communication may be transactional and/or interpersonal. Transactional exchanges are primarily practical in purpose, while interpersonal exchanges involve speakers engaging with each other. This topic consists of four interrelated core skills: • writing • oral communication • reading and viewing **Topic 2: Workplace contexts** In **Topic 2**, students develop reading, writing and oral communication skills through activities that relate to workplace contexts, which may include the work environment, preparing for and seeking employment, training situations, operating in an existing workplace, entering a new work environment, and/or exploring relationships and behaviour in the workplace. Students learn to make meaning from different workplace contexts and work-related text types (e.g. procedural, persuasive, informative, creative, technical, regulatory and/or descriptive) by comprehending the ideas and information within them. They also identify their own purposes for reading/viewing, and seek to understand the role they play in the construction of meaning within workplace contexts. Students may engage in a range of popular culture texts to further explore relationships, behaviour and issues in work contexts. Students also identify and develop the knowledge, communication skills and strategies to shape language according to purpose, audience and context. Oral communication may be transactional and/or interpersonal. Transactional exchanges are primarily practical in purpose, while interpersonal exchanges involve speakers engaging with each other. This topic consists of four interrelated core skills: • writing • oral communication • reading and viewing
Learning Experiences	The syllabus objectives outline what students have the opportunity to learn. 1 Comprehend ideas and information in familiar and unfamiliar texts. 2 Communicate ideas and information.
Assessment	Schools develop two assessment instruments to determine the student's exit result. • Topic 1: Personal Identity and education One assessment consisting of a portfolio of short written texts, in connection with a class novel (IA1) up to 600 words. • Topic 2: Workplace contexts One assessment consisting of a mock spoken job interview (IA2) up to 6 minutes
Pathways to Year 11 & 12	A course of study in Literacy 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 professional and industry groups. Students will study Essential English in Years 11 and 12
Other relevant considerations	N/A
Associated Costs	N/A

MATHEMATICS

Pre-General Mathematics	Core
The Year 10 Pre-General Mathematics Course aligns with Version 9 Australian Curriculum	
Year Level Description	In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Students further develop proficiency and positive dispositions towards mathematics and its use as they: • investigate the accuracy of decimal approximations to irrational real numbers; computation with real numbers in context and the use of logarithmic scales to deal with phenomena involving small and large quantities and change • apply numerical, graphical and algebraic approaches to analyse the behaviour of pairs of linear equations and linear inequalities in 2 variables • generalise and extend their repertoire of algebraic techniques involving quadratic and exponential algebraic expressions • use mathematical modelling to solve problems in applied situations • exhibiting growth or decay using linear, quadratic and exponential functions; and solve related equations, numerically, graphically and algebraically, with the use of digital tools as applicable • solve measurement problems involving the surface area and volume of common objects, composite objects and irregular objects; use Pythagoras' theorem and trigonometry of right-angled triangles to solve spatial problems in two- and three-dimensions, and manipulate images of their representations using digital tools • apply geometric theorems to deduce results and solve problems involving plane shapes, and interpret networks and network diagrams in authentic contexts • investigate conditional probability and its relation to dependent and independent events, including sampling with and without replacement; devise and use simulations to test intuitions involving chance events that may or may not be independent • compare different ways of representing the distribution of continuous data and interpret key features of the distribution; explore association between pairs of variables, decide the form of representation, interpret the data with respect to the context and discuss possible conclusions; use scatterplots to informally discuss and consider association between 2 numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation and limitations.
Assessment	Students will be exposed to a range of assessment tools including exams, diagnostic tests, and a problem solving and modelling task.
Pathways to Year 11 & 12	Students will study either Essential Mathematics or General Mathematics in Year 11. Students will not be able to study Mathematical Methods in Year 11.
Other relevant considerations	Students are expected to complete one hour of homework after each mathematics class
Associated Costs	Scientific calculators, stationery and the textbook are required for the majority of classes.

Pre-Methods Mathematics	**Core**
The Year **10 Pre-Methods Mathematics** Course aligns with Version 9 Australian Curriculum	
Year Level Description	Preparation for subsequent study of Mathematical Methods is supported by further development of aspects of mathematics from Year 10 (in addition to the Year 10 course described on the previous page). This provides a basis for building understanding that underpins Mathematical Methods and equivalent courses of study. Further development is recommended on: • operations on numbers involving fractional exponents and surds • simplification of combinations of linear expressions with rational coefficients and the solution of related equations • algebraic representations of quadratic functions of the form $ff(xx) = aaxx^2 + bbxx + cc$ • where aa, bb and cc are non-zero integers, and their transformation to the form $ff(xx) = aa(xx + h)^2 + kk$ where h and kk are non-zero rational numbers, and the solution of related equations • the graphs of $yy = \sin(xx)$ and $yy = \cos(xx)$ as functions of a real variable and the solution of related equations • the inverse relationship between exponential functions and logarithmic functions and the solution of related equations • the effect of increasingly small changes in the value of variables on the average rate of change and in relation to limiting values • relationships between angles and various lines associated with circles (radii, diameters, chords, tangents) counting principles, and factorial notation as a representation that provides efficient counting in multiplicative contexts, including calculations of probabilities
Assessment	Students will be exposed to a range of assessment tools including exams, diagnostic tests, and a problem solving and modelling task.
Pathways to Year 11 & 12	Students will study Mathematical Methods or both Methods and Specialist Mathematics in Year 11. Students may also opt to study General Mathematics in Year 11. Recommended for Physics and preferred for Chemistry.
Other relevant considerations	Students are expected to complete one hour of homework after each mathematics class
Associated Costs	Scientific calculators, stationery and the textbook are required for the majority of classes.

Numeracy Short Course	
Units of Study	Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. Topic 1: Personal identity and education Topic 2: The work environment
Unit Description	Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.
Learning Experiences	By the conclusion of the course of study, students will: • select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance • comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance • communicate using mathematical, statistical and everyday language and conventions • evaluate the reasonableness of solutions • justify procedures and decisions by explaining mathematical reasoning • solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
Assessment	First assessment consisting of two parts: • an extended response — oral mathematical presentation (Internal assessment1A) • a student learning journal (Internal assessment1B). Second assessment consisting of two parts: • an examination — short response (Internal assessment 2A) • a student learning journal (Internal assessment 2B).
Pathways to Year 11 & 12	A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups
Other relevant considerations	Students who study the Numeracy Short Course will select Essential Mathematics in Years 11 and 12.
Associated Costs	N/A

HUMANITIES AND SOCIAL SCIENCES

Humanities	Core
Units of Study	Year 10 Humanities follows a different format from that adopted in Years 7, 8 and 9. The aim of the Years 8 & 9 Humanities course is to provide students with the basic knowledge and skills required for a range of different Humanities courses. Year 10 aims to extend and develop student knowledge and skills, through specialisation of electives and core subjects that lead towards Year 11 while continuing to follow the Australian Curriculum. Year 10 students are required to study one of the two History course options available. In addition, they may also select one or more of the Humanities elective courses. This choice is made towards the end of Term 3 in Year 9. Every effort will be made to give students their first preference, but this may not be possible. ***PLEASE NOTE: None of these Year 10 courses are pre-requisites for any Year 11 course*** **Students select one of the two History courses below to study for a semester:** • Ancient History • Modern History **Students may also select any of the following semester long elective courses:** • Economics • Geography • Law • Ancient History • Modern History
Unit Description	**PLEASE READ THE FOLLOWING BRIEF DESCRIPTIONS OF THE FIVE OPTIONS OFFERED** **Ancient History** This course explores a range of societies throughout the ancient world, with a focus on some of famous the discoveries and the mysteries about this period of history, in a range of societies from places including China, Egypt, Greece and Rome. They will also explore how film has represented the ancient world, and whether those representations are accurate. The two units studied within this course are: Religion, mythology and rituals in the ancient world; and Ancient and Medieval History on film. **Modern History** The Year 10 History curriculum provides a study of the history of the Modern World and Australia from 1919 to the present day. It was a period of conflict and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and World War II was part of the expansion of European and Asian power. Students will study two units of work throughout the semester of Modern History, these include: Imperialism and the modern world, and World War II. **Economics** This unit explores why and how governments manage economic performance to improve living standards. Students will explore current issues in order to explain the variations in economic performance and standards of living within and between economies. Students will have the opportunity to investigate a current economic issue or event using cost-benefit analysis and appropriate criteria to propose and justify a course of action.

	Geography The first topic of study within this program, dives into extreme pollution of our natural environment and the world's oceans and reefs. Students will take a practical approach to the extreme damage to land and sea that is caused by human activity and work to find solutions to this immediate threat these pose to the environment, as well as the long term impacts for the planet and future generations. In the second unit, students study the causes, impacts and mitigation methods related to natural disasters around the world. **Law** In this course students will study a range of content areas: including the foundations of governance, both in Australia and in different nations around the world; and the workings of legal systems, in particular, criminal law. Students will first explore different political systems and forms of governance, comparing Australia to other countries, which have very different systems. They will also explore international legal obligations. Then in the second unit, students will delve into the role of the courts, and aspects of criminal law, including, sentencing and punishment. This second unit will have a particular focus on crimes that resulted in law reform.

Learning Experiences	During the semester students will participate in a number of experiences which include: Sequencing historical events, developments and periods. Developing questions to conduct historical and geographical inquiries. Identifying and locating relevant source of information, using ICT and other methods. Using GIS resources to analyse data. Locating, comparing, selecting and use information from a range of sources as evidence. Analysis of primary and secondary sources and using these to draw conclusions about the past, present and future. Using a range of communication forms (oral, graphic, written) and digital technologies.
Assessment	Two Assessment instruments for each Semester will be selected from the following categories: • Folio • Short answer/response to stimulus. • Written Research Report. • Extended written response to evidence in paragraph or essay format. • Oral report following extended research. • Response to stimulus exercises.
Pathways to Year 11 & 12	General Subjects: Ancient History, Economics, Geography, Legal Studies and Modern History. Applied Subjects: Social and Community Studies
Other relevant considerations	The base texts are Jacaranda and are covered by SRS: Cambridge Humanities Year 10.
Associated Costs	There will be a Geography excursion to Moreton Bay to study the impact of plastic on oceans. Students will board a boat and trawl for microplastics in the marine environment. This will cost around $50. NOTE: All costs are at current costing levels.

SCIENCE

Science	Core
Units of Study	**Unit 1**: Biological Sciences - Genetics and Evolution **Unit 2:** Physical Sciences - Kinematics **Unit 3**: Chemical Sciences – Periodic Table and Reactivity **Unit 4**: Earth Sciences- Global Systems and the Universe
Unit Description	**Unit 1**: Students explore genetics and heredity. They investigate DNA and explore genetic diseases. Students track heritable conditions on pedigrees, and analyse monohybrid multi- generation cross and predict the genotypes and phenotypes of offspring. Students develop an understanding of the theory of evolution by natural selection, biodiversity, and constructing evidence-based arguments. Students examine ethical issues associated with current and future application with current and future applications of gene technology and understanding of inheritance. **Unit 2**: Students explore the effect of forces on the motion of objects. They consider technologies that allow measurement of forces and motion. They collect quantitative data and apply the laws of physics to predict and describe motion. Student investigate the impact of forces and energy on the motion of objects. They explore the effect of energy and motion during collision and the use of safety features to minimise their impact. **Unit 3:** Students identify patterns in atomic structure that allow prediction of the products of chemical reactions and, are reflected by the Periodic Table. Students will examine how scientific understanding of the Periodic Table is refined over time and reinforces the use of scientific conventions and representations. Students investigate chemical reactions used to create products, and way in which rates of reaction can be changed. Students will examine the development of useful materials and products, and chemical processes. **Unit 4:** Students examine the cause and effect of changes in global systems and analyse the effect of human activity on the environment. They evaluate the impact of changes to the global system on the planet's equilibrium and biodiversity. The role of science and scientific research in assisting society to address global environmental issues is explored. Students are asked to consider their individual responsibility to the sustainability of the planet. Students explore features of the universe and how the Big Bang Theory is used to explain the formation of the universe. They will consider how theories have changed over time in line with technological advances and are continuing to be refined. They will see how secondary data is analysed to describe astronomical phenomena.
Learning Experiences	Students will participate in a number of experiences which include: • Teacher exposition and questioning. • Laboratory activities and demonstrations. • STILE lessons and activities, computer simulations and tutorials. • Extended Experimental Investigations. • Case studies of previous scientific investigations. • Library/computer research and assignment work. • Guest speakers on aspects of the curriculum.
Assessment	Students experience a range of assessment tools including exams, diagnostic in-class tests, assignments, group activities and practical investigations.
Pathways to Year 11 & 12	Students continue their Science study by selecting electives from general subjects - Agriculture, Biology, Chemistry Physics, and Psychology or applied subjects- Ag practices, Science in Practice.
Other relevant considerations	Science classes use STILE (online science program) in lessons and for HW. (cost is covered within the Student Resource Scheme)
Associated Costs	N/A

Agricultural Science	Elective
Units of Study	Unit 1: Plant Science Unit 2: Animal Science
Unit Description	Students will develop skills of critical thinking, problem solving, and decision making in the context of both theoretical and practical situations and class projects. They may also apply a range of information and communication technologies. **Plant Science** – Students will conduct plant science investigations and learn about sustainable plant production systems. **Animal Husbandry** – students will conduct animal science investigations and learn about sustainable animal production systems.
Learning Experiences	Agricultural Science is an integrated practical subject which uses a sustainable systems approach to develop theoretical and practical skills in agriculture. Students will participate in a number of experiences which include: • Teacher exposition and questioning • Laboratory activities and demonstrations • Farm activities • STILE lessons and activities, computer simulations and tutorials • Extended Experimental Investigations • Case studies of previous scientific investigations • Library/computer research and assignment work • Guest speakers on aspects of the curriculum
Assessment	Students will be exposed to a range of assessment tools including exams, diagnostic in-class tests, assignments, group activities and practical investigations, data tests.
Pathways to Year 11 & 12	This subject provides a sound foundation for future studies in Agricultural Science, Biology and Geography (General Syllabus) and also links well with the Agricultural Practices (Applied Syllabus).
Other relevant considerations	Classes may use STILE (online science program) in lessons and for HW. (cost is covered by the Student Resource Scheme) Students are expected to participate in theory and practical aspects of this subject to the best of their ability.
Associated Costs	N/A

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education	Core
Units of Study	Unit 1: Respectful Relationships Unit 2: Community Physical Activity
Unit Description	The knowledge, understanding and skills taught through Health and Physical Education enables students to explore and enhance their own and others' health, wellness and physical activity through diverse and changing contexts. HPE offers students the opportunity to develop an integrated knowledge of health and physical activity and covers an extensive range of topics including respectful relationships and community physical activity and recreation.
Learning Experiences	By the conclusion of the course of study, students will: • recognise and explain concepts and principles about movement • demonstrate specialised movement sequences and movement strategies in a variety of practical environments • analyse and evaluate strategies to improve personal performance • evaluate and refine their own and others performance when instructing a fitness training session • demonstrate knowledge when providing feedback and reflecting on their own performance • justify strategies using primary and secondary data
Assessment	Students will receive an overall subject result based on the written component of the course and their performance (A–E). Unit 1: Report Unit 2: Report
Pathways to Year 11 & 12	Study of Year 10 Health and Physical Education is a pre-cursor for both Health and Physical Education in Year 11 and 12. A course of study Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, fitness trainer, sport marketing and management, sport promotion, sport development and coaching.
Other relevant considerations	N/A
Associated Costs	N/A

Health Education	Elective
Units of Study	Unit 1 – Homelessness Unit 2 – Alcohol and other drugs
Unit Description	Health Education provides students with the valuable opportunity to engage in "real life" learning in preparation for the separate senior subjects of Health and Physical Education. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. In Year 10 students will explore the topics of addressing the 'Health Gap' and Health Care System throughout the semester within the context of peer and community health. Students will be introduced to specific health approaches and frameworks that can be used to critically analyse and interpret information to provide solutions to these health issues.
Learning Experiences	By the conclusion of the course of study, students will: • recognise and describe information about health-related topics and issues. • comprehend and use health approaches and frameworks. • analyse and interpret information about health-related topics and issues. • critique information to distinguish determinants that influence health status. • organise information for particular purposes. • investigate and synthesise information to develop action strategies. • evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion. •
Assessment	Students will receive an overall subject result (A-E): Unit 1: Examination Unit 2: Investigation
Pathways to Year 11 & 12	Study of Year 10 Health is the pre-cursor for Year 11 & 12 Health. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.
Other relevant considerations	N/A
Associated Costs	N/A

Physical Education & Fitness	Elective
Units of Study	Unit 1: Motor Control Unit 2: Exercise Physiology
Unit Description	Physical Education and Fitness provides students with the opportunity to develop knowledge, understanding and skills in preparation for further study in Physical Education. The knowledge, understanding and skills taught through Physical Education enables students to explore and enhance their own and others' physical activity in diverse and changing contexts. HPE offers students the opportunity to develop an integrated knowledge of physical activity, whilst catering for those who aspire to high levels of performance. Students will engage in physically active learning contexts to develop critical thinking skills and an ability to analyse and improve their own performance through the physiological aspects of sport.
Learning Experiences	By the conclusion of the course of study, students will: • recognise and explain concepts and principles about movement • demonstrate specialised movement sequences and movement strategies in a variety of practical environments • analyse and evaluate strategies to improve personal performance • evaluate and refine their own and others performance when instructing a fitness training session • demonstrate knowledge when providing feedback and reflecting on their own performance • justify strategies using primary and secondary data
Assessment	Each topic will be studied using a different sport. Students will receive an overall subject result from (A–E). Unit 1: Portfolio Unit 2: Exam
Pathways to Year 11 & 12	Study of Year 10 Physical Education & Fitness is the pre-cursor for Year 11 & 12 Physical Education. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, fitness trainer, sport marketing and management, sport promotion, sport development and coaching.
Other relevant considerations	N/A
Associated Costs	N/A

LANGUAGES

German	Elective
Units of Study	1. Holidays 2. Fairy Tales
Unit Description	**Holidays** Students will communicate and comprehend information describing holiday activities and locations using present perfect tense. They will comprehend information about holidays specifically for families and teenagers. **Fairy Tales** Students will comprehend Grimm's fairy tales told in German and will compare them to fairy tales from other countries. Students will learn about the characteristics and structure of fairy tales and apply this knowledge to create their own fairy tale using simple past tense.
Learning Experiences	Students develop their German communicative skills and intercultural competencies through: • interacting and socialising with their peers in German. • comprehending written and spoken texts, including emails, magazine articles, fairy tales, tourist brochures, travel websites and other audio - visual and digital resources. • creating German texts for a variety of purposes relevant to the above topics. • participating in a student exchange program with our German partner school in Münster. This opportunity will be offered to all enrolled year ten and year 11 German/German Immersion students in 2027. Students have the opportunity to have their language skills recognised at an international A1 (Common European Framework for Reference of Languages) level by taking the Fit in Deutsch A1 exam.
Assessment	Students will be assessed across the communicative skills of Listening and Reading, Writing and Speaking.
Pathways to Year 11 & 12	Students enrolled in year 10 German are required to have studied German at year nine level. Students must pass Year 10 German with a C or above to be able to study German in Years 11 and 12.
Other relevant considerations	N/A
Associated Costs	Education Perfect subscription - $26

Indonesian	**Elective**
Units of Study	1. Weather and Village and City Life 2. Occupations and Student Exchange
Unit Description	**Weather and Village and City Life** In this unit of work, students will be able to share factual information and opinions about their personal and immediate worlds, including about their eating habits, lifestyles, and favourite things. They will learn about Indonesian geography, such as their tropical life, seasons and weather, describing weather, lifestyles of people living in Indonesian cities and villages, staple foods in Indonesia and stories from village life. From a cultural and historical perspective, students will develop an understanding of Indonesian climate in comparison to Australia and the differences and similarities of lifestyles in the villages and cities in Indonesia. **Occupations and Student Exchange** In this unit of work, students will be able to share information and opinions about their work and study. They will learn about occupations and places of work in Indonesia, different jobs of Indonesian teenagers, express their personal aspirations and goals in Indonesian. From a cultural perspective, students will develop intercultural knowledge and awareness of Indonesian customs, culture and way of life through an exchange experience. Overall, students develop their communicative skills and intercultural competencies through learning new vocabulary and grammatical structures relating to the above topics.
Learning Experiences	Students develop their Indonesian communicative skills and intercultural competencies through: • interacting and socialising with their peers in Indonesian • comprehending written and spoken texts, including emails, magazine articles, and other resources • creating Indonesian texts for a variety of purposes relevant to the above topics. • apply and participate in a stimulated exchange program to Indonesia, where they gain an understanding of living, studying and attending school in Indonesia. A Language and Cultural Program trip to Indonesia *may* be offered to students.
Assessment	Students will be assessed across the communicative skills of Listening and Reading, Writing and Speaking.
Pathways to Year 11 & 12	Students enrolled in year 10 Indonesian are required to have studied Indonesian at year nine level. Students must pass Year 10 Indonesian with a C or above to be able to study Indonesian in Years 11 and 12.
Other relevant considerations	N/A
Associated Costs	Education Perfect subscription $26

THE ARTS

Visual Art	Elective
Units of Study	Painting, Portraiture: 2D and Ceramics
Unit Description	Art is one of the most important means by which humankind can express their innate creativity and communicate visually their ideas and feelings in response to certain events and issues occurring around them. Art should be seen as an important part of the development of all students as this subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. Students develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of world culture and their responsibilities as global citizens.
Learning Experiences	Throughout the program the students will be involved in a range of learning experiences related to both making and responding to works of art. These experiences may include: • students making representation of their ideas and intended meanings in different forms including painting, ceramics, drawing, sculpture, mixed media and digital forms • developing knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions • analysing representations, viewpoints and practices–considering meanings and interpretations across societies and cultures.
Assessment	Assessment for all areas is through a combination of folio (practical work and a visual journal) and a written assignment. In the creation of practical artwork, students resolve visual problems through an understanding of the visual conventions and the application of a range of techniques and materials. This involves students: • Translating and interpreting ideas to create images and objects. • Selecting and manipulating techniques and processes to communicate meaning. In the Responding component of the course, students are involved in: • Understanding artists, artworks and audiences from different cultures. • Using appropriate terminology and vocabulary in the discussion and analysis of artworks. Visual Arts is experienced and assessed through the assessable elements of: Knowledge and Understanding; Making and Responding.
Pathways to Year 11 & 12	Visual Arts in Junior leads to: Visual Art Senior Visual Art in Practice
Career Pathways	A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use creative and innovative skills inherent in this subject. Careers using the knowledge and skills gained from Art include but are not limited to: Art teacher, Art theory, advertising, marketing, web design, media industries (film, television, magazines) etc.
Associated Costs	No additional costs are envisaged at this point as course costs are built into the Text Book Hire Scheme, which covers the above course resources. Excursions will be organised to work with artists and view exhibitions. The costs associated with these events will be clarified via consent management.

Drama	Elective
Units of Study	Heritage and Contemporary Forms and Styles
Unit Description	Drama is an art form which can provide every student with knowledge and skills that are transferable to a variety of artistic, social and work-related contexts. The course includes a wide variety of challenging experiences such as improvisation, acting, directing, creating and performing theatre styles, drama and workshops which develop voice and movement skills. Drama enables students to develop group and individual communication skills as well as the techniques of negotiating, problem solving, and decision-making, researching and interpreting. Drama challenges students to explore their own identities and culture and extends their understanding of historical and contemporary drama in other cultures.
Learning Experiences	Students will: • engage with the language, elements and conventions of drama to enable them to critically analyse, compare and contrast, and respond to live performance • interpret scripts and extend acting skills through drama-based improvisations and process dramas • practice and rehearse a variety of performance techniques and styles in both individual and ensemble settings • demonstrate characterisation through live performance work. ** Drama is a group art form, and students must be prepared to work in a self-directed yet collaborative manner with others.
Assessment	Tasks are varied and reflect a balance of individual, pair and group work. Examples include performances of scripted text and original drama, individual and group improvisations, scriptwriting and written responses. Achievement is measured in terms of the individual's performance within the group. Drama is experienced and assessed through: **Creating and Making** – This technique is used to assess students' abilities when making drama works. Students create and make Drama in a range of improvised, devised and scripted forms and styles individually and collaboratively. **Presenting and Performing** – This technique is used to assess students' abilities when performing drama works. Performing artworks in drama enables students to demonstrate their ability to select, manipulate and control form, and the elements of drama to develop roles and characters and interpret and perform drama that communicates meaning. **Exploring and Responding** – This technique is used to assess students' abilities to explore, respond to, analyse and interpret drama works with before, during or after the making of drama works, or in response to the drama works of others. Students are required to analyse how the elements of drama are used, combined and manipulated in different styles. They also must evaluate how artists from different cultures, times and places communicate meaning and intent through drama.
Pathways to Year 11 & 12	Drama in Years 11 and 12
Career Pathways	There is a direct link from school drama studies to many aspects of live and media performance; but the skills learnt in drama can also develop creativity, confidence, communication and presentation techniques which transition into many work and life situations.
Associated Costs	Excursions will be organized to work with artist and view productions. The costs associated with these events will be clarified via consent management.

Media Arts	Elective
Units of Study	Production processes including 3 key stages during the creation of media arts works: pre-production, production and post-production.
Unit Description	Students develop media literacy. They investigate the ways that media artists use media arts concepts to construct representations in media arts works and practices across cultures, times, places and/or other contexts. They understand that media influences and impacts people and society, and a range of media institutions impact media participation. Students analyse media messages and critically evaluate their intent, recognising biases and commercial or political interests.
Learning Experiences	Throughout the program the students will be involved in a range of learning experiences : Students use media arts concepts to construct representations and communicate ideas, perspectives and/or meaning. They use responsible media practice and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences. They present their work to an audience. They plan where and how they could distribute their work and the relationships they could develop with their audiences, using responsible media practice. Students analyse how and why media arts concepts are manipulated to construct representations in media arts works they produce and/or experience. They evaluate how and why media artists across cultures, times, places and/or other contexts use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how media arts are used to celebrate and challenge perspectives of Australian identity.
Assessment	• creating (producing) media arts works • using production processes in forms such as print, screen/moving image, audio and/or hybrid/trans-disciplinary forms • presenting/screening/distributing media arts works they have produced to audiences • exploring and responding to • ways in which media arts works from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning, and the relationships the works create between makers, audiences and/or institutions; for example, through analysis • developing practices and skills • building and extending creative practices for producing media arts using media languages (technical and symbolic codes and conventions) relevant to selected forms, genres and styles, and available technologies • building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others; for example, documenting ideas and intentions for media productions, evaluating audience responses to media works (including their own work) or considering relationships
Pathways to Year 11 & 12	Media in Junior leads to: • Visual Art • Senior Visual Art in Practice • Design
Career Pathways	A course of study in Media could lead to jobs such as: • Advertising professional • Journalist • Artist • Motion capture specialist • Multimedia designer
Associated Costs	No additional costs are envisaged at this point as course costs are built into the Text Book Hire Scheme, which covers the above course resources. If an excursion is to occur costs associated with the event will be clarified via consent management.

Music	Elective
Units of Study	Unit 1- Narratives, Unit 2 - Identity
Course Description	In Year 10 Music, you'll explore how music helps shape identity, tell stories, and connect people across time and cultures. Across two units: Music in You and Narratives through Video Game Music, you'll reflect on the role music has played in your life, compose your own works using digital technologies, and build your skills as a performer. In Narratives through Video Game Music, you'll dive into the world of game soundtracks, learning how music is used to create character, emotion, and atmosphere. You'll compose your own character theme and explore how music enhances gameplay and narrative. In Music in You, you'll uncover your musical journey by identifying key influences and experiences that have shaped your identity. You'll perform a piece that is significant to your journey, interview someone significant to your musical development, and create a digital presentation sharing your story as a musician.
Learning Experiences	Throughout the program, students engage in a range of learning experiences including composing, arranging, performing, improvising, listening, score-reading, analysing, accompanying, viewing and research. Students will explore their own musical identity, perform music of personal significance, and analyse the influences that have shaped their journey (Music in You). They will also compose original music for a video game character, learning how sound can shape story and atmosphere (Narratives through Video Game Music).
Assessment	Year 10 music places equal weighting and importance on the three dimensions of analysing repertoire, composition and performance. Music is experienced and assessed through the assessable elements of: • **Making** – This dimension covers the musical aspects of performance and composition. As performers, students will select repertoire according to the current unit of study, prepare through practice and rehearsal before performing to a live audience as either vocal or instrumental soloists or as a part of an ensemble. As composers, students will first explore how the musical elements can be manipulated within the context of the current unit of study. They will then apply this in their own compositional works using a range of music specific ICTs. • **Responding** – This dimension covers the analysis and evaluation of repertoire. Students will research and respond to musical stimuli in either written exams or through extended writing or multi-modal assignments. Responses will address how composers or performers have manipulated or interpreted musical elements to create musicals works or performances.
Pathways to Year 11 & 12	Music (Year 11 and 12) and Music Extension (Year 12)
Other relevant considerations	Students must be prepared to complete all written and practical aspects of the course and be able to work in a self-directed and focused manner. Students who study music in combination with participating in the instrumental and choral music program receive a more holistic experience of music.
Associated Costs	To support practical and creative learning in Year 10 Music, the following resources are included as part of the Student Resource Scheme (SRS): • Sheet and ensemble music, backing tracks, photocopying, and lesson booklets – $35.00 • Instruments and accessories (e.g. leads, metronomes, batteries, keyboards, percussion) – $15.00 • SoundTrap subscription (for music production and collaboration) – $40.00 • Headphones – $20.00 • E-learning and online resources – $10.00 These items ensure students have access to high-quality materials, equipment, and platforms to support their learning and performance throughout the course. While owning an instrument and receiving private music tutoring outside of school are encouraged, it is not essential for this course. Students are able to use the music equipment to rehearse with at any time agreed upon by the teacher.

BUSINESS

Business	Elective
Units of Study	Topic 1. Small Business Fundamentals Topic 2: Future Anything – Innovation and Entrepreneurship
Unit Description	In today's fast-paced, innovation-driven world, understanding how business works is more important than ever. Year 10 Business provides students with the essential knowledge and enterprise skills to navigate the future as informed citizens, employees, or entrepreneurs. This course explores the core fundamentals of small business and dives into the world of innovation and entrepreneurship through hands-on, real-world learning experiences. Students will investigate how businesses start, grow, and thrive in a competitive marketplace, as well as how social and ethical considerations shape modern business practice. Students will develop critical and creative thinking skills, apply financial literacy concepts, and use strategic planning to bring ideas to life. From interviewing small business owners to pitching their own scalable business solutions to a live audience, students are empowered to solve real-world problems with purpose and passion.
Learning Experiences	**Topic 1. Small Business Fundamentals** • Future Anything Program – Social entrepreneurship that challenges students to problem solve, strategically plan and understand the facets of business from a start-up perspective. • Individually investigate and interview small business owner and develop an investigation report based on set criteria • In teams, students ideate an innovative, scalable, and sustainable business that can be validated in-market, and are solutions to the problems in their world. **Topic 2: Future Anything – Innovation and Entrepreneurship** • The NEW flagship [X] program, Social Enterprise empowers secondary students to ideate and prototype a sustainable business that blends purpose with profit – culminating in a high-energy, Shark Tank-style pitch to a panel of judges. o Create the Business Plan o Future Anything Program – Pitch business concept to a panel of "potential investors" o Grand Final Pitch Competition and Innovation Showcase Evening (in Week 8)
Assessment	**Topic 1. Small Business Fundamentals** • Investigation Report – Small Business enterprise **Topic 2: Future Anything – Innovation and Entrepreneurship** • Future Anything - PYOE Business Plan • Future Anything - PYOE multi-modal persuasive pitch
Pathways to Year 11 & 12	Students can continue their studies in the Business sector in Years 11 and 12 through Business (General subject), Accounting (General subject), and Certificate III in Business (Vocational pathway).
Other relevant considerations	• Students will be involved in an entrepreneurial market event – ***Market Mania*** • Students may wish to submit their PYOE project in the Future Anything Competition • Students will present their PYOE to the community at the Business Innovation Showcase event.
Associated Costs	All costs associated with Business are covered in the student resource scheme.

Accounting Fundamentals	**Elective**
Units of Study	Topic 1: Consumer and Business Finances – profit or perish Topic 2: Forensics, Fraud and Real-World Accounting
Unit Description	This Year 10 Business course introduces students to the fundamentals of financial literacy and ethical business practice through two core topics, understanding that **Accounting is the Language of Money.** Step into the world of business finance with this hands-on, future-focused course that gives you the skills to understand how money really works—in your life, in companies, and around the world. This course is not about complex maths. It's about logic, problem-solving, and real-world thinking. You'll learn how everyday financial decisions impact people and businesses, explore how ethical practices and strong internal controls protect organisations from fraud and poor management. Through engaging simulations, real-world case studies, and interactive digital tools—including MYOB accounting software and the ASX Sharemarket Game—you'll take on the role of business professionals making informed decisions. Students will gain **global, transferable skills** in financial literacy, business reasoning, and digital tools—skills valued in any career and every country. This course is the perfect foundation for senior Business and Accounting, and for life beyond school.
Learning Experiences	**Topic 1: Consumer and Business Finances – profit or perish** • **Consumer and business accounting principles**, including how to calculate and analyse **profitability**, read financial reports, and make informed economic decisions. • The **changing nature of the workforce**, productivity-enhancing strategies, and how businesses adapt through structural and technological changes. • **Australia's superannuation system**, including how it contributes to personal wellbeing in retirement and the broader economic good, as well as the personal factors influencing superannuation investment decisions. • **MYOB cloud-based accounting software** is introduced, allowing students to record and analyse business transactions using real-world SME accounting software. • Students also participate in the **ASX Sharemarket Game**, applying real-time trading strategies and **trend analysis** as they map share prices and monitor portfolio performance. This enhances their understanding of investment, risk, and decision-making. **Topic 2 Forensics Accounting and Business Practices** • The field of **forensic accounting**, focusing on how businesses use internal controls to detect and prevent **fraud, theft, and mismanagement**. • How financial and operational data is analysed to solve complex business problems. • Strategies for improving **accountability, transparency, and productivity**, including separation of duties, audit trails, and business reporting systems.
Assessment	**Combination Exam** – Practical and short response • Consumer and Business Finances exam • MYOB - Cash Accounting **Combination Exam – practical, short and extended response** Forensic Accounting data
Pathways to Year 11 & 12	Students can continue their studies in the Business sector in Years 11 and 12 through Accounting (General subject), Business (General subject), and Certificate III in Business (Vocational pathway).
Other relevant considerations	• Ecoman Program approx. $75 for 2-day program • Students will be involved in an entrepreneurial market event – ***Market Mania***
Associated Costs	All costs associated with Accounting Fundamentals are covered in the student resource scheme.

TECHNOLOGIES

Information Technology	Elective
Units of Study	1. Interactive Website development (HTML/CSS/JS) 2. Database development (SQL)
Unit Description	In this unit, students plan and manage digital projects using an iterative development approach. They define and decompose complex problems with reference to functional and non-functional requirements to apply and inform stakeholder feedback to inform their design decisions. Students design and prototype user experiences using HTML and CSS, implementing interfaces that separate content, structure and presentation. They develop, validate and refine algorithms to solve real-world problems, and implement modular programs using JavaScript. These programs include functions, control structures and data structures that reflect relationships within data, incorporating object-oriented concepts such as encapsulation and reusable components. Students model and manage data using structured formats and relational databases, applying SQL to create, retrieve, update and delete data. They consider privacy and security requirements throughout, including in the design of user authentication and data validation systems.
Learning Experiences	**HTML/CSS** Students will explore the foundations of web development through HTML and CSS. Using structured templates and guided design challenges, they will gain experience creating user-friendly and visually coherent web pages. This phase supports their understanding of how to plan and develop digital projects that balance content, structure, and presentation, all within an iterative development cycle. **JavaScript** Stepping into the dynamic world of web applications, students will use JavaScript to build interactive features and respond to user actions. They will explore key programming constructs, including control structures, functions, and data structures, while developing problem-solving skills through engaging, hands-on activities. The unit promotes responsible and secure development practices **Database development with SQL** Students explore the principles of relational database design through the development of Entity-Relationship Diagrams (ERDs). They use these models to structure and organise data, supporting the creation of efficient and meaningful data systems. Applying SQL, students construct, modify and retrieve structured data using the foundational operations of CREATE, READ, UPDATE and DELETE. Throughout the unit, students consider data integrity, privacy and security when modelling systems and managing information.
Assessment	**HTML/CSS/JS - Assessment:** Project – Creation of personal online portfolio **Database Assessment:** Proposal of a music artist dataset and corresponding web application to support (CRUD)
Pathways to Year 11 & 12	Students continue their IT study into Year 11/12 Digital Solutions (General Subject) or Year 11/12 Certificate 3 in Information Technologies or ICT – Information Communications Technology (Applied)
Other relevant considerations	Optional Activities: • Students have the opportunity to sit the national ICAS Digital Technology exam, these occur in May each year at a parental cost of approx. $10 per student. • Lunch-time school Coding Club offers a range of technological activities and skills FREE of charge. • Students also have the opportunity to enter a technology-based project into the YICTE– Young ICT Explorers competition. This is also a FREE competition.
Associated Costs	All other costs associated with information technology equipment are covered in the student resource scheme.

Agricultural Practices	Elective
Units of Study	**Unit 1**: Basic Bee Keeping Practices **Unit 2**: Animal Husbandry (Sheep) Practices **Unit 3**: Plant Nursery Practices/Landscape Design and Construction **Unit 4**: Farm Management Practices: A Business Approach
Unit Description	Agricultural Practices is designed to give students a background into a wide range of practical experiences related to Farm Management Practices. Students will take part in the following activities: • Review the Agri-Technology model associated with Bee Keeping and experience the Agricultural department's bee hive production system. • Examine Sheep Husbandry Practices including Workplace Health and Safety practices. Students will have practical experiences in handling sheep, including vaccination, tick control, lamb marking and drenching for parasites. • Experience Plant Nursery Practices e.g. plant propagation and complete a landscape paving project. • Review the schools Farms Management Practices including a "one year" cycle, (the farm diary)and inventory processes.
Learning Experiences	Students will participate in a number of experiences which include: • Teacher exposition and questioning. • Activities and demonstrations. • Farm activities • Case studies of previous scientific investigations. • Library/computer research and assignment work. • Guest speakers on aspects of the curriculum.
Assessment	Students will be exposed to a range of assessment tools including exams, diagnostic in-class tests, assignments, group activities and practical investigations.
Pathways to Year 11 & 12	These courses provide a sound foundation for future studies in Senior Agricultural Practices (Applied Syllabus), as well as provide future pathways to a possible career in Agriculture or related industry.
Other relevant considerations	Students are expected to participate in theory and practical aspects of this subject to the best of their ability.
Associated Costs	Nil

Food & Nutrition Technology	Elective
Units of Study	Possible units of study include: **Unit 1**: Sports nutrition and brain nutrition **Unit 2**: Dessert science **Unit 3**: No Guts No Glory (gut health) **Unit 4**: Flavour Forecast Challenge
Unit Description	Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students participating in this course of study will experience designing and creating food solutions to meet various consumer needs. By utilizing a problem-based learning approach, students investigate and analyse needs and opportunities of individuals or food companies to develop sustainable food solutions. Students then create, adapt and refine these food solutions during weekly practical cookery lessons. They will then evaluate the suitability of their food solutions, making judgements on the principles of food safety, preservation, preparation, presentation and sensory perceptions. Food and Nutrition is an interdisciplinary subject drawing on the fields of nutrition, consumerism, food science and healthy choices. It focuses on the challenges faced by individuals, families and communities in our contemporary and evolving society.
Learning Experiences	Students will: • Deconstruct design briefs to identify and analyse the needs an opportunities of a task • Produce their own design criteria • Apply the problem-solving process to generate sustainable food solutions • Safely and skilfully prepare food items for weekly practical lessons, refining their practical skills throughout the year • Develop specific food & nutrition language skills to critically analyse, compare and evaluate food solutions
Assessment	Design portfolios Practical assessments
Pathways to Year 11 & 12	Year 10 Food & Nutrition Technology leads to: Y11 & Y12 Food & Nutrition
Other relevant considerations	In this subject, students are responsible for: supplying their own ingredients for weekly practical lessons bringing their laptops to theory lessons
Associated Costs	Potential excursion approximately $40 Additional costs will largely depend on ingredients that students include into their designs. Students are always encouraged to select suitable recipes, taking into consideration their budget and personal circumstances.

Hospitality	Elective
Units of Study	Possible units of study include: 1. Designing food for functions and events 2. Designing food to impress 3. Producing and marketing food products
Unit Description	Students will develop a range of practical skills in the production of food for a variety of contexts. Students will use the Design Thinking process to develop solutions to a brief demonstrating their ability to consider meet client needs and implement safety and hygiene, food service, teamwork and collaboration.
Learning Experiences	Students will: • Apply the design process to plan and produce high quality food products • Develop specific Hospitality language skills to analyse, compare and contrast food products and processes in the 21st century • Produce their own success criteria in response to design problems based on the identified needs and opportunities • Refine practical skills through planning, managing and preparing practical tasks that develop skills across a range of food products • Develop techniques and procedures for food preparation in a hospitality context
Assessment	Design Portfolios Functions and Events Practical Cooking Tasks
Pathways to Year 11 & 12	Y10 Hospitality leads to: Y11 & Y12 Certificate II in Hospitality Y11 & Y12 Hospitality Practices
Other relevant considerations	In this subject, students are responsible for: supplying their own ingredients for weekly practical lessons bringing their laptops to theory lessons
Associated Costs	Potential industry excursion approximately $40 Additional costs will largely depend on ingredients that students include into their designs

Design Technology	Elective
Units of Study	Students studying in this course will engage in the following units of study: **Unit 1:** Sustainable Product Design – LED Light **Unit 2**: Environmental Design
Unit Description	In this course, students develop prototypes based on self-written design criteria. Design solutions are open-ended, encouraging diverse responses to shared problems. Students will communicate ideas through low-fidelity prototypes, digital tools, and more. Projects follow the "double diamond" process—diverging to explore ideas and converging on a final solution tailored to a client. Students are encouraged to experiment, take risks, and learn through trial and error. This subject fosters an appreciation of designers' roles in society and promotes innovative, student-driven problem solving.
Learning Experiences	Students will: • develop sketching and design thinking skills • be encouraged to use software to present a solution to problems in a digital form • trial ideas and produce prototypes • work individually and collaboratively to solve design challenges • develop portfolios of their design journeys • present their design journey to the class using multimodal techniques • understand Safety within the maker space
Assessment	Practical prototyped solutions in physical or digital form Design Portfolios Multimodal presentations
Pathways to Year 11 & 12	Y11 & Y12 Design Y11 & Y12 Engineering
Other relevant considerations	Students are responsible for: • the supply of any additional embellishment items they require for their design projects • bringing along their laptops to ensure they can use the digital in-class curriculum
Associated Costs	An excursion into QUT Design Lab Gardens Point Campus – approximate cost$6.00

Industrial Technology Manufacturing	Elective
Units of Study	Students studying in this course will engage in the following preparatory elements for our Industrial Skills subjects in Y11/12: • Unit 1: Metalworking Shop Skills – Folding Shovel • Unit 2: Woodworking Shop Skills – Side Table
Unit Description	Students complete hands-on projects in woodwork and metalwork, developing skills with hand tools, power tools, and workshop machinery. One term focuses on woodwork, the other on metalwork. This course prepares students for senior Industrial Skills subjects or provides a foundation in basic workshop techniques. Throughout the course, students complete Workplace Health and Safety (WHS) modules to reinforce safe practices. All students must wear personal protective equipment, including an apron and safety glasses, each lesson. Failure to comply will result in alternate theory-based tasks due to safety requirements.
Learning Experiences	Students will: • Develop hands on and machinery related wood-working skills • Develop hands on and machinery related metal-working skills • Develop an appreciation for safety and safe working practices • Produce finished products that reflect industry standard • Understand safety in the workshop • Enjoy the satisfaction gained by producing a product with their own hands • Gain an in depth understanding of tools and machines, their uses and procedures • Work with others in a workplace to negotiate space and use of equipment
Assessment	Interpret and produce products with detailed drawings
Pathways to Year 11 & 12	Y11 & Y12 Engineering Skills Y11 & Y12 Furnishing Skills Y11 & Y12 Building & Construction Skills
Other relevant considerations	Students are responsible for: • the supply of any additional embellishment items they require for their projects • bringing along their laptops to ensure they can use the digital in-class curriculum
Associated Costs	Nil