MT ST MICHAEL'S COLLEGE
UNDER THE STEWARDSHIP OF MARY AIKENHEAD MINISTRIES

2026 SUBJECT GUIDE

YEAR 10

V5.0 2025-08

Contents

Introduction

The purpose of this guide is to support students and parents in Year 9 making subject selections for Year 10 2026. It includes a comprehensive list of all Australian Curriculum subjects that form the basis of our school's curriculum offerings.

Mt St Michael's College designs curriculum programs that provide a variety of opportunities for students while catering to our individual schools' contexts, resources, student pathways and community expectations.

Our Mission

At Mt St Michael's College, we strive to ensure that our mission and vision is lived out in our day-to-day life. Our faith and values are reflected in our community and in our relationships.

> *Mt St Michael's College aims to provide an excellent education for young women in the Catholic tradition administered through Mary Aikenhead Ministries. Students educated at Mt St Michael's College will be nurtured in the tradition of the Sisters of Charity to be principled young women with a passion for life, a commitment to justice and the courage to live out the teachings of Jesus.*

From the Principal

At Mt St Michael's College Year 10 is the beginning of the transition into the Senior School. This Subject Guide provides detailed information regarding the subject offerings for Year 10 2026. The Year 10 curriculum is designed to prepare students for the evolving study pathways of Years 11 and 12.

Our philosophy for Year 10 is to provide students with a curriculum that is relevant, engaging and challenging, with a capacity to apply new understandings to successfully navigate the demands of the 21st Century. This will prepare our students for greater independence and decision-making ahead.

The key components of our Year 10 program include core units of work in Religious Education and the delivery of the requirements of the Australian Curriculum in English, Mathematics and Science. Students will also continue to participate in our Positive Education program. Finally, students are given the choice to select from a wide variety of elective subjects.

All Learning Areas offered in the curriculum are structured in a way that enables students to specialise in their general areas of interest and to explore new options, while developing the cognitive skills and depth of conceptual understanding for the senior years.

As your daughter progresses into the senior schooling phase of learning, it is important that she should choose subjects that:

- are enjoyable
- achievable
- keep in mind future aspirations
- provide the pathway and educational program that the student and family value.

Learning is a lifelong pursuit and students are not expected to have made decisions about their future career aspirations when they approach Year 10. It is crucial, however, for them to choose wisely so that the learning is engaging and their potential maximised. I sincerely hope your daughter loves the growth that comes from an exciting learning program.

We look forward to working in partnership with families to optimise the potential of each of our students as we encourage them to develop a commitment to life-long learning in our supportive, safe and inclusive learning environment.

I wish every student success with this phase of their learning journey at MSM.

In faith and love

Sharon Volp
Principal

Senior schooling at MSM

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Queensland Certificate of Education (QCE)
- Statement of Results
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see:
https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep

Senior subject syllabus types

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.
- 21st century skills – the set of skills students need for success in life and work in the 21st century: critical thinking; creative thinking; communication; collaboration and teamwork; personal and social skills; ICT skills.

General

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

General - External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not given preference over the summative internal assessment.

Applied

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Applied - Common Internal Assessment (CIA)

Students enrolled in Essential English and Essential Mathematics undertake four summative internal assessments in Units 3 and 4, contributing to their overall subject results. Of these assessments, schools are responsible for developing three of the summative internal assessments for each senior subject. The fourth assessment, a common internal assessment (CIA), is developed by QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not given preference over the other summative internal assessment.

Vocational Education and Training (VET)

At MSM there are several opportunities available for students to access VET programs. Students may partake in the following options:

- A third-party arrangement with an external Registered Training Organisation (RTO). This can include (but is not limited to):
  - Certificate II to Certificate IV in a range of study areas (TAFE at school - TAFE Queensland)
  - Certificate II in Health Service Support followed by a Certificate III in Health Service Assistance (Mater Education)
  - Certificate II in Sport and Recreation (Binnacle Training) – offered in Year 10 only
  - Certificate IV in Justice Studies (PICA)
  - Certificate III in Business & Certificate II in Workplace Skills (Binnacle Training)
  - Diploma of Business (Get Set Education)
  - Certificate III in Dance (Queensland College of Dance)
- School Based Traineeships and Apprenticeships (SBTs and SBAs) which are managed in conjunction with employers, RTOs and relevant Apprenticeship Support Network Providers (AASN)

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on results from the student's five best ATAR eligible inputs:

- five (5) general subjects
- four (4) general subjects plus one (1) applied subject
- four (4) general subject results plus one (1) completed vet qualification at certificate iii level or above

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of three subjects — English, Essential English, or English & Literature Extension.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

MSM senior syllabus subject offerings (Year 10)

	Subject
Religious Education	Religious Education
English	English & Literature English & Literature Extension
Mathematics	General Mathematics Mathematical Methods Essential Mathematics
Science	Life Science Physical Science
Humanities & Business	Economics & Business Geography Modern & Ancient History
Health and Physical Education	Physical Education
Languages	French Japanese
Technologies	Digital Technology Food Technology
The Arts	Art Dance Drama Music
Positive Education	Positive Education
School-based Vocational Education & Training (VET) offered at MSM	Certificate II Sport & Recreation

Note: the following elective subjects attract a subject levy – Art, Dance, Digital Technology, Drama, Food Technology and Music.

Choosing subjects for Year 10

In Year 10, students follow a course that includes core subjects and elective subjects. While the core and elective subjects should provide a comprehensive education for your student, it is important to check the tables titled Subject Progression from Years 7 – 12 (page 10) before making any final decisions.

Core subjects

		Subject
	Religious Education	Religious Education
	English	English & Literature or English & Literature Extension *(by invitation only)*
	Mathematics	General Mathematics or Mathematical Methods or Essential Mathematics
	Science	Life Science or Physical Science
	Positive Education	Positive Education

Elective subjects

Year 10 students will select two (2) elective subjects that are studied for the entire year.

		Subject
	Humanities & Business	Economics & Business Geography Modern & Ancient History
	Health and Physical Education	Physical Education
	Languages	French Japanese
	Technologies	Digital Technology Food Technology
	The Arts	Art Dance Drama Music
	School-based Vocational Education & Training (VET) offered at MSM	Certificate II Sport & Recreation

Subject progression from Years 5 – 12

	Years 5 & 6	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
Religious Education*	Religious Education	Religious Education	Religious Education	Religious Education	Religious Education	Study of Religion (G) Religion & Ethics (A)
English*	English	English	English	English	English & Literature English & Literature Extension	English (G) Literature (G) English & Literature Extension (G) Essential English (A)
Mathematics*	Mathematics	Mathematics	Mathematics	Mathematics	General Mathematics Mathematical Methods Essential Mathematics	General Mathematics (G) Mathematical Methods (G) Specialist Mathematics (G) Essential Mathematics (A)
Science	Science*	Science*	Science*	Science*	Life Science Physical Science	Biology (G) Chemistry (G) Physics (G) Psychology (G)
Humanities & Business	Humanities & Social Sciences*	Humanities*	Humanities* Economics & Business	History* Geography Economics & Business	Modern & Ancient History Geography Economics & Business	Ancient History (G) Business (G) Economics (G) Geography (G) Modern History (G) Social & Community Studies (A)
Health & Physical Education	Health & Physical Education*	Health & Physical Education*	Health & Physical Education*	Health & Physical Education*	Physical Education	Physical Education (G)
Languages	French Japanese	French Japanese	French Japanese	French Japanese	French Japanese	French (G) Japanese (G)
Technologies	Digital Technology	Digital Technology	Design Technology Digital Technology	Design Technology Digital Technology	Digital Technology Food Technology	Digital Solutions (G) Hospitality Practices (A)
The Arts	Art Dance Drama Music	Art Dance Drama Music	Art Dance Drama Music	Art Dance Drama Music	Art Dance Drama Music	Visual Art (G) Dance (G) Drama (G) Music (G) Music Extension (G)
Inclusive Learning		Bridging Mathematics	Bridging Mathematics			
Vocational Education & Training (VET)					Certificate II in Sport & Recreation	Certificate IV in Justice Studies Certificate III in Business & Certificate II in Workplace Skills Diploma of Business TAFE at School Certificates

* Core subjects

(G) General subject
(A) Applied subject

Highly Recommended for Senior Syllabuses

The table below lists the minimum conditions typically required for students intending to study senior syllabuses. Students who do not meet these minimum results may struggle to manage the demands of senior subjects. Additionally, a solid understanding of English is important for handling the language requirements of senior subjects.

To choose an ATAR pathway in Year 11 and 12, it is recommended that students be achieving a **minimum C+** result in five (5) Year 10 subjects which must include English.

Should a student wish to pursue a subject for which they do not meet the recommended results, they may seek special permission from the Dean of Teaching and Learning, in consultation with the Program Leader – Senior School. It is crucial to note, however, that although administrative requirements may be waived, the academic challenges of the subject will remain unchanged. Consequently, students must be prepared to exert additional effort to achieve success in these subjects.

	Year 11 subject	Highly Recommended (minimum result in Year 10)
Religious Education	Study of Religion	English (C) Religious Education (B)
English	English	English (C)
	Literature	English (B)
	English & Literature Extension	English (A)
Mathematics	General Mathematics	General Mathematics (C)
	Mathematical Methods	Mathematical Methods (B)
	Specialist Mathematics	Mathematical Methods (B)
Science	Biology	Life Sciences (C) English (C) General Mathematics (C)
	Chemistry	Physical Sciences (B) Mathematical Methods (B) or General Mathematics (B)
	Physics	Physical Sciences (B) Mathematical Methods (B)
	Psychology	Life Sciences (C) English (C) General Mathematics (C)
Humanities & Business	Ancient History	English (C)
	Business	English (C)
	Economics	English (C)
	Geography	English (C) General Mathematics (C) Geography (C)
	Modern History	English (C)
Health and Physical Education	Physical Education	English (C)
Languages	French	French (C)
	Japanese	Japanese (C)
Technologies	Digital Solutions	English (C)
The Arts	Dance	English (C)
	Drama	English (C)
	Music	Prior Music Knowledge
	Music Extension	General Music (C)
	Visual Arts	English (C)
Vocational Education & Training (VET)	Certificate IV in Justice Studies	English (C)
	Certificate III in Business & Certificate II in Workplace Skills	English (C)
	Diploma of Business	English (C) and; B average GPA or higher

How parents/caregivers can help at home

To make informed and realistic decisions about the future, students need to consider the range of possibilities on offer and the sustainability of these choices to personal abilities, beliefs and aspirations.

It is also important for students to recognise that success is the consequence of hard work, organisation, commitment and dedication. Be prepared for the inevitable failures and celebrate successes, regardless of how small they are. Accept that plans will not always work and when faced with difficulties a growth mindset is required to focus on the end goal. The student's journey is not one they can travel alone.

Parents/caregivers can work in partnership with the college in many ways:

- acknowledge and support your daughter in using their strengths
- access the parent lounge to obtain ongoing results in subject areas
- contact the program leader – senior school for any questions regarding your daughter's academic progress
- conference with subject teachers
- become familiar with college protocols as explained in the student diary
- use the language of the habits of mind and positive education to support your daughter in functioning well at school
- maintain interest in college life by reading the 'spirit' and having conversations with your daughter about key events at the college
- attend year level information evenings
- access assessment calendars and other important information in the Parent Lounge.

Core Subjects

Religious Education

Religious Education engages students with an exploration of sacred texts as they investigate the nature of the Old and New Testaments as well as later Christian writings. Students learn about the beliefs of Christians and adherents of world religions through exploring key teachings related to revelation and human existence. The practices, history and self-understanding of the Church are also examined, along with questions of ethics underpinned by understandings of conscience, justice and prayer.

Pathways

A course of study in Religious Education is of benefit in any field where an understanding of beliefs, ethics and worldviews would be useful. The subject can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Aims

The Religious Education Curriculum in the Archdiocese of Brisbane aims to develop students:

- religious literacy in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture
- capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning

Course organisation

Unit	Overview
1	The Church in the modern world: Students explore the ways in which the Church has rethought its influence, structure, power and mission in response to challenge and change from 1918-present.
2	Standing up for justice: Students explore the sources of the Church's authority to teach, support and guide. They examine how the Church draws on the teaching of Jesus and its living tradition to respond to emerging moral questions about economic structures and development.
3	Spirituality – nourished by the Eucharist: Students use sacred texts and Christian spiritual writings to examine the origins, nature and purpose of the Eucharist, as well as how it nourishes the spiritual life and commitment to justice of believers.
4	The mystery of God in world religions – Students investigate the beliefs and practices of the five major world religions and consider how the insights they provide into the idea of God or the 'Other' reflect a mystery that is beyond human understanding.

Assessment

Unit	Assessment
1	Examination – extended response
2	Multimodal
3	Examination – short response
4	Investigation

English & Literature

In Year 10 English and Literature, students interact with others to develop their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment, including media texts including film, novels, non-fiction, poetry, plays and multimodal texts.

These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings, representing a variety of perspectives. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. The Year 10 English course is designed to introduce students to the different ways of responding to and creating texts in the Senior Literature course and General English course.

Pathways

A course of study in English can establish a basis for further education and employment in a range of fields and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Aims

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.

English & Literature

Course Organisation

Unit	Title	Overview
1	Brilliant. Bad. A little bit mad: responding to literature	Students evaluate the social, moral or ethical positions represented in Craig Gillespie's 2021 film *Cruella* and explore how these can shift when reimagined for different contexts. Students create a multimodal text for a public audience responding to others' interpretations of the film.
2	Classics in context	Students examine the relationship between cultural contexts and representations in *Romeo and Juliet* and a range of adaptations, reflecting on and extending others' interpretations. Students create their own imaginative reinterpretation of ideas and perspectives in a literary text to reveal values.
3	Values in language	Students study Harper Lee's novel *To Kill a Mockingbird* and examine how language features, including a sustained literary 'voice', are used to implicitly or explicitly represent values, beliefs and attitudes. Students develop their technical and academic vocabulary to analyse how the aesthetic qualities of the text influence audience response.
4	Changing perspective, changing lives	Students explore representations of social inequality in print, broadcast and internet media texts to understand how language can empower or disempower people. Students present their own representation of an issue of social inequality, using rhetorical devices to engage audiences.

Assessment

Unit	Assessment
1	Extended response – written analytical
2	Extended response – multimodal
3	Extended response – written analytical
4	Extended response – spoken persuasive

English & Literature Extension

English & Literature Extension is an invitation-only accelerated English course comprising the subjects Senior Literature and English & Literature Extension. In Years 10 and 11, students complete Units 1 to 4 of subject Literature then, in Year 12, complete Units 3 and 4 of subject English & Literature Extension. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationship among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

English & Literature Extension

Course Organisation

Unit	Title	Overview
1	Introduction to Literacy Studies	The ways literary styles and structures shape how texts are received and responded to by individual readers and audiences. How textual choices engage readers imaginatively, emotionally and critically and how the views and values of readers may influence the interpretation of a text.
2	Intertextuality	Compare and contrast the ideas, style and structure of different texts and/or related texts. Create and analyse texts to demonstrate understanding of the ways in which texts interact with and build on each other to offer varied representations and perspectives.

Assessment

Unit	Assessment
1	Extended response – written analytical
	Extended response – multimodal
2	Extended response – written analytical

General Mathematics

Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Aims

Mathematics aims to ensure that students: Become confident, proficient and effective users and communicators of mathematics, who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens. Develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability. Make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines. Foster a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study. Acquire specialist mathematical knowledge and skills that underpin numeracy development and lead to further study in mathematics and other disciplines.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

Course Organisation

Unit	Overview
1	Algebra, equations and their linear relationships
	Indices, exponentials and logarithms
2	Measurement and surds
	Trigonometry
3	Geometry and networks
	Quadratic expressions and equations
4	Probability and counting techniques
	Statistics

Assessment

Unit	Assessment
1	Examination
2	Examination
3	Problem solving modelling task
4	Examination

Mathematical Methods

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Aims

Mathematics aims to ensure that students: Become confident, proficient and effective users and communicators of mathematics, who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens. Develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability. Make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines. Foster a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study. Acquire specialist mathematical knowledge and skills that underpin numeracy development and lead to further study in mathematics and other disciplines.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

Mathematical Methods

Course Organisation

Unit	Overview
1	Algebra, equations and their linear relationships
	Indices, exponentials and logarithms
	Measurements and surds
2	Trigonometry
	Parabolas and rates of change
3	Geometry and networks
	Quadratic expressions and equations
	Probability and counting techniques
4	Polynomials, functions and graphs
	Statistics

Assessment

Unit	Assessment
1	Examination
2	Examination
3	Problem solving modelling task
4	Examination

Essential Mathematics

The major domains of mathematical knowledge in Essential Mathematics are Number, data and money; Data and travel; Measurement, scales and chance and Graphs, data and loans. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Pathways

Students will see mathematics as applicable to their employability and lifestyles and develop leadership skills through self-direction and productive engagement in their learning.

Aims

Mathematics aims to ensure that students: Become confident, proficient and effective users and communicators of mathematics, who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens. Develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability. Make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines. Foster a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study. Acquire specialist mathematical knowledge and skills that underpin numeracy development and lead to further study in mathematics and other disciplines.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

Essential Mathematics

Course Organisation

Unit	Overview
1	Consumer arithmetic
	Algebra
	Equations
2	Measurement
	Pythagoras' theorem and trigonometry
	Geometry
3	Statistics
4	Probability
	Straight-line graphs

Assessment

Unit	Assessment
1	Problem solving modelling task
2	Examination
3	Problem solving modelling task
4	Examination

Life Science

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

Pathways

A course of study in Life Science can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability, psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

Science aims to ensure that students develop:

- an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in
- a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events
- an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and interculturally aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments
- an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions
- an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers.

Life Science

Course Organisation

Unit	Overview
1	Biological science: explaining the processes that underpin heredity and genetic diversity and describing the evidence supporting the theory of evolution by natural selection.
2	Psychological science: explaining some processes of learning and cognition and describing components of the nervous system that are reliable for these processes.
3	Chemical science / Earth and space science: explaining patterns and trends in the periodic table and predicting the products of reactions and the effect of changing reactant and reaction conditions. Describing trends in patterns of global climate change and identifying causal factors.
4	Physical science: explaining how Newton's laws describe motion and apply them to predict motion of objects in a system.

Assessment

Unit	Assessment
1	Examination
2	Student experiment
3	Research investigation
4	Examination

Physical Science

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

Pathways

A course of study in Physical Science can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, technology, pharmacy and sports science.

Objectives

Science aims to ensure that students develop:

- an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in
- a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events
- an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and interculturally aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments
- an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions
- an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers.

Physical Science

Course Organisation

Unit	Overview
1	Chemical science: explaining patterns and trends in the periodic table and predicting the products of reactions and the effect of changing reactant and reaction conditions.
2	Physical science: explaining how Newton's laws describe motion and apply them to predict motion of objects in a system.
3	Biological science: explaining the processes that underpin heredity and genetic diversity and describing the evidence supporting the theory of evolution by natural selection.
4	Earth and space science: sequencing key events in the origin and evolution of the universe and describing the supporting evidence for the big bang theory. Describing trends in patterns of global climate change and identifying causal factors.

Assessment

Unit	Assessment
1	Examination
2	Student experiment
3	Examination
4	Research investigation

Elective Subjects

Economics & Business

Economics and Business develops the knowledge, understanding and skills that will equip students to shape their social and economic futures. It also aids in the development of prosperous, sustainable and equitable Australian and global economies. Through studying economics and business, students learn to make informed decisions and to appreciate the effects of these decisions on individuals, businesses, and environmental and social systems.

Thinking about and responding to contemporary economic and business issues requires an understanding of resource allocation and economic decision-making, the operation of the business environment, the ways entrepreneurs create solutions, the nature and future of work, and the factors influencing decision-making in consumer and financial contexts.

Pathways

A course of study in Economics & Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Aims

Economics and Business aims to ensure students develop:

- knowledge and understanding of the nature and operation of the work and business environments within the Australian economy, and factors influencing decision-making, their impacts and appropriate responses
- an understanding of the concepts of resource allocation and economic decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy
- a sense of what it is to participate in the economy, contribute to work and business environments, and make informed decisions in relation to contemporary issues drawn from local, national, Asian and global contexts
- an appreciation of economic and business issues affecting contemporary Australian society, an understanding of how Australia and Asia are interdependent through economic and business connections, and consideration of sustainable patterns of living
- skills to engage in inquiries, including questioning and researching, interpreting and analysing, decision-making, and communicating
- capabilities to engage in everyday life, including critical and creative thinking, ethical understanding, and personal and social competence.

Economics & Business

Course Organisation

Unit	Title	Overview
1	Introduction to Human Resources Management	This unit explores the key functions of HR, focusing on acquisition, development, maintenance, and separation. Students will examine how organizations recruit, train, support, and transition employees, shaping workplace dynamics and performance.
2	Introduction to Economics	This unit explores core economic principles, including scarcity, opportunity cost, and factors of production. Students will analyse market dynamics, examining the circular flow of income, supply and demand, equilibrium, and price movements that shape economic activity.
3	Economics and Business ventures	This unit guides students through real-world business planning, focusing on data gathering, teamwork, product development, and the marketing mix—price, place, and promotion—within the context of the Ekka.
4	Macro and microeconomics – an agribusiness perspective	This unit examines economic forces shaping agriculture, exploring macro factors like government policy, trade, and productivity, alongside microeconomic dynamics within industry sectors. Students will analyse agribusiness case studies, including the almond industry and emerging local markets such as strawberries, pineapples, and coffee.

Assessment

Unit	Assessment
1	Extended response – multimodal
2	Examination – combination response
3	Project Folio
4	Examination – combination response

Geography

In a world of increasing global integration and international mobility, it is critical to sustainability and human wellbeing that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over time.

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

Aims

Geography aims to ensure that students develop:

- a sense of wonder and curiosity about, and respect for, places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the countries of Asia and the world
- the ability to inquire and think geographically, using the geographical concepts of place, space, environment, scale, change, interconnections and sustainability
- the capacity to be competent, critical and creative users of geographical methods and skills, including questioning and researching, interpreting and analysing, concluding and decision-making, and communicating effectively
- an appreciation for the nature of geographical phenomena and challenges, and their impact on people's lives, places and environments
- capabilities to engage in everyday life, including critical and creative thinking, ethical understanding and intercultural understanding.

Geography

Course Organisation

Unit	Title	Overview
1	The geography of human wellbeing	This unit examines how geographic factors influence human wellbeing, exploring quality of life indicators, access to resources, and disparities between urban and rural communities. Students will analyse environmental impacts and social inequality, assessing how location shapes opportunities and challenges.
2	A changing landscape: Investigating climate change and the human impact on Moreton Bay	This unit explores the environmental changes affecting Moreton Bay, examining both natural and human-induced impacts. Students will analyse marine diversity, climate change, and natural hazards, assessing how ecosystems respond to environmental pressures.
3	Future proofing South East Queensland (SEQ): building a sustainable future	This unit explores the challenges of urbanisation in SEQ, focusing on climate change adaptation, population growth, and strategies for managing urban flora and fauna. Students will examine planning approaches that balance development with environmental sustainability.

Assessment

Unit	Assessment
1	Report
2	Examination: combination response
3	Extended response - multimodal

Modern & Ancient History

History is a disciplined process of inquiry into the past that develops students' knowledge, curiosity and imagination about the past. The application of history is an essential characteristic of any society or community and contributes to its sense of shared identity. History promotes the understanding of societies, events, movements, ideas and developments that have shaped humanity from the earliest times. It helps students appreciate how the world and its people and environments have changed, as well as the significant continuities that exist to the present day.

Pathways

A course of study in Modern and Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Aims

Modern & Ancient History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the ideas and forces that shape societies, civilisations and environments, including first nations peoples', Australia, Asia and western civilisation
- the understanding and use of the historical concepts of evidence, perspectives, interpretations and contestability, continuity and change, cause and effect, and significance
- capacity to undertake historical inquiry, including skills for questioning and research, using historical sources, historical perspectives and interpretations, and communicating a historical explanation.

Modern & Ancient History

Course Organisation

Unit	Title	Overview
1	Ancient Greece	This unit explores the significance of Ancient Greece, focusing on the contrasting societies of Athens and Sparta. Students will examine how differing political systems and values—democracy in Athens and military discipline in Sparta—shaped ideas about governance, citizenship, and freedom.
2	The legacy of the Renaissance	This unit explores the transformative impact of the Renaissance, examining its social, political, economic, cultural, religious, and technological developments. Students will analyse advancements in art, science, and philosophy, alongside the rise of humanism and new ways of thinking that reshaped society.
3	Revolutions	This unit explores the concept of revolution, focusing on the causes, events, and consequences of the American Revolution as a precursor to later movements. Students will examine how political upheaval reshaped governance, social structures, and individual freedoms, setting the stage for the French Revolution and its lasting impact.
4	Cumulative task	This unit challenges students to engage deeply with historical empathy through self-selected case studies. By analysing different historical eras, students will compare perspectives, motivations, and societal shifts, considering themes of continuity and change.

Assessment

Unit	Assessment
1	Examination – combination response
2	Independent source investigation
3	Extended response – written analytical
4	Multimodal presentation

Physical Education

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Pathways

Physical Education courses will not only serve as a springboard into Health and Physical Education related careers such as a Physical Education Teacher, Primary School Teacher, Physiotherapist, Health Instructor, Recreation Coordinator, Personal Trainer, Sports Official, Coach, Exercise Physiologist, Sports Psychologist and Sports Manager, they will also aid in creating a healthy, active and socially desirable lifestyle for the participant.

Aims

Health and Physical Education aims to enable students to:

- access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation
- develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
- engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong
- analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

Course Organisation

Unit	Theory	Overview
1	Biomechanics with Swimming	Understand and apply of biomechanical principles to optimise performance in swimming. Reflect on technique, identify areas for improvement, and develop targeted strategies to enhance swimming performance.
2	Sociology with Rhythmic Gymnastics	Explore gender bias in sport by analysing sociocultural issues and the impact female athletes. Examine how sociocultural factors shape participation and perceptions in sport.
3	Motor learning and Basketball	Explore concepts and strategies related to motor learning through Basketball. Analyse performance, gather data, and develop strategies to optimise skills.
4	Exercise physiology and Touch Football	Explore concepts and principles related to energy systems, fitness, and training. Collect and analyse data on Touch Football performance to develop and justify training strategies.

Assessment

Unit	Assessment
1	Examination
2	Investigation - report
3	Project Folio
4	Examination

French

French has been taught in Australian schools and universities since the 1880s. It is a major world language, spoken as the first language in more than 2 dozen countries on 5 continents, and as an official language in many countries. First language speakers include the inhabitants of mainland France, territorial communities of New Caledonia and French Polynesia, the Wallis and Futuna Islands, the majority of the inhabitants of Québec, and significant communities in Europe and Africa. French is an official working language in several international organisations.

Pathways

A course of study in French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Aims

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

French

Course Organisation

Unit	Overview
1	Travel ▪ describe past holidays, events and experiences ▪ express personal opinions in different contexts, including what to wear ▪ agree and disagree ▪ understand and express means of transport
2	Healthy living ▪ express needs and physical discomfort, such as hunger ▪ describe minor ailments ▪ understand and give advice on appropriate remedies ▪ make comparisons using adjectives
3	Story telling ▪ describe people's personalities and express the various ways in which people interact ▪ reflect on what makes people different in the way they approach life and relationships ▪ share good and bad memories of the past with others
4	Tomorrow's world ▪ discuss problems and possible solutions for the future of the environment ▪ talk about daily routine and household chores ▪ say what you would, could or should do using the conditional

Assessment

Unit	Assessment
1	Examination – short response
2	Examination – extended response
3	Examination – short response
4	Interview

Note: if a student entering Year 10 wishes to choose a language without prior study in Year 8 and 9, she would need to seek permission from the Curriculum Leader – Languages, to discuss the preparation required before the start of Year 10.

Japanese

Japanese has been taught in Australia for more than 100 years, significantly as a second or additional language. It is the official language of Japan and widely used by communities of speakers in Hawaii, Peru and Brazil. Large numbers of students in the Republic of Korea, China, Indonesia and Australia learn Japanese as an additional language.

Australia has a significant number of Japanese national residents and Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture and cuisine.

Australia is a close strategic and economic partner of Japan, and there is ongoing exchange between the 2 countries in the areas of education, trade, diplomacy and tourism. Japan is an important nation within Asia and a significant contributor to economic, political and diplomatic relations in the region.

Pathways

Continuous and consecutive study of Japanese or French in Year 10 will also provide an essential prerequisite for further study in Years 11 and 12. At present, some universities in Queensland are offering up to a maximum of two Adjustment Factors for students who successfully complete senior Japanese and French towards entry to their respective university courses.

Aims

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

Japanese

Course Organisation

Unit	Overview
1	Healthy eating and shopping ▪ discuss your favourite fast foods ▪ talk about healthy food options in Japan and Australia ▪ talk about where you shop ▪ ask the price of items ▪ discuss where you shop and why you shop there
2	Leisure activities and locations/directions ▪ talk about someone's current activities ▪ invite people and positive/negative responses ▪ describe students' neighbourhoods ▪ ask/give directions ▪ discuss life in the city and countryside
3	School trips and part-time jobs ▪ calculate distance of travel between places ▪ discuss activities during a school trip ▪ ask/respond to things that are allowed/not allowed ▪ discuss part-time jobs ▪ give reasons for working part-time and describe working skills ▪ analyse students' ways of spending money
4	Future aspirations ▪ identify students' abilities ▪ articulate future goals ▪ give reasons for chosen careers

Assessment

Unit	Assessment
1	Examination – short response
2	Examination – extended response
3	Multimodal presentation
4	Interview

Note: if a student entering Year 10 wishes to choose a language without prior study in Year 8 and 9, she would need to seek permission from the Curriculum Leader – Languages, to discuss the preparation required before the start of Year 10.

Digital Technology

In a world that is increasingly digitised and automated, it is critical to the strength and sustainability of the economy, the environment and society that digital solutions are purposefully designed to include user empowerment, autonomy and accountability. With this, emerging technologies also present transformative opportunities to address the circular economy through the reduce, re-use, recycle process. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating and require skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Pathways

A course in Digital Technologies allows students to develop a good level of computer skills to cope with most Senior subjects. It is particularly advantageous if students are contemplating studying Digital Solutions or Information & Communication Technology in Years 11 and 12.

Digital Technology provides 21st century skills required in tertiary study and a wide range of careers.

Aims

Digital Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- use design thinking to design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking (abstraction; data collection, representation and interpretation; specification; algorithms; and implementation) to create digital solutions
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support the ethical collection and generation of data through automated and non-automated processes and participate in safe and respectful communications and collaboration with audiences
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

Course Organisation

Unit	Overview
1	Design divas: crafting Cool Club websites
2	Tell me a story
3	The hidden meaning
4	Web wizards

Assessment

Unit	Assessment
1	Project
2	Project
3	Examination
4	Project

Food Technology

Students will develop knowledge and confidence to analyse and creatively respond to design challenges in food and hospitality. These skills can play a promising role in enriching and transforming societies and our natural, managed and constructed environments. Through the practical application of a variety of contexts students will develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative products.

The content disciplinary bases from which studies in Design Technology draws are dependent on the context, but may include food science, nutrition, food technology, sustainability, and health.

Pathways

A course of study in Food Technology can establish a basis for further education and employment in the fields of food science and technology (food journalism, food styling, food photography, home economics, market research), health (nutrition and dietetics, environmental health, health promotion, nursing, occupational therapy), hospitality (events coordination, chef, hotel management) and business (hospitality management).

Aims

Food Technology aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

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

Course Organisation

Unit	Overview
1	Café Culture
2	Food for the Future
3	Winter Warming Soups
4	Party On

Assessment

Unit	Assessment
1	Project
2	Project
3	Project
4	Project

Art

Visual arts contribute to the fields of art, craft and design. Learning in, through and about these fields, students engage critically using creative processes and artistic practices to communicate and make meaning.

Investigating artworks and practices prepares students to respectfully recognise, articulate and acknowledge artistic and cultural influences. In exploring how, why, where and for whom artists, craftspeople and designers produce artworks, students recognise and appreciate the tensions, complexities and significance of visual arts histories, theories and practices.

Pathways

A course of study in Art can establish a basis for further education and in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Aims

Arts aims to develop students:

- conceptual and perceptual ideas and representations through design and inquiry processes
- knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- personal expression through engagement with visual arts practice and ways of representing and communicating

Course Organisation

Unit	Title	Overview
1	Figure in context	Making a painting of a figure in an ambiguous and surprising situation
2	Transformations	Ceramic and mixed media installation representing a transformation/change
3	Place	Site specific drawings from an excursion to a place, analogue drawings transition to digital drawing.

Assessment

Unit	Assessment
1	Examination
2	Project
3	Project
4	Project

Dance

In Dance, students individually and collaboratively choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities. Students use the elements of dance to explore and practise choreographic, technical and expressive skills for choreography and performance. Through these practices, students examine dance from diverse viewpoints to build their knowledge and understanding of dance, movement and the body. They respond to their own and others' dances using physical and verbal communication to recognise and represent ideas, thoughts and feelings. Active participation as dancers, choreographers and audiences promotes positive artistic, creative, cognitive, aesthetic and cultural benefits that can impact students' lifelong health, wellbeing and social inclusion

Pathways

A course of study in Dance can establish a basis for further education and in the fields of dance, dance teaching, choreography and acting., This subject also provides excellent skills required in a wide range of careers including arts journalism, arts education, early childhood/primary education, arts administration, physiotherapy, dance therapy, tourism and recreation, event management, costume design, stage design, advertising and public relations.

Aims

Dance aims to develop students:

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

Dance

Course Organisation

Unit	Title	Overview
1	Dance is industry	Commercial Jazz and Dance in advertising. Techniques, styles, and strategies that dancers employ to create captivating and memorable performances for commercials. Fusion of elements of traditional jazz dance with contemporary movement.
2	Dance is theatrical	Musical Theatre, tap and fusion styles for theatrical storytelling. History of musicals. Dance for camera and film, including editing filming techniques and dancing in alternative spaces.
3	Dance is a voice	Pioneers of Modern Dance – Martha Graham, Isadora Duncan, Mary Wigman, Alvin Ailey. Creation of Modern Dance in opposition to Ballet. Choreographic devices. Interdisciplinary – creating dance in response to artworks, music and concepts

Assessment

Unit	Assessment
1	Performance
2	Project
3	Examination
4	Project

Drama

At its core, drama is about storytelling. Taking on roles and "standing in the shoes" of another and imagining and communicating with the world through different perspectives is a transferrable skill that relies on a learner's ability to empathise and understand others. Actively taking on roles in a range of contexts, situations, and across different times and places fosters students' development of personal, cultural and social understandings as they imagine, empathise and communicate through deep experiential learning. Drama is a powerful form of communication involving affective, sensory and aesthetic modes.

In Drama, students work individually and collaboratively as artists and audiences to create, perform and respond to drama. It is an active, embodied and aesthetically rich subject that engages students cognitively and affectively as they learn in, through and about drama.

Pathways

Drama comes highly recommended to any student wishing to undertake further study, or gain employment, in the arts, media, communication and entertainment industries. This subject also provides excellent skills required in a wide range of careers including law, education, marketing, advertising, public relations, management, politics, retail, hospitality and tourism.

Aims

Drama aims to develop students:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, processes, forms, styles and techniques of drama to engage audiences and create meaning
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

Course Organisation

Unit	Title	Overview
1	Australian realism	Texts for teenagers
2	Transforming texts	Classical text – transformed through directorial vision and performance
3	Children's Theatre Project	Children's theatre project, student devised drama, script writing

Assessment

Unit	Assessment
1	Examination
2	Performance
3	Project
4	Performance

Music

Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers and performers. Music learning is embodied learning. It has a significant and unique impact on the creative, sensorimotor, cognitive, emotional, sociocultural and personal competencies of students.

As independent and collaborative learners, students integrate responding, composing and performing activities, using established and emerging technologies. Music learning enhances students' capacity to perceive and understand musical concepts, and to recognise music's contribution in shaping their identity and their ability to explore personal, local and global issues and ideas. Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.

Pathways

Career pathways from studying music include Music Education, Music Librarianship, Music Therapy and Performing Arts Medicine, Music Recording and Technology, Radio/TV/Internet, Instrumental and Vocal Performance or Conducting, TV/Advertising/Film Composing, Music Business and Sales, Music Publishing and Editing, Music Journalism/Criticism and Instrument Making and Repair.

Aims

Music aims to develop students:

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- knowledge and skills for listening with intent and purpose, composing and performing
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form as they acquire skills to become independent music learners.

Music

Course Organisation

Unit	Overview
1	Soundtracks ▪ Musicology: aural and visual analysis of film music excerpts ▪ Theory and composition: film music composition techniques, including key relationships, underscoring, hit points, foley, sound effects, and Mixcraft looping software.
2	Storytellers: ▪ Musicology writing skills: aural and visual analysis of music excerpts, based on students' performance repertoire. ▪ Performance: own choice repertoire performance to backing track.
3	Musical Theatre ▪ Musicology writing skills: aural and visual analysis of music excerpts from music theatre, and Disney musicals, song forms, word-setting, piano accompaniment styles.
4	Sound Impressions ▪ Musicology: analysis of music excerpts from non-Western cultures, including stories and instrumental timbres; understanding cultural appropriation. ▪ Theory and composition: Small ensemble arranging and orchestration techniques, using notation software. Focus on non-Western time signatures and rhythms, polyrhythms, Asian and synthetic scales and modes.
	Musicology: history and context, music analysis Composition: theory and composing techniques and music technology Performance: aural musicianship, instrumental and vocal skills

Assessment

Unit	Assessment
1	Composition
2	Multimodal presentation
3	Examination
4	Composition

Note: Middle School Music is usually a pre-requisite for further study in the General subject Music in Years 11 and 12, and Year 12 Music Extension. Participation in private music and theory lessons and extra-curricular musical activities (such as those offered by the MSM Co-Curricular Music Program and outside community groups) may not be sufficient preparation for Senior Music; however, they do provide valuable background knowledge and musicianship and are a highly recommended part of a well-rounded musical education.

Vocational Education and Training (VET)

Certificate II Sport and Recreation (SIS20122)

Students participate in the delivery of a range of sport and recreation activities and programs within the school. Graduates will be competent in a range of essential skills including; officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality service to participants, and assisting with activity programs.

Training is delivered through a combination of classroom and project-based learning, online training (self-study) and practical work-related experience.

QCE Credits: Successful completion of the Certificate II in Sport and Recreation contributes a maximum of four (4) credits towards a student's QCE.

Pathways

Graduates will be able to use their Certificate II in Sport and Recreation:

- To pursue further tertiary pathways (e.g. Certificate III in Sport and Recreation, Certificate III in Fitness Certificate IV, Diploma and Bachelor of Sports Development)
- Club level official* (e.g. Referee – paid position)
- Club level coach*

* When combined with individual sport's National Officiating/ Coaching Accreditation Scheme (NOAS/NCAS) technical requirements

Language, literacy and numeracy skills

A Language, Literacy & Numeracy (LLN) screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with content

Units of competency

Unit	Title
SISXIND011	Maintain sport, fitness and recreation knowledge
BSBPEF202	Plan and apply time management
BSBPEF301	Organise personal work priorities
BSBSUS211	Participate in sustainable work practices
SISSPAR009	Participate in conditioning for sport
HLTWHS001	Participate in workplace health and safety
SISXFAC006	Maintain activity equipment
SISOFLD001	Assist in conducting recreation sessions
SISXCCS004	Provide quality service
SISXEMR003	Respond to emergency situations
HLTAID011	Provide First Aid (optional additional)

Assessment

Evidence contributing towards competency will be collected throughout the program in the form of teacher observations, practical demonstrations, projects and knowledge tests. These are generally on a continuous basis in the classroom environment.

Certificate II Sport and Recreation (SIS20122)

Cost

$395 (+ optional First Aid $90 + program fee)

RTO Details

Name: Binnacle Training

RTO Code: 31319