MacKillop Catholic College

MOUNT PETER

INSPIRING HEARTS MINDS AND SPIRITS

YEAR 10 SUBJECT SELECTION GUIDE

2024

INTRODUCTION

Dear Parents and Students

Welcome to Year 10! This year presents many exciting learning and formation opportunities for students. Becoming more independent as learners and understanding more about their interests, strengths, aspirations, and possible career choices, are the key priorities for Year 10.

Students in Year 10 begin the journey of their senior secondary education, through participation in subjects and courses that develop skill sets designed to set them up to succeed as independent, self-directed, and motivated learners. As the beginning of the QCE phase of learning, Year 10 marks the preparation year for the commencement of Year 11 in 2024. Subjects studied in Year 10 should enable such future decisions to be made in confidence.

With increased course specialisation available, students have multiple opportunities to consolidate the skills that will equip them to select and navigate the most appropriate pathway through the QCE phase of learning. Learning experiences are planned around the development of strong subject discipline knowledge and skills to serve as effective entry points to further learning. Literacy, numeracy and being able to present and hold an articulate point of view within a subject discipline underpin the curriculum experiences in Year 10.

Students, supported by their families and the College, are required to take an increased responsibility for both their learning, and outcomes. Study, and completion of Home Learning, is crucial for ongoing success in Year 10 and beyond. Good routines, encouragement to persist with learning at home and regular targeted practice will support students in becoming more self-reliant and confident in their learning. This foundation will be an important preparation strategy for their Year 11 and 12 Senior pattern of study.

During Year 10, students will also have a variety of experiences in Faith Formation and Spirituality, Leadership, Wellbeing and Work Experience, through which students can learn more about themselves, and their future ambitions and aspirations. These are all part of the holistic educational experience offered at MacKillop Catholic College. Students will also complete a Senior Education and Training Plan (SET Plan) to be finalised by the end of Year 10, and is agreed upon between the student, their parents/carers, and the College. The SET Plan is a clear articulation of the current pattern of learning, career aspirations, desired learning pathway and nominated subjects for study throughout Years 11 and 12.

This Handbook is an important resource to assist students in making informed choices around their pattern of study in Year 10 and understanding how this informs Year 11 and 12. It is important to read the learning requirements of each course being offered to make these determinations.

We welcome our young people to this exciting time of their Year 10 education as they seek to acquire worthwhile qualifications and skills that equip them for the future phase of their lives beyond school. As partners in your student's education, MacKillop Catholic College staff look forward to the ongoing learning journey of preparing dynamic young people with the skills to transform their future world.

YEAR 10 CURRICULUM

The timetable for 2024 will take the format of a 10-day (two week) cycle consisting of 60 periods.

All students in Year 10 study the mandatory core subjects of Religion, English, Mathematics, Science, History and HPE. They will also undertake a Short Course in Careers Education. Students will also choose two additional year-long subjects from other Learning Areas to ensure that a breadth and depth of learning occurs, as well as semester based senior taster subjects.

Please note that some specialist courses attract an additional fee of $20 a semester, due to the significant level of resourcing required, beyond that of a standard subject.

The structure of the subject offerings for Year 10 2024 will be as follows:

Core Subjects

- Religious Education
- An English Subject:
    - Essential English Prep
    - General English Prep
    - Literature Prep
- A Mathematics Subject
    - Essential Mathematics Prep
    - General Mathematics Prep
    - Mathematical Methods Prep
- Science
    - General Science Preparation
    - Applied Science Preparation
- Health and Physical Education
- Humanities and Social Sciences
    - 1 semester of History;

Specialist Subjects – Year Long

- Food Technology - $40 per year
- Industrial Technology - $40 per year
- Design Technology - $40 per year
- Digital Technologies
- Drama
- Japanese
- Music
- Visual Arts

Specialist Subjects – 1 semester

- Business and Economics
- Ancient History
- STEM (Marine and Aquatics)
- PE Extension – Sports and Recreation
- PE Extension – Human Movement

Year 9–12 Progressions and Pathways

*Denotes Applied Subject ^Denotes VET Course

	Year 9	Year 10	Year 11 and 12
Religious Education	Religious Education	Religious Education (S1) Religion and Ethics (S2)	Religion and Ethics Study of Religion[&]
English	English PHIL Extension	Essential English Prep General English Prep General Literature Prep	Essential English* General English General Literature
Humanities and Languages	History Geography Business Japanese	History (CORE) Ancient History Business Japanese	Modern History Ancient History Business Japanese
Mathematics	Mathematics	Essential Mathematics Prep General Mathematics Prep Mathematics Methods Prep	Essential Mathematics* General Mathematics Mathematical Methods Specialist Mathematics
Science	Science Marine and Aquatic Practices Prep (STEM)	General Science Prep Applied Science Prep Marine and Aquatic Practices Prep (STEM)	Biology Chemistry Physics Psychology Aquatic Practices*
The Arts	Media Drama Music Visual Arts	Visual Arts Drama Music	Visual Arts Drama Music Visual Art in Practice*
The Technologies	Industrial Design Technology Design Technology Food Technology Digital Technologies	Industrial Design Technology Design Technology Food Technology Digital Technologies	Food and Nutrition Industrial Technology Skills* Hospitality Practices Cert II Hospitality^ Digital Solutions Design Information Technologies*
HPE	Health and Physical Education HPE Extension	Health and Physical Education HPE Extension	Physical Education Sport and Recreation* Cert III in Fitness^ Cert III in Early Childhood Education and Care^

Senior Learning Pathways

Commencing in Year 10, students will begin working towards their desired pathway.

University Ready	Tertiary Options	Workforce Ready
Students who wish to move from school to university to acquire degree level or higher qualification(s) are advised to select a pattern of study that makes them eligible for university via an ATAR (Australian Tertiary Admission Rank) score at the end of their senior phase of school.	Students who wish to leave their options open to a university or tertiary pathway are advised to select a pattern of study that makes them eligible for an ATAR, but may also include a Certificate Course	Students who are seeking to move to work or an apprenticeship and further training (through TAFE or other providers) after school are advised to select a study pattern with embedded work readiness skills to best equip them for this pathway.
Students would study according to this pattern: • A minimum of 5 General subjects • The 6th subject may be: a) another General Subject b) an Applied subject *(Applied Subjects will not be weighted as highly as General Subjects in their contribution to the ATAR score.)* **a)** a Certificate Course *(only Cert III or IV Courses will contribute to an ATAR score and they will not be weighted as highly as General Subjects in their contribution.)*	Students would study according to this pattern: • A minimum of 4 General subjects • The 5th and 6th subject may be: **a)** a General Subject **b)** an Applied subject (*Applied Subjects will not be weighted as highly as General Subjects in their contribution to the ATAR score.)* **c)** a Certificate Course *(only Cert III or IV Courses will contribute to an ATAR score and they will not be weighted as highly as General Subjects in their contribution.)*	Students would study according to this pattern: • a Traineeship or Apprenticeship with embedded training in the area of interest and a selection of other courses so the total study pattern comes to an equivalent of 6 subjects. • participation in a VET course through TAFE or another RTO, and a selection of other courses so the total study pattern comes to an equivalent of 6 subjects. • any combination of Certificate, Applied and General subjects so that the total study pattern comes to an equivalent of 6 courses.
In either pathway, students are required to study Religion, and meet the Literacy and Numeracy Requirements of the QCE. this in mind when selecting subjects for Year 10; as this forms an integral preparation for continued study in the Senior Phase of Learning.		

Strategies for choosing subjects

Students are advised to select subjects and courses based on the following criteria:

- the subjects are of **interest, success happens** in them and there is a **willingness to work hard** in them. For example, Mathematics Methods Preparation requires hard work (even for a student who likes the subject) in order to be successful.
- what may interest them or may lead to **possible career directions**. For example, thinking about becoming a carpenter suggests that Industrial Design Technology would be advantageous.
- the **match to the learning style** that happens within the subject area. For example, extensive reading and synthesis may suit some students, while designing and making may suit others.
- the **skills development** that will build for Year 11 and 12 courses.

Students should not choose a subject based on

- Friends taking it
- They've heard it's easy
- They have heard they need to do it, even though they hate it and haven't passed it previously

How can parents help?

- Supporting students in the subject selection process by discussing the topics studied in the subject outline provided in this handbook
- Encouraging participation in subjects where students can feel success
- Being aware of the College's expectations and assessment programs
- Taking opportunities to communicate with teachers to discuss their child's options for future pathways

Useful websites:

- TAFE QLD http://tafeqld.edu.au
- QTAC http://www.qtac.edu.au
- MyFuture https://myfuture.edu.au
- Job Guide https://www.education.gov.au/job-guide
- Good Universities Guide https://www.gooduniversitiesguide.com.au
- School-based apprenticeships and traineeships https://training.qld.gov.au/apprentices/sats
- Skills 360 www.skills360.com.au

Points to note:

Before selecting subjects, students should carefully read the Course Outlines in this handbook. They should also note the following points:

- If insufficient students opt for a given subject, it may not be offered.
- The specialists chosen for the curriculum each year will be arranged on lines and students will then be asked to select one subject from each line. It is quite likely that two subjects, which a student wishes to take, may occur on the same line. A choice will then have to be made between the two subjects.
- Quota restrictions apply to all subjects and selection of a specialist does not guarantee a place in the subject.

Religious Education

Why study this subject?

- Appreciate the diversity of belief and faith systems
- Understand the importance of faith and belief systems
- Develop critical and creative thinking skills
- Appreciate the spiritual and the divine

Possible topics covered

- Beliefs
- Sacred Texts
- Church
- Christian Life

What will students do?

- Develop understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE).
- Understand the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today
- Explore two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts.
- Continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices
- Develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

How will students be assessed?

1. Exams
2. Research assessment
3. Critical analysis of source material
4. Visual representations
5. Biblical criticism

Pathways to Senior Subjects

- Religion and Ethics
- Study of Religion

Recommendations

- Core Subject

Pre-requisite for Senior Subjects

- Nil

English

During the year, students will have the opportunity to demonstrate Australian Curriculum criteria associated with the Learning Area of English. All students will be taught from the ACARA Year 10 syllabus embedding the criteria of Language, Literacy and Literature. The selection of preparatory courses allows for the exploration of assessment, expectations and genres associated with the senior syllabi in the Learning Area of English.

Essential English Preparation

Why study this subject?

- The study of English is central to your learning and development
- It helps create confident communicators, imaginative thinkers and informed citizens.
- It is through the study of English that individuals gain increasing control over language to analyse, understand, communicate and build relationships with others and with the world around them.

Possible topics covered

- Identity
- Pop Culture
- Representations
- Current Issues

What will students do?

- In Essential English, the students engage with a range of literary texts for enjoyment
- These contemporary and classic texts are aimed to support and challenge new ways of thinking
- Using these texts, students will develop skills around knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

How will students be assessed?

- Students will complete assessment tasks that allow for creative responses using imaginative, informative, and persuasive text types. This may include:
  - Essays and feature articles

- Multimodal presentations
- Short answer response

Pathways to Senior Subjects

- English Short Course
- Essential English (Applied)
- English (General)

Recommendations

- Compulsory English Option

Pre-requisite for Senior Subjects

- nil

General English Preparation

Why study this subject?

- The study of English is central to your learning and development
- It helps create confident communicators, imaginative thinkers and informed citizens.
- It is through the study of English that individuals gain increasing control over language to analyse, understand, communicate and build relationships with others and with the world around them.

Possible topics covered

- Media Texts and Documentary
- Speculative Fiction
- Shakespearean Texts
- Poetry

What will students do?

- In English, the students engage with a range of literary texts that reflect a variety of contexts
- These contemporary and classic texts are aimed to support and challenge new ways of thinking
- Using these texts, students will develop skills around knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.
- Students analyse and evaluate by deconstructing texts to explore use of language features, aesthetics, vocabulary, context and structure for a range of purposes and audiences.

How will students be assessed?

Students will complete assessment tasks that mirror the styles of assessment expected in QCE General English. This may include:

- Essays and Feature articles
- Multimodal presentations
- Imaginative Writing Tasks

Pathways to Senior Subjects

- Essential English (Applied)
- English (General)
- Literature (General)

Recommendations

- Compulsory English Option
- C in Year 9 English

Pre-requisite for Senior Subjects

- General English
- Literature

Literature Preparation

Why study this subject?

- The study of the English language is central to your learning and development
- It helps create confident communicators, imaginative thinkers and informed citizens.
- Literature provides you with the opportunity to develop valuable, transferable skills in analysis, critical thinking, expression, and communication
- You will develop a clear and expressive writing style by learning how to relate texts to their cultural and historical contexts.

Possible topics covered

- Literature as social commentary: *Frankenstein*
- A national voice? A study of Australian prose, poetry and film
- A romp with the Bard: *Romeo and Juliet*
- Dreams and Nightmares: *The Great Gatsby*

What will students do?

- examine a variety of classic and contemporary works, including poetry, prose, drama, film, new media and critical essays. Through studying key texts, students gain knowledge from writers throughout the centuries, from William Shakespeare to May Shelley, including Australian writers
- These contemporary and classic texts are aimed to support and challenge new ways of thinking
- Using these texts, students will develop skills around knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

How will students be assessed?

- Students will complete assessment tasks that mirror the styles of assessment expected in QCE Literature. This includes:
    - Comparative and analytical essays
    - Original imaginative response
    - Transformative imaginative response

Pathways to Senior Subjects

- Literature (General)
- English (General)

Pre-requisite for Senior Subjects

- General English
- Literature

Recommendations

- Compulsory English Option
- B in Year 9 English highly desirable

Humanities and Social Sciences

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world.

History

Why study this subject?

- The study of History is fundamental to understanding how the modern world works, and why it is the way it is
- It helps create an appreciation of the vast differences among humans, allowing people to become effective global citizens
- History promotes critical thinking, analysis, and evaluation skills, which are transferrable across a range of subject areas

Possible topics covered

- World War Two
- Australian Civil Rights Movement

What will students do?

- examine the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.
- develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1918, such as significant events and ideas during the inter-

war years between World War I and World War II, including the Great Depression, and developments post World War II, including Cold War international relations
- analyse, interpret, and evaluate a range of historical sources to understand the range of perspectives on a given topic
- apply historical thinking skills, such as significance, causation, and change and continuity.

How will students be assessed?

- Assessment may include:
  - Essays in response to research and evidence
  - Source analysis exams
  - Independent Source Investigation

Pathways to Senior Subjects

- Ancient History (General)
- Modern History (General)

Recommendations

- Core

Pre-requisite for Senior Subjects

- Highly recommended for the study of Modern History and Ancient History

Ancient History

Why study this subject?

- Ancient History provides opportunities for students to study people, societies and civilizations of the past
- Study of the ancient world allows you to develop a deeper understanding of events throughout history, and why the world has developed the way that it has.

- It helps build an understanding of themes, ideas, individuals and events that appear in other Learning Areas, and builds a broader knowledge base

Possible topics covered

- Civilizations of Ancient Egypt, Greece and Rome
- Representation of historical individuals, times and events in film, literature and the media
- Prominent figures in the ancient world, such as Alexander the Great, Cleopatra, and Julius Caesar

What will students do?

- explore the representation of individuals, events, and civilisations in a range of formats
- analyse, interpret, and evaluate a range of historical sources to understand the range of perspectives on a given topic
- apply historical thinking skills, such as significance, causation, and change and continuity.

How will students be assessed?

- Assessment may include:

Pathways to Senior Subjects

- Ancient History (General)
- Modern History (General)

Recommendations

- Interest in history and the past
- C in English and History

Pre-requisite for Senior Subjects

- Highly recommended for the study of Ancient History

Business and Economics

Why study this subject?

- Develop enterprising behaviours and capabilities that can be transferable into life, work and business opportunities
- Understand the ways society allocates limited resources to satisfy needs and wants, and how to participate in the economy as consumers, workers and producers
- Understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region

- Develop reasoning and interpretation skills to apply economics and business concepts to make informed decisions
- Develop understandings that will enable you to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens.

Possible topics covered

- Australian Government
- Economic performance
- Living standards
- Consumer and financial decision making
- Entrepreneurship

What will students do?

- Explore economic indicators that influence the Australian Government with decision making
- Understand Government incentives to improve economic performance and living standards
- Develop business strategies that can be used to manage workplace productivity
- Explore the Australian superannuation system
- Explore the role businesses play in society
- Entrepreneurial characteristics and skills
- Develop financial literacy
- Reflect on the effectiveness of their business venture.

How will students be assessed?

- Assessment may include:
    - Exams
    - Research assessment
    - Digital portfolio
    - Practical Application

Pathways to Senior Subjects

- Business Studies (Applied)
- Certificate III in Business (VET)

Recommendations

- C in English and Year 9 Business

Pre-requisite for Senior Subjects

- Highly recommended for the study of Business Studies and Certificate III in Business

Japanese

Why study this subject?

- Continue to develop knowledge and appreciation of the Japanese language
- Develop critical thinking skills
- Continue to develop an understanding and appreciation of Japanese culture.

Possible topics covered

- Socializing
- Entertainment
- Media

What will students do?

- initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others' personal world.
- communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events.
- interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives.
- synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience.
- use structures and features of spoken and written Japanese to create texts.
- use a combination of kana and a range of familiar kanji appropriate to context.
- select and use sentence and grammatical structures to interact, make meaning and create texts.
- identify multiple readings of familiar kanji in different compounds.
- discussion of structures and features of texts

How will students be assessed?

- Examinations
- Extended responses

Pathways to Senior Subjects

- Japanese (General)

Recommendations

- A C Grade in Year 9 Japanese

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Pre-requisite for Senior Subjects

- A C is required for Senior Japanese

Mathematics

The organisation of the Year 10 Mathematics course has been designed to accommodate an increased scope for students seeking to pursue the range of Mathematics Subjects in Year 11 and 12, and ensures that they are suitably prepared for these. This structure will allow exposure to the specifics of the various Mathematics courses, and provide a firm grounding for success in those areas.

All students will be taught from the ACARA Year 10 syllabus.

Essential Mathematics Preparation

Why study this subject?

- Essential Mathematics Preparation focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives.
- Provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings.
- offers students the opportunity to prepare for post-school options of employment and further training.
- recommended for those who struggle with mathematics and have received additional support across Year 8 and 9

Topics covered

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

What will students do?

- develop an understanding of concepts and techniques drawn from mathematics and statistics
- solve applied problems using concepts and techniques drawn from mathematics and statistics

- develop reasoning and interpretive skills in mathematical and statistical contexts
- communicate in a concise and systematic manner using appropriate mathematical and statistical language
- choose and use technology appropriately.

How will students be assessed?

- Examinations
- Problem-solving and modelling tasks

Pathways to Senior Subjects

- Numeracy Short Course
- Essential Mathematics (Applied)
- General Mathematics (General)

Recommendations

- Compulsory Mathematics Option

Pre-requisite for Senior Subjects

- C Grade in Year 10 required for Senior Essential Mathematics

General Mathematics Preparation

Why study this subject?

- General Mathematics Preparation is designed for those students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus.
- The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Topics covered

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

What will students do?

- develop their understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- develop reasoning and interpretive skills in mathematical and statistical contexts
- communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- choose and use technology appropriately and efficiently.

How will students be assessed?

- Examinations

- Problem-solving and modelling tasks

Pathways to Senior Subjects

- Essential Mathematics (Applied)
- General Mathematics (General)
- Mathematics Methods (General)

Recommendations

- Compulsory Mathematics Option
- C in Year 9 Mathematics

Pre-requisite for Senior Subjects

- C in Year 10 required for Senior General Mathematics
- B in Year 10 required for Senior Mathematics Methods

Mathematics Methods Preparation

Why study this subject?

- Continue to develop essential mathematical skills, knowledge and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- Continue to develop the numeracy capabilities required in their personal, work, and civic life
- Develop the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Topics covered

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

What will students do?

- develop understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reason in mathematical and statistical contexts and interpretation of mathematical and statistical information including ascertaining the reasonableness of solutions to problems
- communicate in a concise and systematic manner using appropriate mathematical and statistical language
- choose and use technology appropriately and efficiently.

How will students be assessed?

- Examinations
- Problem-solving and modelling tasks

Pathways to Senior Subjects

- General Mathematics (General)
- Mathematics Methods
- Specialist Mathematics

Recommendations

- Core Mathematics Option
- B in Year 9 Mathematics

Pre-requisite for Senior Subjects

- B in Year 10 required for Mathematics Methods
- Strong B required for Specialist Mathematics

Science

General Science Preparation

The organisation of the Year 10 General Science Preparation course has been designed to accommodate an increased scope for students seeking to pursue the range of Science Subjects in Year 11 and 12, and ensures that they are suitably prepared for these. This structure will allow exposure to the specifics of the various Science courses, both General and Applied, and provide a firm grounding for success in those areas.

All students will be taught from the ACARA Year 10 syllabus.

Why study this subject?

- Develop an interest, curiosity and willingness to explore as well as investigate, inquire and speculate on the changing world in which you live
- Continue to develop your critical, analytical and creative thinking skills to solve problems
- Develop a stronger understanding of the scientific disciplines to confidently support subject selection and decision making processes for Years 11 and 12.

Topics covered

- Chemistry
- Physics
- Biology

What will students do?

- Understand that science provides of the nature of living things, and of the physical and chemical processes that explain the behaviour of all material things
- Understand the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on

ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- communicate scientific understanding and findings to a range of audiences, to justify ideas based on evidence, and to evaluate and debate scientific arguments and claims
- solve problems and make informed, evidence-based decisions about current and future applications of science while considering ethical and social implications of decisions
- develop a solid foundation of knowledge of the biological, chemical and physical sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

How will students be assessed?

- Data Analysis
- Experimental Investigations
- Research Investigations
- Examinations

Pathways to Senior Subjects

- Biology (General)
- Chemistry (General)
- Physics (General)
- Psychology (General)
- Aquatic Practice (Applied)

Recommendations

- Core

Pre-requisite for Senior Subjects

- B in Year 10 highly recommended for Senior Science in the corresponding discipline (Biology, Physics, Chemistry)
- C in Year 10 is highly recommended for Aquatic Practices (Applied)

Applied Science Preparation

Why study this subject?

- Develop an interest, curiosity and willingness to explore as well as investigate, inquire and speculate on the changing world in which you live in a more practical program
- Develop a stronger understanding of the applied practical disciplines to confidently support subject selection and decision-making processes for Years 11 and 12.

Topics covered

- Chemistry
- Physics
- Biology
- Earth Science
- Careers

What will students do?

- Understand that science provides of the nature of living things, of Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- Understand the nature of scientific inquiry and the ability to use a range of scientific inquiry methods through practical based applications
- communicate scientific understanding and findings to a range of audiences
- solve problems and make informed, evidence-based decisions about current and future applications of science while considering ethical and social implications of decisions
- apply a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences, to new situations and events, and to appreciate the dynamic nature of science knowledge.

How will students be assessed?

- Experimental Investigations
- Research Investigations
- Examinations

Pathways to Senior Subjects

- Aquatic Practice (Applied)

Recommendations

- Core

Pre-requisite for Senior Subjects

- C in Year 10 is highly recommended for Aquatic Practices (Applied)

STEM - Marine and Aquatics Practices

Why study this subject?

- Develop an interest, curiosity and willingness to explore. Students will know, analyse, plan and evaluate all aspects of Marine and Aquatic Practice environments, careers, human endeavours and their abiotic and biotic factors
- Develop a stronger understanding of both the general and applied disciplines to confidently support subject selection and decision-making processes for Years 11 and 12.

Topics covered

- Fisheries and Aquaculture
- Water safety
- Freshwater and Saltwater ecology
- Careers
- Recreational fishing
- Marine and Aquatic Practice policy

What will students do?

- Recognize boating applications and policy for recreational or commercial applications including legislation and zoning.
- Analyze practical aquatic knots and their purposes
- They will investigate that water quality is essential for animal/plant production.
- Monitor fish population/breeding in a classroom tank including feeding, caring, measuring and checking water quality.
- Investigate the biotic and abiotic factors influencing life on the great barrier reef. Students will understand food webs and chains, feeding relationships. Students will classify organisms from a reef ecosystems using classification techniques.
- Measure biodiversity using quadrats and transects

How will students be assessed?

- Projects
- Investigations

Pathways to Senior Subjects

- Aquatic Practice (Applied)
- Marine Science (General)

Pre-requisite for Senior Subjects

- C in Year 10 is highly recommended for Aquatic Practices (Applied)
- A in year 10 is highly recommended for Marine Science (General)

Recommendations

- Core

The Arts

Music

Why study this subject?

- Develop practical performance skills specialising on an instrument of choice so you can learn songs that you enjoy and perform music with other musicians
- Learn the fundamentals of music theory and apply this knowledge in your performances and compositions
- Learn to compose music in a range of styles and genres as you develop your own personal style as a composer
- Learn to use music technology so you can record and produce your own original music
- Learn about a range of music genres and styles, which will lead you to a deeper understanding and appreciation of music you listen to

Possible topics covered

- Music genres and styles from Classical, Jazz and Rock repertoire
- Composition
- Performance
- Elements of Music

What will students do?

- Analyse different scores and performances aurally and visually
- Evaluate the use of elements of music and defining characteristics from different musical styles
- Interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles
- Interpret and perform music with technical control, expression and stylistic understanding
- Use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences
- Use knowledge of the elements of music, style and notation to compose, document and share their music.

How will students be assessed?

- Performance
- Composition
- Written Responding Tasks

Pathways to Senior Subjects

- Music (General)

Recommendations

- Enjoyment in performance
- Involvement in College Music Program
- C or higher in Year 9 Music

Pre-requisite for Senior Subjects

- Completion of Year 10 Music is highly recommended for General Music

Visual Arts

Why study this subject?

- Gain a thorough foundation for further study in Visual Art
- Problem solve through self-directed learning
- Embed your own ideas, thoughts, feelings and observations into your learning
- Develop as an individual equipped with 21st century, transferable skills.

Possible topics covered

- Making Art
- Responding to Art

What will students do?

- Evaluate how representations communicate artistic intentions in artworks they make and view
- Evaluate artworks and displays from different cultures, times and places
- Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks
- Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

How will students be assessed?

- Folio of Work
- Visual Journal
- Written Assignments

Pathways to Senior Subjects

- Visual Art (General)
- Visual Arts in Practice (Applied)

Recommendations

- C or higher in Year 9 Visual Art and English

Pre-requisite for Senior Subjects

- Completion of Year 10 Visual Arts is highly recommended for Senior Visual Arts

Drama

Why study this subject?

- Build personal confidence and express individuality and social identity
- Manage the interpersonal and intrapersonal skills required to work effectively both individually and in groups
- Learn to be an innovative thinker
- Become adept at communicating
- Engage in learning experiences that integrate oral, kinaesthetic and visual communication to create meaning.

Possible topics covered

- Melodrama
- Non-linear storytelling
- Musical theatre
- Comedy

What will students do?

- Explore the dramatic forms of Melodrama, Musical Theatre and Comedy
- Investigate linear and non-linear storytelling
- The history of Comedy – everything from Greek theatre to Commedia dell'arte to contemporary sit coms – and explore its impacts on different audiences throughout time
- Develop understanding of the conventions of given dramatic forms as well as how the dramatic elements are manipulated for particular effects

- Work collaboratively and individually to create theatre

How will students be assessed?

- Journaling
- Performance critique/evaluations
- Ongoing observation of practical performances and application
- Research assessment
- Performances

Pathways to Senior Subjects

- Drama (General)

Recommendations

- C or higher in Year 9 Drama and English
- Enjoyment of and commitment to live performance

Pre-requisite for Senior Subjects

- Completion of Year 10 Drama is highly recommended for Senior Drama

Technologies

Digital Technologies

Why study this subject?

The study of Digital Technologies provides students with opportunities to:

- Gain a thorough foundation in digital literacy skills.
- Use problem solving skills, that involves critical, creative, and innovative thinking.
- Develop collaborative and communication skills that are essential for 21st century careers and study pathways.
- Develop an in-depth understanding of cybersecurity, coding, technological impacts, innovative futures, and global connectivity.

Possible topics covered

- Intermediate programming concepts and languages.
- Algorithms and computational thinking
- Web and app development
- Data handling and databases
- Networking and the internet
- Cybersecurity and digital citizenship
- Robotics, automation, and emerging technologies
- Project-based learning and digital literacy

What will students do?

- Explore more complex programming languages like Python, JavaScript, or Java.
- Practice problem-solving strategies, algorithms, and the logic behind programming, including flowcharts and pseudocode.
- Use HTML, CSS, and JavaScript to create and style interactive web pages.

- Understand data, databases, and how to work with data, this may involve SQL, data types, and basic database management.
- Discover cybersecurity concepts, including online safety, password management, and basic security practices.
- Explore robotics concepts and programming robots, with hands-on experience with robotic kits.
- Explore emerging technologies like artificial intelligence (AI), virtual reality (VR), and augmented reality (AR).

How will students be assessed?

- Folio of Work
- Multimodal projects, including practical demonstrations.
- Written Assignments
- Exams

Pathways to Senior Subjects

- Digital Solutions (General)
- Information Communication Technologies (Applied)
- Cert III in IT (VET)

Design Technology

Why study this subject?

The study of Design provides students with opportunities to:

- experience design through exploring needs, wants and opportunities
- learn the value of creativity and build resilience as they experience iterative design processes
- take risks and experiment with alternatives
- seek creative and innovative solutions to solve basic design problems.

Possible topics covered

- Design in practice

- Sustainable design

What will students do?

- Solve design problems using the design process of representing ideas, design concepts and design information using drawing and prototyping
- Devise ideas in response to design problems
- Synthesise ideas and design information to propose design concepts
- Evaluate ideas and design concepts to make refinements
- Create prototypes for designed solutions.

How will students be assessed?

- Design Folio
- Projects
- Examination

Pathways to Senior Subjects

- Design (General)

Recommendations

- C in Year 9 Design

Pre-requisite for Senior Subjects

- C in Year 10 Design is highly recommended for Senior Design

Industrial Design Technology

Why study this subject?

- The course provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work in a safe, new and exciting environment
- This course has been designed to give stimulating learning experiences and to cater more substantially for the Year 9 students who have a developing ability and interest in practical, materials based technologies, such as woodwork and metalwork

- Work covered will provide a practical application of design skills acquired in Year 7 and 8, and will focus on practical and industrial based technologies and construction.

Possible topics covered

- Woodwork
- Metalwork

What will students do?

- Students investigate the nature and functions of available materials and resources through the application of inquiry, research, and problem-solving methodologies
- gain knowledge of tool safety, workshop safety and personal safety as governed by Workplace Health and Safety requirements
- Students will be able to confidently transfer their skills and problem-solving abilities to future life situations
- Students will undertake a range of construction projects using a variety of construction and design methods.

How will students be assessed?

- Projects
- Design folios
- Practical skills

Pathways to Senior Subjects

- Engineering Skills (Applied)
- Certificate II in Furnishing (VET)

Recommendations

- Interest in practical applications of wood and metalwork

Pre-requisite for Senior Subjects

- nil

Food Technology

Why study this subject?

- In Food Technology, students will be provided with opportunities to develop their practical cooking skills in the kitchen where they will learn about making relevant food choices for their future health
- This is a subject to take if you enjoy cooking at home for family and friends or are interested in developing practical cooking skills and knowledge about food trends around the world.

Possible topics covered

- Food Science
- Food product development

What will students do?

- Students will develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products
- They will also investigate the food science behind the preparation of food end products
- Students will undertake practical cooking lessons each week to develop and refine their culinary skills.

How will students be assessed?

- Projects
- Practical skills
- Examinations
- Design Tasks

Pathways to Senior Subjects

- Food and Nutrition (General)
- Certificate III Hospitality (VET)

Recommendations

- C in Year 9 Food Technology

Pre-requisite for Senior Subjects

- C in Year 10 Food Technology highly desirable for Senior Food subjects

Health and Physical Education

HPE - CORE

Why study this subject?

- Enjoy physical activity as part of the school curriculum
- Develop skills and knowledge of a range of sports and physical activity
- Explore a range of health topics that will provide life skills.

Possible topics covered

- motor learning, functional anatomy, biomechanics and physical activity
- sport psychology, equity and physical activity
- tactical awareness, ethics and integrity, and physical activity
- energy, fitness and training, and physical activity.
- resilience as a personal health resource
- healthy living
- respectful relationships

What will students do?

- propose and evaluate personal strategies to manage their identities, emotions and responses to change.
- evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.
- propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk.
- synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing.

- evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations.
- adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes.
- propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others.
- apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.

How will students be assessed?

- Examinations
- Investigations
- Folios
- Multimodal presentations

Pathways to Senior Subjects

- Physical Education (General)
- Sport and Recreation (Applied)
- Certificate III in Fitness (VET)

Pre-requisite for Senior Subjects

- B in Year 10 HPE highly desirable for Senior Physical Education
- Nil for Sport and Recreation and Certificate III in Fitness

Recommendations

- Core

HPE Extension – Physical Education

Why study this subject?

- Opportunity to learn foundation topics covered in Senior General PE
- Enjoy physical activity and the movement science in sport
- Develop extended skills and knowledge of a range of sports and physical activity
- Explore a range of health topics that will provide life skills and further your education in Sports sciences.

Possible topics covered

- Biomechanics and physical activity
- Sport psychology
- Tactical awareness,
- Equity, Ethics and integrity,
- Sports specific physical Activity
- Energy systems, fitness and training, and physical activity.
- Resilience as a personal health resource
- Healthy lifestyles and respectful relationships

What will students do?

- Learn about the role of sport and recreation in their lives, the lives of others and the community.
- Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.
- Investigate, plan, perform and evaluate procedures and strategies and communicate appropriately in active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities.
- Be active in recreational activities in physical exertion and human activity.
- Participate in active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

How will students be assessed?

- ✓ Examinations
- ✓ Investigations
- ✓ Folios
- ✓ Multimodal presentations

HPE Extension – Sport and Recreation

Why study this subject?

- Opportunity to learn foundation topics covered in Applied Sport and Recreations Studies
- Enjoy physical activity and outdoor recreation in sport and leisure activities.
- Develop extended skills and knowledge in indoor and outdoor recreation and physical activities.
- Explore a range of health topics that will provide life skills and further your education in Sports sciences.

Possible topics covered

- Introductions into outdoor recreation leadership activities
    - Hiking, bushwalking and trekking
- Sustainable outdoor recreation practises.
- Marketing and communication in sport and recreation
- Sports event management
- Optimising fitness and training programmes
- Resilience as personal health resource
- Emerging trends in healthy lifestyles

What will students do?

- Learn about the movement skills and concepts
- Engagement fitness training and physical activity
- Investigate, plan, perform and evaluate procedures and strategies and communicate appropriately in active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities.
- Be active in physical exertion, human activity, biophysical and biomechanics.
- Goal setting in performance outcomes and self-efficacy activities.
- Participate in active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

How will students be assessed?

- Examinations
- Performance
- Folios
- Multimodal presentations

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MOUNT PETER
INSPIRING HEARTS MINDS AND SPIRITS