



PROSERPINE
STATE HIGH SCHOOL

Senior Secondary 2026

Curriculum Booklet Year 10

*Local Spirit.
Universal Success.*

Principal's Message

Proserpine State High School embraces the need to provide young people with a challenging education that develops critical thinkers, effective communicators and aspirational learners who will contribute positively to our school community and beyond. I believe we can offer an education that will equip our leaders of tomorrow with 21st Century skills and attributes enabling them to thrive in their chosen career.

Senior Secondary is a phase of education for students in Years 10, 11 and 12, which ensures the seamless transition between school and the workforce or further study. Senior Secondary focuses on individual career pathways and support for students' wellbeing. Our senior school curriculum program has been developed to consider our students' future aspirations through a number of diverse learning pathways. By providing unique and flexible pathways we meet the various needs of our students wishing to access the full variety of opportunities in the workforce or further study. It is our goal to support young people to select a meaningful educational pathway and to establish the foundation for achieving their individual careers goals, while developing the personal and social skills required for success beyond school.

This booklet has been developed to assist students and their parents in making informed choices about senior subjects by providing general information about the Senior Phase of Learning as well as subject descriptors and prerequisites for study throughout Senior Secondary at Proserpine State High School. When choosing subjects, consider your career aspirations and interests, but most importantly subjects that will allow you to challenge yourself and achieve personal excellence.

In Senior Secondary, your final phase of schooling, it is important that you become an active participant in your own learning and take responsibility for your own progress. Read this handbook very carefully and discuss your options with your parents, caregivers, teachers and/or Guidance Officer so that you can make well-informed decisions.

You have been provided with curriculum choice allowing you to create a distinctive pathway to employability or further education and training. Your commitment to your studies over the next three years will influence the opportunities open to you beyond school. This emphasises the importance of developing positive learning habits which will deliver success within your program of study and provide you with skills to become an active participant within your community.

I look forward to working alongside every one of you as you develop your potential and achieve to the best of your ability.



Don McDermid
Principal

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INTRODUCTION

The Year 10 curriculum provides a link between Junior Secondary and assists student's success in Years 11 and 12. Year 10 is designed to provide students with a solid foundation for the knowledge, understanding and ways of working required for Year 11 and 12 subjects. The Year 10 curriculum has been designed as a preparatory course for Year 11 and 12 subjects, as well as foundational courses for VET certificates. Student achievement in Year 10 subjects provides a platform for entry into Years 11 and 12, with subjects chosen influenced by Year 10 results. It is imperative students understand that, to avoid compromising course completion in Years 11 and 12, subject changes in those years need to be kept to a minimum. This is why it is important students actively engage in the Year 10 curriculum offerings with purpose so that they can select subjects that contribute to a meaningful pathway and establish the foundations for a successful future.

This Year 10 Curriculum Booklet is for parents/carers and students who will complete Year 10 in 2026. The Year 10 curriculum booklet will provide you with important information regarding the initial phase of your senior secondary schooling including legislative requirements regarding senior secondary schooling and subject selection.

Taking time to familiarise yourself with the Year 10 Curriculum Booklet is an important first step in planning your senior education. Subject selection should align to possible career pathways and any tertiary entrance requirements where applicable. You will need to base your career considerations on a good understanding of yourself, as well as on what you hope to gain from your desired pathway.

During Year 10 of schooling, you will have the opportunity to sample some of the subjects available in Years 11 and 12. The purpose of this preparation year is to assist you in deciding on what subjects you would most like to pursue in your final two years of schooling. The information provided in this booklet will help you in making this decision. Some questions you may ask yourself now and over the next year include:

- What are my short and long term goals in life?
- Do I know what career I would like to have? If not, how can I keep my options open?
- Which Year 11 and 12 subjects will I need as prerequisites for any tertiary courses I am interested in?
- Are my grades in Year 10 good enough for me to be able to cope with the academic demands of my chosen Year 11 and 12 subjects?

The subjects you study in Years 10, 11 and 12 will provide one of the bases for your career and study directions after you leave school.

Education and Training Reforms for the Future (ETRF)

Queensland legislation (*Youth Participation in Education and Training Act 2003*) requires every young Queenslanders to be registered with the Queensland Curriculum and Assessment Authority (QCAA) in Year 10 or in the year before they turn 16. Young people must stay at school until they finish Year 10 or turn 16, whichever comes first. After this time, young people are expected to be learning or earning. Learning means staying in education or training for a further two years, attaining a Queensland Certificate of Education, attaining a minimum Certificate III qualification or turning 17, whichever comes first. If young people are not learning, then they must be earning (earning means working a minimum of 25 hours per week). A combination of learning and earning to a minimum of 25 hours per week will also meet legislative requirements.

Senior Education and Training (SET) Plan

The Queensland Government requires that Year 10 students complete a Senior Education and Training (SET) Plan. The purpose of the SET Plan is to assist students in structuring their senior phase of learning around their abilities, interests and ambitions. As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education. The SET Plan then helps students plan their pathway from schooling to further study or employment. The importance of this process cannot be underestimated and is crucial in aiding students to make good choices about what, where and when to study and so ensuring a foundation for success throughout the senior phase. At Proserpine State High School students present their SET Plan in the latter part of Term 3 Year 10 at a meeting with the student, parent/carer and a member of staff.

More information on the SET planning process can be found at:
<https://www.qcaa.qld.edu.au/p-10/transition-senior-secondary>.

Year 10 Subject Information

Year 10 is a time when students make choices about post-compulsory schooling options. Students are expected to embrace the work ethic and study patterns of senior secondary education. During Year 10, students begin to think seriously about career pathways, work and study options. They begin to form understandings about their strengths, weaknesses, aptitudes, interests and abilities. The senior phase of learning is designed to meet the different needs of students.

Curriculum offered at Proserpine State High School are:

Mandatory subjects	<p>These subjects are required to be studied by all students:</p> <ul style="list-style-type: none"> English for the entire year (3 x 70 minute lessons) Mathematics for the entire year (3 x 70 minute lessons) Science for at least one semester (3 x 70 minute lessons) Humanities for at least one semester (3 x 70 minute lessons) Health and Physical Education / Career Education for the entire year (2 x 70 minute lessons)
Elective subjects	<p>These subjects are chosen by students for each semester of Year 10. An elective subject can only be taken for one semester (3 x 70 minute lessons).</p>
VET Certificates	<p>Successful completion of selected certificates will contribute towards a student's Queensland Certificate of Education (QCE).</p>

NOTE: Students need to thoroughly read the descriptions of all subject offerings before completing their subject selections. Particular note should be taken of the Year 11/12 subject recommendations at the bottom of each subject description and as listed in the section regarding 'Subject Selections'.

SUBJECTS OFFERED	
Mandatory Subjects	Elective Subjects
<p>English:</p> <ul style="list-style-type: none"> English English Foundation English Extension (invite only) Short Course in Literacy <p>Mathematics:</p> <ul style="list-style-type: none"> Mathematics Mathematics Foundation Mathematics Extension (invite only) Short Course in Numeracy <p>Science – choose <u>ONE or more</u> of:</p> <ul style="list-style-type: none"> Biology Chemistry Physics Science (in Practice) <p>Humanities – choose <u>ONE or more</u> of:</p> <ul style="list-style-type: none"> Ancient History Economics and Business Geography History Legal Studies Social and Community Studies <p>Health & Physical Education / Career Education</p>	<p>Business Studies</p> <p>Certificate I in Agriculture</p> <p>Certificate I in Workplace Skills</p> <p>Dance</p> <p>Design and Technologies (Graphics)</p> <p>Digital Technologies</p> <p>Drama</p> <p>Early Childhood Studies</p> <p>Engineering Principles and Systems (Metal Technology)</p> <p>Food Specialisations</p> <p>Health and Physical Education Extension</p> <p>Japanese</p> <p>Materials and Technologies Specialisations (Wood Technology)</p> <p>Media Arts (Film, Television and New Media)</p> <p>Music</p> <p>Recreational Studies</p> <p>Visual Arts</p> <p>*Refer to Additional Learning Opportunities information on page 34.</p>

2026 CURRICULUM OFFERINGS

Transition into the Senior Phase of Learning begins in Year 10 at Proserpine State High School and includes the two years after Year 10. Year 10 is part of Senior Secondary Schooling and is a preparation year for the senior years of 11 and 12. This sets Year 10 as an important juncture in a young person's schooling life. Year 10, 11 and 12 curriculum is set for students to obtain a Queensland Certificate of Education (QCE) by the completion of Year 12.

Subjects offered in Year 11 and 12:

- **General subjects** are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies or further higher education. General subjects may contribute up to four credits towards the QCE. Results in General subjects may contribute to a student's ATAR.
- **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 may contribute up to four credits towards the QCE. Results from one (1) Applied subject may contribute to a student's ATAR when combined with four (4) General subjects.
- **VET courses** provide pathways for students seeking further education and training, and employment-specific skills. They are nationally recognised qualifications.

YEAR 10 SUBJECTS / COURSES	YEAR 11 & 12 SUBJECTS / COURSES			SENIOR STUDIES (Note: subject to change)
	General Subjects	Applied Subjects	VET Courses	
ENGLISH & LANGUAGES	<ul style="list-style-type: none"> English English Extension English Foundation Short Course in Literacy Japanese 	<ul style="list-style-type: none"> English Literature 	<ul style="list-style-type: none"> Essential English 	
MATHEMATICS	<ul style="list-style-type: none"> Mathematics Mathematics Extension Mathematics Foundation Short Course in Numeracy 	<ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics 	<ul style="list-style-type: none"> Essential Mathematics 	
SCIENCE	<ul style="list-style-type: none"> Biology Chemistry Physics Science (in Practice) 	<ul style="list-style-type: none"> Biology Chemistry Marine Science Psychology Physics 	<ul style="list-style-type: none"> Aquatic Practices Science in Practice 	<ul style="list-style-type: none"> Certificate II in Aquaculture (TAFE) Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal) (Whitsunday Maritime Training Centre)
HUMANITIES & SOCIAL SCIENCES	<ul style="list-style-type: none"> Economics and Business Geography History Ancient History Legal Studies Social and Community Studies 	<ul style="list-style-type: none"> Economics Geography Legal Studies Modern History 	<ul style="list-style-type: none"> Social and Community Studies 	
HEALTH & PHYSICAL EDUCATION	<ul style="list-style-type: none"> Health and Physical Education Health and Physical Education Extension Recreational Studies 	<ul style="list-style-type: none"> Physical Education 	<ul style="list-style-type: none"> Sport and Recreation 	<ul style="list-style-type: none"> Certificate III in Health Services Assistance (incorporating Certificate II in Health Support Services) Certificate II in Health Support Services (Connect'n'Grow)
THE ARTS	<ul style="list-style-type: none"> Dance Drama Media Arts (Film, Television and New Media) Music Visual Arts 	<ul style="list-style-type: none"> Drama Film, Television and New Media Visual Art 	<ul style="list-style-type: none"> Dance in Practice Media Arts in Practice Music in Practice Visual Arts in Practice 	

BUSINESS & TECHNOLOGY	<ul style="list-style-type: none"> ▪ Business Studies ▪ Digital Technologies ▪ Certificate I in Workplace Skills 	<ul style="list-style-type: none"> ▪ Accounting ▪ Business 		<ul style="list-style-type: none"> ▪ Certificate III in Business ▪ Certificate II in Applied Digital Technologies / Certificate II in Workplace Skills ▪ Certificate II in Tourism / Certificate II in Workplace Skills 	<ul style="list-style-type: none"> ▪ Certificate II in Retail Cosmetics (TAFE)
INDUSTRIAL TECHNOLOGY & DESIGN	<ul style="list-style-type: none"> ▪ Early Childhood Studies ▪ Food Specialisations 		<ul style="list-style-type: none"> ▪ Hospitality Practices 		<ul style="list-style-type: none"> ▪ Certificate II in Community Services – specialising in Early Childhood (Kath Dickson Institute)
	<ul style="list-style-type: none"> ▪ Design and Technologies (Graphics) ▪ Engineering Principles and Systems (Metal Technology) ▪ Materials and Technologies Specialisations (Wood Technology) 		<ul style="list-style-type: none"> ▪ Engineering Skills ▪ Furnishing Skills ▪ Industrial Graphics Skills 		<ul style="list-style-type: none"> ▪ Certificate I in Construction (TAFE) ▪ Certificate II in Automotive Vocational Preparation (TAFE) ▪ Certificate II in Electrotechnology (Gold Coast Trades College) ▪ Certificate II in Engineering Pathways (TAFE)
	<ul style="list-style-type: none"> ▪ Certificate I in Agriculture 				<ul style="list-style-type: none"> ▪ Certificate II in Rural Operations (TAFE) (Bowen Campus)
OTHER					<ul style="list-style-type: none"> ▪ Certificate II in Skills for Work and Vocational Pathways (PSHS) ▪ Certificate II in Active Volunteering (PSHS) ▪ Certificate II in Financial Services (PSHS)
		Alternative learning options available through external providers by school application – see Senior Schooling Deputy Principal.			

DISCLAIMER: We wish to advise the above subjects/courses listed may be subject to change due to evolving details and may not be the final curriculum offerings for 2026. Proserpine State High School will aim to finalise curriculum offerings prior to the 2026 subject selection process and/or school year. Some factors may be beyond our control.

SUBJECT SELECTIONS

Senior Subject Choice

- Students need to consider the guideline below in *Recommendations for Success in Year 11/12 Subjects* which gives minimum standards of achievement that have been set by each faculty area for the successful completion of senior subjects. The school strongly recommends that students use them as minimum requirements for success in their chosen subjects.
- Students also need to be aware of the *Curriculum Offerings* that gives a suggested progression from Year 10 to Year 12. The offerings are designed to help students examine a suggested pathway from subjects in Year 10 to final Year 11 and 12 subject choices. The information does not show all possible pathways but gives students an outline.
- Students should consider the subjects they enjoyed in Years 7 to 9 within each department. After reading the Year 10 descriptors, students can get an initial indication if this is a subject they would like to explore.
- An outline of the Year 11 and 12 subjects is available on Proserpine State High School's website. This document contains a greater depth of information. <https://proserpineshs.eq.edu.au/>
- Students and parents/carers can get more information about the QCE system in the appendix or by visiting www.qcaa.qld.edu.au

Recommendations for Success in Year 11/12 Subjects

These recommendations are important for Year 9 students selecting Year 10 subjects. You should choose the subjects that are required for your course of study in Year 11 and 12. Success in Year 10 will provide more study options for Year 11 and 12.

GENERAL SUBJECTS	
Year 11/12 Subject	Recommended minimum Year 10 results
Accounting	B achievement in English, Business Studies and Maths or C achievement in Mathematics Extension.
Biology	B achievement in English, Maths and at least one of Biology, Chemistry or Physics
Business	B achievement in English and Business Studies or Economics and Business
Chemistry	B achievement in English, Maths and Chemistry or teacher recommendation
Drama	B achievement in English and Drama
Economics	B achievement in English and a Humanities subject
English	B achievement in English or C achievement in English Extension
Film, Television and New Media	B achievement in English and Media Arts
General Mathematics	B achievement in Mathematics or C achievement in Extension Mathematics and a B achievement in English
Geography	B achievement in English and a Humanities subject
Legal Studies	B achievement in English and a Humanities subject
Literature	B achievement in English or C achievement in English Extension
Marine Science	B achievement in English, Maths and at least one of Biology, Chemistry or Physics
Mathematical Methods	B achievement in Mathematics Extension, a B achievement in English or teacher recommendation
Modern / Ancient History	B achievement in English and a Humanities subject
Physical Education	B achievement in English and Health and Physical Education Extension
Physics	B achievement in English, Maths and Physics or teacher recommendation
Psychology	B achievement in English, Maths and at least one of Biology, Chemistry or Physics
Specialist Mathematics	B achievement in Mathematics Extension, a B achievement in English or teacher recommendation
Visual Art	B achievement in English and Visual Art
APPLIED SUBJECTS	
Year 11/12 Subject	Recommended minimum Year 10 results
Aquatic Practices	No recommendations
Dance in Practice	C achievement in Dance
Engineering Skills	C achievement in Engineering Principles and Systems (Metal Technology)
Essential English	No recommendations
Essential Mathematics	No recommendations
Furnishing Skills	C achievement in Material Specialisation (Wood Technology)
Hospitality Practices	C achievement in Food Specialisations

Industrial Graphics Skills	C achievement in Design and Technologies (Graphics)
Media Arts in Practice	C achievement in Media Arts
Music in Practice	C achievement in Music or be able to play instrument or sing at performance level
Science in Practice	No recommendations
Social and Community Studies	No recommendations
Sport and Recreation	No recommendations
Visual Arts in Practice	C achievement in Art

VET COURSES	
Year 11/12 Course	Recommended minimum Year 10 results
Certificate II in Tourism SIT20122 / Workplace Skills BSB20120 / Tourism	No recommendations
Certificate II in Applied Digital Technologies ICT20120 / Certificate II in Workplace Skills (BSB20120)	No recommendations
Certificate III in Business (BSB30120) / Cert II in Financial Services (FNS20120)	C achievement in English or English Extension
Certificate III in Health Services Assistance (HLT33115) incorporating Certificate II in Health Support Services (HLT23221)	C achievement in English or English Extension and Health and Physical Education

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Senior Studies

The Senior Studies program for Years 11 & 12 aims to supplement the development of individual skill sets to meet future career aspirations regardless of the career pathway chosen.

The program's main purpose is to support students with their chosen curriculum studies or provide additional learning opportunities for students to gain industry specific knowledge and skills in fields of particular interest to build entry level competence for immediate employment upon exit of senior schooling.

The program will also combine support for the 'learner' in the form of essential knowledge development of senior processes such as senior schooling policies and rules around the QCE system. Support for student 'wellbeing' also features in this program in the form of pastoral care to assist building a positive learning culture to optimise student learning.

Before selecting a supplementary learning program, students need to reflect upon their chosen curriculum subjects and their desired career destination at this point in time to determine what senior studies program will add value to their selected learnings.

Please note, only one (1) VET course can be undertaken at the subsidised rate under the Career Ready VET in School (VETiS) guidelines. Additional course/s are full fee for service courses. It is important to note the following course is also VETiS funded:

- Certificate III in Health Services Assistance (incorporating Certificate II in Health Support Services).

Students need to choose carefully as once a student has used their Career Ready VETiS funding there is generally no second offering. Students who wish to engage in the above mentioned courses and also wish to take on another VETiS funded course, should see the Senior Schooling Deputy Principal to discuss alternative costing options prior to commencing any course.

As spaces are limited in the VET qualifications on offer, it is important that students choose a course that they will commit to for the duration of the course.

SUPPLEMENTARY LEARNING OPTIONS in Senior Studies				
Program	Duration	Timing	QCE Credits	Additional Information
ATAR Support Lessons	Years 11 & 12 ATAR eligible	Senior Studies	N/A	Students engage in independent learning to support demands of ATAR pathway supervised by teachers.
SAT (School-based Apprentice or Trainee)	1 or 2 years Years 11 & 12	Dependable on the SAT	Dependable on the SAT	Official registration of apprenticeship or traineeship must be completed. Approval by Senior School Deputy Principal required.
Certificate III or higher VET qualification or external course support	Years 11 & 12	Senior Studies Lessons	Dependable on course	Students enrolled in a Cert III or higher qualification or external course on general curriculum lines have access to additional opportunities to meet demands of their course. Approval by Senior School Deputy Principal required.
Certificate II in Retail Cosmetics (SHB20121) RTO: TAFE	1 year Years 11 or 12	All day Tuesdays @ PSHS	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Watts or Mrs Porter for further information.
Certificate II in Electrotechnology (UEE22020) RTO: People and Performance Solutions	1 year Years 11 or 12	P3 & P4 Tuesdays @ PSHS	Up to 4 credits	VETiS funded course. Application and selection process required. Must meet literacy and numeracy standard prior to enrolment – entry test applies. See Ms Watts or Mrs Porter for further information.
Certificate II in Maritime Operations (Coxswain) (MAR20321) RTO: Whitsunday Maritime Training Centre	1 year Years 11 or 12	All day Tuesdays @ WMTC	Up to 4 credits	VETiS funded course. Additional costs associated with course. Application and selection process required. See Ms Watts or Mrs Porter for further information.
Certificate II in Community Services – specialising in Early Childhood (CHC22015) RTO: Kath Dickson Institute (KDI)	1 or 2 years Years 11 or 12	Senior Studies Lessons	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Holcombe for further information. Note: Compulsory 50hrs vocational placement is required.
Certificate II in Health Support Services (HLT23221) RTO: Connect 'n' Grow	1 year Years 11 or 12	Senior Studies Lessons	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Watts, Mrs Porter or Mr Cox for further information.
Certificate I in Construction (CPC10120) RTO: TAFE	1 year Years 11 or 12	All day Tuesdays @ Whitsundays TAFE	Up to 3 credits	VETiS funded course. Application and selection process required. See Ms Watts or Mrs Porter for further information. Note: Cannot select Furnishing Skills on a curriculum line.
Certificate II in Aquaculture (SFI20110) RTO: TAFE	1 year Years 11 or 12	All day Tuesdays @ Whitsundays TAFE	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Watts or Mrs Porter for further information.
Certificate II in Automotive Vocational Preparation (AUR20720)	1 year Years 11 or 12	All day Tuesdays @	Up to 4 credits	VETiS funded course. Application and selection process required.

RTO: TAFE		Whitsundays TAFE		See Ms Watts or Mrs Porter for further information.
Certificate II in Engineering Pathways (MEM20422) RTO: TAFE	1 year Years 11 or 12	All day Tuesdays @ PSHS	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Watts or Mrs Porter for further information. Note: Cannot select Engineering Skills on a curriculum line.
Certificate II in Rural Operations (AHC21216) RTO: TAFE	1 year Years 11 or 12	All day Tuesdays @ Bowen TAFE	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Watts or Mrs Porter for further information.
Certificate II in Skills for Work & Vocational Pathways (FSK20119) RTO: Proserpine SHS	1 or 2 years Years 11 & 12	Senior Studies Lessons	Up to 4 credits	School-based course. See Ms Watts for further information. Note: Work experience component required – recommend equivalent to 5 days.
Certificate II in Active Volunteering (CHC24015) RTO: Proserpine SHS	1 or 2 years Years 11 & 12	Senior Studies Lessons	Up to 4 credits	School-based course. See Ms Watts for further information. Note: Compulsory minimum 20hrs of structured volunteer work required.
Certificate II in Financial Services (FNS20120) RTO: BSDE or Proserpine SHS	1 or 2 years Years 11 & 12	Senior Studies Lessons	Up to 4 credits	School-based course. See Ms Watts for further information.

Process of Subject Selection

1. Students will receive this curriculum booklet. Subject curriculum booklets will also be available from the school website.
2. Students may seek professional advice from teachers, Administration members and counselling from our Guidance Officer to ensure they create a 'balanced' program of study that maximises future options.
3. The subject selection form must be returned to the Administration Office as soon as possible. Note: Placements will be considered on the number allocation of individual returns.
4. Course availability will depend on the balance of student demand, teacher availability and resource availability.

Key contacts for any queries regarding subject selection are:

Mr Don McDermid	Principal
Ms Shirley Holcombe	Deputy Principal – Senior Schooling
Mrs Karen O’Keefe	Guidance Officer
Ms Bec Watts	Head of Department – Senior Schooling & Business
Ms Jessica Dray	Head of Department – Transition and Pathways
Mrs Bernadette Porter Ms Shelley Simpson	Senior Schooling Officer School Based Traineeships / Apprenticeships Work Experience & Distance Education Coordinator
Ms Shelley Simpson	Link & Launch Coordinator
Mrs Corinne Raiteri	Head of Department – English and LOTE (Japanese)
Mr Lukas Sabo	Head of Department – Mathematics
Mrs Michelle Sothmann	Head of Department – Science
Ms Melanie Garibaldi	Head of Department – Humanities and Social Sciences
Mr Andrew Cox	Head of Department – Health & Physical Education
Mr Ben Whybird	Head of Department – Industrial, Technology & Design
Mrs Jenny Napier	Head of Department – The Arts
Ms Julia Entwisl	Head of Special Education Services - Inclusive Education Centre

Ancient History

Subject Description

Ancient History is the study of people, societies, and civilisations from the earliest human communities to the end of the Middle Ages. It encourages students to explore how individuals and groups shaped the ancient world and how societies interacted, leaving legacies that still influence the modern world. Through the study of social structures, law, governance, and religion, students gain insight into the development of ideas and institutions that continue to shape our identity today. Ancient History helps students think historically, fostering curiosity and an appreciation for the complexity of human behaviour and the enduring relevance of the past.

Course Content

Unit 1: Statues in the Sand

Students will study a number of historically significant locations from different ancient civilisations that fascinate both modern tourists and historians. The unit will focus on the following famous tombs, temples and engineering works of:

- Terracotta Warriors (China)
- The Colosseum (Rome)
- Pompeii/Herculaneum (Rome)
- Western Wall/ Temple Mount (Israel)
- Delphic Oracle (Greece)

Unit 2: Rome: Rise, Ruin and Legacy

Step into the sandals of senators, emperors, soldiers and slaves as we uncover the remarkable story of Ancient Rome - a civilisation that shaped the foundations of modern government, law, architecture and warfare. In this unit, students will explore how a small village on the banks of the Tiber River grew into one of the most powerful empires in history. From the Republic to the Empire, from Julius Caesar's rise to the infamous fall, students will investigate key events, power struggles, and everyday life in Roman society. Using historical sources and archaeological evidence, students will analyse Rome's achievements and confront the controversies that plagued its legacy. Was Rome's expansion a sign of greatness or greed? Did its downfall come from outside invasion or internal decay? By the end of this unit, students will be challenged to think critically about what we've inherited from Rome, and whether history repeats itself.

Unit 3: When World's Collide

If aliens landed on Earth today, they'd find a hyper-connected world, one where we can zoom into almost any location using satellites, communicate instantly, and track global events in real time. But imagine living in the ancient world, where the arrival of a new civilisation could come with no warning... except, perhaps, the sound of honking geese or distant war horns. In ancient times, first contact between different peoples often ended in conflict, sometimes driven by misunderstanding, greed, fear, or ambition. These encounters shaped empires, borders, and history itself. This unit explores what happens when civilisations collide. Students will investigate an ancient conflict between different cultures (one that we still have records of) to uncover answers to key questions such as what drove people to fight, how did they fight, what was the outcome, and what can we learn from these encounters today? Students can choose to investigate some of history's most intense clashes, including

- Greece vs Persia
- Rome vs Carthage
- Rome vs the Britons
- Alexander the Great vs Afghanistan and India
- Rome vs the Germanic tribes

Assessment Summary

- Investigation
- Short Response Examination
- Inquiry (Multimodal)

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements

See Resource/Stationery Requirement List
Laptop needed for assessment and classwork

Career Paths/Employment Opportunities

Career paths from this course include – Police advisor, International Affairs / Relation, Historian, Museum Curator or Manager, Archaeologist; Library Researcher or Librarian, Teacher; Editor or Academic Publishing, Travel writer and Tourism / Tour operator.

Recommended Studies

B in Humanities and/or English

Biology

Subject Description

Biology is the study of life and its processes. This course addresses the Biological science descriptors from the Australian Curriculum (year 10). Students will explain the processes that underpin heredity and evolution, and evaluate the evidence for scientific theories that explain the diversity of life on Earth. This course is designed to prepare students for studying senior Biology by explicitly teaching students the numeracy, literacy and practical skills required to succeed in their senior studies.

Course Content

Unit 1 – Genetics and Evolution

- The transmission of heritable characteristics from one generation to the next involves DNA and genes
- The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence

Unit 2 – Preparing for Student Experiments

- Scientific research & writing
- Experimental design & evaluation

Collecting, presenting and interpreting data

Assessment Summary

- Examination
- Student experiment

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements

See Resource/Stationery Requirement List
Laptop needed for assessment and classwork

Career Paths/Employment Opportunities

A course of study in Biology can establish a basis for further education and employment in the fields of nursing, teaching, marine biology, environmental and conservation studies, pathology, medical, veterinary-agricultural studies, and pharmacy.

Recommended Studies

Pass (C) in Year 9 Science

Business Studies

Subject Description

This course assists in preparing students for Year 11 Accounting and Business subjects. Part of this course will cover basic accounting concepts including: accounts classification, recording transactions, ledger and trial balance preparation and interpretation of financial statements. This unit gives students an introduction to accounting financial concepts and record keeping.

The students will also be involved in conducting their own small business enterprise, ultimately selling a product and making a profit. This event will follow the life cycle of a business from seed stage to start up. These units gives students an introduction to business concepts including finance, marketing, human resource and operations of a business. Part of the business report will be a SWOT analysis and evaluation of stakeholders.

Course Content

In this unit students will cover:

Introduction to Accounting - Accounting concepts include: account classification, transactions journals, ledgers, trial balance and financial statements.

Business Enterprise - Business plans, working within a department and creating annual reports.

Assessment Summary

Examination – Introduction to accounting (financial procedures)
Business Report – Business enterprise

Homework Requirements

Students will be required to complete homework and unfinished tasks outside of class time. Some assessment tasks will require additional time at home in order for the student to succeed.

Resources/Stationery Requirements

Access to a **laptop** at school and home is **essential**
External drive (i.e. USB/HDD), Document Wallet

Career Paths/Employment Opportunities

This unit covers preliminary concepts of the current Year 11 Business and Accounting courses.

Career paths from this course include – Accounting, Administration, Consulting, Small Business, Finance, Human Resources, Marketing, Real Estate, Retail and Sales.

Recommended Studies

At least 1 year 8/9 Business Studies unit is advisable.

Certificate I in Agriculture (AHC10222)

RTO No. 30338

Subject Description

This course will teach students a range of practical skills involved in modern farming. Based both at school and at the school farm, students will learn to propagate and grow seedlings for use in a market garden, in both garden beds and using aquaponics. Students will also have the opportunity to rear and work with chickens, sheep, and larger scale horticulture such as sugar cane. This course has a practical basis and so requires regular trips to the School Farm on Kelsey Creek Road. We will generally use the school bus and occasionally use other bus companies. Any excursions which go outside our normal class times will require a permission form to be signed.

Course Content

AHCWHS102 – Work safety, AHCWRK102 – Maintain the Workplace, AHCBAC102 – Support Agricultural Crop Work, AHCIRG102 Support Irrigation Work, AHCLSK103 – Support Livestock Work, AHCMOM101 Assist with Routine Maintenance of Machinery and Equipment

Assessment Summary

Competency based assessment, workbook completion, assignments, observation checklists, log/diary and project/portfolio.
The completion of Certificate I in Agriculture may provide two credit points towards a student's Queensland Certificate of Education.

Homework Requirements

Varies with modules being taught

Resources/Stationery Requirements

General Stationery, full brim hat, sunglasses
A4 48 page exercise book, Plastic document wallet
Laptop needed for assessment and classwork

Career Paths/Employment Opportunities

Further training pathways from this qualification include Certificate II in Agriculture, Certificate II in Horticulture, Certificate II in Production Horticulture and Certificate II in Rural Operations

Recommended Studies

No recommendations

Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.



This certificate course will only be offered if both human and physical facilities are available.

Certificate I in Workplace Skills (BSB10120)

RTO No. 30338

Subject Description

This qualification reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work. They may undertake a variety of simple tasks under close supervision. This qualification provides a range of introductory skills and knowledge to provide individuals with an understanding of the business environment.

Students will complete three projects based on a simulated business environment. The focus of Project 1 is Work Readiness, Project 2 Digital Technologies and Project 3 Problem Solving. By completing the projects, the units of competency listed below are covered. On completion of the six units, the certificate will be issued and two credits will be accrued towards the student's Queensland Certificate of Education (QCE).

Course Content

This self-paced course allows students to develop the skills and knowledge to function at a basic level of business competency.

Core Units

- BSBOPS101 Use business resources
- BSBPEF101 Plan and prepare for work readiness

Elective Units (possible offerings)

- BSBTEC101 Operate digital devices
- BSBCRT201 Develop and apply thinking and problem-solving skills
- FSKWTG001 Complete personal details on extremely simple and short workplace forms
- FSKDIG001 Use digital technology for short and basic workplace tasks

Assessment Summary

Competency based assessment – 6 units required (2 core and 4 electives).
The completion of Certificate I in Workplace Skills may provide two credit points towards a student's Queensland Certificate of Education.

Resources/Stationery Requirements

Access to a laptop in school is essential.
External drive (e.g. USB/HDD)
Access to the internet and a laptop at home may be required.

Recommended Studies

No recommendations

Homework Requirements

Parts of the course may be completed at home

Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.



This certificate course will only be offered if both human and physical facilities are available.

Career Paths/Employment Opportunities

Certificate I in Workplace Skills is ideal for people who are entering the workforce. Further training pathways from this qualification include Certificate II in Tourism and Certificate II in Applied Digital Technologies. Both courses are combined with Certificate II in Workplace Skills.

Employability skills include: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

Chemistry

Subject Description

Chemistry is the study of matter and its reactions. This course addresses the Chemical science descriptors from the Australian Curriculum (year 10). Students will analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They will explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. This course is designed to prepare students for studying senior Chemistry by explicitly teaching students the numeracy, literacy and practical skills required to succeed in their senior studies.

Course Content

Unit 1– Atomic Structure, Properties and Reactions

- The atomic structure and properties of elements are used to organise them in the Periodic Table

Unit 2 – Preparing for Student Experiments

- Scientific research & writing
- Experimental design & evaluation
- Collecting, presenting and interpreting data

Different types of chemical reactions are used to produce a range of products

Assessment Summary

- Examination
- Student experiment

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements

See Resource/Stationery Requirement List
Laptop needed for assessment and classwork

Career Paths/Employment Opportunities

Careers include science, pharmacy, environmental science, medicine, vet science, biochemistry.

Recommended Studies

Pass (C) in year 9 Science

Dance

Subject Description

Step into the vibrant world of Grade 10 Dance, where creativity, self-expression and cultural understanding take centre stage. This course encourages students to reach their full creative potential while developing confidence, collaboration skills, and a strong work ethic through practical and theoretical exploration. Dance is more than movement — it fosters resilience, collaboration, confidence, creativity, and communication. Through performance, choreography, and reflection, students build a range of transferable skills that will serve them in any pathway they choose. Whether they aspire to a career in the arts or simply want to express themselves, Grade 10 Dance empowers students to find their voice, tell their story, and celebrate the world around them through the universal language of dance.

Course Content

In Unit 1, students explore Cultural Dance and Connection to Land through contemporary dance. They perform a teacher-taught routine and develop their analytical skills by comparing and responding to culturally significant dances. In Unit 2, students discover how dance is used to celebrate around the world, learning a variety of styles such as tap, jazz, hip hop, salsa, Irish, Bollywood, and flamenco. They choreograph their own celebration dance that creates a fusion between two or more of the styles explored this term while document their creative process in an Artist Journal.

Assessment Summary

1. Making – Performing a teacher-devised Contemporary Dance
2. Responding – In-class extended response exam
3. Making - Choreographing a fusion dance.
4. Responding – Artist Journal of creative process throughout Unit 2

Homework Requirements

- Research
- Collaborative choreography
- Learning dances
- Collection of props and costumes
- Assignment work

Resources/Stationery Requirements

PE shirt
Leggings/dance pants
1 x Document Wallet
Laptop

Career Paths/Employment Opportunities

Studying dance builds a wide range of transferable skills including creativity, communication, resilience, discipline, teamwork, and critical thinking, opening doors to countless dynamic and exciting career opportunities both within the arts and beyond. Potential career paths include professional dancer, choreographer, musical theatre performer, dance teacher, studio owner, fitness instructor, Pilates or yoga teacher, arts administrator, festival or events coordinator, dance therapist, physiotherapist (with further study), stage manager, creative director, dance journalist, social media manager, videographer, costume designer, and youth or community arts worker. Dance also provides a strong foundation for careers in marketing, public relations, cultural development, and arts advocacy, demonstrating how the skills developed in the dance studio can lead to diverse and rewarding futures.

Recommended Studies

It is recommended that students are achieving a minimum of a sound level (C) of achievement in Grade 9/10 English to be successful in dance.

Design and Technologies (Graphics)

Subject Description

Design and Technologies aims to: Equip students with the necessary basic skills to study graphics at a higher level; motivate students interested in a range of vocations involving graphics; develop the ability to communicate graphically; expose students to a range of Computer Aided Drafting (CAD) programs including: Auto CAD, Inventor and Revit; and promote an appreciation for quality.

Course Content

The course of study consists of: Introductory Unit, Foundation Studies and three contextual units chosen from Product Design, Business Graphics and the Built Environment. By completing this course, students will develop a basic understanding in the areas of:

- Australian drawing standards
- Principles of third angle projection
- Translating from pictorial to orthographic views
- More complex multi-view working drawings
- Assembly drawings
- Sectional views
- Open and in line for assembly

Assessment Summary

Classwork folios
Assignments
Formal Exams

Homework Requirements

Assignment tasks and research

Resources/Stationery Requirements

2H Pencil, Eraser
A dedicated Graphics room (latest CAD programs is provided)

Career Paths/Employment Opportunities

Architect, Graphic Designer, Builder, Draftsperson, Town Planner, Advertising

Recommended Studies

No recommendations

Digital Technologies (Coding)

Subject Description

This course, aligned with the Australian Curriculum in the Digital Technologies strand, places a strong emphasis on programming, particularly using Python. Students will have the opportunity to apply computational thinking to define and decompose real-world problems, create user experiences, design and modify algorithms, and implement them in an object-oriented programming language

Course Content

In this unit, students will:

- Develop their ability to encrypt and decrypt data using Python.
- Use Python to program a Raspberry Pi, a credit card-sized computer.
- Enhance their skills in defining, designing, implementing, and evaluating computer-based projects, focusing on object-oriented applications and concepts such as security, privacy, usability, innovation, and sustainability.
- Engage in problem-solving methodologies, considering security implications, data collection and the use of collaborative and iterative processes.
- Verify their solutions by validating algorithms, represented as flowcharts and pseudocode, and using test cases to confirm correctness.
- Consolidate their skills in data acquisition and interpretation, ensuring data is accurate, consistent and domain-appropriate.
- Model multidimensional data in complex spreadsheets and relational databases, filtering and querying to gain insight and support analysis.
- Visualise data in customisable ways to explore trends and outliers.

In terms of design thinking, students will:

- Evaluate enterprise opportunities and future impacts of solutions
- Explore the interaction of hardware and software components to manage, control and secure data.
- Plan tasks, timelines, and responsibilities for individual and collaborative projects.
- Develop cybersecurity threat models and explore supply chain vulnerabilities
- Critique digital footprints created by systems and solutions, applying the Australian Privacy Principles.

Assessment Summary

MORPHEUS PROJECT

Students collaborate to complete a UML design, a crypto-challenge, create a design for a prototype security system and implement python coding to encrypt, decrypt, compress and decompress data sent to and from a relational database. Tasks will be in the form of a project journal and project folio.

RASBERRY PI PROJECT

Students will use a Raspberry Pi Hardware kit to produce a group and an individual product on a Sense Hat Interface. Comprehension, analysis and evaluation of projects is presented in a multimedia presentation.

Homework Requirements

Students will be required to complete homework and unfinished tasks outside of class time. Some assessment tasks will require additional time at home in order for the student to succeed

Resources/Stationery Requirements

Access to a laptop in school is essential.

External drive (eg USB/HDD); document wallet

Access to the internet and a laptop at home will be required

Career Paths/Employment Opportunities

This course leads into Year 11 and 12 Digital Solutions subject (via Distance Education).

Career paths from this course include – information technology, information systems, software engineer, computer science, computer systems engineering and media design.

Recommended Studies

Year 9 Digital Technologies is highly advisable. A 'C' standard or better in maths is required.

Drama

Subject Description

Drama has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. Drama provides opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

In drama students acquire knowledge, skills and understanding and develop critical understanding that informs decision-making and aesthetic choices. Drama entertains, challenges, provokes responses and enriches our knowledge of self, communities, world cultures and histories.

Drama contributes to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in drama is based on cognitive, affective and sensory/kinaesthetic response to drama practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

Course Content

The students engage in a unit called "Living Newspapers" where they use drama to empathise, empower and share understandings of those who are marginalised in our society.

Part A

Students engage in drama activities to retell the stories in the newspaper/ media. The students view a recorded live performance of a play in the style of "Living Newspapers" and respond to it.

Part B

Students research their own newspaper article on a topic that interests them and has an impact on society. From this students create a dramatic concept for a play in the style of "Living Newspapers".

Part C

The students read and perform a play in the style of Living Newspapers using the technique of transformation to create their dramatic environment.

Assessment Summary

1. Responding – Play review
2. Making – Dramatic concept
3. Making – Performance of a scripted play.

Homework Requirements

- Research
- Collaborative script writing online
- Designing
- Learning lines
- Collection of props and costumes
- Assignment work

Resources/Stationery Requirements

Theatre Black clothes.
1* Document Wallet
A4 96 page exercise book
Access to a computer in school is essential.

Career Paths/Employment Opportunities

Playwright, theatre entertainment/ events administrator, director, actor, drama teacher, theatre technician in set design, live sound engineer/designer/editor, lighting designer / technician, front of house management, theatre management, producer.

Recommended Studies

It is recommended that students are achieving a minimum of a sound level (C) of achievement in Grade 9/10 English to be successful in drama.

Early Childhood Studies

Subject Description

The focus of this subject is to promote the wellbeing of young children and a greater awareness of the importance of quality practices in the wider community. Throughout the course, students are encouraged to develop knowledge and understanding including human development, the needs and rights of children, the value of play, concepts of childhood, the role of parents, the importance of families and workplace health and safety.

Course Content

This unit functions as an introduction to Early Childhood Studies and Certificate III in Early Childhood & Education & Care (CHC30121) in years 11 and 12. The first focus of this unit is the development of children from birth to 6 yrs of age. The second focus of this unit is food and nutritional needs of children from 2 years onwards. It involves practical food preparation, the theory of nutrition and child development.

Assessment Summary

Assignment
Written test/s
Practical food task

Homework Requirements

Set activities related to classwork and assessment

Resources/Stationery Requirements

See Resource/Stationery Requirement List

Career Paths/Employment Opportunities

Nanny, Childcare worker, family day care, nursing, early childhood teacher, children's services.

Recommended Studies

No recommendations

Economics and Business

Subject Description

The Economics and Business introduces students to the importance of business and the economy in protecting Australia's high standard of living and therefore the importance of managing both well.

Course Content

Unit: Economic performance and standard of living. In this unit, students will investigate the following key inquiry questions:

- How is the performance of an economy measured?
- Why do variations in economic performance in different economies exist?
- What strategies do governments use to manage economic performance?

Unit: Major consumer and financial decisions. In this unit students conduct an inquiry about the factors influencing a major financial decision and propose a course of action for a consumer purchasing a motor vehicle.

Unit: Improving business productivity. In this unit students conduct an investigation into the way's businesses respond to changing economic conditions and generate alternative options for how a business can improve productivity.

Assessment Summary

Response to stimulus test

Report

Investigation

Homework Requirements

Moderate

Resources/Stationery Requirements

A4 96 page exercise book

Computer use regular. Essential for assignments.

Career Paths/Employment Opportunities

This subject is relevant to a wide range of careers; however it is of interest in any career. Links to specific careers include: business, law, police force, accounting, tourism, politics, journalism, management, banking and finance, public service.

Recommended Studies

At least a C(or better) in Year 9 history/geography

Not a pre-requisite, but Year 9 Economics and Business is recommended

Engineering Principles and Systems (Metal)

Subject Description

Metal Technology investigates the use of sheet metal and methods of folding and joining. Units of engineering are also explored with studies that may include machining, welding, and mechanics. Students will be encouraged to learn and problem solve through the use of models, the making of projects and research.

After completing this unit, students should:

- Be aware of safety issues
- Demonstrate an understanding of the design process
- Demonstrate knowledge and understanding of basic mechanical principles
- Being able to use and apply appropriate mechanical devices
- Correctly demonstrate a number of joining and edging methods
- Promote appreciation for quality

Course Content

During the semester students will be exposed to:

- Sheet metal in various forms
- Introduction to fitting and fabrication
- Metal turning
- Art metal form

Students will have the opportunity to produce articles in the above areas and study theory in each area.

Assessment Summary

Classwork:

- Projects
- Project work booklets
- Machine and personal safety

Exams:

- Practical
- Theory

Homework Requirements

Nil

Resources/Stationery Requirements

Pen for theory work

Requires the use of a computer

Career Paths/Employment Opportunities

Engineering Industries

Manufacturing Industries

Recommended Studies

No recommendations

English

This English subject focusses on honing knowledge and skills developed during junior English to prepare students for General English in Years 11 and 12. As well as developing their understanding of the key role texts play in exploring issues, students deepen their knowledge of language and textual structures and critical literacy, enhancing their ability to creatively and critically apply these skills across a range of texts and genres to communicate with a variety of audiences.

Course Content <i>Semester One</i> Poetry Shakespeare <i>Semester Two</i> Satire Novel	Assessment Summary Three assignments - <ul style="list-style-type: none"> - Imaginative written response - Persuasive spoken response(pre-filmed) - Written response for a public audience. One examination – <ul style="list-style-type: none"> - Analytical written response
Homework Requirements Homework as required	Resources/Stationery Requirements A4 96 page exercise book; cardboard document wallet; plastic document wallet Laptop – moderate use (particularly for assessment work, internet access and resource access)
Career Paths/Employment Opportunities English is essential for any career. This subject will help build the communication skills required for most general jobs trades and certificate courses and higher education. This subject leads to either General English or Essential English in Years 11 and 12.	Recommended Studies Students should be passing Year 9 English if they select this subject.

English Extension

Subject Description

This high level English subject focusses on honing knowledge and skills developed during junior English to prepare students for General English in Years 11 and 12. As well as developing their understanding of the key role texts play in exploring issues, students deepen their knowledge of language and textual structures and critical literacy, enhancing their ability to creatively and critically apply these skills across a range of texts and genres to communicate with a variety of audiences.

Course Content <i>Semester One</i> Poetry Shakespeare <i>Semester Two</i> Satire Novel	Assessment Summary Three assignments - <ul style="list-style-type: none"> - Imaginative written response - Persuasive spoken response(pre-filmed) - Written response for a public audience. One examination – <ul style="list-style-type: none"> - Analytical written response
Homework Requirements Homework as required	Resources/Stationery Requirements A4 96 page exercise book; cardboard document wallet; plastic document wallet Laptop – moderate use (particularly for assessment work, internet access and resource access)
Career Paths/Employment Opportunities English is essential for any career. This subject will help build the communication skills required for most jobs, trades and certificate courses and higher education. This subject leads to General English or Essential English in Years 11 and 12.	NOTE: Students will be invited by the English Head of Department to study English Extension based on results. Students must receive a minimum B result for Year 9 English

English Foundation

Subject Description

This English subject is centred around building and reinforcing communication skills for the workplace and preparing students for Essential English in Years 11 and 12. It will develop their ability to understand and communicate with a variety of audiences through the exploration of issues and texts..

Course Content

Semester One

Literacy
Literature

Semester Two

Satire
Novel

Assessment Summary

Three assignments -

- Imaginative written response
- Persuasive spoken response(pre-filmed)

One examination –

Analytical written response

Homework Requirements

Homework as required

Resources/Stationery Requirements

A4 96 page exercise book; cardboard document wallet; plastic document wallet

Laptop – moderate use (particularly for assessment work, internet access and resource access)

Foundation English will help build the skills required for most general jobs, trades and certificate courses.

Recommended Studies

No recommendations

Food Specialisations (Hospitality)

Subject Description

This subject is an extension of the Food Technology subject, but also provides students with necessary skills for the Applied subject of senior Hospitality. Food Specialisations will provide opportunities for students to develop an understanding of food systems, along with nutrition as they continue to build on previous food preparation and cooking techniques. This subject aims to encourage students' creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. The design process is a fundamental practice within Food Specialisation as students create designed solutions based on critical evaluation of needs or opportunities. Fundamental skills gained in this subject will prepare students for future employment opportunities as well as adding value to personal activities.

Course Content

This course provides students with theory learning and practical experiences. Implicit skills include, working in teams, demonstrating effective communication and organisational and interpersonal skills. Learning experiences may include:

- participating in practical lessons using hygienic, safe and efficient work methods to develop food production techniques
- researching the suitability of a range of foods for different situations, clients and purposes
- establishing criteria for success, including sustainability considerations
- creating designed solutions (food products) and justifying decisions
- evaluating ideas' solutions and final cooking / food products
- applying sequenced production and management plans and making adjustments when necessary

Assessment Summary

Assessments will be in the form of:

- project
- investigation
- examination

Homework Requirements

Students will be required to complete production plans prior to cooking lessons, as well as evaluations.

Assessment items will also require time outside of class.

Preparation of ingredients for cookery lessons.

Resources/Stationery Requirements

A4 96 page exercise book

Plastic document wallet

Laptops – required for research and nutrition calculation

Ingredients for cooking lessons

Career Paths/Employment Opportunities

Food Specialisations involves a range of experiences that provide knowledge, processes and skills contributing to vocational pathways, particularly in the hospitality field. This subject also provides students with critical thinking skills that extend to other senior subjects.

Recommended Studies

Studies in Years 8/9 Food Technology are strongly recommended to build knowledge and skill base.

Geography

Subject Description

Geography is the study of places and patterns on Earth. Through its use of field, the environment, maps, images and spatial data (e.g. Google Earth) it gives students a “big picture” view of the planet making us aware of the way we shape our world and how it shapes us. In an increasingly globalized world it is important to understand the connections between society and the environment – this is the place of geography. The course content is determined by the Australian National Curriculum.

Course Content

Unit 1: Geographies of human wellbeing focuses on global, national and local differences in human wellbeing between places.

Topics include:

- What is wellbeing?
- Global differences in wellbeing
- Representing wellbeing on maps and graphs

Unit 2: Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment in Australia.

In this unit students investigate the local impact of coastal development on land and marine environments. The research aspects through the internet and in the local field. **There is a compulsory one day field excursion.**

Assessment Summary

Report & Research Booklet

Data response test

Exam – extended written response

Homework Requirements

Moderate requirements

Resources/Stationery Requirements

A4 96 page exercise book, computer essential for class work and report writing.

Career Paths/Employment Opportunities

Geography has direct links to many career paths. Examples are: agriculture, architecture and engineering, land care and conservation, resource and land management, environmental science, geology and earth sciences, mining, journalism, local government and town planning, meteorology, politics, public service, public relations, spatial information (Geographic Information Systems), surveying and land development, real estate, tourism and hospitality, teaching.

Recommended Studies

A pass result in Year 9 history/geography is highly recommended.

Health and Physical Education

Subject Description

HPE is a core area of study and is compulsory until the end of Year 10. The course consists of both practical and theoretical units. The aim of HPE is to develop healthy physical, mental, social and emotional behaviours in students that benefit them throughout their life.

Course Content

Students will select, experience and develop skills in a wide variety of sports and physical activities. They will examine a variety of health issues, related to adolescence and acquire knowledge and skills to make decisions about their own health and well-being. Additionally they will complete planning for their future subjects choices or employment.

Assessment Summary

Assignment

Practical assessment

Homework Requirements

Students will have set activities related to classwork and assessment to complete in theory units.

Resources/Stationery Requirements

See Resource/Stationery Requirement List

Career Paths/Employment Opportunities

HPE – many career paths including massage therapist, fitness instructor, defence force, police officer, recreation officer, coach, referee, sports trainer, sports psychologist, physical education teacher, nurse, physiotherapist, facility manager, sports medicine.

Recommended Studies

Nil

Health and Physical Education Extension

Subject Description

The units within this course will prepare students for Physical Education and Sport and Recreation in year 11/12.

Course Content The focus of these units is on exercise physiology, how muscles move, and energy systems of the body and how food is used to produce energy for physical activity. Students will study a selection of individual and team sports. Approximately 2/3 of time allocation is practical and 1/3 is theory.	Assessment Summary Written examinations Multimodal assignment Practical assessment
Homework Requirements Revision of theory notes Set homework tasks. Assignment and exam preparation (1 hour/week)	Resources/Stationery Requirements See Resource/Stationery Requirement List Computer will assist
Career Paths/Employment Opportunities Physiotherapy, Sports psychology, Dietician/ nutritionist, Ambulance officer, Fitness instructor, Defence Force, Recreation officer, Fitness Manager, Nursing, PE teacher.	Recommended Studies Year 8/9 HPX recommended

History

Subject Description

History is the study of past changes and continuities which have shaped all societies. It is a discipline which not only studies facts about the past; it also questions the accuracy of those facts and the way writers of history interpret events from a specific perspective. An important skill of any historian is to analyse and evaluate primary and secondary sources to try to gain an accurate account of the period of history under investigation. This course combines elements of the Australian National Curriculum and research skills for senior Modern History.

Course Content There are three units within this semester of study: World War Two – while generally studying the causes of World War Two, the in depth study focuses on the war in the Pacific and Australia's role on the Kokoda Track. Rights and Freedoms – Like indigenous people throughout the world, Australia's Aboriginal and Torres Strait Islanders have suffered from highly discriminating government policies. In this unit students analyse and evaluate these policies through historical source documents. Modern History – Students finish their course by choosing their own topic from any historical era. They inquire into topic documenting a wide range of evidence in a research journal.	Assessment Summary Short response test – analysis and evaluation of sources Essay Research assignment
Homework Requirements Moderate requirements	Resources/Stationery Requirements A4 96 page exercise book. Computer essential for research.
Career Paths/Employment Opportunities A knowledge of history develops students' understanding of and tolerance for others and therefore is applicable to all career paths. The skills of historical method of inquiry translate to any career where self-direction, logical organisation and research are required. Specific career paths include: journalism, creative writing, law, public service, armed forces, jobs related to community work, communications, teaching.	Recommended Studies A 'C' standard in Year 9 history/geography Not a pre-requisite for Year 11 and 12 Modern history but recommended.

Japanese

Subject Description

During the course of study students will engage in a range of topics that allow them to interact in the language both verbally and tackle the written scripts including Kanji & Katakana. Learning pathways are flexible as students may negotiate partial content, namely selecting topics of interest.

Course Content

Japan Language and Culture
The J-World
Chill Out – Japan Style

Assessment Summary

Reading test
Listening test
Writing test
Speaking test

Homework Requirements

Homework as required

Resources/Stationery Requirements

A4 96 page exercise book
Headphones
Laptop (light use)

Career Paths/Employment Opportunities

Working in Japan in areas such as hospitality, tourism (e.g. ski fields) and teaching English. The latter requires a completed Bachelor of Arts degree. Japanese will also be of benefit to other careers such as business and finance.

Recommended Studies

Year 9 Japanese

Legal Studies

Subject Description

This course draws on the national curriculum Civics and Citizenship learning area. It investigates how Australia's political and legal system also protects and sustains our way of life.

Course Content

Unit 1: Legal Foundations

In this foundation unit students will examine the structure and processes of the Australian legal and government system including its hallmark principles of the rule of law, separation of powers and free and fair elections. Students will compare those features with that of other governments. Students will learn how Australia's international legal obligations influence Australian law and government policy. They will also learn about Australia's court hierarchy and the Australian High Court. Students will analyse and evaluate contemporary and historical social and law reform issues.

Unit 2: Just and Equitable Outcomes

In this unit, students will delve into the criminal justice system to learn how police investigate crimes, including the evidence that can be used, and the concept of fair trials. Applying their acquired knowledge of the legal system from Unit 1, and the police investigation process from Unit 2, students will analyse real cases to evaluate whether the court delivered just and equitable outcomes.

Assessment Summary

Short response exam
Investigation (Report or Analytical essay)

Homework Requirements

Moderate

Resources/Stationery Requirements

A4 96 page exercise book
Computer use regular. Essential for assignments.

Career Paths/Employment Opportunities

These subjects are relevant to a wide range of careers; however they are of interest in any career. Links to specific careers include: business, law, police force, accounting, tourism, politics, journalism, management, banking and finance, public service.

Recommended Studies

At least a C(or better) in Year 9 history/geography

Materials and Technologies Specialisations (Wood)

Subject Description

Wood Technology aims to:

- Develop an understanding of materials and processes
- Promote an appreciation for quality
- Develop problem solving skills through the Design Process
- Develop hand skills
- Develop safe work practices

Course Content

- Woodworking: The study of timber, its properties, joining methods and finishes.
- Plastics: Students will look at the different types and properties of plastics and produce simple articles.
- Product Design and Workshop Safety: Students will be exposed to reading plans, solving problems through design and applying safe work practices.

Assessment Summary

Classwork:

- Projects
- Project work booklets
- Machine and personal safety

Exams:

- Practical
- Theory

Homework Requirements

Nil

Resources/Stationery Requirements

Pencil, Pen, Eraser, limited use of a computer

Career Paths/Employment Opportunities

Construction Industries
Manufacturing Industries

Recommended Studies

Nil

Mathematics

Subject Description

This standard mathematics subject prepares students for senior General Mathematics and Essential Mathematics.

Course Content

Measurement, probability, statistics, finance, algebra trigonometry.

Assessment Summary

Three written exams and two assignments.

Homework Requirements

Regular homework is advisable.

Resources/Stationery Requirements

A4 128 page exercise book
Scientific Calculator
Limited computer use when required

Career Paths/Employment Opportunities

Suitable for most general jobs and trades.

Recommended Studies

No recommendations

Mathematics Extension

Subject Description

This high-level mathematics subject prepares students for Year 11 and 12 Mathematical Methods / Specialist Mathematics.

Course Content

Measurement, probability, statistics, finance, algebra trigonometry; studies to a greater depth than the standard course.

Assessment Summary

Three written exams and two assignments.

Homework Requirements

Regular homework is necessary.

Resources/Stationery Requirements

A4 128 page exercise book
Scientific Calculator
Limited computer use when required

Career Paths/Employment Opportunities

University courses.

This course prepares students for years 11 and 12 Mathematical Methods and Specialist Mathematics, and is suitable for most general jobs and trades.

NOTE

Students will be invited to study Mathematics Extension based on results.

Mathematics Foundation

Subject Description

This standard mathematics subject prepares students for senior Essential Mathematics.

Course Content

Measurement, probability, statistics, finance, algebra trigonometry.

Assessment Summary

Three written exams and two assignments.

Homework Requirements

Regular homework is advisable.

Resources/Stationery Requirements

A4 128 page exercise book
Scientific Calculator
Limited computer use when required

Career Paths/Employment Opportunities

Suitable for most general jobs and trades.

Recommended Studies

No recommendations

Media Arts

Subject Description

Film, television and new media platforms are our primary sources of information and entertainment. They are important channels for education and cultural exchange. Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. Students of Media Arts will critically analyse and evaluate moving-image media products, and use industry standard pre-production formats to design and later produce moving-image products. In order to make and respond to media, students will study how media concepts are used to express ideas in a variety of media contexts, genres and styles.

Course Content

Term 1

1. Same Old Story Part 1

In this unit, students experiment with composition, camera movement and editing. They block out scenes and frame shots, while building an understanding of the importance of pacing, rhythm, and continuity editing in narrative moving-image media. They explore how perspectives are communicated through narrative and media elements to celebrate or challenge ideas. They manage their projects, from pre-production, design and scheduling, to editing and production, and finally distribution.

Term 2

2. Same Old Story Part 2

In the second part of the unit, students study Australian cinema, exploring the history of cinema from the traditional representations throughout the twentieth century to the modern representations of today. Students explore how filmmakers use a range of film languages to create representations of Australian ideologies and points of view. They analyse and evaluate how the perspectives are celebrated and challenged in these Australian stories

Assessment Summary

Term 1

1. (MAKING) Dialogue Scene:

- a. Design Screenplay and Shooting Script
- b. Production: Dialogue Scene

Term 2

2. (RESPONDING) Analytical Exposition

Homework Requirements

Primarily revision and assessment

Resources/Stationery Requirements

Minimum 16GB USB Drive

Access to a computer in school is essential.

Career Paths/Employment Opportunities

Advertising and marketing... Web design and production ... Games design and production ... Interactive media development ... Public relations ... Media advisor Media Arts, Film and Video design and production including direction, editing, cinematography, scriptwriting, sound design, sound recording and editing, digital compositing, lighting, digital screen production, screen distribution and exhibition, camera operation ... Animation ... Print and Corporate design ... Media and cultural policy developer ... Motion Graphics etc.


Recommended Studies

It is recommended that students are achieving a minimum of a sound level (C) of achievement in Years 9/10 English to cope with Year 10 Film, Television and New Media..

Music

Subject Description

The year 10 Music program has been designed to give students an overview of what is expected of them in year 11 and 12 music. The course will provide a comprehensive program including composing and performing to a higher standard than the junior program, and learning the skills required to analyse music of many styles and genres.

<p>Course Content</p> <p>Term 2/4 Fusions) In music we different genres of music together to make new styles. In this unit, students make and respond to music by exploring music that involves fusing various styles, genres, musical sources, ideas and other forms of art..</p> <p>Term 1/3 AUSSIE MUSIC A new unit in which students will be introduced to different styles of music and how characteristics from these styles can be fused to create new, hybrid styles of music. Students will also learn how to create tracks using samples and loops to create their own music</p>	<p>Assessment Summary</p> <ul style="list-style-type: none"> Exams – theory and knowledge content learned throughout the term will be examined Performing – Playing or singing for an audience. Composing – arranging/ creating music
<p>Homework Requirements</p> <p>Homework includes:</p> <ul style="list-style-type: none"> rehearsing for performances working on assignments/studying for exams activities set during the term 	<p>Resources/Stationery Requirements</p> <p>A4 Manuscript book / A4 96 page exercise book Pencil and eraser, Ruler, Document wallet Access to a computer in school is essential.</p>
 <p>Career Paths/Employment Opportunities</p> <p>Careers in music are many and varied. Listed below are just a few: Composition, Performance, Music Therapy, Music Education, Music Production, Music Retail, and Arts Administration.</p> <p>Scan the qr code for a more comprehensive listing of music careers</p>	<p>Recommended Studies</p> <p>It is recommended that students be able to play an instrument or sing to a good standard by this year level.</p> <p>It is a requirement that students have completed the Junior music course (7,8 or 9) or have participated in private music study to at least an elementary level, including music theory.</p>

Physics

Subject Description

Physics is the study of forces, motion and energy. This course addresses the Physical science descriptors from the Australian Curriculum (year 10). Students will explain the concept of energy conservation and represent energy transfer and transformation within systems. They will apply relationships between force, mass and acceleration to predict changes in the motion of objects. This course is designed to prepare students for studying senior Physics by explicitly teaching students the numeracy, literacy and practical skills required to succeed in their senior studies..

<p>Course Content</p> <p>Unit 1 – Preparing for Student Experiments</p> <ul style="list-style-type: none"> Scientific research & writing Experimental design & evaluation Collecting, presenting and interpreting data The motion of objects can be described and predicted using the laws of physics <p>Unit 2 – Thermal Physics</p> <p>Energy conservation in a system can be explained by describing energy transfers and transformations</p>	<p>Assessment Summary</p> <ul style="list-style-type: none"> Examination Student experiment
<p>Homework Requirements</p> <p>Students will have set activities related to classwork and assessment to complete.</p>	<p>Resources/Stationery Requirements</p> <p>See Resource/Stationery Requirement List Laptop needed for assessment and classwork</p>
<p>Career Paths/Employment Opportunities</p> <p>Careers include science, engineering, physiotherapy, medicine, radiology, optometry, vet science, astrophysics.</p>	<p>Recommended Studies</p> <p>Pass (C) in year 9 Science</p>

Recreation Studies

Subject Description

The units within this course will prepare students for Sport & Recreation in Senior. Sport and Recreation is more for students who want to organise and play sport rather than analysis of movement/ skills and theoretical requirements are less than HPX.

Course Content

The focus of these units is on first aid, fitness and participation in sport and physical activity. It will examine factors that influence participation and enjoyment of being active and the place of leisure in a balanced life. Students will select and study various individual and team sports. Approximately $\frac{3}{4}$ of time allocation is practical and $\frac{1}{4}$ theory.

Assessment Summary

Written examinations
Multimodal assignment
Practical assessment

Homework Requirements

Revision of theory notes
Set homework tasks.
Assignment and exam preparation
(less than 1 hour/week)

Resources/Stationery Requirements

See Resource/Stationery Requirement List

Career Paths/Employment Opportunities

Fitness Instructor, Fitness centre staff/ management, Coach, Recreational activities officer.

Recommended Studies

No recommendations

Science in Practice

Subject Description

This course is designed for students who wish to engage more with the practical aspects of Science and are not intending on studying Biology, Chemistry or Physics in senior.

Topics studied will have a 'real-life' focus and may include contexts such as global climates and weather, and 'everyday' chemistry.

Course Content

'Real life contexts' such as:

- Changes in climate and predicting weather
- Using chemistry to design bath bombs

Assessment Summary

Types of assessment may include:

- Examination
- Investigation (multimodal presentation)

Homework Requirements

Homework will be based on the in class assignments that students complete in the course of the semester.

Resources/Stationery Requirements

See Resource/Stationery Requirement List
Laptop needed for assessment and classwork

Career Paths/Employment Opportunities

This course prepares students for Science in Practice in senior, and also shows students how science can be applied in everyday life situations.

Recommended Studies

No recommendations

Social and Community Studies

Subject Description

The course content is designed to prepare students for the world beyond school. It is a **life skills subject** which incorporates personal management, relationships, resources management and citizenship. As an introduction to senior Social and Community Studies, this semester course looks at what the future might hold for students soon to leave school.

Course Content

Unit 1 Towards Independence. This unit looks at the considerations students will have to make when they leave school and become independent – moving out of home, buying a car, establishing relationships with others.

Unit 2 The Future World. This unit covers a variety of issues impacting the community and how these will influence our future world. Topics covered include Youth Crime, Domestic Violence, AI, Global Warming and Homelessness. Students learn about the nature and scope of these issues in the community and investigate how they can solve this for a better future..

Assessment Summary

- . Research project
- , Short Response Exam
- . Educational design brochure

Homework Requirements

Nil

Resources/Stationery Requirements

A4 96 page exercise book. Computer

Career Paths/Employment Opportunities

This subject is relevant to all career paths due to the life skills incorporated into the course.

Recommended Studies

For students who would normally achieve C or lower level of achievement.

Visual Arts

Subject Description

Visual arts involves visual, sensory and cognitive learning that allows students to develop additional modes of thinking. This course provides fundamental knowledge and skills in visual art media areas that will assist students in finding creative ways to express themselves using various themes for stimulus to make learning meaningful. Students will be exposed to many media areas, artists and artworks of relevance and learn how to respond effectively to artworks and a given theme in a practical and theoretical manner.

Course Content

The Figure

Students will experiment with various ways of exploring how artists represent the human figure. They will trial various art media areas such as: drawing, etching, lino-printing, painting and 3D ceramics. They will create a narrative of how the human figure is represented through out past and present.

Artists and art periods will be studied and assessed in the for of an analytical essay.

Assessment Summary

Resolved Artworks: created using practiced media area/s.

Practical Portfolios: which demonstrate experiments, decision making and reflection with an artist statement. Linked to resolved artwork.

Analytical Essay: analysing 2 given artworks

Homework Requirements

Collating of portfolios, reflections/ artist statements, working on resolving final art work, writing draft and editing final copy of essay.

Resources/Stationery Requirements

SRS paid
Visual Diary
Ruler
2B Lead pencil
Eraser
Glue
Digital camera or access to one for approximately 1-2 weeks
Access to a computer in school is essential.

Career Paths/Employment Opportunities

Maker, technician, presenter, artist, graphic designer, printmaker, photographer, designer.

Recommended Studies

Completion of at least one junior art (8/9) course.

ADDITIONAL LEARNING OPPORTUNITIES

The flexibility of the Queensland Certificate of Education (QCE) allows students to embrace a number of different learning opportunities to education and training while still attending school. Additional learning options are suited to students who have in mind specific pathways beyond senior secondary schooling. Many different situations arise that allow additional learning opportunities to meet the needs of individual students. Additional learning options often contribute to the QCE and may contribute to Australian Tertiary Admission Rank (ATAR) calculations.

School of Distance Education

With ever increasing demands on our school's curriculum it is not possible to meet all the subject choices of students. To bridge this shortfall, Education Queensland offers an increasing range of subjects via eLearning (internet) through the Schools of Distance Education. The subjects are the same standard as offered at our school with a range of General, Applied and VET subjects. Distance Education may charge students school fees for subjects undertaken.

Who could benefit from eLearning method?

- Students who need a subject for their career path that is not offered at our school.
- Students who have a clash of subjects on their timetable.
- Students who are self-disciplined and independent learners who can work with a minimum of close supervision.

Other External Courses

Students may choose to enrol in an externally provided course. This is a good option if you are a self-directed learner and wish to undertake a certificate course not provided at the school. The student is responsible for any enrolment fees and approval must be gained from the school if you wish for this course to be included as one of your subjects. Please see Deputy Principal for Senior Schooling or a Guidance Officer.

Tertiary Subjects in Year 10

Students are able to study a university course in Years 10, 11 and 12 through a number of Queensland universities. The universities have their own individual programs with unique entry requirements, time frames, course (subjects) offerings and pathway outcomes. Most universities require students to be achieving at a B standard or above and require support from the school.

Some advantages:

- Students may receive guaranteed entry to the university program upon successful completion of the course (this is not at all universities or relevant for all university programs).
- Focused learning in an area that you are really interested in.
- Possibly receive a credit towards your QCE.

Some of the challenges:

- Finding the extra time in your week to study for and complete university subjects on top of your school academic and co-curricular commitments.
- Meeting university deadlines with no reminding by teachers.
- Not successfully completing the university course and being disappointed with your results.

See the Guidance Officer for more information on courses and the application process.

School-based Traineeships & Apprenticeships

A school-based apprenticeship is an excellent way for vocationally directed students to complete a traineeship or get a head-start on a full-time apprenticeship. A partnership exists between the student, the school, the Apprenticeship Centre, the workplace and a Registered Training Organisation to assist the student to complete the available training.

How could I benefit from a school-based apprenticeship or traineeship?

- I can work towards an industry recognised certificate as well as a Senior Statement and maybe an ATAR. I will also gain credits towards my QCE.
- I will receive training with a registered training organisation.
- I will be able to move more easily from school life into work.
- I will have a head start in the job market.
- I will gain firsthand experience in the industry.
- I will be paid for the time I spend at work.

- I could use my vocational qualification to get into tertiary education, such as diploma courses.

What do I do if I'm interested in a school-based apprenticeship or traineeship?

- Talk to people working in different jobs; find out what skills they use and where they work.
- Talk with people in your school who can help with advice, such as the Deputy Principal, HOD - Senior Schooling, Guidance Officer, Senior Schooling Officer.
- Get experience in the areas you are interested in through volunteer, part-time or holiday jobs or through work experience or structured work placement.

Things for you to think about if you want a school-based apprenticeship or traineeship:

- You can achieve a QCE and do a school-based apprenticeship or traineeship.
- A school-based apprenticeship or traineeship requires a training agreement to be signed; this contract commits you and your employer to the apprenticeship or traineeship.
- You will be studying a vocational certificate course in addition to your school subjects, so be prepared for an extra workload.
- A school-based apprenticeship or traineeship has to impact your school timetable, meaning that paid employment and possibly training will be undertaken during normal school hours. It is your responsibility to catch up on the school work missed while at work.
- You may be completing your traineeship/apprenticeship after you have finished school.
- It is important that you are very sure about your goals and career plans before signing up.
- Selecting subjects that will help you with your traineeship or apprenticeship or that you need for further study after school.
- Transport to work and/or to training in and out of school hours may be an added cost.
- Sometimes the work involved will require you to get to different job sites.

When and how can I apply?

You can apply through your school until July of Year 12. Visit the Senior Schooling Officer in B04 to find out more information. If you start early in Year 11, you may complete a school-based traineeship by the end of Year 12. However, if you have not finished by the end of Year 12, you must continue with your traineeship or apprenticeship until it is completed.

For more information on school-based traineeships and apprenticeships visit:

www.apprenticeshipsinfo.qld.gov.au/school-based/index.html

Work Experience

Our school is committed to the provision of work experience for students as part of their education. It is designed to assist them to develop appropriate knowledge, skills and attitudes concerning both paid and unpaid work. Industry plays a key role in developing the specific skills required in the work place.

Work experience has the similar benefits as structured work placement.

Work experience covers all industry areas and gives insight into particular career choices, but is not linked to a particular school subject. Work experience is available to students in Years 10, 11 & 12.

When and how can I apply?

Work experience will be offered to you in the Easter, June/July and September school holidays. Alternatively, students can complete work experience in the two week period of finishing the school year (while school is still in operation for our junior students). Contact the Senior Schooling Officer in B04 at the school for further details.

APPENDIX

For more information go to - [Senior Secondary Schooling in Queensland - A guide for parents and carers](#)



Queensland Certificate of Education



Queensland Certificate of Education (QCE)

Planning your pathway



Find out more at

myQCE



Visit: 4 Ruge St, Proserpine
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