



Year 10 Pre-Senior Handbook 2026



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Dear Student

At Kingaroy State High School, we build on past success and tradition to make every year better for you, the students of our exceptional school. Education is a partnership between the school staff, parents/carers and you. This partnership is the cornerstone of the education we provide at Kingaroy State High School.

To do this we have **three** key focus areas.

Focus Area 1: Responsibility

It is our responsibility that students are safe and cared for at our school. We ensure **teaching** is of the highest quality so that you can learn and grow. It is our responsibility to enable all students to **perform** and develop to their full potential.

Focus Area 2: Respect

The second key focus area is respect. Every student will feel welcome and respected at Kingaroy State High School. **Wellbeing** is another key focus for students and staff, and our aim is to promote **inclusion** in our school. Together, we will focus on developing and enhancing the already fantastic **partnerships** that exist between our school and the wider community.

Focus area 3: Resilience

The third key focus area is resilience. We take deliberate actions to work together, learn together and improve together, so we get extraordinary results for you here at our school.

There are outstanding opportunities for learning and outcomes throughout the year. It is your choice to make the most of them, and I look forward to working with you in **our** school.

Happy learning.

Mr David Thomson
Principal

STATEMENT OF PURPOSE

Kingaroy State High School prepares students for life.

The school community believes that:

1. The school is a place of *high-quality learning*.
2. The school equips students with *knowledge and skills* to meet the needs of a *changing society*.
3. The school operates as a *caring environment* and recognises the *worth of every member*.
4. Each student has the opportunity to *participate in the learning process*, having *regard for individual needs and abilities*.
5. *High personal standards*, including *honesty* and working to the *best of one's ability*, are essential.

How Can Parents/Carers Assist Students?

Parents and carers play a vital role in our educational partnership. This begins with supporting students, the school, and its policies, as well as actively engaging in your child's educational journey.

Parents/Carers can help by encouraging students to:

- Develop a good **work ethic** at school and home
- Be well **organised** with their school work, resources and property
- Use the **school calendar** to plan assessment and events
- **Read regularly**, as this has direct links to improving literacy
- Use their **school diaries** effectively to plan for homework and assessment pieces
- Maintain an interest in **current affairs**, both locally and globally
- **Communicate** effectively with staff
- Achieve a **balanced lifestyle**, e.g., healthy diet (particularly breakfast), adequate sleep, and an appropriate balance between school work and other activities

The school's STEP UP strategy that has been developed by the school community, outlines how student success is a shared responsibility and how a culture of students completing and reviewing their school work nightly will assist in their success in their senior years of schooling.

STEP UP

The STEP UP Strategy is a School Community Approach to assist Kingaroy State High School students develop healthy schoolwork / life balance.

Our school community acknowledges that as our students progress through the school, their responsibility for LEARNING requires a STEP UP in commitment. Our school community believes the support necessary for students to reach their full potential is a shared responsibility.

SCHOOL

- Every student is issued with a diary
- Expectation is diary will come in to each class.
- Every student will have set homework every lesson.
- Focus of homework can be practice /review, but can also include specific tasks.
- Ensure homework is recorded in diary before exiting room. Use as part of the exit process.
- Homework – all displayed on board
- Homework completion recorded and reported on.
- Message home when drafts or assessments not handed in.

STUDENT

- Has school diary with them in every lesson.
- Records homework in the diary as assigned by teacher in each lesson.
- Recommended homework times:
Yr 7, 8 & 9 1 – 1½ hrs /night
Yr 10, 11 & 12 1½ – 3 hrs/night
- Use your Assessment Calendar to record draft and assignment due dates in diary in RED pen.
- Manages extra curricula activities and ensures there is time for homework.
- Manages part-time work arrangements.
- Speak with teachers to resolve issues
- Plans how to prepare for assessment (e.g., week 1: collect data; week 2: write plan
- Weekly plan
- Manages personal devices/screen time to ensure distractions are kept to minimum

PARENT

- Monitors time that students are doing homework. Review student's weekly plan. (See suggested strategies over)
- Supports and puts strategies in place to ensure distractions including personal devices/screen time are at a manageable level.
- Monitor, assist to develop and encourage student self-management,
- Support school and student by expecting homework to be completed.
- Monitor the Assessment Calendar for draft and assignment due dates.
- Communicate regularly with staff to discuss or seek clarity.
- Understand consequence for non-submittal of assessment.
- Connect through QParents.

Principles and Beliefs Central to the Year 10 Curriculum

Our Year 10 curriculum has been designed from the K–12 Curriculum, assessment and reporting framework (K-12 Framework) which reflects [State Schools Improvement Strategy 2022–2026: Every student succeeding](#). This is part of the commitment to providing a world-class education for all students. It is based on the assumption that every student can learn and that responding to the diverse learning needs of all students is central to teaching.

- The Year 10 curriculum is directly aligned to the Australian Curriculum and provides a broad education while preserving the emphasis on academic disciplines.
- Learning is organised around 8 key learning areas and a wide range of core and elective subjects are offered. Subject offerings, and the way subject groups are organised and taught, cater to the needs and abilities of all students with structures in place to enable flexible groupings, varied teaching strategies and support through differentiation.
- Mastery of literacy and numeracy is highly valued, and the school's Literacy Strategy is incorporated through all year levels. The cross curricular priorities, general capabilities and lifelong learner skills are addressed in all school programs.
- The school adopts a learner-centred approach to teaching and learning. This provides opportunities for students to develop the 21st century skills our young Queenslanders need to be:
 - innovators
 - entrepreneurs
 - lifelong learners
 - responsible global citizens
- Student learning opportunities are further extended by the opportunities offered for students to be involved in a range of co-curricular activities.
- It is considered important that students accept ownership of, and responsibility for, their learning and behaviour. Students in all year levels are expected to complete homework and assignments in their own time. Behavioural expectations of students are stated and promoted in positive terms through the school's Student Code of Conduct and through our school values of Resilience, Responsibility and Respect.

Assessment

- Each student receives an individualised Assessment Planner for Semester One and Semester Two, which summarizes major assessment tasks and timelines.
- Assessment tasks are accompanied by criteria sheets that are related to the outcome statements in the Queensland Curriculum and Assessment Authority's Key Learning Area Syllabuses.

Reporting

- Students receive **Three** formal written reports: an interim, progress report mid Semester One, a detailed report at the end of Semester One and another at the end of Semester Two.
- There are **two** Parent-Teacher Interview afternoons that parents are strongly encouraged to attend.

The Structure of the Year 10 Program

In Year 10, students study five Key Learning Areas (KLA's) – Australian Curriculum in English, Mathematics, Science, History as well as Health and Physical Education. In addition, students study **Elective Subjects** based on four Key Learning Areas - The Arts, Humanities & Business, Languages (LOTE) and Technologies.

Australian Curriculum Core:

- Studied all year: English, Mathematics, Science
 - Semester 2 – *Pre-Senior specialisation*: students will begin core senior preparation subjects focussing on building the skills and knowledge needed for a confident transition into senior studies
 - **English** – English General Preparation, English Applied Preparation
 - **Mathematics** – Mathematics General Preparation, Mathematics Methods Preparation, Mathematics Applied Preparation
 - **Science** - Science Applied Preparation, Science General Preparation
- Studied for one Semester:
 - Health and Physical Education; and
 - History - Students are required to select one of the following Histories
 - Ancient History
 - Australian History
 - Modern History

Australian Curriculum Elective:

- Three electives studied for a semester each
 - NB: Japanese, STEM and Certificate II in Sport Coaching are whole year electives hence students will then study one additional elective.
- Electives are allocated each year on student selections and operational viability.

Curriculum Enhancement subjects:

- Short Course in Career Education: completed during pastoral care time
- Certificate II in Financial Services (FNS20120): completed 3 lessons a week for one semester

School to Work (STW) Program – Year 10 Pre-Senior

Please note: Changes in Career Ready funding means the STW program will now be available from **Semester 2 of Year 10**.

The School to Work program is designed to help students:

- Focus on core learning in English, Mathematics, and Science.
- Build employability through Certificate II in Skills for Work and Vocational Pathways (FSK20119).
- Gain real workplace experience and explore different industries - 2 days of Work Experience per week

The goal is to connect students with potential employers, with the aim of moving towards:

- A school-based traineeship
- A school-based apprenticeship
- Direct transition to work after school

An application process for STW Pre-Senior will open in **mid-Term 2 of Year 10**. More details will be provided through school notices and assemblies

ELECTIVE PROGRAM

When listing preferences, students should list 7 subjects in order of preference. Allocations will be made based on these listed preferences. Please note that if fewer than 7 subjects are listed and a student's preferences are exhausted, the school will allocate a student to subjects.

Elective Subjects

Year 10

Accounting	Furnishing
Business	Geography
Certificate II Sport Coaching ♦ whole year subject	Health
Creative Textiles	Hospitality
Dance	Japanese ♦ whole year subject
Design	Legal Studies
Digital Technology	Media Arts
Drama	Music
Economics	Physical Education
Engineering and Construction	Social and Community Studies
Food and Fibre Production	STEM ♦ whole year subject
Food and Nutrition	Visual Arts

NB: If you select a subject marked ♦ whole year subject, you will study one additional semester elective for the year.

A note regarding subject costs and Requirements:

There is a set resource fee which covers a variety of resources, depending on the subject: text books, photocopied resources, media resources, some ingredients for group cooking activities, sporting equipment, manual arts items etc. You will see, though, that some subjects have an additional charge due to the nature of the subject. Should you have any particular questions about what the amount includes, please contact the relevant Head of Department. Subject requirements may include earphones (buds) which are a part of the schools' digital device policy, the use of earphones is permitted under teacher instruction and with the approval of principal discretion.

NB –The 7 general capabilities and 3 cross-curriculum priorities are integrated into the curriculum of eight (8) Learning Areas: English, Health and Physical Education (HPE), Mathematics, Science, Humanities and Business, The Arts, Technologies and Languages.

- ♦ Japanese is the only subject that is a prerequisite for the senior subject (Years 11 & 12). This, however, reduces the number of electives a student will study in Years 9 and 10.

Guidelines from the Deputy Principal

Dear Parents and Students,

The Kingaroy High School *Statement of Purpose* affirms that our goal is to prepare students for life. This commitment is reflected in many ways throughout each student's schooling journey.

In Year 10, students will study a broad range of subjects, with an emphasis on engaging, skills-based learning. All students will complete the five core subjects—English, Mathematics, Science, History, and Health & Physical Education—and will be placed into classes by the relevant Heads of Department.

Alongside their core learning, students will also select elective subjects. In Year 10, students will complete three (3) electives in total. Students will nominate preferences, and electives will be allocated accordingly. Please note, that due to class sizes and staffing availability, changes to electives after class allocations have been finalised, will be very limited. It is therefore essential that students make informed choices, using all the information provided in this booklet.

While every effort is made to run all listed subjects, classes may not proceed if there is insufficient demand. In such cases, students will be placed into one of their other preferences. For this reason, students should carefully consider all preferences they list, not just their first choices.

We encourage students to approach their electives as an opportunity to explore and take risks—trying new areas of interest that may spark future passions or career pathways. These years are designed as a safe space to test ideas, discover strengths, and develop valuable skills for senior schooling and beyond.

Most importantly, the journey through Years 9 and 10 is not just about subjects. It is a time for students to build independence, resilience, and responsibility for their own learning. These qualities are as vital as academic knowledge in preparing for the opportunities and challenges of the senior years.

Finally, please remember that electives in Years 9 and 10 are designed as 'tasters.' With the exception of Japanese (which is strongly recommended as a prerequisite for senior study), no subjects at this stage are compulsory for entry into the Senior School.

We wish all students the very best as they prepare to transition into Year 10, and we look forward to supporting them as they grow into confident and capable young adults.

Mr Trent Cluff

Deputy Principal – Operations

Advice from the Guidance Officer

Choosing Year 10 subjects

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

- a) that you enjoy
- b) in which you have already had some success
- c) which will help you reach your chosen career/s, or at least keep many careers open to you
- d) which will develop skills, attitudes and knowledge useful throughout your life

To find out about the school's subjects:

- a) read the subject descriptions in this booklet
- b) ask Heads of Department and teachers of particular subjects
- c) look at books and materials used by students in the subjects
- d) talk to students who are already studying the subjects

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

It is important to remember that you are an individual and that **your** particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take, or avoid, a subject because:

- Someone told you that you will like or dislike it
- Some friends are or are not taking it
- You like or dislike the teacher

Heads of Department to consult if you have questions:

Digital and Design Technology	Mrs Carissa Sempf
English and LOTE	Mr Paul Hutton
Health and Physical Education	Mr Rob Turner
Humanities and Business	Mrs Jade Cluff
Mathematics	Mr Ken Lee
Science and Agriculture	Mr James Shirlaw
Senior Schooling	Mrs Alysha Walker
Technology - Food and Textiles	Mrs Jenny Underwood
The Arts	Miss Kathryn Radunz
Guidance Officers	Mrs Bec Zischke
	Mr Sean Wicks

Core Subjects

English

Duration: Whole Year – Semester Two Tailored Senior Prep

Snr Prep

Overview of the subject:

Student's study written and spoken genres across a range of sources and genres. Students learn the skills of written and oral communication in a variety of writing styles from language to entertain, persuade and evaluate.

Content Covered:

Unit Title	Approx. Weeks	Skills & Criteria Covered
Evaluating News Media	9	Understanding how media texts convey perspectives of people, cultures, places and events
Novel Study	9	Examining a contemporary novel that examines a social, moral or ethical issue
Responding to Shakespearean Drama	9	Understanding and analysing a Shakespearean play.
Film Study	7	Students evaluate the value of a film interpretation of a dramatic text.

Assessment:

Semester	Topic	Assessment Type	Conditions	Length
1	Evaluating News Media	Multimodal	Assignment	3 – 6 minutes
	Novel Study	Written	Controlled conditions - 120 mins + 15 mins planning	600 – 800 words
Pre-Senior Introduction to General English				
2	Shakespeare Analysis	Written	Exam - 120 mins	500 – 800 words
	Film Review - Shakespeare	Oral	Assignment	3 – 6 minutes
Pre-Senior Introduction to Essential English				
2	Shakespeare Analysis	Written	Assignment	500 – 800 words
	Film Review -	Multimodal	Assignment	3 – 6 minutes
<ul style="list-style-type: none"> • Students selecting Introduction to Essential English in Semester 2 study the same units, but complete assessment tasks under different conditions. • Students working on an Individual Curriculum Plan (ICP) receive adjusted content and assessment. 				

Excursion: N/A

Requirements: 96 page notebook
Writing equipment
Sлимпick folder for storing assessment items
USB device

Mathematics

Duration: Whole Year – Semester Two Tailored Senior Prep

Snr Prep

Overview of the subject:

Year 10 Mathematics involves a continuation of the work done in Year 9, adding new mathematical concepts, and further developing skills. Mathematics covers the mandatory aspects of the National Curriculum across the strands of Number and Algebra, Geometry and Measurement, and Probability and Statistics. At the end of year 9, teachers will examine student profiles and select students for inclusion in a 10A maths program. In Term 4 students study introductory topics aligned to year 11 Mathematics.

Content Covered:

Unit Title	Approx Weeks	Skills & Content Covered
Trigonometry	4	1. Recall mathematical knowledge. 2. Use mathematical knowledge. 3. Communicate mathematical knowledge. 4. Evaluate the reasonableness of solutions. 5. Justify procedures and decisions. 6. Solve mathematical problems.
Geometric Reasoning	4	
Data	4	
Linear and Non-Linear Relationships	4	
Patters and Algebra	9	
Probability	4	
Financial Maths	4	
3D shapes	4	

Assessment:

Assessment:					
Semester	Program	Topic	Assessment Type	Conditions	Length
1	10 Core	Trigonometry and Geometric Reasoning	Exam	In class	70 mins
		Data and Linear & Non-Linear Relationships	Assignment	Home and class	4 weeks
		Patters and Algebra	Exam	In class	70 mins
	10A	Trigonometry Deductive Geometry Circles and 3D Shapes	Exam	In class	70 mins
		Money and Finance Probability and Statistics Linear Functions and Algebra	Exam	In class	70 mins
Pre-Senior Introduction to General Mathematics					
2	General Maths Preparation	Probability Financial maths 3D shapes, Data	Assignment and Exam	Home and class In class	4 weeks 70 mins
		Trigonometry Simultaneous equations Financial Maths	Exam	In class	70 mins
	Maths Methods Preparation	Non-Linear Functions Quadratics and Polynomials Exponential and Logarithmic Functions Rational and irrational numbers	Assignment and Exam	Home and class In class	4 weeks 70 mins
		The unit circle Trigonometric functions Geometric Sequences and Series	Exam	In class	70 mins
Pre-Senior Introduction to Applied Mathematics					
2	Essential Maths Preparation	Probability Financial maths 3D shapes, Data	Assignment and Exam	Home and class In class	4 weeks 70 mins
		Order of operations Fractions Ratios and Rates	Exam	In class	70 mins
Students working on an Individual Curriculum Plan (ICP) receive modified content and assessment.					

Requirements:

140-page notebook (NOT shared with other subjects), writing equipment, scientific calculator (the Texas Instruments TI-30XB sold by the school \$28 is preferred), protractor, ruler, compass and grid book (48 pages is enough with 5mm squares).

Science

Duration: Whole Year – Semester Two Tailored Senior Prep

Snr Pre

Overview of the subject:

Students study the key areas of science: Biology, Chemistry, Physics, Earth and Space Science using an inquiry-based approach.

Content Covered:

Unit Title	Approx Weeks	Skills & Content Covered
Life's Blueprints	5	Students cover a range of practical, science inquiry and communication skills
Life evolves	5	
Chemical reactions	5	
Universe	5	
Moving along	8	
Periodic Table	5	
Global systems	4	

Assessment:

Semester	Topic	Assessment Type	Conditions	Length
1	Life's Blueprints	Exam	Supervised in class	60 mins
	Evolution	Assignment	Home and class	2 weeks
	Chemical reactions	Assignment (Student Experiment)	Home and class	
	Universe	Exam	Supervised in class	60 mins
Pre-Senior Introduction to General Science				
2	Moving along	Assignment (Student Experiment)	Home and class	2 weeks
	Periodic table	Assignment (Research Investigation)	Home and class	2 weeks
	Global systems	Data test	Supervised in class	60 mins
Pre-Senior Introduction to Applied Science				
2	Moving along	Assignment (Project)	Home and class	4 weeks
	Periodic table	Assignment (Project)	Home and class	4 weeks
	Global systems	Exam	Supervised in class	60 mins
	<i>Students working on an Individual Curriculum Plan (ICP) receive modified content and assessment.</i>			

Excursion: N/A

Requirements: Large exercise book – writing materials

Health and Physical Education

Duration: One Semester

Snr Prep

Overview of the subject:

Health and Physical Education involved students learning about, and practising ways of maintaining a healthy lifestyle. The semester course is designed to not only educate students on how to stay physically fit and healthy but also to give them an introduction to some of the content they will cover in senior courses within the HPE learning area (*Health, Physical Education, Sport & Recreation and Certificate 3 in Fitness*).

Theory Content Covered:

Unit Title	Approx. Weeks	Course Content
Looking After Myself and Others	10	In this unit, students identify situations in which they may be at risk and how to respond in these situations, using a variety of different techniques including CPR and first aid. Students conduct a survey within their school community to identify a health concern facing adolescents. They use this information to write recommendations and design a campaign to overcome the identified health concern.
CPR For Life	1	Students will complete the mandatory practical CPR assessment as part of the course.
PT Yourself	10	In this unit, students will propose and evaluate a workout that targets muscular endurance and/or aerobic capacity. They will monitor heart rates to determine changes during activities of varying intensities.

Practical Content Covered:

Unit Title	Approx. Weeks	Course Content
Ultimate Disc	5	Application of basic and advanced skills, rules, strategies and tactics applicable to Ultimate Disc
Archery	5	Application of basic and advanced skills, rules, strategies and tactics applicable to Archery.
Training Methods	10	Students will engage in fitness testing and a variety of training methods before designing and performing a personalised fitness session

Note: (some of the physical activities may change to suit the needs of individual classes).

Assessment:

Topic	Assessment Type	Conditions	Length
Looking After Myself & Others'	Extended Written Response	In class and own time	Up to 800 words
CPR	Practical Demonstration	In class, response to stimulus.	Approx. 5 minutes
PT Yourself	Project – Folio <ul style="list-style-type: none">PerformanceWritten Evaluation	In class and own time	Performance: 10 minutes Written Evaluation: up to 800 words
Practical	Application of basic and advanced skills, rules, strategies and tactics	Simple and complex drills, modified games and game play	Ongoing

Requirements: A4 exercise book
Compulsory participation in *ALL* practical activities

Excursion: N/A

FNS20120 - Certificate II in Financial Services (VET)

Duration: One Semester

Snr Prep

Overview of the subject:

This qualification is intended to address the need for increased financial literacy and basic financial skills of students wishing to build potential pathways into industry and services. Elements covered include using business software, developing knowledge of budgets, saving plans, superannuation, taxation and financial calculations and transactions.

Packaging Rules:

8 units must be completed

Units of Competency:

To attain a Certificate II in Financial Services, ALL 8 units must be achieved:

BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
BSBWHS211	Contribute to health and safety of self and others
FNSINC311	Work together in the financial services industry
FNSFLT213	Develop knowledge of debt and consumer credit
FNSFLT214	Develop knowledge of superannuation
FNSFLT215	Develop knowledge of the Australian financial system and markets
FNSFLT216	Develop knowledge of taxation

Assessment: will be delivered using a variety of techniques including:

- Project
- Written activities

Course Specific Requirements:

- Students must achieve competency at every task in order to be issued with a full certificate at the completion of this course.
- A Statement of Attainment will be issued for any and all units of competency offered in the qualification that have been successfully attained should the full qualification not be earned.

Requirements: - BYO Laptop

Core Subject History

Must study at least one of the following Histories

- Ancient History
- Australian History
- Modern History

Ancient History

Duration: One Semester

Snr Prep

Overview of the subject:

Investigate three civilisations, using the inquiry process from the different periods of the Ancient World: Sumer, the Early Greeks and the Vikings. Use the inquiry process to investigate the ancient society of the Vikings and the historical identity, Cleopatra.

Content Covered:

Unit Title	Approx Weeks	Skills and Criteria Covered
The Vikings	9	Historical investigation skills
Cleopatra	10	Source interrogation skills

Assessment:

Topic	Assessment Type	Conditions	Length
The Vikings	Independent Source Investigation	Assignment completed in class and at home	600-800 words
Cleopatra	Response to stimulus exam	Response to stimulus exam using see and unseen primary and secondary sources. In class supervised exam.	2 x 60 minutes

Excursion:

Possible visit to QLD or Antiquities Museum at the University of Queensland and State Library (Cost Approximately \$30)

Prerequisites:

Students intending to complete this subject need to have achieved a satisfactory level (C-Standard) minimum in Year 9 English

Requirements:

A4 notebook (not shared with other subjects)
A4 display folder (for organising and storing worksheets and hand-outs)

Australian History

Duration: One Semester

Snr Prep

Overview of the subject:

The National Curriculum in Year 10 provides a study of history of the modern world and Australia from 1918 to the present, with an emphasis on Australia and its global context.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
Semester 1 The Modern World & Australia		
World War II	10	Interpretation and evaluation of evidence especially in terms of perspectives, significance and contestability. Extended writing skills and presentation skills.
Rights and Freedoms	10	

Assessment:

Topic	Assessment Type	Conditions	Length
World War II	Response to stimulus exam	Supervised exam, seen and unseen sources.	90 mins
Rights and Freedoms	Independent Source investigation	Completed in class and at home	600-800 words

Requirements: A4 notebook (not shared with other subjects)
A4 display folder (for organising & storing worksheets & hand-outs)

Excursion: Possible visit to the Ration Shed Museum (cost approximately \$15).

Modern History

Duration: One Semester

Snr Prep

Overview of the subject:

Modern History remembers the past, explains the present, and gives hope for the future. It provides contexts and explanations for our lives as well as practical skills for everyday living. Modern History helps us interpret and understand the world we live in.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
Nazi Germany	10	History investigation skills
Terrorism	10	Source interrogation skills

Assessment:

Topic	Assessment Type	Conditions	Length
Nazi Germany	Independent Source Investigation	Scaffolding provided	4 weeks
Terrorism	Response to stimulus paragraphs exam	All sources seen before the exam	2 x 70min sessions

Prerequisites: Students intending to complete this subject need to have achieved a satisfactory level (C standard minimum) in Year 9 English.

Requirements:

- A4 notebook (not shared with any other subjects)
- A4 display folder (for organising & storing worksheets & hand-outs)

SCHOOL To Work (STW)

Semester 2 only

Snr Pre

Overview of the program:

This program provides students with an alternative to the normal Year 10 program. It consists of 3 days at school, 2 days at Work Experience. It is a semester two program undertaken by students who would like to transition into the workforce with a school-based traineeship, school-based apprenticeship or other employment. Students may complete Year 11 and 12 if they do not enter the workforce at the end of the year, however they would take a vocational pathway in terms of subjects studied. Student applications are assessed for program suitability.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
Mathematics	All year	Students study a standard Year 10 Core Maths program
English	All year	Students study a standard Year 10 Core English program
Science	All year	Students study a standard Year 10 Core Science program
Certificate II in Skills for Work and Vocational Pathways	Semester 2	This qualification supports students to develop skills in preparation for workforce entry or vocational training pathways. Upon completion, students can gain 4 credit points towards their Queensland Certificate of Education (QCE.)
Work Experience	Semester 2	Gain real workplace experience and explore different industries- 2 days work experience per week. To participate in this program, students are responsible to facilitate their own connection with a suitable workplace for their placement.

Assessment:

Topic	Assessment Type	Conditions	Length
Mathematics	Assignments + Exams (as per listed on page 12)	Class time + home time	Varies –all completed throughout year
English	Assignments + Exams (as per listed on page 11)	Class time + home time	
Science	Assignments + Exams (as per listed on page 13)	Class time + home time	
Certificate II in Skills for Work and Vocational Pathways	Booklet Modules	Class time	

Prerequisites: N/A

Requirements: 5 x A4 exercise books
Fully stocked pencil case, Calculator, Laptop

Additional Subject Fee: \$55

Elective Subjects

Accounting

Duration: One Semester

Snr Prep

Overview of the subject:

Computer Accounting packages are used to introduce students to the Accounting process. The Accountant's advisory role to owners and management is a key part of skills learnt. Students should choose this subject if considering Accounting General subject in years 11 and 12.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
Foundation Accounting concepts and skills	6	Recall and understanding Select and organise relevant data Demonstrate and apply fundamental concepts
Personal Accounting	6	Select and organise relevant data Demonstrate and apply fundamental concepts
Using MYOB to record transactions and prepare reports	6	Using an Accounting package to present results Using practical procedures

Assessment:

Topic	Assessment Type	Conditions	Length
Foundation accounting	Combination Response Exam	In class exam	2 x 70 mins
Personal Accounting	Assignment	In class	4 weeks
MYOB	Practical assessment	Open book in class	70mins

Excursion: Nil

Prerequisites: N/A

Requirements: BYO Computer, A4 display folder for notes and tasks completed, USB memory stick, earphones (buds), mouse.

Overview of the subject:

This course introduces students to the dynamic world of business through two engaging and future-focused units. In Unit 1: Work Shift – Navigating the Future of Employment, students explore how the world of work is evolving. They investigate the rise of remote work and flexible workplaces, the impact of artificial intelligence and automation on jobs and the skills and mindsets needed to thrive in the future workforce. Students will engage in case studies, debates, and scenario planning to understand how businesses and workers adapt to change.

In Unit 2: Shark Tank – Pitching Business Ideas, inspired by the popular TV format, students become entrepreneurs by developing a business idea from concept to pitch, conducting market research and creating a business plan, learning about finance, marketing, and customer engagement and pitching their ideas to a panel of “sharks” (teachers and guest judges). This unit builds creativity, collaboration, and confidence, while reinforcing key business concepts in a hands-on, real-world context.

Year 10 Business offers students a dynamic and practical introduction to the world of commerce, innovation, and the future of work. It’s designed to spark curiosity, build entrepreneurial thinking, and prepare students for the rapidly changing workforce.

Content Covered:

Unit Title	Approx Weeks	Skills and Criteria Covered
Shark Tank – Pitching Business Ideas	10	Knowledge & understanding Skills: Questioning & research interpret, analyse, evaluate and communicate
Work Shift – Navigating the Future of Employment	10	Knowledge & understanding Skills: Questioning & research interpret, analyse, evaluate and communicate

Assessment

Topic	Assessment Type	Conditions	Length
Work Shift – Navigating the Future of Employment	Examination	Short and extended written response. Response to stimulus.	Up to 90 mins, plus 10 mins perusal
Shark Tank – Pitching Business Ideas	Investigation – Multimodal (written report and formal speech suitable for a public audience)	Written responses 400-600 words Spoken 2-4 minutes	4 weeks

Excursion: Authentic Business Case Study - TBC

Pre-requisites: N/A

Requirements: Laptop and A4 notebook

Certificate II in Sport Coaching (VET) SIS20321

Duration: Whole Year

VET

Course Overview & Outline

This qualification pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a range of basic coaching skills to engage participants in a specific sport. They work under the supervision of a coach. Possible job role titles depend on the specific sport may include assistant coach.

Packaging rules

7 units must be completed:

- 3 core units
- 4 elective units, consisting of:
 - 1 unit from Group A
 - at least 1 unit from the electives listed in Group A or Group B
 - up to 2 elective units can be selected from elsewhere in the SIS Training Package, or from any other current Training Package or accredited course.

Units of Competency

To attain a Certificate II in Sport Coaching, ALL 7 units must be achieved:

HLTAID011 - Provide First Aid	Core
SIRXWHS001 - Work safely	Core
SISSSCO002 - Work in a community coaching role	Core
SISSSCO001 - Conduct sport coaching sessions with foundation level participants	Elective
ICTICT214 - Operate application software packages	Elective
CHCVOL001 – Be an effective volunteer	Elective
SISXCAI001 - Provide equipment for activities	Elective

Assessment will be delivered using a variety of techniques including:

- Project;
- Practical Activities;
- Written activities

Course Specific Requirements

- Students must achieve competency at every task in order to be issued with a full certificate at the completion of this course.
- The core unit SISSSCO002 requires students to complete 10 hours of practice in a community coaching role in a sport of their choice.
- The elective unit CHCVOL001 requires students to complete 20 hours of volunteering activities in either a genuine or simulated environment.
- Students must achieve competency at every task and undertake their coaching practicum in an approved work placement environment, in order to be issued with a full qualification at the completion of this course.
- A Statement of Attainment will be issued for any and all units of competency offered in the qualification that have been successfully attained should the full qualification not be earned.

Creative Textiles

Duration: One Semester

Snr Prep

Overview of the subject:

This subject provides students with the opportunity to investigate and make judgements on how various fabrics, tools and equipment can be combined to create textile items which meet an identified need or opportunity in their own lives. They will develop design ideas and manage projects to make their chosen textile item. This subject provides a useful foundation for students wishing to study the subject 'Design' in the senior school. It is based on the Australian Curriculum: Design and Technologies, "Materials" context.

Content Covered: The Textiles elective operates as a composite class and alternates over a two-year cycle.

Unit Title	Weeks	Skills & Criteria Covered	Assessment	Conditions
COURSE A				
Introduction to fibres and fabrics	9	Recall of facts, concepts and principles re textiles and sustainability. Explaining, analysing, justifying and evaluating. Development of practical hand and machine sewing skills eg embroidery, applique, patchwork, quilting, simple machine sewing.	Examination	70 minutes Class time Supervised exam conditions
Get creative with textiles	10	Investigating, making judgements, designing, producing, evaluating and managing in relation to a design problem. Design and create an item to " <i>Carry, cover or protect</i> " something you use in everyday life.	Project (Portfolio) Practical task	Class time for practical sewing Class/home time for portfolio 7 – 8 weeks class time
COURSE B				
Introduction to textiles technology	9	Recall of facts, concepts and principles re textiles and sustainability. Explaining, analysing, justifying and evaluating. Development of hand and machine sewing skills.	Examination	70 minutes Class time Supervised exam conditions
Recycling Textiles	10	Investigating, making judgements, designing, producing, evaluating and managing in relation to a design problem. Design and make a textile item that recycles, repurposes or reuses a pre worn item of clothing.	Project (Portfolio) Practical task	Class time for practical sewing Class/home time for portfolio 7 – 8 weeks class time

Excursion: N/A

Prerequisites: The study of Textiles in Year 8 is an advantage but not essential.

Requirements: A4 notebook and display folder, pre worn item of clothing, haberdashery and basic sewing kit for completion of practical sewing tasks.

Additional Subject Fee: \$25

Dance

Duration: One Semester

General
Snr Prep

The Dance elective alternates over a two-year cycle, and aims to develop students':

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills and appreciation of their own and others' dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

Content & Assessment:

Content		Length	Skills Covered	Assessment	Conditions	Duration
A Cycle	Contemporary Dance	10	Students learn how to: - perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style	Performance	Students will perform teacher-choreographed dance	1-2 minutes
			Students learn how to: - Choreograph dances with communication of choreographic intent through the manipulation and combination of: <ul style="list-style-type: none">elements of dancechoreographic devicesformproduction elements	Choreography	Students will individually complete choreography, supported by a choreographic statement.	Choreography: 1-minute Statements: - written 200–300 words - spoken 1–2 minutes
			Students learn how to: - Analyse choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances viewed - Evaluate impact of dance from different cultures, places and times on Australian dance	Extended Response	Students will complete an analysis exam	2 X 70 minutes (completed over 2 lessons)
	Musical Theatre	10	Students learn how to: - perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style	Performance	Students will perform teacher guided dance	1-2 minutes
B Cycle	World Dance	10	Students learn how to: - Analyse choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances viewed - Evaluate impact of dance from different cultures, places and times on Australian dance	Extended Response	Students will complete an analysis exam	2 X 70 minutes (completed over 2 lessons)
			Students learn how to: - perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style	Performance	Students will perform teacher-choreographed dance	1-2 minutes
			Students learn how to: - Choreograph dances with communication of choreographic intent through the manipulation and combination of: <ul style="list-style-type: none">elements of dancechoreographic devicesformproduction elements	Choreography	Students will individually complete choreography, supported by a choreographic statement.	Choreography: 1-minute Statements: - written 200–300 words - spoken 1–2 minutes
	Contemporary	10	Students learn how to: - perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style	Performance	Students will perform teacher guided dance	1-2 minutes

Some units may be studied in varied order, depending on cohort context and school calendar

Excursion:

Students may have the opportunity to participate in Eisteddfods, incursion workshops and external dance enrichment excursions

Requirements:

A4 lined notebook, A4 plain paper journal, USB, Shorts or Dance pants (worn in class time only), participation in all practical lessons (unless a doctor's certificate has been supplied)

Overview of the subject:

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

- develop confidence as critical users of technologies and designers and producers of designed solutions
- investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- evaluate processes and designed solutions and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in design and technology occupations and how they contribute to society.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered	Assessment Type	Conditions	Length
Introduction to Design	4	Students learn about and experience designing in the context of design in practice. Fundamental to design in practice is the principle that design is a purposeful process undertaken by design professionals in response to identified needs, wants and opportunities.	Extended Response	In class	90 min
Product Design	8	Students will be provided the opportunity to apply the fundamental skills in developing a design of an LED light that will intuitive, aesthetically pleasing and serve a particular need.	Design Folio	In class / Home	8 weeks
Human Centre Design	8	Students will explore a design task looking at human centre design, a designer considers human needs and wants, as a higher priority than other influences throughout the design process.	Design Folio	In class / Home	8 weeks

Excursion/ Prerequisites: N/A

Requirements: 2 x 2H, 2 x 4H, 2x HB, 2 x 2B, 2 x 4B pencils
1 x eraser, Artline 210 pens (Fine Medium), Water Colour pencils
8G USB (minimum)
A4 Sketch Pad

Additional Subject Fee: \$10 consumable fee

Students considering Design in Year 11 and 12 should take this subject.

Digital Technology

Duration: One Semester

Snr Prep

Overview of the subject:

Digital Technology is a challenging subject with practical components for students to develop and refine a range of skills. This subject gives students an opportunity to explore how technology is being used to solve problems in our community. This subject flows on from year 9 Digital Technology. During this semester course students are exposed to robotics, drones and html programming. Students should choose this subject if they are considering Digital Solutions in Year 11 and 12.

Content Covered:

Unit Title	Approx. Weeks	Overview, Skills & Criteria Covered
Internet Safety	4	Overview: Protecting data online Skills: Generating and designing Producing and implementing Criteria: Knowledge and understanding, Processes and production skills
Robotics to the Rescue	4	Overview: Programming a technology to respond to certain commands to achieve goal Skills: Generating and designing Producing and implementing Collecting, managing and analysing data, Collaborating and managing Evaluating – in specific engaging in a class designed esports tournament and creating commentary for the results Criteria: Knowledge and understanding, Processes and production skills
HTML Building Zone	6	Overview: Building websites fit for purpose to meet user needs Skills: Generating and designing Producing and implementing Collecting, managing and analysing data Collaborating and managing Evaluating – in specific engaging in a class designed esports tournament and creating commentary for the results Criteria: Knowledge and understanding Processes and production skills
Game Maker	6	Overview: Creating a game for users Skills: Generating and designing Producing and implementing Collecting Managing and analysing data Collaborating and managing Evaluating – in specific engaging in a class designed esports tournament and creating commentary for the results Criteria: Knowledge and understanding Processes and production skills

Assessment:

Topic	Assessment Type	Conditions	Length
Data Security	Essay	Unsupervised at home and at school	3 weeks
Robotics to the Rescue	Project	Unsupervised at home and at school	3 weeks
HTML Building Zone	Assignment	Unsupervised at home and at school	3 weeks
Game Maker	Project	Unsupervised at home and at school	5 weeks

Requirements: BYO Computer, A4 display folder for notes and tasks completed, USB memory stick, earphones (buds), manila folder for profiles.

Additional Subject Fee: \$10 consumable fee

Drama

Duration: One Semester

Snr Prep

The Year 10 Drama elective aims to develop students':

- knowledge and understanding in controlling, applying and analysing the elements, processes, forms, styles and techniques of drama to engage audiences and create meaning
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences
- preparedness for senior drama, through focusing on convention use in drama and communicating using dramatic languages.

Content	Length	Skills Covered	Assessment	Conditions	Duration
Australian Theatre	10 Weeks	Students explore the theatre style of Australian Gothic Theatre, while learning how to: <ul style="list-style-type: none"> - perform scripted drama in different forms, styles and performance spaces - select and use the elements of drama, narrative and structure in acting to engage audiences - analyse elements of drama, forms and performance styles - evaluate meaning and aesthetic effect in drama devised, interpreted, performed and viewed 	Performance	Students perform, within an ensemble, a selected excerpt of the studied text and submit their annotated script.	1-2 minutes per student
			Exam: Short Response Exam	Students will complete an exam: <ul style="list-style-type: none"> - under supervised conditions - open book: students must have materials printed when entering the classroom short responses 50–200 words per item up to 600 words for the task	70 minutes 50 – 200 words per item
Contemporary Theatre styles	10 Weeks	<ul style="list-style-type: none"> - Students explore contemporary theatre styles to: - develop and sustain different roles and characters for given circumstances and intentions - plan and direct performances - select and use the elements of drama, narrative and structure in directing to engage audiences 	Devising Project	Students will develop a concept, based on in-class stimulus, which may include live performance, texts, images or photographs. They will then: <ul style="list-style-type: none"> - Plan an episode - Identify concept focus in explanatory paragraph Photograph 6-8 images with annotations	400-600 words, Multimodal

Some units may be studied in varied order, depending on cohort context and school calendar

Excursion: Students will have an opportunity to participate in an Enrichment excursion to the Theatre or participate in a workshop, approx. \$60.00.

Requirements: Theatre Blacks (Plain black clothing), display folder, highlighters, USB and notebook

Subject Fee: \$10.00

Economics

Duration: One Semester

Snr Prep

Overview of the subject:

The National Curriculum in Year 10 engages students in the study of the way decisions are made about the allocation of resources by considering the Australian economy and its links to the broader global economy. They explore reasons for variation in the performance of economies and investigate the role of governments in managing economic performance to improve living standards. They explore how businesses respond to changing economic conditions and consider different strategies that can be used by consumers, businesses and governments to improve economic, business and financial outcomes. They learn about the roles and responsibilities of participants in the workplace, including the way that businesses can manage their workforce to improve productivity.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
The Modern World & Australia		
Introduction: what is economics?	1	
How the money flows in the Australian economy	5	Questioning and research: asking questions about an issue or event and planning and conducting investigations. Gathering information and data from a range of sources. Interpretation and analysis: transforming and critically examining information and data and accounting for different perspectives. Decision-making and application: making informed decisions using economic reasoning and applying economics and business knowledge, skills and concepts to familiar and new situations. Communication and reflection: presenting findings, arguments and evidence-based conclusions using subject-specific language, concepts and conventions and reflect on the intended and unintended consequences of decisions.
Australia in the world economy	5	
Investing in the ASX: a case study of risks and rewards	7	

Assessment:

Topic	Assessment Type	Conditions	Length
Money flows in the Australian economy	Short response test	Supervised exam, seen and unseen sources, unseen questions.	70 mins
Investing in the ASX	Sharemarket investment report	Completed in class and at home	600 - 800 words

Requirements:

A4 notebook (not shared with other subjects)
A4 display folder (for organising & storing worksheets & hand-outs)

Excursion:

Possible visit to a local business enterprise.

Engineering and Construction

Duration: One Semester

Snr Prep

Overview of the subject:

During this course, students have the opportunity to sample a selection of elements from some of the modules associated with Certificate 2 in Engineering Pathways and Certificate 2 in Construction Pathways.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
Introduction to Engineering	9	Basic hand and power tool use, sheet metal fabrication, reading and interpreting plans and specifications.
Introduction to Construction	9	Basic hand and power tool use, general construction tasks, manual handling, reading and interpreting plans and specifications

Assessment:

Topic	Assessment Type	Conditions	Length
Practical Projects (BBQ & Wall Stand) (occasional table - drink cooler)	Workshop activities	Students assessed on their work performance and skill.	Ongoing
Theory	Written or oral Questioning	In class	Ongoing

Excursion: N/A

Prerequisites: N/A

Requirements: BYO Device. Students are required to wear substantial footwear - steel capped work boots.

Additional Subject Fee: \$110

Food and Fibre Production

Duration: One Semester

Snr Pre

Overview of the subject:

Students study plant and animal anatomy, physiology and farming systems. Key focus areas include viticulture and cattle handling. The course focuses on practical activities.

Content Covered:

Unit Title	Approx Weeks	Skills & Content Covered
Cattle Industry	10	Cattle physiology and anatomy Cattle judging Cattle selection Market requirements
Whole farm management	8 – 10 (depends on Term 2 or 4)	Animal production systems Soil Health Horticultural systems

Assessment:

Topic	Assessment Type	Conditions	Length
Cattle Industry	Assignment	Class and own time	5 weeks
Farm Management	Assignment	Class and own time	5 weeks

Excursion: N/A

Prerequisites: A pass in Year 9 Science and previous experience in junior Agriculture and/or animal husbandry is preferred.

Requirements: Notebook, writing implements
Protective clothing (as in old long-sleeved shirt, covered work boots)

Food and Nutrition

Duration: One Semester

Snr Prep

Overview of the subject:

This subject provides students with an introduction to the area of study – food science, nutrition and food technologies. The course provides a foundation for students wishing to study Food and Nutrition in the senior school. It is based on the Australian Curriculum: Design and Technologies, “Food Specialisations” context.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
Introduction to nutrition and food science	9	Recall of facts, concepts and principles, explaining, applying, analysing, justifying and evaluating.
Make a smart food choice for a specific situation.	10	Investigating, making judgements, defining, generating, designing, producing, implementing, evaluating, collaborating and managing.

Assessment:

Topic	Assessment Type	Conditions	Length
Introduction to nutrition and food science	Examination	Class time, supervised, exam conditions	70 minutes
Make a smart food choice a specific situation.	Portfolio (includes practical cookery task). Students are required to design and produce a “breakfast baked product” for the tuckshop to sell before school.	Class and home time for portfolio. Class time for practical cookery.	10 weeks

Excursion: N/A

Prerequisites: The study of Food Studies in Year 9 is an advantage but not essential.

Requirements: A4 notebook and display folder, ingredients for regular practical cookery lessons and practical assessment task.

Additional Subject Fee: \$25

Furnishing

Duration: One Semester

Snr Prep

Overview of the subject:

During this course, students have the opportunity to sample a selection of elements from some of the topics from Furnishing applied and Industrial Technology Skills applied subjects.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
Introduction to Furnishing skills	18	Use of furnishing industry tools and machines, hand and power tools, sketching, reading and interpreting plans and specifications.

Assessment:

Topic	Assessment Type	Conditions	Length
Practical Demonstration Practical Products	Workshop activities	Students assessed on their workshop skill and practical products in class	Ongoing
Practical Projects	Multi Modal – non presentation.	In class and at home	Ongoing

Excursion: N/A

Prerequisites: N/A

Requirements: Students are required to wear substantial footwear eg leather uppers or steel capped work boots. BYO device

Additional Subject Fee: \$110

Geography

Duration: One Semester

Snr Prep

Overview of the subject:

Geography is the study of the human and natural characteristics of places and the interactions between them. Students investigate issues that arise in a range of environments.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
Environmental change and management	10	Coastal processes and landforms. Introduction to sustaining communities. Industrial infrastructure
Geographies of human wellbeing	8	Introduction to development. Population studies.

Assessment:

Topic	Assessment Type	Conditions	Length
Environmental change and management	Field Report	Assignment completed in class and home time	1000 words
Geographies of human wellbeing	Practical	Exam conditions	2 x 70 mins

Excursion: Rainbow Beach (cost approx \$30)

Prerequisites: Students intending to complete this subject need to have achieved a minimum C in Year 9 English

Requirements: A4 notebook (not shared with other subjects)

Health

Duration: One Semester

Snr Prep

Overview of the subject:

Health helps students explore health problems/issues and make decisions about changes needed for their own health and for the health of the community.

Content Covered:

Unit Title	Approx. Weeks	Skills & Criteria Covered
Sexual Health	9	Research facts, evaluate data, identify risks, draw conclusions, make recommendations, communicate ideas
Body Image and Health	9	Research facts, evaluate data, identify risks, draw conclusions, make recommendations, communicate ideas

Assessment:

Topic	Assessment Type	Conditions	Length
Sexual Health	Research Report	Assignment, open book, seen task, home and class time used	Up to 800 words
Body Image and Health	Exam essay	Supervised unseen written assessment, closed book, one page of notes allowed	70 minutes

Excursion: N/A

Prerequisites: Achieving a 'C' or higher in the written component of Year 9 Health and Physical Education and English

Requirements: A4 exercise book
USB

Hospitality

Duration: One Semester

Snr Prep

Overview of the subject:

This subject provides students with an introduction to the hospitality industry. The course provides a foundation for students wishing to study Certificate II in Hospitality (SIT20322) in the senior school. It is based on the Australian Curriculum: Design and Technologies, "Food Specialisations" context.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
Introduction to the hospitality industry	9	Recall of facts, concepts and principles, explaining, applying, analysing, justifying and evaluating.
Make a smart food service choice	10	Investigating, making judgements, defining, generating, designing, producing, implementing, evaluating, collaborating and managing.

Assessment:

Topic	Assessment Type	Conditions	Length
Introduction to nutrition and food science	Examination	Class time, supervised, exam conditions	70 minutes
Make a smart food service choice	Portfolio (includes practical hospitality venture). Students are required to design, produce and serve a "Meal Deal" suitable for a food van to sell at an athletics carnival.	Class and home time for portfolio. Class time for practical cookery.	10 weeks

Excursion: N/A

Prerequisites: The study of Food Studies in year 9 is an advantage but not essential.

Requirements: A4 notebook and display folder, ingredients for regular practical cookery lessons and practical assessment task, participation in some lunch time functions if required. Covered Leather / Vinyl shoes.

Additional Subject Fee: \$25

Overview of the subject:

Students develop reading, writing, listening and speaking skills through the use of new and more complex sentences. Also, students will use hiragana, katakana and a range of kanji characters to make complex sentences. Throughout the years students will also participate in some cultural experiences in the classroom to develop an understanding of the world around them.

Units	Duration	Skills Covered	Assessment Types	Conditions & Length
Holidays in Japan	10	Reading & Writing	Assignment	2 weeks
Sport & Travel	10	Listening & Writing	Exam	2 x 70 minute lessons
Entertainment	10	Reading, Writing & Speaking	Exam	2 x 70 minute lessons
Employment	9	Writing & Speaking	Assignment	2 weeks

A4 exercise writing notebook (Not shared with other subjects), slim pick folder for storage of completed assessment items and an A4 display folder.

Excursion: Cultural excursion to Brisbane if possible

Prerequisites: Students must have studied Japanese in Year 9 or similar standard

Requirements:

A4 exercise book

Slimpick folder

A4 Display folder

Overview of the subject:

Investigates criminal and civil law, the people who work within the legal system, and what happens to offenders; investigates law through time and in other places; evaluates teenagers' rights under current laws.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
Unit 1 Law and Order vs Chaos and Anarchy	6	This unit examines the way the Australian legal system is organised, who the key personnel are, and the ways in which laws are offered, analysed and enacted. The sources of law are also examined to identify the ways in which criminal and civil laws work, and to give depth of meaning to important foundations of our legal system (eg presumption of innocence, trial by jury).
Unit 2 Crime and Punishment	6	Crime and punishment are the focal point of the public's understanding of the law, and this unit will examine the basic types of criminal offences, and theories of both punishment and sentencing. This unit will also explore the role of police in investigating crime, and the ways in which trials are conducted in various courts.
Unit 3 Civil Law for beginners	6	General civil law, with a specific focus on employment law, is the focus of this unit. Students will learn about the basics of contracts including elements of a contract, landmark cases, capacity to enter contracts, and conditions and warranties. Employment law will cover the employment sectors, rights and responsibilities of employers and employees, types of employers and employees, workplace agreements and workplace health and safety legislation.

Assessment:

Topic	Assessment Type	Conditions	Length
Unit 1 Law and Order vs Chaos and Anarchy	Short response	Examination – exam conditions	70 minutes
Unit 2 Crime and Punishment	Extended response	Examination – exam conditions	70 minutes
Unit 3 Civil Law for beginners	Research task	Assignment - written	600 – 1000 words

Excursion: Kingaroy Police Station, Watch-House & Magistrates/District Court

Prerequisites: Students intending to complete this subject need to have achieved a satisfactory level (C-standard minimum) in English.

Requirements: A4 notebook (not shared with other subjects)
A4 display folder (for organising & storing worksheets & hand-outs)

Media Arts

Duration: One Semester

Snr Prep

The Year 10 Media elective aims to develop students’:

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking, and exploring perspectives in media as producers and consumers
- aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- knowledge and understanding of their active participation in existing and evolving local and global media cultures.

Content	Length (Weeks)	Skills Covered	Assessment	Conditions	Duration
Media for Theatre	20	Students learn how to: - analyse how social and cultural values and alternative points of view are portrayed in media artworks interacted with and distributed - Evaluate social, institutional and ethical issues influencing the making and use of media artworks	Responding – Extended Response	Students will complete an analytical response	400-500 words
		Students learn how to: - Manipulate and evaluate genre and media conventions and integrate and shape technical and symbolic elements for specific purposes, meaning and style - Apply design, production and distribution processes - produce representations that communicate alternative points of view in media artworks for different community and institutional contexts	Project - Making and responding	Students will apply design, production and distribution processes to demonstrate film making, providing planning in the form of a storyboard and evaluating own work.	Film: 45 second – 1 minute Written response: 300–400 word

Some units may be studied in varied order, depending on cohort context and school calendar

Excursion: Students may have the opportunity to participate in various incursion or excursion opportunities to gain knowledge and skills of Media Arts practice.

Requirements: A4 lined notebook, USB and Laptop (this course uses QLearn)

Music

Duration: One Semester

I Snr Prep

The Year 10 Music elective aims to develop students':

- skills to compose, perform, improvise, respond and listen with intent and purpose to music within the context of film
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form as they acquire skills to become independent music learners.
- preparedness for senior music, through focusing on theoretical understanding and practical skills

Content	Length (Weeks)	Skills Covered	Assessment	Conditions	Duration
World Music	20	Students learn how to: - Analyse different scores and performances aurally and visually Evaluate the use of the elements of music and defining characteristics from different musical styles	Exam – short response	Students will complete an analysis exam, based on music theory	60 minutes, closed book exam
		Students learn how to: - Interpret and perform solo and ensemble repertoire, informed and shaped by their understanding of music making in different cultures, times and places, demonstrating the use of: <ul style="list-style-type: none"> • aural skills, to recognise elements of music • memorisation of aspects of music, such as pitch and rhythm sequences • knowledge of the elements of music, style and notation • technical control • expression • stylistic understanding 	Performance	Students perform, within an ensemble or solo.	1-2 minutes
		Students learn how to: - Compose and document music, informed and shaped by an understanding of music making in different cultures, times and places, through the use of: <ul style="list-style-type: none"> • aural skills, to recognise elements of music • memorisation of aspects of music, such as pitch and rhythm sequences • knowledge of the elements of music, style and notation 	Composition	Students complete an original composition, over 4 weeks – creating a score or recording	Composition – 16 bars (30 seconds)

Some units may be studied in varied order, depending on cohort context and school calendar

Excursion: Students may have the option to participate in music appreciation excursions or school-based skills workshops (approx. \$70 - \$90)

Requirements: A4 lined notebook, USB, A4 Display Folder, Manilla Folder.

Physical Education

Duration: One Semester

Snr Prep

Overview of the subject:

Physical Education involves students learning in, about and through physical activity. Work done in the classroom is based around student performance in practical sessions.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
Training and Performance	9	Touch Football – students will be responsible for putting together an analysis of their performance using video footage, fitness testing and GPS performance data, before putting their findings into a multimodal presentation.
Functional Anatomy and Biomechanics	9	Volleyball – students will learn key anatomical terminology and learn about biomechanical movements of the body through the performance of volleyball.

Assessment:

Topic	Assessment Type	Conditions	Length
Training and Performance	Project – Folio	Students will use class and own time to gather evidence for their most suited position in Touch Football	Up to 6 minutes multimodal
Functional Anatomy and Biomechanics	Exam - Combination Response	Closed book, unseen task, in class supervised exam	70 minutes
Practical	Application of basic and advanced skills, rules, strategies and tactics recorded on video	Simple and complex drills, modified games and game play	Up to 3 minutes of video footage for performance in Touch and Volleyball

Excursion: N/A

Prerequisites: Achieving a 'C' or higher in year 9 Core Health and Physical Education

Requirements:

- A4 exercise book
- USB
- Compulsory participation in **ALL** practical activities

Note: (some of the physical activities may change to suit the needs of individual classes).

Social and Community Studies

Duration: One Semester

Snr Prep

Overview of the subject:

In Year 10 SACS, students explore how people live, work, and connect in society. Through two engaging units students develop skills in communication, teamwork, empathy, and decision-making. They learn about identity, diversity, citizenship, and how relationships shape our work environments. This subject helps students understand themselves and others, preparing them for real-world challenges and future careers.

Content Covered:

Unit Title	Approx Weeks	Skills & Criteria Covered
The Human Side of Work – relationships and work environments	10	Communication, teamwork, conflict resolution, emotional intelligence, workplace rights, ethical behaviour, decision-making, resilience, adaptability, and respectful relationships.
Who We Are – Culture, Community & You	10	Critical thinking, ethical reasoning, communication, empathy, cultural awareness, civic responsibility, decision-making, collaboration, respect, and understanding diverse perspectives.

Assessment:

Topic	Assessment Type	Conditions	Length
The Human Side of Work – relationships and work environments	Project	In class and home time	500-800 words
Who We Are – Culture, Community & You	Investigation	In class and home time	Multi-modal

Requirements:

- A4 notebook (not shared with other subjects)
- Laptop

Excursion: Rainbow Beach

Overview of the subject:

This is a whole year subject for students who are interested in pursuing careers in Science, Technology, Engineering or Maths. Students intending to take senior sciences or Information Processing and Technology are advised to take this subject. This subject is an exciting opportunity for students to develop knowledge and skills in a range of science, technology and engineering contexts. Students will also use a range of sophisticated technology to experiment with DNA in biotechnology. Students will undertake an experimental investigation that will culminate in a visit to a modern chemistry lab in the chemistry unit. In second semester students will develop entrepreneurial skills when they develop ideas for robots, build and program those robots and then consider how to market them. Students doing this subject should have obtained at least a C in year 9 science.

Content Covered:

Unit Title	Approx Weeks	Skills & Content Covered
Genetics and Biotechnology	10	General laboratory skills, micro pipetting, running gel electrophoresis, performing restriction digests, performing immunodiffusion assays, microbiology skills, aseptic technique.
Chemistry	10	General laboratory skills and others as determined by the chosen experimental investigation
Physics	10	General laboratory skills and others as determined by the chosen experimental investigation
Coding and Robotics	8	Python coding skills, computational thinking, basic electronics, robotics building skills,

Assessment:

Topic	Assessment Type	Conditions	Length
Genetics and Biotechnology	Exam	Supervised - Formal exam conditions	70 minutes
Chemistry	Assignment (Extended Experimental Investigations)	Class and own time for research and write up of scientific report	5 weeks
Physics	Assignment	Class and own time	3 weeks
Robotics	Assignment	Class and own time	3 weeks
Coding	Exam	Supervised - Formal exam conditions	70 minutes

Excursion: UQ Chemistry laboratory 3 day excursion, QUT Robotics excursion

Cost: UQ Chemistry Camp \$250 (Invoiced when and where appropriate)

Prerequisites: Students should have attained at least a good pass in Year 9 Science

Requirements: Large exercise book
Writing materials including a 2H and HB pencil, USB, Laptop

Visual Arts

Duration: One Semester

General
Snr Prep

The Year 10 Visual Arts elective aims to develop students':

- personal expression through engagement with visual arts practice and ways of representing and communicating.
- conceptual and perceptual ideas and representations through design and inquiry processes knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- self-directed skills associated with a range of media, in preparation for senior Art studies

Content Covered:

Content	Length (Weeks)	Skills Covered	Assessment	Conditions	Duration
Representations	10	Students learn how to: <ul style="list-style-type: none"> • analyse connections between visual conventions, practices and viewpoints • evaluate artworks and displays from different cultures, times and places • evaluate how representations communicate artistic intentions in artworks viewed • develop techniques and processes to represent ideas and subject matter in artworks through the manipulation of: <ul style="list-style-type: none"> ▪ materials ▪ techniques ▪ processes 	Portfolio of Work	Students create an experimental folio that best demonstrates the integration of newfound knowledge and inspiration drawn from selected artists. <ul style="list-style-type: none"> - 5 annotated pieces - Written response up to 600 words - Submitted using PPT, to show: Evidence of how the work has been developed and refined by the inclusion of sketches, photographs, annotations and notes in visual diaries. 	Students will complete work in and out of class, over the term, meeting weekly checkpoints. 400-600 words of annotation
Representations Consolidated	10	Students learn how to: <ul style="list-style-type: none"> • identify influences of other artists in their own artworks through an evaluation of how representations communicate artistic intentions in artworks made • refine techniques and processes to represent ideas and subject matter in artworks through the manipulation of: <ul style="list-style-type: none"> ▪ materials ▪ techniques ▪ processes 	Resolved Artworks	Students create a resolved artwork, in a chosen genre from the development of ideas in Unit 1, endeavouring to encapsulate their own identity as Australians and provide an insightful artistic statement to accompany their work. <ul style="list-style-type: none"> - Practical or multimodal as negotiated. Artist statement up to 150 words.	Resolved artwork 150-word artist statement

Some units may be studied in varied order, depending on cohort context and school calendar

Excursion: Local Art Exhibit (free) OR Incursion Workshop (between \$15-\$25)
Requirements: 2B & 4B pencils, glue, rubber and watercolour pencils (18/24 pk Watercolour pencils)
Fee: \$55 (includes art supplies, specialised stationary)