



**PROSERPINE**  
STATE HIGH SCHOOL

# Senior Secondary 2025

## Curriculum Booklet Year 10

*Local Spirit.  
Universal Success.*





**PROSERPINE**  
STATE HIGH SCHOOL

## 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 21<sup>st</sup> 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 2024. 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 work load in 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 document 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** These subjects are required to be studied by all students:
- 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** 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).
- VET Certificates** Successful completion of selected certificates will contribute towards a student's Queensland Certificate of Education (QCE).

**NOTE: Students need to thoroughly read the descriptions of all subject offerings before completing the subject selection form. 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"> <li>English</li> <li>English Foundation</li> <li>Students may be invited to study English Extension based on results.</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>Mathematics</li> <li>Mathematics Foundation</li> <li>Students may be invited to study Maths Extension based on results.</li> </ul> <p>Science – choose <u>ONE</u> or <u>more</u> of:</p> <ul style="list-style-type: none"> <li>Biological Sciences</li> <li>Chemistry</li> <li>Physics</li> <li>Science in Practice</li> </ul> <p>Humanities – choose <u>ONE</u> or <u>more</u> of:</p> <ul style="list-style-type: none"> <li>Economics and Business</li> <li>Geography</li> <li>History</li> <li>Legal Studies</li> <li>Social and Community Studies</li> </ul> <p>Health &amp; Physical Education / Career Education</p>	<ul style="list-style-type: none"> <li>Business Studies</li> <li>Certificate I in AgriFood Operations</li> <li>Certificate I in Workplace Skills</li> <li>Dance</li> <li>Design and Technologies (Graphics)</li> <li>Digital Technologies</li> <li>Drama</li> <li>Early Childhood Studies</li> <li>Engineering Principles and Systems (Metal Technology)</li> <li>Food Specialisations</li> <li>Health and Physical Education Extension</li> <li>Japanese</li> <li>Material Specialisations 1 (Wood Technology)</li> <li>Media Arts (Film, Television and New Media)</li> <li>Music</li> <li>Recreational Studies</li> <li>Visual Arts</li> </ul> <p><b>*Refer to Additional Learning Opportunities information on page 32.</b></p>

## 2025 CURRICULUM OFFERINGS

Transition into the Senior Phase of Learning begins in Year 10 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, vocational education and training or work. 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 Applied subject may contribute to a student's ATAR when combined with four 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	YEAR 11 & 12 SUBJECTS			SENIOR STUDIES (Note: subject to change)
	General Subjects	Applied Subjects	VET Courses	
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>▪ English</li> <li>▪ English Extension</li> <li>▪ English Foundation</li> <li>▪ Japanese</li> </ul>	<ul style="list-style-type: none"> <li>▪ English</li> <li>▪ Literature</li> </ul>	<ul style="list-style-type: none"> <li>▪ Essential English</li> </ul>	
<b>MATHEMATICS</b>	<ul style="list-style-type: none"> <li>▪ Mathematics</li> <li>▪ Mathematics Extension</li> <li>▪ Mathematics Foundation</li> </ul>	<ul style="list-style-type: none"> <li>▪ General Mathematics</li> <li>▪ Mathematical Methods</li> <li>▪ Specialist Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Essential Mathematics</li> </ul>	
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>▪ Biological Sciences</li> <li>▪ Chemistry</li> <li>▪ Physics</li> <li>▪ Science in Practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Biology</li> <li>▪ Chemistry</li> <li>▪ Marine Science</li> <li>▪ Physics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aquatic Practices</li> <li>▪ Science in Practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Certificate II in Aquaculture (TAFE)</li> <li>▪ Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal) (Whitsunday Maritime Training Centre)</li> </ul>
<b>HUMANITIES &amp; SOCIAL SCIENCES</b>	<ul style="list-style-type: none"> <li>▪ Economics and Business</li> <li>▪ Geography</li> <li>▪ History</li> <li>▪ Legal Studies</li> <li>▪ Social and Community Studies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Economics</li> <li>▪ Geography</li> <li>▪ Legal Studies</li> <li>▪ Modern History</li> </ul>	<ul style="list-style-type: none"> <li>▪ Social and Community Studies</li> </ul>	
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>▪ Health and Physical Education</li> <li>▪ Health and Physical Education Extension</li> <li>▪ Recreational Studies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sport and Recreation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Certificate III in Health Services Assistance (incorporating Certificate II in Health Support Services)</li> <li>▪ Certificate II in Community Services – specialising in Early Childhood (Kath Dickson Institute)</li> <li>▪ Certificate II in Health Support Services (Connect'n'Grow)</li> </ul>
<b>THE ARTS</b>	<ul style="list-style-type: none"> <li>▪ Dance</li> <li>▪ Drama</li> <li>▪ Media Arts (Film, Television and New Media)</li> <li>▪ Music</li> <li>▪ Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Drama</li> <li>▪ Film, Television and New Media</li> <li>▪ Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dance in Practice</li> <li>▪ Music in Practice</li> <li>▪ Visual Arts in Practice</li> </ul>	
<b>BUSINESS &amp; TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>▪ Business Studies</li> <li>▪ Digital Technologies</li> <li>▪ Certificate I in Workplace Skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accounting</li> <li>▪ Business</li> </ul>		<ul style="list-style-type: none"> <li>▪ Certificate III in Business</li> <li>▪ Certificate II in Applied Digital Technologies / Certificate II in Workplace Skills</li> <li>▪ Certificate II in Tourism /Certificate II in Workplace Skills</li> <li>▪ Certificate II in Retail Cosmetics (TAFE)</li> </ul>

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<b>INDUSTRIAL TECHNOLOGY &amp; DESIGN</b>	<ul style="list-style-type: none"> <li>▪ Early Childhood Studies</li> <li>▪ Food Specialisations</li> </ul>		<ul style="list-style-type: none"> <li>▪ Hospitality Practices</li> </ul>		
	<ul style="list-style-type: none"> <li>▪ Design and Technologies (Graphics)</li> <li>▪ Engineering Principles and Systems (Metal Technology)</li> <li>▪ Material Specialisations (Wood Technology)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Engineering Skills</li> <li>▪ Furnishing Skills</li> <li>▪ Industrial Graphics Skills</li> </ul>		<ul style="list-style-type: none"> <li>▪ Certificate I in Construction (TAFE)</li> <li>▪ Certificate II in Automotive Vocational Preparation (TAFE)</li> <li>▪ Certificate II in Electrotechnology (Gold Coast Trades College)</li> <li>▪ Certificate II in Engineering Pathways (TAFE)</li> <li>▪ Certificate II in Plumbing (TAFE)</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Certificate I in AgriFood Operations</li> </ul>				<ul style="list-style-type: none"> <li>▪ Certificate II in Rural Operations (TAFE)</li> </ul>
<b>OTHER</b>					<ul style="list-style-type: none"> <li>▪ Certificate II in Active Volunteering (PSHS)</li> <li>▪ Certificate II in Skills for Work and Vocational Pathways (PSHS)</li> </ul>
	Alternative learning options available through external providers by school application – see Senior Schooling Deputy Principal or Guidance Officer.				



# 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 Year 8 and Year 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 New QCE system in the appendix or by visiting [www.qcaa.qld.edu.au](http://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 Year 10 results
Accounting	B achievement in English and Business Studies
Biology	B achievement in English and Biological Sciences
Business	B achievement in English and Business Studies or Economics and Business
Chemistry	B achievement in English, Chemistry and Mathematics or C achievement in Mathematics Extension. It is also suggested that students undertake Mathematical Methods in Senior.
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 Film, Television and New Media (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 and Biological Sciences, Chemistry or Physics
Mathematical Methods	B achievement in Mathematics Extension or teacher recommendation
Modern 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, Physics and Mathematics or C achievement in Mathematics Extension. It is also suggested that students undertake Mathematical Methods in Senior.
Specialist Mathematics	B achievement in Mathematics Extension or teacher recommendation
Visual Art	B achievement in English and Visual Arts

APPLIED SUBJECTS	
Year 11/12 Subject	Recommended Year 10 results
Aquatic Practices	No recommendations
Dance in Practice	Year 9 or 10 Dance
Engineering Skills	Engineering Principles and Systems (Metal Technology)
Essential English	No recommendations
Essential Mathematics	No recommendations
Furnishing Skills	Material Specialisation (Wood Technology)
Hospitality Practices	Food Specialisations
Industrial Graphics Skills	Design and Technologies (Graphics)
Music in Practice	Must 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	Year 9 and 10 Visual Arts

<b>VET COURSES</b>	
<b>Year 11/12 Course</b>	<b>Recommended Year 10 results</b>
Certificate II in Tourism SIT20122 / Workplace Skills BSB20120 / Tourism	No recommendations
Certificate II in Applied Digital Technologies ICT20120 / Certificate II in Work place Skills (BSB20120)	No recommendations
Certificate III in Business (BSB30120)	C achievement in English.
Certificate III in Health Services Assistance (HLT33115) incorporating Certificate II in Health Support Services (HLT23221)	C achievement in English and Health and Physical Education.

## 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 new 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 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 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.

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SUPPLEMENTARY LEARNING OPTIONS in Senior Studies				
Program	Duration	Timing	QCE Credits	Additional Information
ATAR Eligible Skill Development	Years 11 & 12 ATAR eligible	Monday P2 Friday P3	N/A	Students engage in specialised subject skill development with specialised curriculum teachers/leaders.
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.
Alternative Learning Option (ALO)	1 or 2 years Years 11 & 12	Dependable on the ALO	Dependable on the ALO	Learning option sourced and funded by individual student.  Must provide confirmation of enrolment.  Senior Schooling Deputy Principal approval required.
Certificate II in Community Services – specialising in Early Childhood (CHC22015)  <i>RTO: Kath Dickson Institute</i>	1 year Years 11 or 12	Monday P2 Friday P3	Up to 4 credits	VETiS funded course. Additional course costs + First Aid (\$) required for course – refer to course letter.  Students enrolled in this qualification on the general curriculum lines have access to additional learning opportunities to meet demands of the course.
Certificate II in Health Support Services (HLT23221)  <i>RTO: Connect 'n' Grow</i>	1 year Years 11 or 12	Senior Studies Lessons	Up to 4 credits	VETiS funded course. Application and selection process required. See Mrs Porter or Ms Watts for further information.
Certificate II in Electrotechnology (UEE22020)  <i>RTO: Gold Coast Trades College</i>	1 year Years 11 or 12	P1 & P2 Fridays @ PSHS	Up to 4 credits	VETiS funded course. Application and selection process required. Must meet literacy and numeracy standard entry test. See Mrs Porter or Ms Watts for further information.
Certificate II in Plumbing (11054NAT)  <i>RTO: TAFE</i>	1 year Years 11 or 12	All day Friday @ PSHS	Up to 4 credits	VETiS funded course. Application and selection process required. See Mrs Porter or Ms Watts for further information. <b>Note:</b> Compulsory 80hrs vocational placement is required.
Certificate II in Rural Operations (AHC21216)  <i>RTO: TAFE</i>	1 or 2 years Years 11 & 12	All day Friday @ Bowen  TAFE	Up to 4 credits	VETiS funded course. Application and selection process required. See Mrs Porter for further information.
Certificate II in Engineering Pathways (MEM20413)  <i>RTO: TAFE</i>	1 year Years 11 or 12	All day Friday @ PSHS	Up to 4 credits	VETiS funded course. Application and selection process required. See Mrs Porter or Ms Watts for further information. <b>Note:</b> Cannot select Engineering Skills on a curriculum line.
Certificate II in Automotive Vocational Preparation (AUR20720)  <i>RTO: TAFE</i>	1 year Years 11 or 12	All day Friday @ Whitsundays TAFE	Up to 4 credits	VETiS funded course. Application and selection process required. See Mrs Porter or Ms Watts for further information.
Certificate I in Construction (CPC10120)  <i>RTO: TAFE</i>	1 year Years 11 or 12	All day TBC @ TBC	Up to 4 credits	VETiS funded course. Application and selection process required. See Mrs Porter or Ms Watts for further information.
Certificate II in Aquaculture (SFI20119)  <i>RTO: TAFE</i>	1 year Years 11 & 12	All day Friday @ Whitsundays TAFE	Up to 4 credits	VETiS funded course. Application and selection process required. See Mrs Porter or Ms Watts for further information.

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<p>Certificate II in Retail Cosmetics (SHB20121)</p> <p><i>RTO: TAFE</i></p>	<p>1 year Years 11 or 12</p>	<p>All day Friday @ PSHS</p>	<p>Up to 4 credits</p>	<p>VETiS funded course. Application and selection process required. See Mrs Porter or Ms Watts for further information.</p>
<p>Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal) (MAR20321)</p> <p><i>RTO: Whitsunday Maritime Training Centre</i></p>	<p>1 year Years 11 or 12</p>	<p>All day Friday @ WMTC</p>	<p>Up to 4 credits</p>	<p>VETiS funded course. Additional costs associated with course. Application and selection process required. See Mrs Porter or Ms Watts for further information.</p>
<p>Certificate II in Skills for Work &amp; Vocational Preparation (FSK20119)</p> <p><i>RTO: Proserpine SHS</i></p>	<p>1 or 2 years Years 11 &amp; 12</p>	<p>Senior Studies Lesson</p>	<p>Up to 4 credits</p>	<p>School-based course. Work experience component – at least 5 days required. See Ms Watts for further information.</p>
<p>Certificate II in Active Volunteering (CHC24015)</p> <p><i>RTO: Proserpine SHS</i></p>	<p>1 or 2 years Years 11 &amp; 12</p>	<p>Senior Studies Lessons</p>	<p>Up to 4 credits</p>	<p>School-based course. At least 20hrs of structured volunteer work required. See Ms Watts for further information.</p>

## 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:**

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

## Biological Sciences


<p><b>Subject Description</b></p> <p>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.</p>	
<p><b>Course Content</b></p> <p>Unit 1 – Genetics and Evolution</p> <ul style="list-style-type: none"> <li>The transmission of heritable characteristics from one generation to the next involves DNA and genes</li> <li>The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence</li> </ul> <p>Unit 2 – Preparing for Student Experiments</p> <ul style="list-style-type: none"> <li>Scientific research &amp; writing</li> <li>Experimental design &amp; evaluation</li> </ul> <p>Collecting, presenting and interpreting data</p>	<p><b>Assessment Summary</b></p> <ul style="list-style-type: none"> <li>Examination</li> <li>Student experiment</li> </ul>
<p><b>Homework Requirements</b></p> <p>Students will have set activities related to classwork and assessment to complete.</p>	<p><b>Resources/Stationery Requirements</b></p> <p>See Resource/Stationery Requirement List</p> <p>Laptop needed for assessment and classwork</p>
<p><b>Career Paths/Employment Opportunities</b></p> <p>A course of study in Biological Sciences 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.</p>	<p><b>Recommended Studies</b></p> <p>Pass (C) in Year 9 Science</p>

## Business Studies

<p><b>Subject Description</b></p> <p>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.</p> <p>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. This unit 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.</p>	
<p><b>Course Content</b></p> <p>In this unit students will cover:</p> <p>Introduction to Accounting - Accounting concepts include: account classification, transactions journals, ledgers, trial balance and financial statements.</p> <p>Business Enterprise - Business plans, working within a department and creating annual reports.</p>	<p><b>Assessment Summary</b></p> <p>Examination – Introduction to accounting (financial procedures)</p> <p>Business Report – Business enterprise</p>
<p><b>Homework Requirements</b></p> <p>Some of the practical aspects of this course will require work at home.</p>	<p><b>Resources/Stationery Requirements</b></p> <p>Access to a <b>laptop</b> at school and home is <b>essential</b></p> <p>External drive (i.e. USB/HDD), Document Wallet</p>
<p><b>Career Paths/Employment Opportunities</b></p> <p>This unit covers preliminary concepts of the current Year 11 Business and Accounting courses.</p> <p>Career paths from this course include – Accounting, Administration, Consulting, Small Business, Finance, Human Resources, Marketing, Real Estate, Retail and Sales.</p>	<p><b>Recommended Studies</b></p> <p>At least 1 year 8/9 Business Studies unit is advisable.</p>


# Certificate I in AgriFood Operations (AHC10216)

RTO No. 30338

<b>Subject Description</b> 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 pigs, and larger scale horticulture such as sugar cane. This course has a practical basis and so requires regular trips to the School Farm and Community Nursery, both 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.	
<b>Course Content</b> AHCWHS101 – Work safety, AHCWRK101 – Maintain the Workplace, AHCNSY102 – Support Nursery Work, AHCPGD102 – Support Gardening Work, AHCBAC102 – Support Agricultural Crop Work, AHCLSK102 – Support Intensive Livestock Work	<b>Assessment Summary</b> Competency based assessment, workbook completion, assignments, observation checklists, log/diary, project/portfolio, exams. The completion of Certificate I in AgriFood Operations may provide two credit points towards a student's Queensland Certificate of Education.
<b>Homework Requirements</b> Varies with modules being taught	<b>Resources/Stationery Requirements</b> General Stationery, full brim hat, sunglasses A4 48 page exercise book, Plastic document wallet Laptop needed for assessment and classwork
<b>Career Paths/Employment Opportunities</b> 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	<b>Recommended Studies</b> No recommendations <i>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.</i>  This certificate course will only be offered if both human and physical facilities are available.

# Certificate I in Workplace Skills (BSB10120)

RTO No. 30338

<b>Subject Description</b> 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 points will be banked towards the student's QCE.	
<b>Course Content</b> This self-paced course allows students to develop the skills and knowledge to function at a basic level of business competency. <b>Core Units</b> <ul style="list-style-type: none"> <li>BSBOPS101 Use business resources</li> <li>BSBPEF101 Plan and prepare for work readiness</li> </ul> <b>Elective Units (possible offerings)</b> <ul style="list-style-type: none"> <li>BSBTEC101 Operate digital devices</li> <li>BSBCRT201 Develop and apply thinking and problem-solving skills</li> <li>FSKWGT001 Complete personal details on extremely simple and short workplace forms</li> <li>FSKDIG001 Use digital technology for short and basic workplace tasks</li> </ul>	<b>Assessment Summary</b> 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.
	<b>Resources/Stationery Requirements</b> <b>Access to a laptop in school is essential.</b> External drive (e.g. USB/HDD) Access to the internet and a laptop at home may be required.
	<b>Recommended Studies</b> No recommendations
<b>Career Paths/Employment Opportunities</b> 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.	<b>Homework Requirements</b> Parts of the course may be completed at home <i>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.</i>  This certificate course will only be offered if both human and physical facilities are available.

# 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 – Preparing for Student Experiments

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

Unit 2– Atomic Structure, Properties and Reactions

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

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

Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. The body is the instrument of expression and uses combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement. Making in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing and performing. Responding in Dance involves students appreciating their own and others' dance works by viewing, describing, reflecting on, analysing, appreciating and evaluating.

Students engage with the elements of dance by learning the processes of choreography, performance and appreciation. They also learn to use safe dance practices. With an understanding of the body's capabilities applied to their own body, students develop kinaesthetic intelligence, critical thinking and awareness of how the body moves in dance. The elements of dance work together and underpin all dance activity as students learn to make dance using their developing movement vocabulary with the body. With increasing experience of making and responding, students develop analytical skills and aesthetic understanding. They engage with different types of dance and examine dance from diverse viewpoints to build their knowledge and understanding. Dance skills, techniques and processes are developed through students' engagement with dance practices that use the body and movement as the materials of dance with the addition of production components.

## Course Content

The students engage in a unit titled "Dance Fusions" where they used dance to respond, choreograph and perform dances that communicate the intent of a fusion of dance.

**ITEM 1** Students respond to dance that communicates intent using fusion to analyse and evaluate choices and influences that impact on a dance to communicate choreographic intent. Students will also justify and evaluate choices and influences in their choreographic work.

**ITEM 2** Students perform dance styles and communicate intent using a teacher-devised dance that fuses styles. They will communicate intent using technical and expressive skills.

**ITEM 3** Students choreograph a dance fusion that communicates intent to manipulate and combine the elements of dance, choreographic devices, form and production elements to communicate a choreographic intent with fused aspects.

## Assessment Summary

1. Making – Choreographing a fusion dance.
2. Making – Performing a teacher-devised fusion dance.
3. Responding – Collection of work

## 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

A course of study in Dance can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

## 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 uncompress 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

<b>Subject Description</b> 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.	
<b>Course Content</b> Unit: Economic performance and standard of living. In this unit, students will investigate the following key inquiry questions: <ul style="list-style-type: none"> <li>• How is the performance of an economy measured?</li> <li>• Why do variations in economic performance in different economies exist?</li> <li>• What strategies do governments use to manage economic performance?</li> </ul> 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.	<b>Assessment Summary</b> Response to stimulus test Report Investigation
<b>Homework Requirements</b> Moderate	<b>Resources/Stationery Requirements</b> A4 96 page exercise book Computer use regular. Essential for assignments.
<b>Career Paths/Employment Opportunities</b> 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.	<b>Recommended Studies</b> 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 Technology)

<b>Subject Description</b> 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: <ul style="list-style-type: none"> <li>• Be aware of safety issues</li> <li>• Demonstrate an understanding of the design process</li> <li>• Demonstrate knowledge and understanding of basic mechanical principles</li> <li>• Being able to use and apply appropriate mechanical devices</li> <li>• Correctly demonstrate a number of joining and edging methods</li> <li>• Promote appreciation for quality</li> </ul>	
<b>Course Content</b> During the semester students will be exposed to: <ul style="list-style-type: none"> <li>• Sheet metal in various forms</li> <li>• Introduction to fitting and fabrication</li> <li>• Metal turning</li> <li>• Art metal form</li> </ul> Students will have the opportunity to produce articles in the above areas and study theory in each area.	<b>Assessment Summary</b> Classwork: <ul style="list-style-type: none"> <li>• Projects</li> <li>• Project work booklets</li> <li>• Machine and personal safety</li> </ul> Exams: <ul style="list-style-type: none"> <li>• Practical</li> <li>• Theory</li> </ul>
<b>Homework Requirements</b> Nil	<b>Resources/Stationery Requirements</b> Pen for theory work Requires the use of a computer
<b>Career Paths/Employment Opportunities</b> Engineering Industries Manufacturing Industries	<b>Recommended Studies</b> 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.

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

## 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.

<p><b>Course Content</b></p> <p><i>Semester One</i> Poetry Shakespeare</p> <p><i>Semester Two</i> Satire Novel</p>	<p><b>Assessment Summary</b></p> <p>Three assignments -</p> <ul style="list-style-type: none"> <li>- Imaginative written response</li> <li>- Persuasive spoken response(pre-filmed)</li> <li>- Written response for a public audience.</li> </ul> <p>One examination –</p> <ul style="list-style-type: none"> <li>- Analytical written response</li> </ul>
<p><b>Homework Requirements</b></p> <p>Homework as required</p>	<p><b>Resources/Stationery Requirements</b></p> <p>A4 96 page exercise book; cardboard document wallet; plastic document wallet</p> <p>Laptop – moderate use (particularly for assessment work, internet access and resource access)</p>
<p><b>Career Paths/Employment Opportunities</b></p> <p>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.</p> <p>This subject leads to General English or Essential English in Years 11 and 12.</p>	<p><b>NOTE:</b></p> <p>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</p>

## English Foundation

<b>Subject Description</b> 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..	
<b>Course Content</b> <i>Semester One</i> Literacy Literature <i>Semester Two</i> Satire Novel	<b>Assessment Summary</b> Three assignments - - Imaginative written response - Persuasive spoken response(pre-filmed) One examination – Analytical written response
<b>Homework Requirements</b> Homework as required	<b>Resources/Stationery Requirements</b> 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.	<b>Recommended Studies</b> No recommendations

## Food Specialisations (Hospitality)

<b>Subject Description</b> 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.	
<b>Course Content</b> 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: <ul style="list-style-type: none"> <li>participating in practical lessons using hygienic, safe and efficient work methods to develop food production techniques</li> <li>researching the suitability of a range of foods for different situations, clients and purposes</li> <li>establishing criteria for success, including sustainability considerations</li> <li>creating designed solutions (food products) and justifying decisions</li> <li>evaluating ideas' solutions and final cooking / food products</li> <li>applying sequenced production and management plans and making adjustments when necessary</li> </ul>	<b>Assessment Summary</b> Assessments will be in the form of: <ul style="list-style-type: none"> <li>project</li> <li>investigation</li> <li>examination</li> </ul>
<b>Homework Requirements</b> 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.	<b>Resources/Stationery Requirements</b> A4 96 page exercise book Plastic document wallet Laptops – required for research and nutrition calculation Ingredients for cooking lessons
<b>Career Paths/Employment Opportunities</b> 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.	<b>Recommended Studies</b> Studies in Years 8/9 Food Technology are strongly recommended to build knowledge and skill base.

# Geography

<p><b>Subject Description</b></p> <p>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.</p>	
<p><b>Course Content</b></p> <p><i>Unit 1: Geographies of human wellbeing</i> focuses on global, national and local differences in human wellbeing between places. Topics include:</p> <ul style="list-style-type: none"> <li>• What is wellbeing?</li> <li>• Global differences in wellbeing</li> <li>• Representing wellbeing on maps and graphs</li> </ul> <p><i>Unit 2: Environmental change and management</i> 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. <b>There is a compulsory one day field excursion.</b></p>	<p><b>Assessment Summary</b></p> <p>Report &amp; Research Booklet Data response test Exam – extended written response</p>
<p><b>Homework Requirements</b></p> <p>Moderate requirements</p>	<p><b>Resources/Stationery Requirements</b></p> <p>A4 96 page exercise book, computer essential for class work and report writing.</p>
<p><b>Career Paths/Employment Opportunities</b></p> <p>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.</p>	<p><b>Recommended Studies</b></p> <p>A pass result in Year 9 history/geography is highly recommended.</p>

# Health and Physical Education

<p><b>Subject Description</b></p> <p>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.</p>	
<p><b>Course Content</b></p> <p>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.</p>	<p><b>Assessment Summary</b></p> <p>Assignment Practical assessment</p>
<p><b>Homework Requirements</b></p> <p>Students will have set activities related to classwork and assessment to complete in theory units.</p>	<p><b>Resources/Stationery Requirements</b></p> <p>See Resource/Stationery Requirement List</p>
<p><b>Career Paths/Employment Opportunities</b></p> <p>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.</p>	<p><b>Recommended Studies</b></p> <p>Nil</p>



## Health and Physical Education Extension

<b>Subject Description</b>	
The units within this course will prepare students for Physical Education and Sport and Recreation in year 11/12.	
<b>Course Content</b>	<b>Assessment Summary</b>
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.	Written exams/ tests Assignments Practical assessment
<b>Homework Requirements</b>	<b>Resources/Stationery Requirements</b>
Revision of theory notes Set homework tasks. Assignment and exam preparation (1 hour/week)	See Resource/Stationery Requirement List Computer will assist
<b>Career Paths/Employment Opportunities</b>	<b>Recommended Studies</b>
Physiotherapy, Sports psychology, Dietician/ nutritionist, Ambulance officer, Fitness instructor, Defence Force, Recreation officer, Fitness Manager, Nursing, PE teacher.	Year 8/9 HPX recommended

## History

<b>Subject Description</b>	
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.	
<b>Course Content</b>	<b>Assessment Summary</b>
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.	Short response test – analysis and evaluation of sources Essay Research assignment
<b>Homework Requirements</b>	<b>Resources/Stationery Requirements</b>
Moderate requirements	A4 96 page exercise book. Computer essential for research.
<b>Career Paths/Employment Opportunities</b>	<b>Recommended Studies</b>
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.	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

## Material Specialisations (Wood Technology)

### 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 and evaluate how they 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

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 ... Advertising and marketing... Web design and production ... Games design and production ... Interactive media development ... Public relations ... Media advisor ... 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><b>Course Content</b></p> <p><b>Term 1/3</b> TINKLING THE IVORIES (a keyboard unit) A unit in which students learn to play music on the keyboard/piano to learn the skill of reading music and performing. They also learn about the history and evolution of the piano.</p> <p><b>Term 2/4</b> 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><b>Assessment Summary</b></p> <ul style="list-style-type: none"> <li>Exams – theory and knowledge content learned throughout the term will be examined</li> <li>Performing – Playing or singing for an audience.</li> <li>Composing – arranging/ creating music</li> </ul>
<p><b>Homework Requirements</b></p> <p>Homework includes:</p> <ul style="list-style-type: none"> <li>rehearsing for performances</li> <li>working on assignments/studying for exams</li> <li>activities set during the term</li> </ul>	<p><b>Resources/Stationery Requirements</b></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><b>Career Paths/Employment Opportunities</b></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><b>Recommended Studies</b></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 <b>requirement</b> 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><b>Course Content</b></p> <p>Unit 1 – Preparing for Student Experiments</p> <ul style="list-style-type: none"> <li>Scientific research &amp; writing</li> <li>Experimental design &amp; evaluation</li> <li>Collecting, presenting and interpreting data</li> <li>The motion of objects can be described and predicted using the laws of physics</li> </ul> <p>Unit 2 – Thermal Physics</p> <p>Energy conservation in a system can be explained by describing energy transfers and transformations</p>	<p><b>Assessment Summary</b></p> <ul style="list-style-type: none"> <li>Examination</li> <li>Student experiment</li> </ul>
<p><b>Homework Requirements</b></p> <p>Students will have set activities related to classwork and assessment to complete.</p>	<p><b>Resources/Stationery Requirements</b></p> <p>See Resource/Stationery Requirement List Laptop needed for assessment and classwork</p>
<p><b>Career Paths/Employment Opportunities</b></p> <p>Careers include science, engineering, physiotherapy, medicine, radiology, optometry, vet science, astrophysics.</p>	<p><b>Recommended Studies</b></p> <p>Pass (C) in year 9 Science</p>

## Recreation Studies

<b>Subject Description</b> 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.	
<b>Course Content</b> 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.	<b>Assessment Summary</b> Written exams/ tests Assignments Practical assessment
<b>Homework Requirements</b> Revision of theory notes Set homework tasks. Assignment and exam preparation (less than 1 hour/week)	<b>Resources/Stationery Requirements</b> See Resource/Stationery Requirement List
<b>Career Paths/Employment Opportunities</b> Fitness Instructor, Fitness centre staff/ management, Coach, Recreational activities officer.	<b>Recommended Studies</b> No recommendations

## Science in Practice

<b>Subject Description</b> 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 climate and weather and 'everyday' chemistry.	
<b>Course Content</b> 'Real life contexts' such as: <ul style="list-style-type: none"> <li>• Climate and weather</li> <li>• 'Everyday' chemistry</li> </ul>	<b>Assessment Summary</b> Types of assessment may include: <ul style="list-style-type: none"> <li>• Examination</li> <li>• Investigation (multimodal presentation)</li> </ul>
<b>Homework Requirements</b> Homework will be based on the in class assignments that students complete in the course of the semester.	<b>Resources/Stationery Requirements</b> See Resource/Stationery Requirement List Laptop needed for assessment and classwork
<b>Career Paths/Employment Opportunities</b> This course prepares students for Science in Practice in senior, and also shows students how science can be applied in everyday life situations.	<b>Recommended Studies</b> No recommendations

## Social and Community Studies

<b>Subject Description</b> The course content is designed to prepare students for the world beyond school. It is a <b>life skills subject</b> 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.	
<b>Course Content</b> <i>Unit 1 Towards Independence.</i> 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. <i>Unit 2 The Future World.</i> 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..	<b>Assessment Summary</b> . Research project , Short Response Exam . Educational design brochure
<b>Homework Requirements</b> Nil	<b>Resources/Stationery Requirements</b> A4 96 page exercise book. Computer
<b>Career Paths/Employment Opportunities</b> This subject is relevant to all career paths due to the life skills incorporated into the course.	<b>Recommended Studies</b> For students who would normally achieve C or lower level of achievement.

## Visual Arts

<b>Subject Description</b> 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.	
<b>Course Content</b> <b>The Figure</b> 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.	<b>Assessment Summary</b> <b>Resolved Artworks:</b> created using practiced media area/s. <b>Practical Portfolios:</b> which demonstrate experiments, decision making and reflection with an artist statement. Linked to resolved artwork. <b>Analytical Essay:</b> analysing 2 given artworks
<b>Homework Requirements</b> Collating of portfolios, reflections/ artist statements, working on resolving final art work, writing draft and editing final copy of essay.	<b>Resources/Stationery Requirements</b> 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.
<b>Career Paths/Employment Opportunities</b> Maker, technician, presenter, artist, graphic designer, printmaker, photographer, designer.	<b>Recommended Studies</b> 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.

## 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 can 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](http://www.apprenticeshipsinfo.qld.gov.au/school-based/index.html)

## **Structured Work Placement**

Work placement is a component of a specific course. It is linked to outcomes. In work placements, you perform tasks and hands on duties in the work place. Structured work placement is available to students in Years 11 & 12 who are enrolled in vocational subjects.

Benefits to you:

- You can get the feel of a work environment.
- You will learn work skills to help you make decisions about your future career.
- You will gain industry and social skills.
- Your competencies can be credited to traineeships and apprenticeships.
- You can develop a network with local employers.

### **When and how can I apply?**

Work Placement will be offered to you throughout the year, depending on your courses. You can find out more by visiting the Senior Schooling Officer in B04.

## **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.

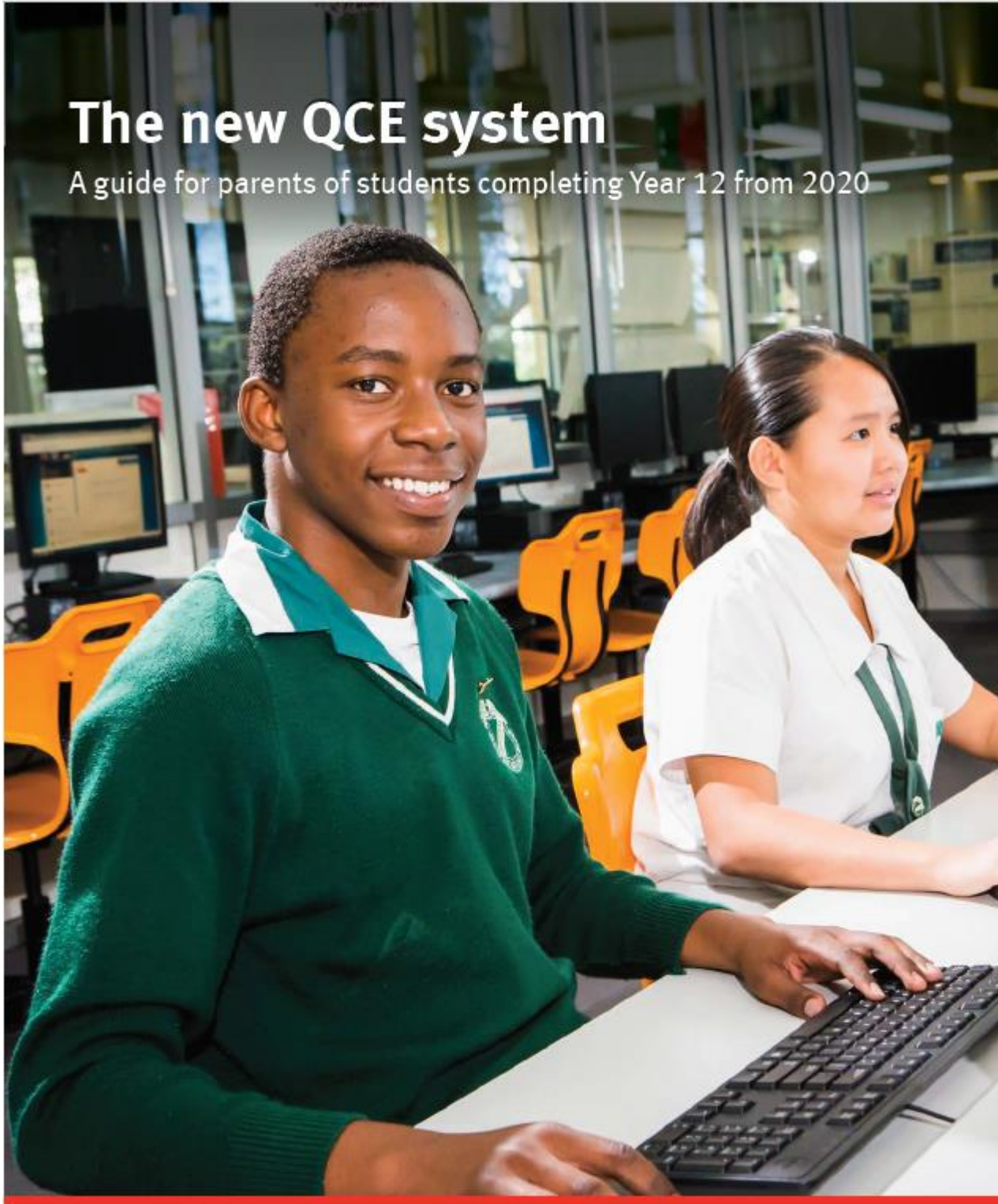
Work experience has the similar benefits as structured work placement.

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



## The new QCE system

A guide for parents of students completing Year 12 from 2020



Queensland  
Government

**QCAA**

Queensland Curriculum  
& Assessment Authority

*For all Queensland schools*



## Subjects and courses

Students in the new QCE system can still choose what to study from a wide range of subjects and courses:

- QCAA subjects (General subjects, Applied subjects and Short Courses)
- Vocational education and training (VET) courses offered by schools and external providers
- School-based apprenticeships and traineeships
- Other courses, e.g. university subjects completed while at school and/or certificates and awards such as those issued by the Australian Music Examinations Board or Duke of Edinburgh programs.

### Queensland Curriculum and Assessment Authority (QCAA) subjects

**General subjects** prepare students for tertiary study, further education, training and work. General subjects may contribute up to four credits per subject towards a QCE. They may also contribute to your child's ATAR. Examples include English, General Mathematics, Ancient History, Biology, and Music Extension.

**Applied subjects** focus on practical skills and prepare students for further education, training and work. They may contribute up to four credits per subject towards a QCE. One Applied subject may also contribute to your child's ATAR when combined with four General subjects. Examples include Essential English, Essential Mathematics, Business Studies, Industrial Technology Skills, and Tourism.

**Short Courses** provide a foundation for further learning in a range of areas. Short Courses may contribute one credit per course towards a QCE. They do not contribute to the ATAR. Examples include Short Course in Literacy, Short Course in Numeracy and Short Course in Aboriginal & Torres Strait Islander Languages.

You can find the list of 97 senior subjects on the QCAA website.

### QCE pathway planning

In Year 10, schools work with students and their parents to develop a Senior Education and Training (SET) Plan or similar.

Your child's SET Plan will help them:

- structure their learning in Years 11 and 12 around their abilities, interests and ambitions
- decide which subjects and courses they should choose to achieve their learning, further education and training, and career goals.

In Year 10 students complete the final year of the Prep–Year 10 Australian Curriculum, which provides the foundation knowledge and skills required for senior schooling.

## Assessment

How students are assessed in Years 11 and 12 in the new QCE system depends on what they are studying.

### General subjects

In General subjects, students' final results are based on their achievement in three internal assessments (set and marked by schools) and one external assessment (set and marked by the QCAA).

In most subjects, internal assessment contributes 75% and external assessment 25% towards a student's final result. In Mathematics and Science subjects, internal assessment and external assessment each contribute 50%.

Internal assessment results are not scaled by external assessment results when calculating students' final subject results.

Final results in General subjects are reported to students as a mark out of 100 and a grade of A–E.

### Applied subjects

In Applied subjects, students' final results are based on four internal assessments (set and marked by schools).

In Essential English and Essential Mathematics, one of these internal assessments is a common internal assessment (developed by the QCAA and marked by your child's school).

There is no external assessment in Applied subjects.

Final results in Applied subjects are reported to students as a grade of A–E.

### External assessment

Starting in 2020, students taking General subjects will sit external assessments (set and marked by the QCAA) in Term 4 each year.

Students in each subject will sit these pen and paper exams at the same time in schools across Queensland. Most students will sit the exams when they are in Year 12.

Practice papers will be available in Term 3, 2019 to help teachers prepare students for external assessment.

The 2020 external assessment timetable will be published on the QCAA website in Term 4, 2019.

### Access arrangements and reasonable adjustments

Access arrangements and reasonable adjustments (AARA) — formerly known as special provisions — are for students who may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. If you think your child may need AARA to complete assessments, please talk to their school.



## Vocational education and training (VET)

VET remains an important part of senior schooling and will continue in its current form. It's an area in which Queensland leads the country. About 60% of Queensland senior students study for VET qualifications that count towards their QCE. In recent years the most popular courses have been in business, ICT, hospitality, construction, fitness, and sport and recreation.

How students are assessed in VET depends on the course. Typical ways include:

- observation
- written assessment
- questioning
- work samples
- third-party feedback.

## Results and reporting

A student's final subject results and QCE will be released in their learning account on the myQCE website in December — at the end of Year 12.

Learning accounts for students in the new QCE system will be available later in 2019.

## Tertiary entrance

The Overall Position (OP) has been the main tertiary entrance rank for Queensland school leavers since the early 1990s. It will be used for the last time with Year 12 students in 2019.

The ATAR will be the tool used to select school leavers for tertiary entrance from 2020.

The OP and ATAR are both equally fair and reliable methods for ranking students who have studied different combinations of subjects. But because the ATAR is a finer-grained rank it gives universities greater scope for making decisions about student entry to high-demand courses.

Queensland ATARs will be based on a student's:

- best five General subject results, or
- best results in four General subjects, plus one Applied subject, or
- best results in four General subjects, plus one VET qualification at Certificate III or above.

The Queensland Tertiary Admissions Centre (QTAC) will calculate and issue students' ATARs. You will find more information on its website: [www.qtac.edu.au](http://www.qtac.edu.au).

### Post-school pathways

The Queensland Government's Next Step survey tells us that over 85% of Year 12 graduates in 2018 were engaged in education, training or employment six months after completing school.

- Around 58% had started some form of further education or training
  - 39% were enrolled in an undergraduate degree
  - 19% had started a VET qualification, including a traineeship or apprenticeship.
- About 28% were employed.
- Approximately 11% were seeking work.
- About 3% were not in the labour force, education or training.

## More information

[myqce.qcaa.qld.edu.au](http://myqce.qcaa.qld.edu.au)

The myQCE website for Years 10 and 11 students provides information about the new QCE system, including subjects and courses, assessment and results, study tips and more. Talk to your school about the subjects and courses it offers.

[qcaa.qld.edu.au](http://qcaa.qld.edu.au)

More information about senior secondary curriculum and assessment, including syllabuses for QCAA subjects, is available on the QCAA website.

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## About the QCE

Senior schooling is an exciting time for Queensland students. They can choose what to study from a wide range of subjects and courses that count towards their Queensland Certificate of Education (QCE).

The QCE is Queensland's internationally recognised senior schooling qualification. Achieving one is a sign of academic and personal success.

The QCE is flexible and allows students to design the pathway that's right for them — whether that's heading to university, skilled work, TAFE or other training. This approach supports engagement in learning and helps students to develop skills for success in the future.

To achieve a QCE, students must complete the set amount of learning, at the set standard, in the set pattern, and meet literacy and numeracy requirements.

Your child will be awarded a QCE when they meet all these requirements. This usually occurs at the end of Year 12. Students who haven't achieved a QCE by then can continue to work towards one after they leave school.

## Changes to senior schooling

In response to national and international research and the advice of education experts, the Queensland Government has invested \$70m in the new QCE system to prepare Queensland students for the challenges of tomorrow.

After more than three years of trials as well as training for nearly 17,000 teachers, Queensland schools are ready for a new era that started with Year 11 students in 2019.

- QCAA senior syllabuses have been reviewed and redeveloped. Some subjects were renamed, some combined and some new ones introduced. The new ones include Design, Food & Nutrition, Literature, and Psychology.
- Authority and Authority-registered subjects have been replaced by General and Applied subjects.
- Students will complete fewer formal assessments in the new system.
- There will be statewide external exams as well as internal (i.e. school-designed) assessments in General subjects.
- From 2020, Year 12 students will no longer sit the Queensland Core Skills (QCS) Test, which has been in place since 1992.
- New processes will strengthen the quality and comparability of internal assessment.
- From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position as the way to rank Queensland school leavers for tertiary entrance.
- The Queensland Tertiary Admissions Centre (QTAC) will calculate students' ATARs based on their subject results.

### Preparing students for a changing world

New senior syllabuses give students the opportunity to develop the skills they need for success in work and life in the 21st century:

- critical thinking
- creative thinking
- communication
- collaboration and teamwork
- personal and social skills
- ICT skills.

## About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

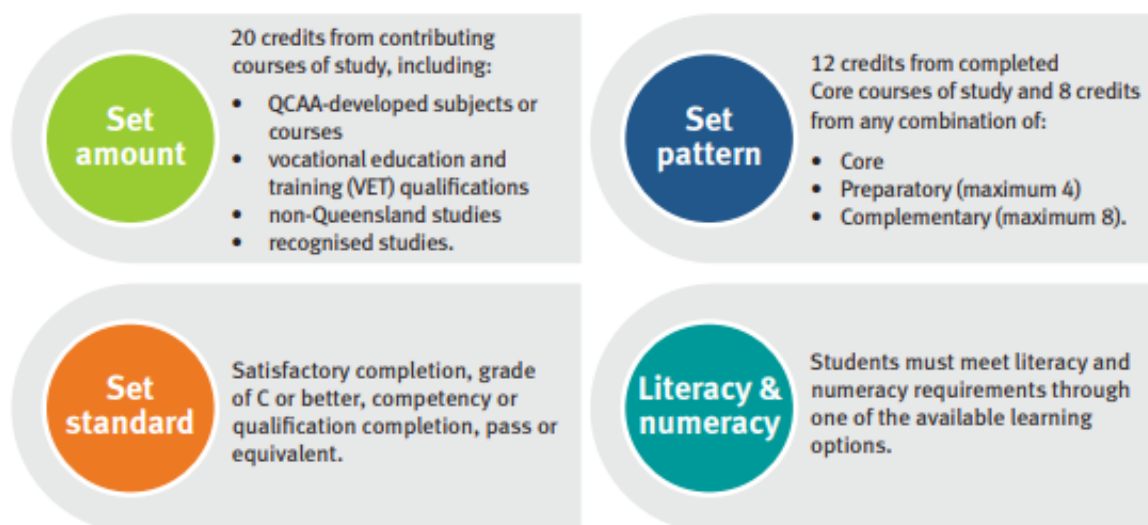
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



## QCE requirements

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



## More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au):

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

## Set pattern

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

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

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

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

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

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

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

## Literacy & numeracy

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

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

### ● Literacy

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

### ● Numeracy

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

**NOTE: The Queensland Certificate of Individual Achievement (QCIA) is available to verify the achievements for students with disabilities on individualised learning programs in replace of the QCE.**

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