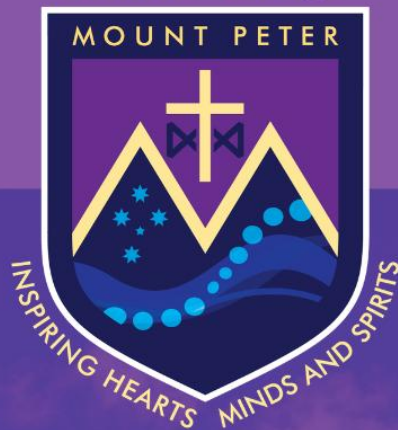


MacKillop
Catholic College



SUBJECT SELECTION HANDBOOK

Year 10 2027

INTRODUCTION

Dear Parents and Students,

Welcome to Year 10!

Year 10 is a significant and exciting milestone in a student's educational journey. As our students step into this pivotal year, we warmly welcome you as partners in supporting them through this important phase of growth and preparation.

Year 10 marks a key transition from junior secondary to senior secondary education. It is a year where students begin to develop greater independence in their learning, aligning their interests and abilities with future career choices. This is the preparatory phase for senior study, designed to build self-directed, motivated learners ready to take on the challenges of Years 11 and 12.

Year 10 is also a year where students begin their Queensland Certificate of Education (QCE) journey. Year 10 serves as a foundation year, helping students prepare for the demands of senior secondary schooling in 2027. With this shift comes increased responsibility, not only from the college but importantly from the students themselves. We encourage families to establish consistent learning routines at home, as these habits are vital for success in the senior years.

Beyond academics, Year 10 offers a rich variety of experiences designed to help students grow holistically. Through faith formation, leadership opportunities, and work experience placements, students gain valuable insights into themselves and their future aspirations. Additionally, the Student Education Profile Interview (SEP) provides a clear roadmap, enabling students to plan their learning patterns with their career goals in mind.

At MacKillop Catholic College, we deeply value the partnership between home and school. This collaboration is crucial in supporting students' development and success. We look forward to working closely with you throughout this year, ensuring your child is well-prepared and confident as they embark on their senior secondary education.

Thank you for your ongoing support and involvement.

Melissa Headridge

Deputy Principal - Secondary

YEAR 10 CURRICULUM

All students in Year 10 study the mandatory core subjects of Religion, English, Mathematics, Science, and HPE. Students will also choose three additional year-long subjects from other Learning Areas to ensure that a breadth and depth of learning occurs.

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 2026 will be as follows:

Core Subjects

- Religion – Semester 1
- Religion & Ethics – Semester 2
- An English Subject:
 - Essential English Prep
 - General English Prep
 - Literature Prep
- A Mathematics Subject
 - Essential Mathematics Prep
 - General Mathematics Prep
 - Mathematical Methods Prep
- A Science Subject
 - General Science Prep
 - Applied Science Prep

Specialist Subjects – Year Long

- Modern History
- Ancient History
- Economics and Business
- Geography, Politics & Global Studies
- Japanese
- Science Extension – Marine & Aquatics
- Music
- Visual Art
- Drama
- Digital Technologies
- Design Technologies
- Industrial Technologies
- Food Specialisations
- Fibre Production (Textiles)
- HPE – Excellence
- HPE – Sport & Recreation Prep
- Certificate II in Workplace Skills

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
English	English PHIL Extension Japanese	Essential English Prep General English Prep General Literature Prep Japanese	Essential English* General English General Literature
Humanities and Languages	History Geography Business and Economics	Ancient History Modern History Economics and Business Global, Peace and Justice Studies	Modern History Ancient History Certificate III Business^ Certificate IV Justice Studies^ Economics Geography
Mathematics	Mathematics	Essential Mathematics Prep General Mathematics Prep Mathematical Methods Prep	Essential Mathematics* General Mathematics Mathematical Methods Specialist Mathematics
Science	Science Science Extension: Introduction to Marine and Aquatic Practices	General Science Prep Applied Science Prep Science Extension - Marine and Aquatic Practices Prep	Biology Chemistry Physics Psychology Marine Science Aquatic Practices*
The Arts	Drama Music Visual Arts	Visual Arts Drama Music	Visual Art Drama Music Visual Arts in Practice* Drama in Practice* Music in Practice*
The Technologies	Industrial Technology Design and Technologies Food Specialisation Digital Technologies Textiles	Industrial Design Technology Design and Technologies Food Specialisation Textiles Digital Technologies	Food and Nutrition Industrial Technology Skills* Hospitality Practices* Certificate II in Hospitality^ Certificate II in Engineering Pathways – Fabrication^ Certificate II in Construction Pathways^ Design
HPE	Health and Physical Education HPE Extension	HPE – Physical Education Prep HPE – Sport and Recreation Prep	Physical Education Sport and Recreation* Certificate III in Fitness^

Vocational Education and Training (VET)

At MacKillop Catholic College, students can engage in Vocational Education and Training in the Senior Phase of learning. VET refers to education and training that focusses on developing knowledge and skills required for specific industries. VET qualifications also focus on the development of transferrable skills that develop job ready characteristics needed to participate fully in the workforce. VET in schools allows students to remain at school while completing nationally recognised training qualifications.

Participating in VET can:

- provide credit towards a student's attainment of a QCE
- attainment of a nationally recognised qualification or statement of attainment
- support a student to transition to employment or further education.

School based traineeships and apprenticeships

School based apprenticeships and traineeships can contribute to a student's senior education plan. The College supports students in their pursuit of these employment and training opportunities. School based apprenticeships and traineeships (SAT's) require one a combination of work and school each week. Students should speak with the Leader of Pathways if they are interested in an opportunity of this nature.

Student roles and responsibilities

Students are asked to:

- make a serious commitment to undertaking a nationally recognised qualification
- provide any materials and equipment requested by the College
- meet all aspects of work health and safety requirements
- meet the expectations and requirements of the College in terms of participation, cooperation, **punctuality, behaviour and conduct.**

Complaints and Appeals Policy

MacKillop Catholic College has a complaints and appeals policy specific to the Registered Training Organisation (RTO) operations.

A complaint can be made to the College regarding:

- College Trainers and Assessors
- Students of MacKillop Catholic College
- Third party services providing training on behalf of MacKillop Catholic College. The Complaints and Appeals Policy is also available on the College website.

All complaints or appeals must be directed to the Principal as CEO of MacKillop Catholic College.

Unique Student Identifier (USI)

All students who wish to study a VET course will be required to obtain a USI.

We ask that you access the USI website www.usi.gov.au and complete the process at home. This is a simple process that only takes approximately 5 minutes. Please note that a Medicare card, Birth Certificate or Passport is required to complete this process.

Students and parents will be required to complete a USI form and Parent permission to store form and have it returned to Ms Flockhart or Mrs Coleman at Student Reception prior to enrolment and admission into the course.

Enrolment and Admission

Access to VET Certificates is open to all students, regardless of race, gender, and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with AQTF standards for Registered Training Organisations. Students must meet the minimum levels of literacy and numeracy.

Fees

For qualifications delivered by MacKillop Catholic College, tuition costs are varied. Any additional fees are highlighted in the Subject Selection Handbook.

In cases where students have exhausted VETiS funding, supplementary costs could be incurred for further VETiS qualifications.

Please note, that VETiS (VET in Schools) funding will cover the cost of ONE Certificate II course. Any additional certificate courses (in Year 11 for example) and Certificate III courses have fees attached.

Senior Learning Pathways

Commencing in Year 10, students will begin working towards their desired pathway. When choosing a career pathway, it is important to remember that all learning and all subjects have value. It is also important to note that all subjects provide a variety of skills that will equip students for entry to the workforce either after Year 12 or after further training or study.

5 Day Senior Pathway	Blended Pathway	Workforce Pathway
For students who plan on going to University or Tertiary institution for further study after completing Year 12. Students wish to achieve an ATAR In Year 11 and 12, students Complete 5 General Subjects, and either an Applied subject, or Certificate III or IV that is delivered onsite. In Year 10, they can complete a Certificate II Course	For students who are considering both work and/or further study after successfully completing Year 12. In Year 11 and 12, these students wish to be ATAR eligible, and must study a minimum of 4 General Subjects, plus a mix of Applied or VET subjects. Some of this may be delivered offsite. In Year 10, they can complete a Certificate II Course	For students who wish to join the workforce, undertake Vocational Education and Training, or a School Based Traineeship or Apprenticeship. This pathway may provide students with excellent preparation to transition from school to TAFE or the workforce after graduating school.
AIMS - Full time study at university - Part-time study and part-time work	AIMS - Full time study at university or TAFE - Part-time study and part-time work - Full Time Work - To be ATAR eligible	AIMS - Traineeship or Apprenticeship - Full time work of a practical nature
Year 10 SUBJECTS - General English or Literature Preparation - General Maths or Maths Methods Preparation - Religion and Ethics - History/HPE (Semester of each) - General Science Preparation - Elective - Elective - Elective	SENIOR SUBJECTS - General English/Essential English Preparation - General Maths/Essential Maths Preparation - Religion and Ethics - History/HPE (Semester of each) - General or Applied Science Preparation - Elective - Elective - Elective	SENIOR SUBJECTS - General English/Essential English - General Maths/Essential Maths - Religion and Ethics - History/HPE (Semester of each) - General or Applied Science Preparation - Elective - Elective - Training/Work experience/ Apprenticeship
All three pathways allow students to be eligible for a Queensland Certificate of Education (QCE)		

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>

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.**

Religion



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?

- Investigate various ways in which humans have understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories.
- Explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australia and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies.
- Develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined.
- Examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world.
- Continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Canticle of Creation; and meditative prayer practices, including praying with the help of nature.

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 & Ethics
- Study of Religion

Recommendations

- Core Subject

Pre-requisite for Senior Subjects

- Nil

English



All Year 10 students study the Australian Curriculum: English and work towards the Year 10 achievement standard across the three interconnected strands of Language, Literature and Literacy.

Students select one of three English preparation pathways:

- Essential English Preparation
- General English Preparation
- Literature Preparation

Each pathway teaches the required Year 10 curriculum while introducing the types of texts, expectations and assessment students are likely to encounter in Years 11 and 12. Choosing the pathway that best matches a student's strengths, interests and intended senior subject is important: the right course provides valuable time to practise the skills and assessment styles needed for future success.

Which sentence sounds most like you?

I learn best through practical, real-world communication.

- Essential English Preparation develops practical reading, writing, speaking and viewing skills through contemporary issues, workplace communication, popular culture and Australian identity. It is the strongest preparation for Essential English in Years 11 and 12.

I want to study a broad range of texts and develop versatile academic communication skills.

- General English Preparation combines literary, media and popular texts with imaginative, persuasive and analytical assessment. It is the strongest preparation for General English in Years 11 and 12.

I enjoy close reading, complex ideas and creative transformation.

- Literature Preparation is designed for students who enjoy interpreting challenging texts, exploring multiple meanings and experimenting with literary style. It is the strongest preparation for Literature in Years 11 and 12.

Essential English Preparation

Why study this subject?

- English helps students become confident communicators, practical thinkers and informed members of their communities.
- This pathway develops the language and literacy skills needed for everyday life, the workplace and further study.
- Students learn to understand and create texts for real audiences and purposes.

Possible topics covered

- Social Issues — exploring contemporary issues and persuasive communication
- Work — writing for workplace and real-world contexts
- Pop Culture — examining how films entertain and communicate ideas
- Australian Identity — exploring archetypes, stereotypes and representations of identity

What will students do?

- Investigate social issues and communicate a clear perspective.
- Create spoken and multimodal texts using complementary visual features.
- Develop a portfolio of writing for workplace and practical contexts.
- View and evaluate a popular film.
- Explore representations of Australian identity.
- Create an imaginative narrative that develops ideas about identity.
- Strengthen 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:
 - Social Issues: spoken persuasive response with a complementary poster — 3–5 minutes
 - Work: writing portfolio — 600–800 words
 - Pop Culture: film review — 600–800 words
 - Australian Identity: imaginative narrative exploring identity, archetypes and stereotypes — 600–800 words

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?

- English helps students become confident communicators, critical thinkers and informed citizens.
- Students develop the ability to interpret, analyse and evaluate how texts influence audiences.
- The course explores how language, structure, style and context shape meaning.

Possible topics covered

- Survival, Identity and Society: *I Am Legend*
- Dystopian Worlds: *Declaration* or *Unwind*
- Responsibility and Conflict: *Romeo and Juliet*
- Heroes and Representations: *Thor: Ragnarok*

What will students do?

- Study contemporary, literary, Shakespearean and multimodal texts.
- Examine characters, settings, events, perspectives and representations.
- Write creatively from the perspective of a character.
- Analyse how dystopian texts comment on social values and concerns.
- Construct persuasive arguments supported by evidence.
- Explore responsibility in *Romeo and Juliet* through a legal context.
- Analyse how film techniques shape representations and meaning.
- Develop independent reading, writing, speaking and examination skills.

How will students be assessed?

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

- I Am Legend: diary entries written from a character's perspective — 600–800 words
- Declaration or Unwind: editorial or analytical response — 600–800 words
- Romeo and Juliet: legal summation presented as a formal persuasive speech about responsibility — 3–5 minutes
- Thor: Ragnarok: analytical examination — 600–800 words

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?

- Literature develops sophisticated skills in interpretation, critical thinking, expression and communication.
- Students explore how texts reflect, challenge and reshape cultural values, identities and historical contexts.
- The course encourages students to consider multiple interpretations rather than searching for a single “correct” meaning.
- Students develop an expressive and controlled writing style through close analysis and imaginative experimentation.

Possible topics covered

- Magical Realism — blending the ordinary with the strange or impossible
- Literature as Social Commentary: *Frankenstein*
- Transforming Shakespeare: *Romeo and Juliet*
- Dreams, Identity and Society: *The Great Gatsby* film

What will students do?

- Read, view and interpret classic and contemporary literary texts.
- Create an original short story using the conventions of magical realism.
- Analyse how Mary Shelley uses literary techniques and context to communicate ideas in *Frankenstein*.
- Transform an aspect of *Romeo and Juliet* into an original dramatic monologue.
- Experiment with character voice, perspective, tension, structure and symbolism.
- Analyse how film techniques construct ideas and representations in *The Great Gatsby*.
- Develop the close-reading, analytical and imaginative skills required in senior Literature.

How will students be assessed?

- Magical Realism: original short story — 600–800 words
- *Frankenstein*: analytical essay — 800–1000 words
- *Romeo and Juliet*: transformative monologue — 4–6 minutes
- *The Great Gatsby* film: analytical essay — 600–800 words

Pathways to Senior Subjects

- Literature (General)
- English (General)

Recommendations

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

Pre-requisite for Senior Subjects

- General English
- Literature

Humanities and Social Sciences

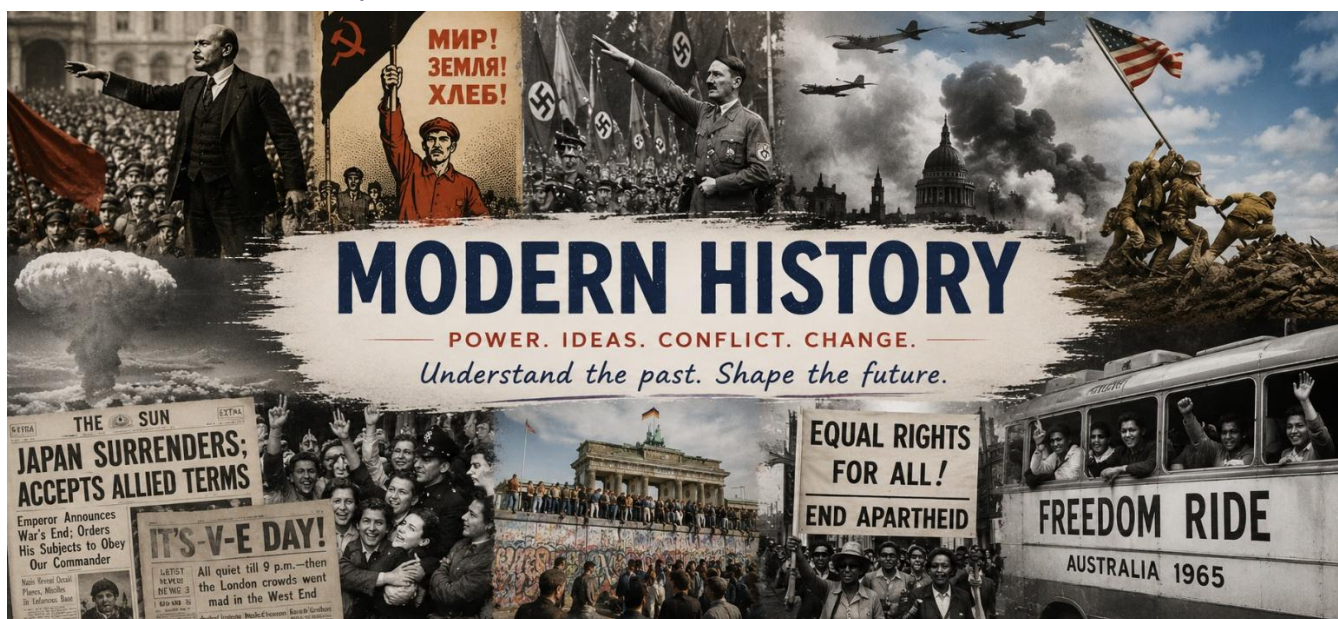
The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may 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.

Why study a Humanities subject (or two, or three 😊)

Humanities is about understanding people, power, decisions and change. Across Ancient History, Modern History and Business, students investigate the forces that shape societies — from ancient civilisations and revolutions to economic choices, enterprise and the challenges facing our world today. Humanities is about more than learning content. Students learn to ask better questions, interrogate evidence, recognise different perspectives, construct arguments and make informed judgements. They become confident researchers, critical thinkers and communicators who can look beyond the obvious and make connections between ideas. Whether reconstructing an ancient society, questioning how power has shaped the modern world, or evaluating a real-world business decision, Humanities asks students to be curious, analytical and open-minded.



Modern History



Why study this subject?

How does a government lose control of its people? Why do democracies sometimes collapse? How do dictators gain power? What makes ordinary people fight against governments, laws and systems they believe are unjust? Modern History investigates power — who has it, how they get it, what they do with it, and what happens when people challenge it.

Across the year, students follow the struggle for power through revolution, democracy and dictatorship, global warfare, and movements for rights and freedoms. From the fall of the Russian Empire to the battlefields of the Second World War and campaigns for equality, students examine how ideas, individuals and collective action can transform societies. The central question running through the course is simple but powerful: who has power, and what happens when that power is challenged?

What will students do?

- investigate revolutions, political systems, global conflict and movements for social change.
- examine how individuals, governments and groups acquire, exercise and challenge power.
- analyse primary and secondary historical sources and identify different perspectives and interpretations.
- evaluate the usefulness and reliability of evidence when investigating contested historical questions.
- conduct historical research and use evidence to construct persuasive, well-supported arguments.
- apply historical thinking skills including significance, causation, continuity and change, perspectives and contestability.

 MODERN HISTORY Topics & Assessment POWER. IDEAS. CONFLICT. CHANGE. <i>Understanding the past to shape the future.</i> 			
TOPIC	WHAT WILL WE STUDY?	KEY IMAGE	ASSESSMENT
1 REVOLUTIONARY RUSSIA  The Struggle for Power	Investigate the causes and consequences of the Russian Revolution of 1917 and the establishment of the Soviet state. We explore competing ideas, key individuals and the challenge of building a new society.	 Vladimir Lenin addressing supporters, 1917. Painting by Isaak Brodsky, 1930.	 ESSAY IN RESPONSE TO EVIDENCE EXAM Revolutionary Russia
2 DEMOCRACY AND DICTATORSHIP  The Battle for Political Power, 1918–1939	Examine why democracy survived in some countries but collapsed in others. We investigate the rise of dictatorships, the impact of the Great Depression and the tensions that shaped the interwar world.	 Nazi Party rally in Nuremberg, Germany, 1936.	 EXTENDED RESPONSE TO RESEARCH Democracy and Dictatorship, 1918–1939
3 THE WORLD AT WAR  Power and Global Conflict, 1939–1945	Investigate the causes, course and consequences of the Second World War. We explore the experiences of soldiers and civilians, key turning points and the impact of the war on the world.	 Bombing of London during the Blitz, 1940.	 INDEPENDENT SOURCE INVESTIGATION The World at War, 1939–1945
4 RIGHTS AND FREEDOMS  Challenging Power for a Fairer World	Explore movements and individuals who challenged injustice and fought for rights and freedoms. We examine campaigns for civil rights, women's rights, Indigenous rights and other human rights.	 Indigenous Freedom Ride, Australia, 1965.	 SHORT RESPONSE TO STIMULUS EXAM Rights and Freedoms
 Throughout the year we develop historical thinking skills — analysing evidence, evaluating perspectives and making informed judgments about the past. 			

Pathways to Senior Subjects

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

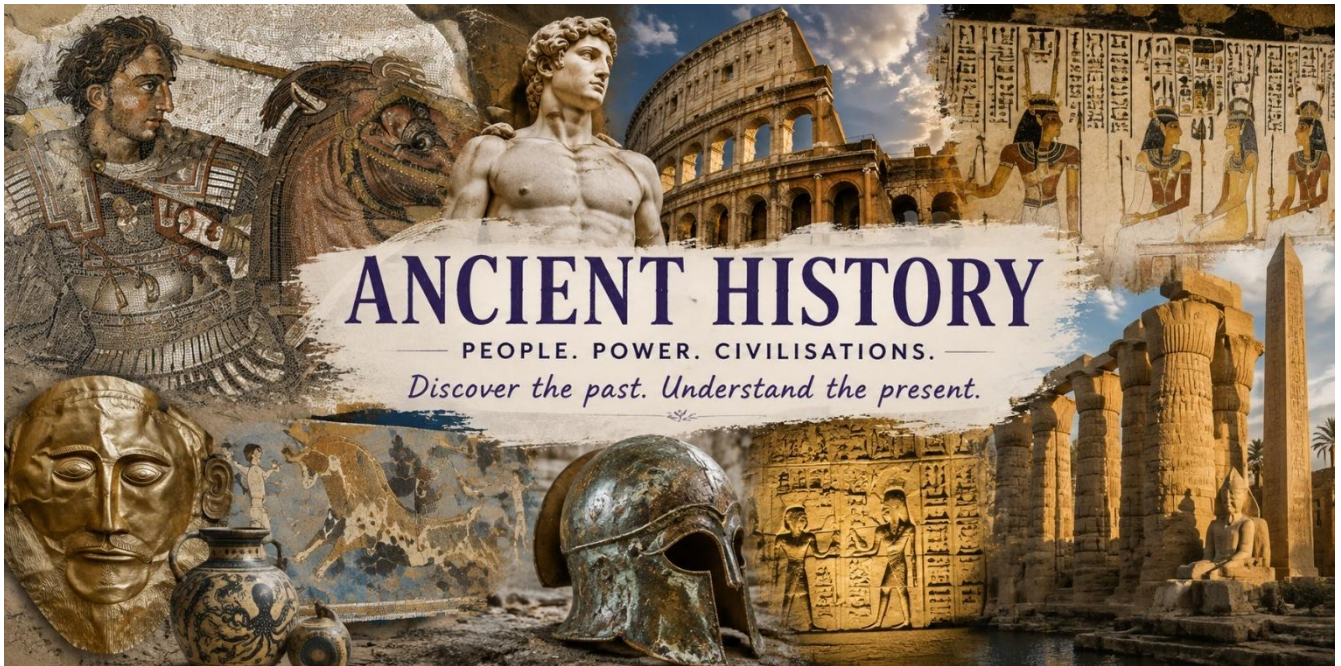
Recommendations

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

Pre-requisite for Senior Subjects

- Highly recommended and advantageous for the study of Modern History and/or Ancient History

Ancient History



Why study this subject?

How do we know what happened thousands of years ago? Who held power — and how did they convince others that they deserved it? What can epic stories, temples, tombs, inscriptions and even gladiatorial games reveal about the people who created them?

Ancient History is about investigating worlds that no longer exist through the evidence they left behind. Across the year, students explore how individuals and societies constructed power, identity and legacy, while learning to question evidence, test interpretations and build arguments of their own.

The course moves across Greece, the Bronze Age Mediterranean, Rome and Egypt, but one question connects them: how can evidence help us reconstruct the people, values and power structures of the ancient world?

What will students do?

- investigate significant individuals, societies, beliefs and practices from across the ancient world.
- work with archaeological remains, artefacts, inscriptions, literature, images and ancient written accounts to reconstruct the past.
- question what evidence can — and cannot — tell us about ancient societies.
- analyse different perspectives and interpretations and evaluate the usefulness and reliability of historical evidence.
- develop evidence-based historical arguments about contested questions.
- apply historical thinking skills including significance, causation, continuity and change, perspectives and contestability.

 ANCIENT HISTORY Topics & Assessment 			
TOPIC	WHAT WILL WE STUDY?	KEY IMAGE	ASSESSMENT
1 ALEXANDER THE GREAT 	Explore the life, conquests and legacy of Alexander III of Macedon. We investigate how he built an empire across three continents, the impact of his rule on the ancient world and why historians continue to debate his character and achievements.	 Detail from the Alexander Mosaic, Pompeii, c. 100 BCE	 SHORT RESPONSE TO STIMULUS EXAM Alexander the Great
2 THE BRONZE AGE MEDITERRANEAN AND THE ODYSSEY 	Investigate the Bronze Age Mediterranean world (c. 2000–1200 BCE) and the epic poem <i>The Odyssey</i> . We examine archaeological evidence and the story of <i>Odysseus</i> to explore trade, conflict, daily life and the relationship between history, myth and memory.	 Giovanni Domenico Tiepolo, <i>The Procession of the Trojan Horse into Troy</i>, 1760	 EXTENDED RESPONSE TO RESEARCH The Bronze Age Mediterranean and <i>The Odyssey</i>
3 ROMAN GAMES 	Examine the Roman games and their place in society. We explore gladiatorial contests, chariot racing and other spectacles to understand what they reveal about Roman values, entertainment, politics and power.	 Jean-Léon Gérôme, <i>Pollice Verso (The Verdict of the Arena)</i>, 1872	 INDEPENDENT SOURCE INVESTIGATION Roman Games
4 EGYPT'S 18TH DYNASTY 	Explore the 18th Dynasty (c. 1550–1292 BCE), a period of great power and achievement. We investigate pharaohs, religion, empire, art and daily life through tombs, temples and other evidence left behind.	 Relief from the Tomb of Ramose (TT 55), Thebes, c. 1400 BCE	 ESSAY IN RESPONSE TO EVIDENCE EXAM Egypt's 18th Dynasty
 Across all topics, we investigate how power was gained, expressed and remembered in the ancient world, and how historians use evidence to reconstruct the past.			

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 Senior Ancient and/or Modern History

Economics and Business



Why study this subject?

Why do prices rise? What makes an economy strong? Why do some businesses thrive while others fail? And what does it take to turn a good idea into something that works? Business and Economics helps students understand the decisions that shape the economy, businesses and their own financial futures.

Students explore how governments respond to economic challenges, how financial choices create consequences, how successful businesses operate and how entrepreneurs turn ideas into action.

Across the year, students move from understanding the economy to making business decisions of their own. They develop financial literacy, problem-solving, communication and entrepreneurial skills while learning to interpret real-world information and make informed, ethical decisions.

The course is connected by one central idea: every decision has an impact — on individuals, businesses and the wider economy.

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.

TOPIC	WHAT WE INVESTIGATE	CONNECTED IMAGE	ASSESSMENT
1 Economics in Motion: Tracking Trends and Government Impact	How do we know how well Australia's economy is performing? We investigate economic indicators—economic growth, inflation and unemployment—and how they show the health of the economy. We explore how the Australian Government uses its budget and economic intervention to improve economic performance and living standards.		 Intervention Investigation: Unpacking Economic Indicators in Australia Written Investigation
2 Enterprise Architects: Building Brilliant Businesses	What makes a business successful? We investigate a real Cairns business and the internal and external factors that influence its performance. We explore how businesses make strategic decisions about marketing, operations, technology, risk and people to improve productivity and achieve success.		 Insight to Action: Analysing Business Strategies Written Investigation
3 The Future You Fund	How can decisions made now shape your financial future? We explore Australia's superannuation system and how it helps build long-term financial security. We investigate investment growth, fees, risk and economic conditions that can impact future savings and living standards.		 Super Strategy Written Investigation / Analytical Response
4 Big Money Decisions	Big financial decisions can shape our future. We investigate a major financial decision—such as buying a car, moving out or starting study. We analyse income, costs, borrowing, opportunity cost and risk to develop a realistic plan and make informed choices.		 Major Decision Investigation Written Investigation / Research Report

Pathways to Senior Subjects

- Certificate III in Business (VET)
- Economics (General)

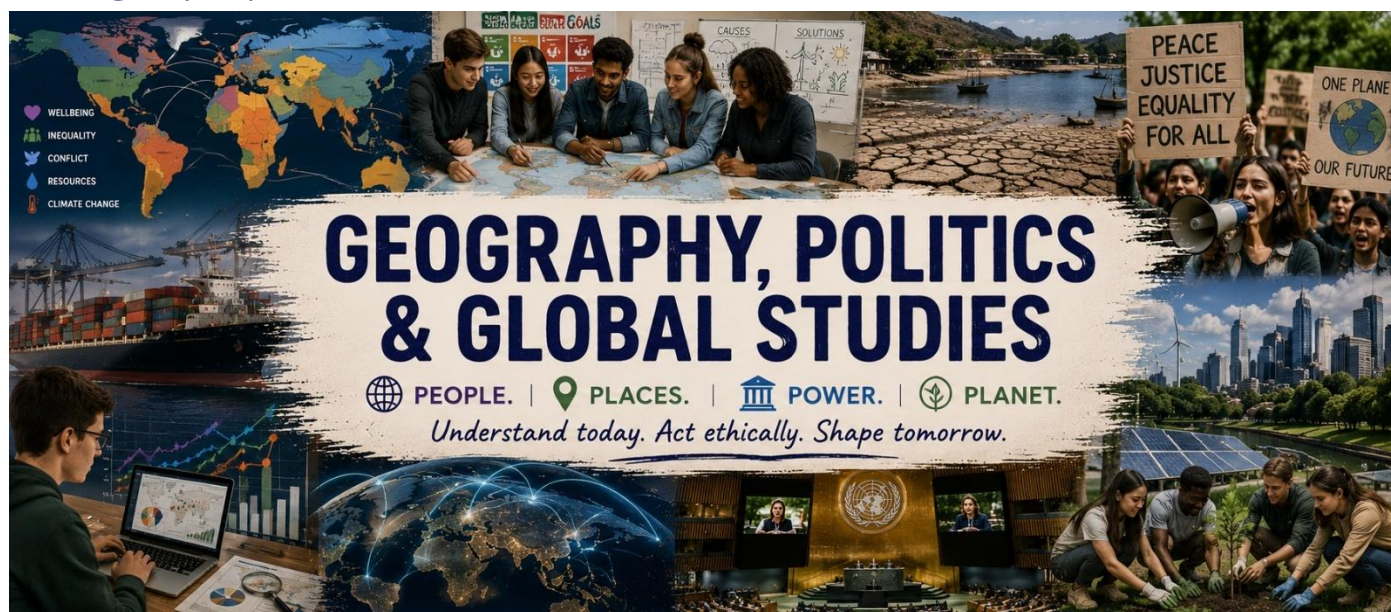
Recommendations

- C+ in English and Year 9 Business

Pre-requisite for Senior Subjects

- Highly recommended for the study of Cert III Business and/or Economics

Geography, Politics & Global Studies



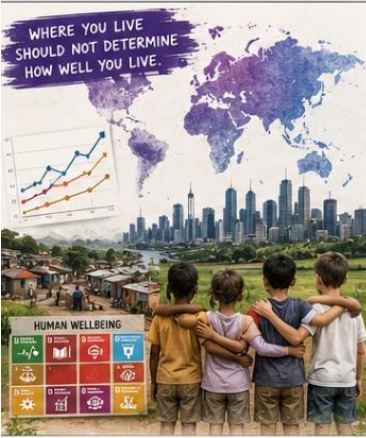
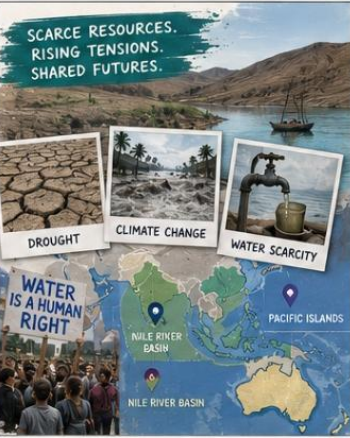
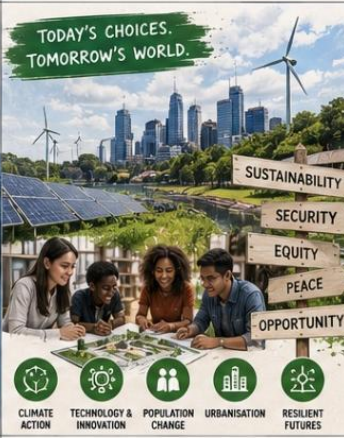
Why study this subject?

Why are some places more prosperous and secure than others? How can water, climate and resources become sources of cooperation — or conflict? Why does what happens in the Indo-Pacific matter to Australia? And what decisions will shape the world students inherit? Geography, Politics & Global Studies explores the connections between people, places, power and the planet. Students investigate some of the biggest challenges facing our world — inequality, environmental change, resource scarcity, geopolitical tension and global security — and examine how governments, communities and individuals respond.

Across the year, the focus shifts from understanding global inequalities, to examining pressure on environments and resources, exploring Australia's connections with the Indo-Pacific, and finally asking students to consider what a sustainable and secure future should look like. The course is connected by one central question: How do the choices we make today shape the people, places and futures of tomorrow?

What will students do?

- use GIS, maps, graphs, statistics and spatial data to identify and explain global patterns and trends.
- investigate real-world geographical and geopolitical challenges through contemporary case studies.
- analyse the connections between environmental change, resources, human wellbeing, politics and security.
- investigate Australia's relationships with the Indo-Pacific through trade, diplomacy, aid and strategic cooperation.
- evaluate government policies, international responses and strategies for managing complex global challenges.
- use geographical and civic reasoning to propose and justify solutions for more sustainable and secure futures.

1 A WORLD UNEQUAL: Human Wellbeing & Global Connectedness Why does quality of life vary between and within countries? We investigate how wellbeing is measured and why it varies around the world. We explore how geography, governance, conflict, aid and global cooperation influence human wellbeing.  ASSESSMENT 1 SHORT RESPONSE TO STIMULUS (SRT) Short response exam combining MCC and short answers to stimulus.	2 A WORLD UNDER PRESSURE: Environment, Resources & Geopolitical Tension What happens when essential resources become scarce? We explore environmental change, water, climate and ecosystems under pressure and how these challenges can lead to migration, cooperation, competition and conflict between nations.  ASSESSMENT 2 INVESTIGATIVE REPORT Research an environmental challenge (e.g. water scarcity, climate change impacts, coral reef decline) or a regional hotspot.	3 CONNECTED WORLD: Trade, Power & Australia's Indo-Pacific Relationships How is Australia connected to the Indo-Pacific and the world? We investigate global trade, transport, communication networks and political alliances. We explore Australia's economic, strategic and diplomatic relationships and the opportunities and risks they create.  ASSESSMENT 3 INVESTIGATIVE REPORT Research a global interconnection (e.g. trade route, supply chain, digital network, strategic alliance) and evaluate its significance for Australia and the Indo-Pacific.	4 FUTURE AUSTRALIA: Sustainability, Security & Global Citizenship What will shape Australia and the world in 2050 and beyond? We investigate global megatrends and their implications for Australia and the Indo-Pacific. We evaluate strategies for building a more sustainable, secure and equitable future.  ASSESSMENT 4 COMBINATION EXAM Exam assessing your understanding of future global challenges and Australia's responses, including short answers and scenario tasks.
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Pathways to Senior Subjects

- Modern History
- Geography
- Economics

Recommendations

- C+ in English
- C+ in Year 9 Geography and/or History

Pre-requisite for Senior Subjects

Highly recommended for Senior Geography and/or Modern History

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

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

- Essential Mathematics (Applied)

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)

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

Mathematical 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
- Introduction to calculus.

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
- Mathematical Methods
- Specialist Mathematics

Recommendations

- Compulsory Mathematics Option
- B in Year 9 Mathematics

Pre-requisite for Senior Subjects

- B in Year 10 required for Mathematical Methods
- B in Year 10 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 subjects. This structure will enhance exposure to the specifics of the various Science courses, both General and Applied, and provide a firm grounding for success in those areas with the intention to extend students. It should be considered for students that intend to select ATAR courses as part of their senior pathways and be taught in trimester rotations throughout the year.

All students will be taught and assessed 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)
- Marine Science (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)
- Potential General Science subjects

Recommendations

- Core

Pre-requisite for Senior Subjects

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

Science Extension - Marine and Aquatic 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)

Recommendations

- Core

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)

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)
- Music in Practice (Applied)

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 Art



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 sitcoms – 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)
- Drama in Practice (Applied)

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



Why study this subject?

Year 10 Digital Technologies is a practical, project-based **full-year subject** for students interested in coding, cybersecurity, databases and physical computing.

Students develop computational-thinking and problem-solving skills while learning how digital solutions are designed, created and improved. Through hands-on projects, they build confidence using industry-relevant technologies and explore how digital systems affect individuals, organisations and society.

Possible topics covered

Term 1	Term 2	Term 3	Term 4
Relationship Goals: Database Edition	Python & Pseudocode: The Language of Logic	Code Red: Recognising and Preparing for Cyber Threats	Codes & Circuits: Unleashing the Power of Arduino
Designing relational databases, creating relationships and using SQL to organise and retrieve data	Developing algorithms and translating pseudocode into Python programs using sequence, selection and iteration	Investigating common cyber threats, protective strategies and how individuals and organisations prepare for security incidents	Building electronic circuits and programming Arduino systems using sensors, inputs and outputs

What will students do?

- Design relational databases that organise information efficiently.
- Create tables, identify primary and foreign keys, and establish relationships between data.
- Use SQL queries to enter, search, filter and retrieve information.
- Develop algorithms using pseudocode before translating them into Python.
- Create Python programs using variables, inputs, outputs, sequence, selection and iteration.
- Test, debug and refine algorithms and coded solutions.
- Investigate threats such as phishing, malware, social engineering and unauthorised access.
- Examine password security, authentication, data protection and strategies for responding to cyber incidents.
- Construct electronic circuits using Arduino components, sensors and output devices.
- Write and modify code to control interactive Arduino projects.
- Plan, create, test and evaluate digital solutions independently and collaboratively.

How will students be assessed?

- Coding and database projects
- Practical Arduino projects and demonstrations
- Folios documenting research, planning, development, testing and evaluation
- Cybersecurity investigations or written assignments
- Multimodal presentations
- Written examinations

Pathways to Senior Subjects

- Digital Solutions (General)
- Information and Communication Technology (Applied)
- Certificate III in Information Technology (VET)

The course also supports future study and careers in software development, cybersecurity, data management, networking, electronics, engineering and other technology-related fields.

Design and Technologies



Why study this subject?

The study of Design Technologies 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
- investigate engineering principles of real world situations, applying mathematical and scientific calculations to prove theories

Possible topics covered

- Human Centred Design
- Environmental and sustainable design
- Product Design
- Technical and Ideation Sketches/Drawing Skills
- Engineering design process
- Technical drawing and computer-aided design (CAD)
- Prototyping and testing of models

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 folios documenting research, planning, and design decisions
- Practical projects and prototypes demonstrating engineering solutions
- Computer generated modelling and prototyping
- Examination

Pathways to Senior Subjects

- Design (General)
- Engineering (General)

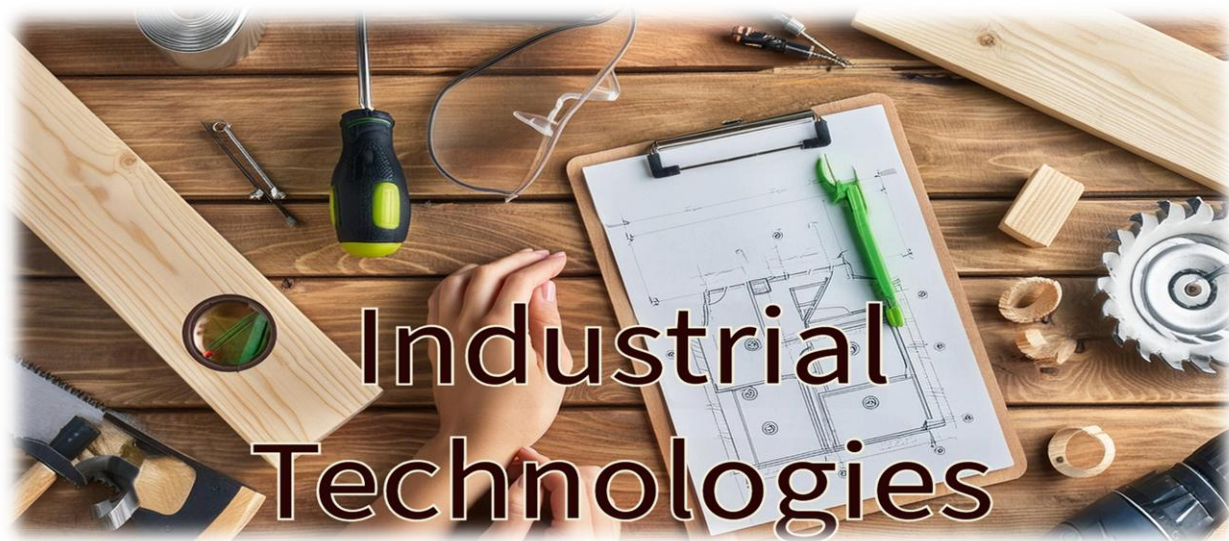
Recommendations

- C in Year 9 Design Technologies
- C in year 9 Maths

Pre-requisite for Senior Subjects

- C in Year 10 Design Technologies is highly recommended for Senior Design and Engineering

Industrial 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 – hand tools, and hand power tools.
- Technical Drawing
- Workplace Health and Safety
- AutoCAD and Graphic Design

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 Engineering (VET)
- Certificate II in Construction(VET)

Recommendations

- Interest in practical applications of wood and metalwork

Pre-requisite for Senior Subjects

- Nil



Why study this subject?

Year 10 Food Specialisations is a practical, creative **full-year subject** for students who enjoy cooking and want to extend their culinary knowledge and kitchen skills.

Students investigate how ingredients, cooking techniques, nutrition and current food trends influence the quality of food products. Through regular practical lessons, they develop confidence, independence and creativity while learning to design and produce food for different people, purposes and occasions.

Possible topics covered

- Food science through practical cooking
- Functional properties of ingredients
- Food product development and innovation
- Nutrition and informed food choices
- Café culture and contemporary food trends
- Food safety, hygiene and kitchen organisation
- Recipe modification and menu planning
- Food presentation and styling
- Sustainable food practices
- The Design and Technologies process

What will students do?

- Participate in regular practical cooking lessons.
- Develop and refine a range of food-preparation and culinary skills.
- Investigate how ingredients and cooking techniques affect taste, texture, appearance and quality.
- Explore contemporary food trends and café-style products.
- Design and produce food products for specific users, needs or occasions.
- Modify recipes to address nutrition, sustainability or user requirements.
- Plan recipes, organise ingredients and manage production safely and efficiently.
- Present food products creatively and professionally.
- Evaluate completed products and recommend improvements.
- Work independently and collaboratively in a practical kitchen environment.

How will students be assessed?

- Food design and product-development projects
- Practical cooking tasks
- Design folios containing research, planning, production and evaluation
- Demonstration of practical skills and safe kitchen practices
- Written examinations

Pathways to Senior Subjects

- Food and Nutrition (General)
- Certificate II in Hospitality (VET)
- Other vocational pathways in hospitality, cookery and food services

Recommendations

- A minimum **C standard in Year 9 Food Specialisations** is recommended.
- An interest in cooking and developing practical food skills.
- A willingness to prepare and taste a variety of foods.
- The ability to work safely, responsibly and cooperatively in a kitchen.

Pre-requisite for Senior Subjects

- A minimum **C standard in Year 10 Food Specialisations** is highly desirable for students intending to study senior Food subjects.



Why study this subject?

Year 10 Fibre Production (Textiles) is a creative, practical **full-year subject** for students who enjoy designing and making textile products.

Students extend their sewing and construction skills while exploring how choices involving materials, colour, decoration and production techniques influence a product's function, appearance, quality and sustainability. The course develops creativity, independence, problem-solving and practical skills that are valuable in everyday life and creative industries.

Possible topics covered

- Safe and confident use of sewing tools and equipment
- Fibres, fabrics and material properties
- Commercial pattern interpretation and adaptation
- Garment and textile-product construction
- Seams, hems, casings, zippers and other closures
- Hand embroidery and decorative surface techniques
- Colour, texture and textile embellishment
- Sustainable and ethical production practices
- Production planning and quality control
- The Design and Technologies process

What will students do?

- Investigate a user need or design opportunity.
- Research existing textile products and possible solutions.
- Develop concepts using sketches, mood boards and pattern ideas.
- Select suitable fabrics, colours, components and construction techniques.
- Read, interpret and adapt patterns.
- Develop more advanced machine-sewing and construction skills.
- Experiment with embroidery, decoration and textile embellishment.
- Plan and manage the production of textile products.
- Make, test and refine finished products.
- Evaluate the quality, function, appearance and sustainability of their work.
- Participate in authentic projects, which may include creating textile elements or embellishments for school productions and events.

How will students be assessed?

- Practical textile products
- Design folios containing research, design criteria, concepts and production planning

- Pattern interpretation and construction tasks
- Demonstration of safe and accurate sewing practices
- Collaborative or real-world textile projects
- Evaluation of completed products against design intentions and user needs

Pathways to Senior Subjects

Year 10 Fibre Production (Textiles) provides a strong foundation for further study in:

- Design (General)
- Related VET certificate courses in applied fashion, textiles, design or manufacturing
- Other creative-industry pathways involving fashion, costume, textile design and product manufacturing

The course also develops practical skills in sewing, design, planning and problem-solving that are valuable for personal projects, further study and future employment in the creative industries.

Health and Physical Education

HPE - Excellence

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.
- Work with third party providers to share insight to prospects in the Health & Physical Education industry

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.
- Leadership

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 – Sport and Recreation Prep

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

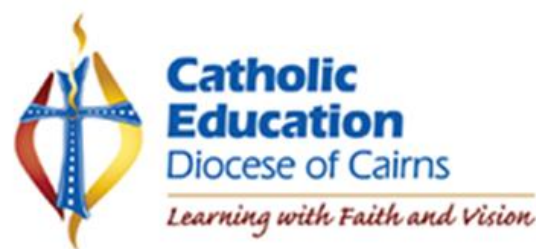
What will students do?

- 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

Workplace Skills



Certificate II in Workplace Skills (BSB20120)

Catholic Education Dioceses of Cairns (RTO:40807)



Description

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

The course is delivered in the school classroom, during normal school hours as a part of the student's regular school timetable.

Application

While the qualification sits under the Business Services sector, it covers number of transferrable skills for any industry, such as workplace communication, workplace health and safety, time management, etc. The qualification will be beneficial for students intending to start working during or after Year 10, either under a school-based traineeship/apprenticeship arrangement, or as a casual/part-time/full-time worker.

RTO

RTO 40807 Catholic Education Dioceses of Cairns
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Cost

Approx \$200 + \$25 per term

VETIS Funded

YES

NO
