



REDLYNCH STATE COLLEGE  
**YEAR 10**  
**CURRICULUM**  
**GUIDE**

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2025



## INTRODUCTION

The following information clarifies the curriculum offerings to Year 10 students at Redlynch State College. The College runs 20 x 70 minutes lessons per week for Year 10 students.

- English, Math, Science 3x lessons per week
- HPE & History (1x semester each) 2x lessons per week
- Three electives 3x lessons per week

Many of our elective subjects require the payment of **elective subject charges**. These funds support the additional materials required to provide extra opportunities for those students undertaking the subject. **Elective subject charges will be invoiced early in the term**. Student Resource Scheme fees (SRS) are required to be paid at the commencement of the school year.

All students will study the following Core Subjects:

- English
- Math
- Science
- Health and Physical Education – 1x semester
- History – 1x semester

Students also select **three (3) elective subjects** from the list below:

- Accounting / Business / Economics (ABE)
- Athlete Development Program (ADP) – **by application**
- Certificate II in Engineering Pathways (VEP) – **by application**
- Dance (DAN)
- Drama (DRA)
- Design & Technologies (DAT)
- Digital Technologies (DIG)
- Engineering Principals and Systems (TES)
- Food & Fibre Production (TFF)
- Food Specialisations (TFD)
- French (FRE)
- Geography (GEG)
- Japanese (JPS)
- Woodwork (WDW) (Formerly Materials and Technologies Specialisations – TMT)
- Metalwork (MTW) (Formerly Materials and Technologies Specialisations 2 – TMZ)
- Media Arts (MED)
- Music (MUS)
- Outdoor Recreation (ORE) – **by application**
- Philosophy / Psychology / Politics (PPP)
- Football Engagement Program (FBE) (Formerly Rugby Engagement Program REP)
- Science Enrichment (SEN)
- Spanish (SPN)
- Visual Arts (ART)

**Please note, due to class numbers and staff availability not all of these elective subjects may run.**



Students have the opportunity to apply for Redlynch Arts Courses of Excellence in the following subject areas:

**Dance, Drama, Music, Visual Arts**

Additionally, there are programs available by invitation - **STEP**

For more information, please visit our school website to access application forms or contact the respective Heads of Department:

**Performing Arts** – Robert Crookes

**Visual Arts** – Seona Cremin

**STEP** – Allison Sneddon

## BEHAVIOURAL EXPECTATIONS

Redlynch State College is committed to ensuring that all young Queenslanders have a right to, and receive a quality education.

Redlynch State College creates a supportive school environment where all people feel respected, safe and committed to learning. A positive learning environment is created by building on quality relationships with students and parents. Our approach to developing responsible behaviour is focused on these relationships and takes place in a caring, supportive environment. We believe that self-control is necessary for children's welfare and happiness and their ability to function effectively in society. Students are encouraged to manage their thinking and their behaviours and it is expected that they develop self-discipline and take responsibility for their actions.

Our behavioural expectations are:

- Respect
- Safety
- Commitment to Learning & Wellbeing



These behavioural expectations are embedded in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our behavioural expectations in all actions. These behavioural expectations are the foundation of our Responsible Behaviour Plan for Students.



### Guidelines

- Students are encouraged to discuss subject choices with teachers. College staff have an understanding of your student and will be able to give them guidance on the appropriateness of their subject choices.
- Students will be required to study three (3) elective subjects.
- Students will have many influences at this time of subject selection: - personal likes/dislikes, career aspirations, expectations of family and others, influence of friends and media.
  - The subjects you choose should include subjects which:
    - You are interested in
    - You have experienced past success with
    - May lead to your preferred career path
    - Optimist opportunities to reach your potential
- Make use of this booklet, which provides information about each elective subject.

### Selecting Subjects – Submitting your final choices

Students are required to complete their subject selections in two ways:

1. On the coloured paper subject selection form
2. Online through OneSchool

The paper subject selection form needs to be submitted to the office via the **Student Services window**. The paper subject selection form contains detailed instructions on how to complete this process.

Final subject preferences are to be submitted online through OneSchool <https://oslp.eq.edu.au>. Students have already practiced accessing OneSchool through the subject selection survey process completed earlier.

### Selecting Subjects – What if you change your mind?

While the online subject selection process is open, students may change their preferences as many times as they like however, students need to be aware that the time of the last online save is the primary data used for allocation to subjects. Once the online process 'closes' the opportunity for change will be minimal.

### Selecting Subjects – Clauses

- Whilst every effort will be made to accommodate a student's preferences, scheduling and the availability of resources will mean that not every student will be assigned for their first preferences. When a class/subject reaches maximum capacity, no additional students can be enrolled into that class/subject. Therefore, you will be required to select two additional electives that you are prepared to study.
- Students also need to be aware that the availability of a particular subject for an individual student is dependent upon a number of important factors:
  - Time of submission of elective preferences or changes to preferences
  - Selection process in specialist classes such as languages
  - Acceptance into excellence and specialist programs
  - Availability of staff and physical resources such as specialist classrooms
  - Class size numbers



## CORE SUBJECTS

### ENGLISH

<b>Faculty</b>	ENGLISH	
<b>Subject Name</b>	English – ENG	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 English	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Novel Study</li> <li>2. Poetry Short Story</li> <li>3. Shakespeare – Romeo &amp; Juliet</li> <li>4. Documentaries</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Write to a word limit</li> <li>• Utilise figurative language</li> <li>• Persuade an audience</li> <li>• Identify different modes of documentaries</li> <li>• Justify opinions</li> <li>• Examine the use of text conventions</li> <li>• Identification, analysis and use of author ideology, foregrounding, gaps and silences, privileging and marginalisation</li> <li>• Analyse a range of texts</li> <li>• Identify and utilise persuasive techniques</li> <li>• Experiment with language features, image and sound in literary texts</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Analytical Essay</li> <li>2. Short Story</li> <li>3. Exam &amp; Persuasive Speech</li> <li>4. Analytical Exam</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• General English</li> <li>• Essential English</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• General English</li> <li>• Essential English</li> </ul>



## SHORT COURSE LITERACY

<b>Faculty</b>	ENGLISH	
<b>Subject Name</b>	English – ENG	
<b>Duration</b>	Semester	
<b>Prerequisites</b>	Year 9 Junior Essential English or Year 9 English	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Personal identity and education</li> <li>2. The work environment</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Write to a word limit</li> <li>• Develop reading, writing and oral communication and learning skills associated with preparing for and seeking employment, operating in a work place and entering the work environment</li> <li>• Develop reading, writing, oral communication and understanding of learning.</li> <li>• Self-reflection of learning style and setting goals</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Learning Journal</li> <li>2. Novel - journal</li> <li>3. Ethical behaviour speech</li> <li>4. Exam</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Essential English</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Essential English</li> </ul>



## MATH

<b>Faculty</b>	Math	
<b>Subject Name</b>	Mathematics – MAT	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 Math	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Probability</li> <li>2. Algebra</li> <li>3. Linear relationships</li> <li>4. Non-Linear relationships</li> <li>5. Statistics</li> <li>6. Financial Mathematics</li> <li>7. Trigonometry</li> <li>8. Measurement</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Understanding</li> <li>• Fluency</li> <li>• Problem Solving</li> <li>• Reasoning</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Exam each Term</li> <li>2. Problem Solving and Modelling Task</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• General Mathematics</li> <li>• Essential Mathematics</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• General Mathematics</li> <li>• Essential Mathematics</li> </ul>



## EXTENSION MATH

<b>Faculty</b>	Math	
<b>Subject Name</b>	Extension Mathematics – XMA	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 Math or Year 9 Extension Math	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Geometry</li> <li>2. Algebra</li> <li>3. Measurement</li> <li>4. Linear relationships</li> <li>5. Trigonometry</li> <li>6. Statistics</li> <li>7. Non-linear relationships</li> <li>8. Probability</li> <li>9. Logarithms</li> <li>10. Finance</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Understanding</li> <li>• Fluency</li> <li>• Problem Solving</li> <li>• Reasoning</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Exam each Term</li> <li>2. Problem Solving and Modelling Task</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> </ul>





## SHORT COURSE NUMERACY

<b>Faculty</b>	Math	
<b>Subject Name</b>	Short Course in Numeracy – SCN	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 Math	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Personal Identity and Education</li> <li>2. Work Environment</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Learning</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical thinking</li> <li>• Communication</li> <li>• Personal and social skills</li> <li>• Creative thinking</li> <li>• Collaboration and teamwork</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Learning Journal</li> <li>2. Oral presentation</li> <li>3. Exam</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Essential Mathematics</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Essential Mathematics</li> </ul>



## PREPARATORY SCIENCE

Students intending to study Biology, Marine Science, Chemistry or Physics in Year 11 and 12 **MUST** complete the relevant preparatory science subject in Year 10.

<b>Faculty</b>	SCIENCE	
<b>Subject Name</b>	Preparatory Chemistry - CHP Preparatory Biology- BIP Preparatory Physics - PHP	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 Science	
<b>Units Studied</b>	1. Chemistry 2. Biology and Marine Science 3. Physics	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Hypothesising</li> <li>• Predicting</li> <li>• Planning and Conducting Investigations</li> <li>• Collecting accurate data</li> <li>• Graphing of data</li> <li>• Safe use of Equipment</li> <li>• Identifying relationships</li> <li>• Evaluating conclusions</li> <li>• Critically analysing secondary data</li> <li>• Problem solving</li> <li>• Analysing patterns and trends in data</li> <li>• Evaluating data</li> <li>• Summarising data</li> <li>• Making Improvements to quality of data</li> <li>• Use of scientific language</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	1. Data Test 2. Research Investigation 3. Student Experiment	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Marine Science</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Marine Science</li> </ul>



## FOUNDATION SCIENCE

<b>Faculty</b>	SCIENCE	
<b>Subject Name</b>	Foundation Chemistry Foundation Biology Foundation Physics	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 Science	
<b>Units Studied</b>	1. Chemistry 2. Biology and Marine Science 3. Physics	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Hypothesising</li> <li>• Predicting</li> <li>• Planning and Conducting Investigations</li> <li>• Collecting accurate data</li> <li>• Graphing of data</li> <li>• Safe use of Equipment</li> <li>• Identifying relationships</li> <li>• Evaluating conclusions</li> <li>• Critically analysing secondary data</li> <li>• Problem solving</li> <li>• Analysing patterns and trends in data</li> <li>• Evaluating data</li> <li>• Summarising data</li> <li>• Making Improvements to quality of data</li> <li>• Use of scientific language</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	1. Exams 2. Research Investigation 3. Presentations 4. Student Experiments	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Aquatic Practices</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Aquatic Practices</li> </ul>



## HEALTH & PHYSICAL EDUCATION

<b>Faculty</b>	HEALTH AND PHYSICAL EDUCATION	
<b>Subject Name</b>	Health and Physical Education – HPE	
<b>Duration</b>	1x Semester	
<b>Prerequisites</b>	Year 9 HPE	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Safe Partying and Net &amp; Court games</li> <li>2. Organ &amp; Tissue Donation and Invasion games</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Synthesise health information</li> <li>• Propose, justify and evaluate strategies to enhance their own and others health, safety, relationships and wellbeing</li> <li>• Evaluate and refine their own and others movement skills and performances</li> <li>• Apply movement concepts</li> <li>• Adapt and transfer movement strategies</li> <li>• Propose and evaluate leadership approaches, collaboration strategies and ethical behaviours</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	Assessment techniques include: <ol style="list-style-type: none"> <li>1. Project</li> <li>2. Investigation</li> <li>3. Practical or Performance</li> <li>4. Exam</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Health</li> <li>• Sport and Recreation (applied subject)</li> <li>• Certificate III Fitness</li> <li>• Certificate II/III Sport and recreation</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Health</li> <li>• Sport and Recreation (applied subject)</li> <li>• Certificate III Fitness</li> <li>• Certificate II/III Sport and recreation</li> </ul>
<b>Additional Information</b>	<ul style="list-style-type: none"> <li>• Participation in the practical and theoretical aspects of the course is expected.</li> <li>• Equipment includes: Bucket hat and running shoes</li> </ul>	



## HUMANITIES – HISTORY

<b>Faculty</b>	HUMANITIES	
<b>Subject Name</b>	History - HIS	
<b>Duration</b>	One Semester	
<b>Prerequisites</b>	Year 9 History	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. History – World War I</li> <li>2. Freedom Movement</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Use chronological sequencing</li> <li>• Develop geographically significant questions</li> <li>• Use historical terms and concepts</li> <li>• Identify, select, evaluate and enhance questions</li> <li>• Critically evaluate information and ideas</li> <li>• Account for different interpretations and points of view</li> <li>• Identify and locate relevant sources, using ICT and other methods</li> <li>• Identify the origin/purpose/context of primary and secondary sources</li> <li>• Process and synthesise information</li> <li>• Analyse data and information in different formats to explain cause- and-effect relationships</li> <li>• Recognise and consider multiple perspectives</li> <li>• Evaluate the reliability and usefulness of primary and secondary sources</li> <li>• Identify and analyse the perspectives of people from the past</li> <li>• Identify and analyse different historical interpretations</li> <li>• Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced</li> <li>• Select and use a range of communication forms (oral, graphic, written) and digital technologies</li> <li>• Reflect on and evaluate findings of an inquiry</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. History – World War I – Combination Exam</li> <li>2. The Freedom Movement – Research Report</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Modern History</li> <li>• Ancient History</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Modern History</li> <li>• Ancient History</li> </ul>



## HUMANITIES - ELECTIVES

### ACCOUNTING/BUSINESS/ECONOMICS

<b>Faculty</b>	HUMANITIES	
<b>Subject Name</b>	Accounting, Business & Economics - ABE	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	NONE	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Nature of Accounting</li> <li>2. Business Management</li> <li>3. Market Economics</li> <li>4. Combined unit</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation</li> <li>• Gather relevant and reliable data and information from a range of digital, online and print sources</li> <li>• Analyse data and information in different formats to explain cause-and- effect relationships, make predictions and illustrate alternative perspectives</li> <li>• Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action</li> <li>• Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations</li> <li>• Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts</li> <li>• Reflect on the intended and unintended consequences of economic and business decisions</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Combination Exam</li> <li>2. Research Report</li> <li>3. Develop and present a Business Feasibility plan</li> <li>4. Combination Exam</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business</li> <li>• Economics</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business</li> <li>• Economics</li> </ul>

### PHILOSOPHY/PSYCHOLOGY/POLITICS



<b>Faculty</b>	HUMANITIES	
<b>Subject Name</b>	Psychology, Philosophy, Politics - PPP	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	NONE	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Psychology</li> <li>2. Philosophy</li> <li>3. Politics</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Develop, select and evaluate a range of questions to investigate Australia's political and legal systems</li> <li>• Identify, gather and sort information and ideas from a range of sources and reference as appropriate</li> <li>• Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues</li> <li>• Account for different interpretations and points of view</li> <li>• Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues</li> <li>• Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action</li> <li>• Present evidence-based civics and citizenship arguments using subject- specific language</li> <li>• Reflect on their role as a citizen in Australian, regional and global contexts</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Combination Exam</li> <li>2. Research Report</li> <li>3. Multi Modal Presentation</li> <li>4. Combination Exam</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Psychology</li> <li>• Philosophy and Reason</li> <li>• Economics</li> <li>• Legal Studies</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Psychology</li> <li>• Philosophy and Reason</li> <li>• Economics</li> <li>• Legal Studies</li> </ul>



## GEOGRAPHY

<b>Faculty</b>	HUMANITIES	
<b>Subject Name</b>	Geography - GEG	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 Geography	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Environmental Change &amp; Management</li> <li>2. Geographies of Human Wellbeing</li> <li>3. Biomes and Food Security</li> <li>4. Sustainability</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Use chronological sequencing</li> <li>• Develop geographically significant questions</li> <li>• Identify, select, evaluate and enhance questions</li> <li>• Represent multi-variable data</li> <li>• Represent spatial distribution</li> <li>• Critically evaluate information and ideas</li> <li>• Account for different interpretations and points of view</li> <li>• Identify and locate relevant sources, using ICT and other methods</li> <li>• Process and synthesis information</li> <li>• Analyse data and information in different formats to explain cause and effect relationships</li> <li>• Recognise and consider multiple perspectives</li> <li>• Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced</li> <li>• Apply geographical concepts</li> <li>• Generate a range of viable options</li> <li>• Select and use a range of communication forms (oral, graphic, written) and digital technologies</li> <li>• Reflect on and evaluate findings of an inquiry</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Environmental Change &amp; Management – Folio</li> <li>2. Geographies of Human Wellbeing – Research Report</li> <li>3. Biomes and Food Security – Combination Exam</li> <li>4. Sustainability – Combination Exam</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Psychology</li> <li>• Philosophy and Reason</li> <li>• Economics</li> <li>• Legal Studies</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Psychology</li> <li>• Philosophy and Reason</li> <li>• Economics</li> <li>• Legal Studies</li> </ul>





## THE ARTS – ELECTIVES

### DANCE

<b>Faculty</b>	PERFORMING ARTS	
<b>Subject Name</b>	Dance - DAN	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Group work is an essential process in dance and as such, skills in communication and sharing of creative ideas are an asset. Performance opportunities will require rehearsals outside class time.	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Innovative Dance: Shifting Perspectives – <i>How do the styles and influences of modern dance shape our present and future?</i></li> <li>2. Dance Fusions – How do the integration of dance styles and various art forms reflect intent?</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the Elements of Dance and Safe Dance Principles</li> <li>• Investigate the origin, history and techniques of ritual, world and cultural/sub cultural dance and genres such as ballet, hip hop, jazz and contemporary</li> <li>• Learn, practice and present their work using genre specific dance vocabulary, expressive and technical skills</li> <li>• Explore genre and styles; ritual, world and cultural/sub cultural dance, ballet, hip hop, jazz and contemporary</li> <li>• Recognise, describe, compare and contrast characteristics of chosen dance styles in relation to their contexts</li> <li>• Explore, select and manipulate dance elements to create movement sequences in various dance styles and genres</li> <li>• Reflect and offer feedback on their own work and that of their peers</li> <li>• View, analyse and respond to dance examples from various genres.</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Performance of Teacher devised dances</li> <li>2. Choreography for solos/pair/small groups in various genres</li> <li>3. Multimodal Presentations</li> <li>4. Dance Journal Entries</li> <li>5. Short Answer/Extended responses</li> </ol>	
<b>Costs</b>	\$50	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Dance</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Dance</li> </ul>



## DRAMA

<b>Faculty</b>	PERFORMING ARTS	
<b>Subject Name</b>	Drama - DRA	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	In preparation for the live performances, students will be required to attend out of class time rehearsals i.e. lunchtimes and/or before/after school. Students will also be required to attend a compulsory full-dress rehearsal on the weekend prior to the live performances.	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Live performance of Youth Theatre</li> <li>2. Commedia Dell Arte (Italian comedy)</li> <li>3. Transformative Theatre</li> <li>4. Documentary Drama</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Students will know the different dramatic conventions of a Documentary Drama</li> <li>• Scriptwriting and performance skills in the genre of a Transformative Theatre</li> <li>• Students will complete a storyboard of a Commedia script</li> <li>• Working as an ensemble cast for the purpose of a live performance</li> <li>• Students will know the Commedia Dell Arte characters (Italian comedy)</li> <li>• Students will know how to review a piece of theatre</li> <li>• Improvisation skills</li> <li>• Group work skills</li> <li>• Presenting skills</li> <li>• Responding to Drama skills</li> <li>• Vocal skills for performance</li> <li>• Rehearsal responsibilities.</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Live ensemble performance of a youth theatre production</li> <li>2. Storyboard assignment on the Commedia Dell Arte characters</li> <li>3. Scriptwriting a Transformative Theatre scene</li> <li>4. Presenting Transformative Theatre scenes</li> <li>5. Responding review of a Documentary Drama</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Drama</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Drama</li> </ul>



## MEDIA ARTS

<b>Faculty</b>	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
<b>Subject Name</b>	Media Arts - MED	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Group work is part of the process in media and as such, skills in communication and sharing of creative ideas are an asset.	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Fight scene design</li> <li>2. Representations</li> <li>3. Music video</li> <li>4. International film</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Constructing a storyboard (shot size, angle, movement, an accurate representation of what is happening on screen)</li> <li>• Construction of pre-production documents and backwards planning</li> <li>• Filming and editing a VFX safely</li> <li>• Apply prosthetics and VFX make up</li> <li>• Create, setup and design lighting</li> <li>• Analysis and deconstruction of visual signs and symbols</li> <li>• Use evaluation and develop evidence-based judgments</li> <li>• Structure essays</li> <li>• Use videogame specific language</li> <li>• Framing, angle and movement use to make specific meaning</li> <li>• Composition (colour use, R.O.T, focus, shape and line)</li> <li>• Setting: manipulating the environment and objects</li> <li>• Lighting: using safe practices to manipulate light intensity and source to make meaning</li> <li>• Use of continuity and discontinuity editing to make meaning</li> <li>• Use of digital grading and colour correcting software sound</li> <li>• Manipulation of diegetic and non- diegetic sound as well as recording to engage with and manipulate the audience's emotional context.</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Intercultural Understanding</li> <li>• Ethical Understanding</li> <li>• Personal and Social Capability</li> <li>• Digital Literacy</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Design task</li> <li>2. Production task</li> <li>3. Production task</li> <li>4. Extended written</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Film, Television &amp; New Media</li> <li>• Media Arts in Practice</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Film, Television &amp; New Media</li> <li>• Media Arts in Practice</li> </ul>



## MUSIC

<b>Faculty</b>	PERFORMING ARTS	
<b>Subject Name</b>	Music - MUS	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Individuals with specific musical abilities are encouraged to select Classroom Music as an elective subject.	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Rock since the 80s</li> <li>2. Australian Music</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Performance skills on guitar, keyboard, voice &amp; chosen instrument</li> <li>• Music literacies including music elements and associated concepts</li> <li>• Understanding the relationships between music elements, concepts and stylistic characteristics in relation to periods in Music history</li> <li>• Composing music in a variety of styles to suit specific purposes and contexts using a variety of music software programs</li> <li>• Responding to musical works using musical language (elements, concepts and stylistic characteristics)</li> <li>• Evaluating and comparing music repertoire and other music sources to develop and enhance musicianship</li> <li>• Making judgements to express a music viewpoint as you work</li> <li>• Reflecting on and reviewing your own and other musicians' work.</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Performance: as a soloist with a backing track or other suitable accompaniment or as an accompanist to a solo performer</li> <li>2. Composing: select and combine music elements, concepts and stylistic characteristics to create original works for different contexts in contrasting styles demonstrating a variety of compositional techniques</li> <li>3. Musicology: Short response exam and extended response task analysis</li> </ol>	
<b>Costs</b>	\$40	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Music</li> <li>• Music In Practice</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Music</li> <li>• Music in Practice</li> </ul>



## VISUAL ARTS

<b>Faculty</b>	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
<b>Subject Name</b>	ART – Visual Art	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 Visual Art	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Landscapes</li> <li>2. Surrealism</li> <li>3. Ceramics - heads</li> <li>4. Printmaking</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Use &amp; manipulate visual language (elements &amp; principles of design)</li> <li>• Use technical terms for mix media, painting, printmaking &amp; sculpture</li> <li>• Solve visual problems in design and art making techniques in design</li> <li>• Use specific processes involved in mix media, sculpture &amp; painting &amp; drawing</li> <li>• Use the Inquiry model to research, develop, reflect and resolve to create an artwork, creating an experimental folio of work</li> <li>• Develop art making skills in 2D &amp; 3D art</li> <li>• Respond to artists' works and arts concepts</li> <li>• Reflect on own &amp; other artists' works</li> <li>• Evaluate own &amp; other artists' works</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Intercultural Understanding</li> <li>• Ethical Understanding</li> <li>• Personal and Social Capability</li> <li>• Digital Literacy</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Extended written evaluation</li> <li>2. Painting and folio of work</li> <li>3. Practical and Visual Diary</li> <li>4. Practical task</li> </ol>	
<b>Costs</b>	\$70	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Visual Arts in Practice</li> <li>• Visual Art</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Visual Arts in Practice</li> <li>• Visual Art</li> </ul>



## DESIGN & TECHNOLOGIES ELECTIVES

### WOODWORK

<b>Faculty</b>	DESIGN & TECHNOLOGY	
<b>Subject Name</b>	WDW - Woodwork (Formerly Materials and Technologies Specialisations TMT)	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>• Completion of the previous year's course is recommended</li> <li>• A strong work ethic with a willingness to learn about the practical subjects.</li> </ul>	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Wood working joints</li> <li>2. Wood products</li> <li>3. Design</li> <li>4. Machining</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Investigating and defining</li> <li>• Generating and designing</li> <li>• Producing and implementing</li> <li>• Evaluating</li> <li>• Collaborating and managing</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Numeracy</li> <li>• Digital Literacy</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Practical Tasks</li> <li>2. Written Theory</li> </ol>	
<b>Costs</b>	\$160	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Design</li> <li>• Engineering</li> <li>• Furnishing Skills</li> <li>• CERT I Furnishing</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Design</li> <li>• Engineering</li> <li>• Furnishing Skills</li> <li>• CERT I in Construction</li> </ul>



## METALWORK

<b>Faculty</b>	DESIGN & TECHNOLOGY	
<b>Subject Name</b>	MTW - Metalwork (Formerly Materials and Technologies Specialisations 2 – Metal – TTZ)	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>• Completion of the previous year's course is recommended</li> <li>• A strong work ethic with a willingness to learn about the practical subjects.</li> </ul>	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Sheet metal</li> <li>2. Fabrication</li> <li>3. Art Metal</li> <li>4. Machining</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Investigating and defining</li> <li>• Generating and designing</li> <li>• Producing and implementing</li> <li>• Evaluating</li> <li>• Collaborating and managing</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Numeracy</li> <li>• Digital Literacy</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Practical Tasks</li> <li>2. Written Theory</li> </ol>	
<b>Costs</b>	\$160	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Design</li> <li>• Engineering</li> <li>• CERT I in Construction</li> <li>• CERT II Engineering Pathways</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Design</li> <li>• Engineering</li> <li>• CERT I Construction</li> <li>• CERT II Engineering Pathways</li> </ul>



## DIGITAL TECHNOLOGIES

<b>Faculty</b>	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS
<b>Subject Name</b>	DIG – Digital Technologies
<b>Duration</b>	Whole year
<b>Prerequisites</b>	A desire to solve problems using code.
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Application development using Python</li> <li>2. SQL</li> <li>3. Networking with microprocessors</li> <li>4. Websites</li> </ol>
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Analyse simple compression of data and how content data are separated from presentation</li> <li>• Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements</li> <li>• Analyse and visualise data of a complex problem</li> <li>• Precisely define and decompose real-world problems, taking into account functional and non-functional requirements</li> <li>• Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics</li> <li>• Represent code structures with flowcharts and pseudo code and validate these through tracing and test cases</li> <li>• Use Python as an object-oriented programming language</li> <li>• Critically evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability</li> <li>• Create interactive online solutions using HTML and CSS</li> </ul>
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Personal and Social Capability</li> <li>• Intercultural Understanding</li> </ul>
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Extended written (website code)</li> <li>2. Project</li> <li>3. Project</li> <li>4. Project</li> </ol>
<b>Costs</b>	Nil





## FOOD & FIBRE

<b>Faculty</b>	DESIGN & TECHNOLOGY	
<b>Subject Name</b>	Food and Fibre - TFF	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>• Completion of the previous year's course is recommended</li> <li>• A strong work ethic with a willingness to learn about the practical subjects</li> </ul>	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Design</li> <li>2. Fashion</li> <li>3. Food preparation</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Investigating and defining</li> <li>• Generating and designing</li> <li>• Producing and implementing</li> <li>• Evaluating</li> <li>• Collaborating and managing</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Numeracy</li> <li>• Digital Literacy</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Practical Tasks</li> <li>2. Written Theory</li> </ol>	
<b>Costs</b>	\$110	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Food and Nutrition</li> <li>• Fashion</li> <li>• CERT II Hospitality</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Food and Nutrition</li> <li>• Fashion</li> <li>• CERT II Hospitality</li> </ul>



## DESIGN TECHNOLOGIES

<b>Faculty</b>	DESIGN & TECHNOLOGY	
<b>Subject Name</b>	Design Technologies - DAT	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>• Completion of the previous year's course is recommended</li> <li>• A strong work ethic with a willingness to learn about the practical subjects</li> </ul>	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Design</li> <li>2. Sketching</li> <li>3. 3D Printing</li> <li>4. CNC Machines</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Investigating and defining</li> <li>• Generating and designing</li> <li>• Producing and implementing</li> <li>• Evaluating</li> <li>• Collaborating and Managing</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Numeracy</li> <li>• Digital Literacy</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Practical Tasks</li> <li>2. Written Theory</li> </ol>	
<b>Costs</b>	\$80	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Design</li> <li>• Engineering</li> <li>• CERT I Furnishing</li> <li>• CERT II Engineering</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Design</li> <li>• Engineering</li> <li>• CERT I Furnishing</li> <li>• CERT II Engineering</li> </ul>



## ENGINEERING PRINCIPLES & SYSTEMS

<b>Faculty</b>	DESIGN & TECHNOLOGY	
<b>Subject Name</b>	Engineering Principles and Systems - TES	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>• Completion of the previous year's course is recommended</li> <li>• A strong work ethic with a willingness to learn about the practical subjects</li> </ul>	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Design</li> <li>2. Mechanisms</li> <li>3. CAMS</li> <li>4. Linkages</li> <li>5. CNC Machines</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Investigating and defining</li> <li>• Generating and designing</li> <li>• Producing and implementing</li> <li>• Evaluating</li> <li>• Collaborating and Managing</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Numeracy</li> <li>• Digital Literacy</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Practical Tasks</li> <li>2. Written Theory</li> </ol>	
<b>Costs</b>	\$80	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Design</li> <li>• CERT I Furnishing</li> <li>• CERT II Engineering</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Design</li> <li>• CERT I Furnishing</li> <li>• CERT II Engineering</li> </ul>



## FOOD SPECIALISASTIONS

<b>Faculty</b>	DESIGN & TECHNOLOGY	
<b>Subject Name</b>	Food Specialisations - TFD	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>• Completion of the previous year's course is recommended</li> <li>• A strong work ethic with a willingness to learn about the practical subjects</li> </ul>	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Methods of cooking</li> <li>2. Design</li> <li>3. Risk Assessment</li> <li>4. Garnishes</li> <li>5. Plating and Presenting</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Investigating and defining</li> <li>• Generating and designing</li> <li>• Producing and implementing</li> <li>• Evaluating</li> <li>• Collaborating and Managing</li> <li>• Digital Literacy</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Numeracy</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Practical Tasks</li> <li>2. Written Theory</li> </ol>	
<b>Costs</b>	\$200	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Food and Nutrition</li> <li>• CERT II Hospitality</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Food and Nutrition</li> <li>• CERT II Hospitality</li> </ul>



## CERTIFICATE II ENGINEERING PATHWAYS



<b>Faculty</b>	DESIGN & TECHNOLOGY	
<b>Subject Name</b>	Design Technologies – Cert II Engineering Pathways ***Build & Fly A Drone - VEP	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Entry into this subject is by application only. Successful applicants will need at least a <b>B</b> in either <b>Core Science</b> or <b>Core Math</b> and a <b>C</b> in <b>English</b> .	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. MEM13014A – Apply principles of OH&amp;S in the work environment</li> <li>2. MEMPE005A – Develop a career plan for the engineering and manufacturing industry</li> <li>3. MEMPE006A - Undertake a basic engineering project</li> <li>4. MSAENV272B – Participate in environmentally sustainable work practices</li> <li>5. MEM16006A – Organise and communicate information</li> <li>6. MEM16008A – Interact with computing technology</li> <li>7. MEM18001C – Use hand tools</li> <li>8. MEM18002B – Use power tools/hand held operations</li> <li>9. MEMPE001A – Use engineering workshop machines</li> <li>10. MEMPE002A – Use electric welding machines</li> <li>11. MEMPE007A – Pull apart and re-assemble engineering mechanisms</li> <li>12. MSAPMSUP106 – Work in a team</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Producing</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and creative thinking</li> <li>• Numeracy</li> <li>• Ethical Understanding</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Practical Tasks</li> <li>2. Written Theory</li> </ol>	
<b>Costs</b>	VETis or \$1490 (includes Drone kit)	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• AVI30316 Certificate III in Aviation (Remote Pilot - Visual Line of Sight)</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• AVI30316 Certificate III in Aviation (Remote Pilot - Visual Line of Sight)</li> </ul>
<b>Additional Information</b>	<p>Build and Fly a Drone Project provides students with the skills and knowledge to be prepared to integrate traditional engineering skills with modern technologies. This course allows the student to build the drone, which they will then learn to fly. Through the building process students will learn necessary lifelong skills in the use of tools and machines to create objects, to upload and configure applications software and learn about flying dynamics.</p> <p>Due to the high level of competence and commitment required to complete this course students must submit an application form.</p> <p>This course is offered through an external Registered Training Organisation – Skills Generation RTO 41008</p> <p>It is recommended (not a prerequisite) for students complete the Certificate II in Pathways prior to enrolling in Certificate III in Aviation –Remote Pilot –Visual Line of Sight in Year 11 &amp; 12</p>	



## ATHLETE DEVELOPMENT PROGRAM

<b>Faculty</b>	HEALTH & PHYSICAL EDUCATION	
<b>Subject Name</b>	ADP – Athlete Development Program	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 HPE	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Training Principles and Program Design - Strength and Conditioning</li> <li>2. Aquathlon</li> <li>3. Skill Acquisition - Volleyball</li> <li>4. Biomechanics and Video Analysis – Individual Sport</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Research, analyse and evaluate sporting performance</li> <li>• Identify areas in need of development in own performance and understanding</li> <li>• Propose, justify, implement and monitor plans to achieve goals</li> <li>• Promote health and wellbeing, movement capacities and personal development</li> <li>• Create and perform movement sequences by manipulating and combining movement skills and applying movement concepts</li> <li>• Identify risks and apply safe practices</li> <li>• Select and apply positive, respectful and inclusive personal development skills and strategies</li> <li>• Develop controlled, coordinated and efficient movement</li> <li>• Develop teamwork, tactical knowledge and strategic thinking</li> <li>• Use feedback to improve performance</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>
<b>Assessment</b>	Assessment techniques include: <ul style="list-style-type: none"> <li>• Project</li> <li>• Investigation</li> <li>• Practical or Performance</li> <li>• Exam</li> </ul>	
<b>Costs</b>	Approximately \$120	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Health</li> <li>• Certificate III Fitness</li> <li>• Sport and Recreation (applied subject)</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Health</li> <li>• Certificate III Fitness</li> <li>• Sport and Recreation (applied subject)</li> </ul>
<b>Additional Information</b>	Participation in the practical and theoretical aspects of the course is expected. Students will be required to attend practical sessions off campus. Due to the high level of competence and commitment required to complete this course students must submit an application form for the Athlete development Program Equipment includes: Bucket hat and running shoes	



## OUTDOOR EDUCATION

<b>Faculty</b>	HEALTH & PHYSICAL EDUCATION	
<b>Subject Name</b>	ORE - Outdoor Recreation	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 HPE	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Swift water rescue</li> <li>2. Mountain Biking</li> <li>3. Expedition Planning &amp; Cooking</li> <li>4. Gear making &amp; Archery</li> </ol> <p>Excursions: Tully River, Atherton Mountain Bike Trail/Smithfield, Hike from Crystal Cascades to Lake Tinaroo.</p> <p><b>NOTE:</b> Camp locations may change due to inability to acquire camp permits</p>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Swift water rescue skills</li> <li>• Communication</li> <li>• Care and maintenance of equipment requirements</li> <li>• Safety</li> <li>• Survival skills</li> <li>• Mountain biking skills</li> <li>• Knot tying techniques</li> <li>• Team work</li> <li>• Leadership</li> <li>• Minimal impact</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>
<b>Assessment</b>	<p>Assessment techniques include:</p> <ul style="list-style-type: none"> <li>• Project</li> <li>• Investigation</li> <li>• Practical or Performance</li> <li>• Exam</li> </ul>	
<b>Costs</b>	Approximately \$450	
<b>Subjects aligned with Year 11 &amp; 12</b>	<p>Year 11</p> <ul style="list-style-type: none"> <li>• Certificate II Outdoor Education</li> <li>• Sport and Recreation (applied subject)</li> </ul>	<p>Year 12</p> <ul style="list-style-type: none"> <li>• Certificate II Outdoor Education</li> <li>• Sport and Recreation (applied subject)</li> </ul>
<b>Additional Information</b>	<ul style="list-style-type: none"> <li>• Students will be required to attend Camps and practical sessions off campus.</li> <li>• There is a course fee for this subject that will cover camping fees, venue hire, activities, and transport.</li> <li>• Due to the high level of competence and commitment required to complete this course students must submit an application form for Outdoor Recreation</li> </ul>	



## FOOTBALL ENGAGEMENT PROGRAM

<b>Faculty</b>	HEALTH & PHYSICAL EDUCATION	
<b>Subject Name</b>	FBE – Football Engagement (Formerly REP – Rugby League Engagement Program)	
<b>Duration</b>	Whole year - each term can have a different football code focus	
<b>Prerequisites</b>	Year 9 HPE	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Skill development from range of football codes; Rugby League, Rugby Union, AFL, touch football and soccer</li> <li>2. Coaching</li> <li>3. Refereeing</li> <li>4. Basic first aid</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Fundamental movement skills</li> <li>• Spatial awareness</li> <li>• Decision making</li> <li>• Basic ball handling</li> <li>• Develop and extend specific skills and game awareness across football codes</li> <li>• Communication skills</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	Assessment techniques include: <ol style="list-style-type: none"> <li>1. Practical assessment is ongoing and based on class sessions as well as performance in GALA days and various school tournaments.</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Certificate II/III Sport and Recreation</li> <li>• Certificate III Fitness</li> <li>• Sport and Recreation (applied subject)</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Certificate II/III Sport and Recreation</li> <li>• Certificate III Fitness</li> <li>• Sport and Recreation (applied subject)</li> </ul>
<b>Additional Information</b>	<ul style="list-style-type: none"> <li>• Participation in the practical and theoretical aspects of the course is expected.</li> <li>• Equipment includes: Bucket hat, running shoes, football boots, mouthguard (for AFL and Rugby League).</li> </ul>	





## LANGUAGES – ELECTIVES

### FRENCH

<b>Faculty</b>	LANGUAGES	
<b>Subject Name</b>	FRE – French	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 French	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Food, Health &amp; Sport</li> <li>2. French Media &amp; The Good Old Days</li> <li>3. Life Issues and Relationships</li> <li>4. What about Later?</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Encounter authentic language in a range of spoken and written texts</li> <li>• Analyse, process, summarise and organise information and ideas from different sources or texts</li> <li>• Convey information</li> <li>• Use a range of tenses</li> <li>• Reflect on ways elements of communication vary according to context and situation</li> <li>• Understand the influence of cultural values on perspectives</li> <li>• Justify opinions</li> <li>• Organise, construct and present simple, cohesive spoken and written texts</li> <li>• Plan, draft and present information</li> <li>• Participate in intercultural experience to notice, compare and reflect on language and culture</li> <li>• Reflect on learning to identify new understandings and future applications</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Writing Task: At the specialty shop; Listening Task: Sport &amp; health</li> <li>2. Reading Task: New Article; Speaking Task: The Good Old Days</li> <li>3. Listening Task: Radio: youth profiles; Writing Task: Magazine column</li> <li>4. Reading Task: Job adverts; Speaking Task: Job Interview</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• French</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• French</li> </ul>



## SPANISH

<b>Faculty</b>	LANGUAGES	
<b>Subject Name</b>	SPN – Spanish	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 Spanish	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Food, Health &amp; Wellbeing - Salud y bienestar</li> <li>2. What is environmental conservation? – La conservación ambiental</li> <li>3. Life Issues and Relationships – Problemas sociales</li> <li>4. What is the best job in the world? – El mejor trabajo del mundo.</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Encounter authentic language in a range of spoken and written texts</li> <li>• Analyse, process, summarise and organise information and ideas from different sources or texts</li> <li>• Convey information</li> <li>• Use a range of tenses</li> <li>• Reflect on ways elements of communication vary according to context and situation</li> <li>• Understand the influence of cultural values on perspectives</li> <li>• Justify opinions</li> <li>• Organise, construct and present simple, cohesive spoken and written texts</li> <li>• Plan, draft and present information</li> <li>• Participate in intercultural experience to notice, compare and reflect on language and culture</li> </ul> <p>Reflect on learning to identify new understandings and future applications</p>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<p>(By term)</p> <ol style="list-style-type: none"> <li>1. Writing Task: The key to staying healthy; Listening Task: health &amp; wellbeing</li> <li>2. Reading Task: New Article; Speaking Task: The importance of conservation</li> <li>3. Listening Task: Radio: youth profiles; Writing Task: Magazine column</li> <li>4. Reading Task: Job adverts; Speaking Task: Job Interview</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Spanish</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Spanish</li> </ul>



## JAPANESE

<b>Faculty</b>	LANGUAGES	
<b>Subject Name</b>	JPN – Japanese	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 Japanese	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Let's Go Shopping: shopping and dining in Japan</li> <li>2. Student Exchange: routines and permission giving</li> <li>3. I'm Lost: giving / receiving directions and place names</li> <li>4. Sport's Hero: personal skills, abilities and areas of interest</li> <li>5. My Future: plans, dreams and careers</li> </ol>	
<b>Core Skills</b>	<p>This is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication, for example, digital media, collaborative performance and group discussions. Learners become more confident in communicating in a wider range of contexts through greater control of language structures and vocabulary and increased understanding of the variability of language use. They use Japanese to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They sequence and describe events using a range of cohesive devices, and complete communicative tasks that involve planning, performance, collaborative and independent work. They use language more fluently, with a greater degree of self-correction and repair, and use verbal cues to aid and facilitate communication. They reference the accuracy of their language use against a stronger frame of grammatical knowledge.</p> <p>Learners at this level are able to read and write using hiragana, katakana and an increasing number of kanji in all texts. Their writing is more sophisticated, using connectives and conjunctions, and they engage with more complex language structures.</p>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Written task: Homestay; Listening task: At the Department Store</li> <li>2. Spoken task: Information Guide; Reading task: Destinations</li> <li>3. Spoken task: My Hero; Listening task: Sport's Star!</li> <li>4. Written task: My Future; Reading Task: Success Story</li> </ol>	
<b>Costs</b>	Nil	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Japanese</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Japanese</li> </ul>



## DIGITAL TECHNOLOGIES

<b>Faculty</b>	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
<b>Subject Name</b>	DIG – Digital Technologies	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	Year 9 Core English and Year 9 Core Math or Year 9 Digital Technologies	
<b>Units Studied</b>	<ol style="list-style-type: none"> <li>1. Website Development</li> <li>2. Applied coding – Internet of Things (IoT)</li> <li>3. Game Development – Python Turtle</li> <li>4. Databases</li> </ol>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Analyse simple compression of data and how content data are separated from presentation</li> <li>• Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements</li> <li>• Analyse and visualise data of a complex problem</li> <li>• Precisely define and decompose real-world problems, taking into account functional and non-functional requirements</li> <li>• Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics</li> <li>• Represent code structures with flowcharts and pseudo code and validate these through tracing and test cases</li> <li>• Use Python as an object-oriented programming language</li> <li>• Critically evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability</li> <li>• Create interactive online solutions using HTML and CSS</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Personal and Social Capability</li> <li>• Intercultural Understanding</li> </ul>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Project</li> <li>2. Project</li> <li>3. Project</li> <li>4. Investigation</li> </ol>	
<b>Costs</b>	\$30	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Digital Solutions</li> <li>• Information and Communication Technology Skills</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Digital Solutions</li> <li>• Information and Communication Technology Skills</li> </ul>



## SCIENCE – ELECTIVES

### SCIENCE ENRICHMENT

<b>Faculty</b>	SCIENCE	
<b>Subject Name</b>	SEN – Science Enrichment	
<b>Duration</b>	Whole year	
<b>Prerequisites</b>	<b>B in year 9 Core Science or equivalent grade in 9 Extension Science</b>	
<b>Units Studied</b>	Units are determined by students and teacher and may include: <ul style="list-style-type: none"> <li>• Development of Science Board Games</li> <li>• Chemistry Titrations</li> <li>• Rollercoaster Physics</li> <li>• Classification</li> <li>• Zoology – behaviour, disease</li> <li>• Science Fair</li> <li>• Scientific investigations</li> </ul>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Hypothesising</li> <li>• Predicting</li> <li>• Planning and Conducting Investigations</li> <li>• Collecting accurate data</li> <li>• Graphing of data</li> <li>• Safe use of Equipment</li> <li>• Identifying relationships</li> <li>• Evaluate conclusions</li> <li>• Critically analysing secondary data</li> <li>• Problem solving</li> <li>• Analysing patterns and trends in data</li> <li>• Evaluating data</li> <li>• Summarising data</li> <li>• Improvements to quality of data</li> <li>• Use of scientific language</li> </ul>	
<b>General Capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Digital Literacy</li> <li>• Critical and Creative Thinking</li> <li>• Ethical understanding</li> <li>• Personal and Social Capability</li> </ul>	
<b>Assessment</b>	Assessment may include the following: <ol style="list-style-type: none"> <li>1. Report writing</li> <li>2. Folios of work</li> <li>3. Experimental design</li> <li>4. Presentations</li> </ol>	
<b>Costs</b>	\$25	
<b>Subjects aligned with Year 11 &amp; 12</b>	Year 11 <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Marine Science</li> </ul>	Year 12 <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Marine Science</li> </ul>

