



Year 10 | 2027
Subject Selection Handbook

CO-CREATING BETTER FUTURES

PROPOSED SUBJECT OFFERINGS

YEAR 10	YEAR 11 AND 12
CORE	CORE
English Essential English General Mathematics or Mathematical Methods Christian Studies Science History Personal Development	English or Essential English General Mathematics or Mathematical Methods or Essential Mathematics Christian Studies Personal Development
ELECTIVES	ELECTIVES
Students choose 3 of these electives	Students choose 4 of these electives
Business Dance Design Digital Technologies Drama Geography Hospitality Japanese Literature Manufacturing Media Arts Music Philosophy & Reason Physical Education STEM: Engineering Visual Art	Aquatic Practices Biology Business Certificate II Hospitality Certificate II Sport and Recreation & Certificate III Fitness Chemistry Dance Design Digital Solutions Drama Economics English and Literature Extension (Year 12 only) Film, Television & New Media Geography Industrial Technology Skills Japanese Legal Studies Modern History Music Music Extension (Year 12 only) Philosophy and Reason Physical Education Physics Psychology Specialist Mathematics Visual Art

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COURSE SELECTIONS

YEAR 10 CORE SUBJECTS (AUSTRALIAN CURRICULUM)

English
General Mathematics or Mathematical Methods
History
Science
Christian Studies
Personal Development

YEAR 10 CORE SCHOOL ELECTIVE SUBJECTS

Students choose three (3) of these electives:

- Business
- Dance
- Design
- Digital Technologies
- Drama
- Geography
- Hospitality
- Japanese
- Literature
- Manufacturing
- Media Arts
- Music
- Philosophy & Reason
- Physical Education
- STEM: Engineering
- Visual Art

COURSE ELECTIVE SUBJECTS

The range of core subjects that students undertake ensures a balanced curriculum. The electives allow students to explore and develop more specialised skills in additional areas.

In making a decision, students should consider the following:

- Will the choice of subjects help the student to reach their post Year 10 and post Year 12 goals?
- Do their results so far suggest that they will succeed in the subjects chosen?
- Will the subjects contribute to the development of skills, knowledge, and attitudes useful for achieving future goals?

The Queensland Curriculum and Assessment Authority (QCAA) has identified and defined a set of 21st century skills based on national and international research about the skills students will need to be successful in the future. Along with literacy and numeracy, these 21st century skills underpin the courses offered to Year 10 students. These 21st century skills will help prepare students by giving them the knowledge, skills, and confidence they need to be equipped for the demands of higher education, work and life, and to participate effectively in the community and the economy in a complex and rapidly changing world.

21st century skills

Preparing students for a changing world



Young Queenslanders in the 21st century need to be

Innovators



Entrepreneurs



Lifelong learners



Responsible global citizens



[Click here](#) to learn more about the 21st century skills in the general senior syllabuses.

PROCESS OF SELECTION AND ALLOCATION OF SUBJECTS TO LINES

Subject Preferences:

Students will be asked to select an option for Mathematics plus four options for elective subjects to be studied in Year 10. At this stage, student choices are to provide an indication of student interest. These selections will then be considered when determining subject lines. The College will make every effort to accommodate the needs of students.

Students will identify their initial subject preferences via an online platform.

FINALISATION OF SUBJECT SELECTION

The final line structure will be distributed to students at the start of Term 3 and final subject preferences will be uploaded by students during Weeks 4-5. A digital form outlining the subject choices made by the student will be emailed home for parental confirmation and approval.

ASSISTANCE IN SUBJECT SELECTION

1. A Subject Expo Evening for parents and students will be held on Tuesday 16th June.
2. The Year 10 Subject Selection Handbook should be read thoroughly to consider subject choices and alignment with career goals and ability levels.
3. Students should talk to teachers about subjects they are considering.
4. Students can request an interview with the College's Head of Career Development, Mrs Veronica Sanmarco.
5. The following websites also offer careers information:

<https://www.pacificlutherancareers.com>

<https://myfuture.edu.au>

<http://www.gooduniversitiesguide.com.au>

CHANGING A SUBJECT

This should not be necessary if subjects have been chosen appropriately. In the rare instance where it becomes necessary, all applications to change a subject should be initiated by the student, by application to the Head of Learning Senior College.

If the Head of Learning Senior College and relevant subject teachers agree that the proposed change is worth pursuing, the student will be emailed a digital form, which will seek the approval and signature of:

- The Head of Career Development;
- The Head of Department of the subject about to be terminated;
- The Head of Department of the proposed subject;
- Parent / guardians; and
- The Head of Learning Senior College.

It is important that students and parents carefully consider the recommendations made before signing the request for subject change.

Once approved a digital copy of the completed form will be automatically emailed to all parties, and the student's timetable will reflect the change. The student will be required to attend classes as per existing timetable until the College has approved the request.

Changes, if not made within the first three weeks, can only be made at the end of a semester of study.

PREREQUISITES

Senior Course Readiness Criteria and Prerequisites

When making choices for Year 10, we apply readiness criteria. These criteria are aligned to the prerequisites for Year 11 and 12 and should be used to plan senior pathways. The readiness criteria are designed to support students to use evidence of their learning when making decisions about Year 10 courses. Students will have an opportunity in Semester 1 of Year 10 to demonstrate they can achieve the Year 11 and 12 course prerequisites.

When planning your senior pathway, be aware that prerequisites are applied to Year 11 and 12 subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. Note that students should demonstrate at least a C standard in English to undertake any General course in Year 11 to ensure success.

SENIOR COURSE OFFERINGS

ENGLISH

Senior Course	Subject Category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
English	General	C in Year 9 English	C in Year 10 English
English & Literature Extension	Extension		A- range in Yr 11 B in Year 11 English
Essential English	Applied	Completion of Year 9 English	

HEALTH & PHYSICAL EDUCATION

Senior Course	Subject Category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Physical Education	General	C in Year 9 Physical Education	C in Year 10 Physical Education
English & Literature Extension Cert II Sport & Recreation Sport and Recreation + Cert III Fitness	Additional learning option	C in Year 9 Physical Education	C in Year 10 Physical Education

HUMANITIES AND SOCIAL SCIENCES

Senior Course	Subject Category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Business	General	C in Year 9 English C in Year 9 Business Economics	C in Year 10 Business
Economics	General	C in Year 9 English	C in Year 10 History and English
Geography	General	C in Year 9 Humanities	C in Year 10 English/History
Legal Studies	General	C in Year 9 English	C in Year 10 Legal Studies
Modern History	General	C in Year 9 History/English	C in Year 10 History/English

LANGUAGES

Senior Course	Subject Category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Japanese	General	C in Year 9 Japanese	C in Year 10 Japanese

MATHEMATICS

Senior Course	Subject Category	Readiness criteria – <u>minimum</u> requirement applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
General Mathematics	General	C in Year 9 Mathematics	C in Year 10 Mathematics
Mathematical Methods	General	B in Year 9 mathematics or C in Year 9 Mathematics Extension	C in Year 10 General Mathematical Methods
Specialist Maths	General	A in Year 9 Mathematics or A in Year 9 Mathematics Extension and selection of Mathematical Methods	C in Year 10 Mathematical Methods
Essential Mathematics	Applied	Completion of Year 9 Mathematics	Completion of Year 10 General Mathematics

SCIENCE

Senior Course	Subject Category	Readiness criteria – <u>minimum</u> requirement applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Aquatic Practices	Applied	C in Year 9 Science	Completion of Year 10 Science
Biology	General	C in Year 9 Science C in Year 9 English	C in Year 10 Biology C in Year 10 English
Chemistry	General	Selection of Mathematical Methods B in Year 9 Mathematics (core or extension) C in Year 9 English B in Year 9 Science	C in Year 10 Mathematical Methods C in Year 10 English C in Year 10 Chemistry

Physics	General	Selection of Mathematical Methods B in Year 9 Mathematics (core or extension) C in Year 9 English B in Year 9 Science	C in Year 10 Mathematical Methods C in Year 10 English C in Year 10 Physics
Psychology	General	C in Year 9 Science C in Year 9 English	C in Year 10 Psychology C in Year 10 English
STEM	General	C in Year 9 Science	C in Year 10 Science

TECHNOLOGIES

Senior Course	Subject Category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Design	General	C in Year 9 English	C in Year 10 Design
Digital Technologies	General	C in Year 9 English	C in Year 10 Digital Technologies and General Mathematics
Furnishing Skills	Applied	Completion of Year 9 English Completion of Year 9 Manufacturing	C in Year 10 Manufacturing

THE ARTS

Senior Course	Subject Category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Dance	General	C in Year 9 English	C in Year 10 Dance
Drama	General	C in Year 9 English	C in Year 10 Drama
Film, Television and New Media	General	C in Year 9 English	C in Year 10 Media
Music	General	C in Year 9 English	C in Year 10 Music
Music Extension – Composition Musicology Performance	Extension	C in Year 9 Music	B in Year 11 Music
Visual Art	General	C in Year 9 English	C in year 10 Visual Art

VET

Senior Course	Subject Category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Certificate II Hospitality	Additional learning option	C in year 9 Hospitality	C in Year 10 Hospitality

Year 11 – 12 Students:

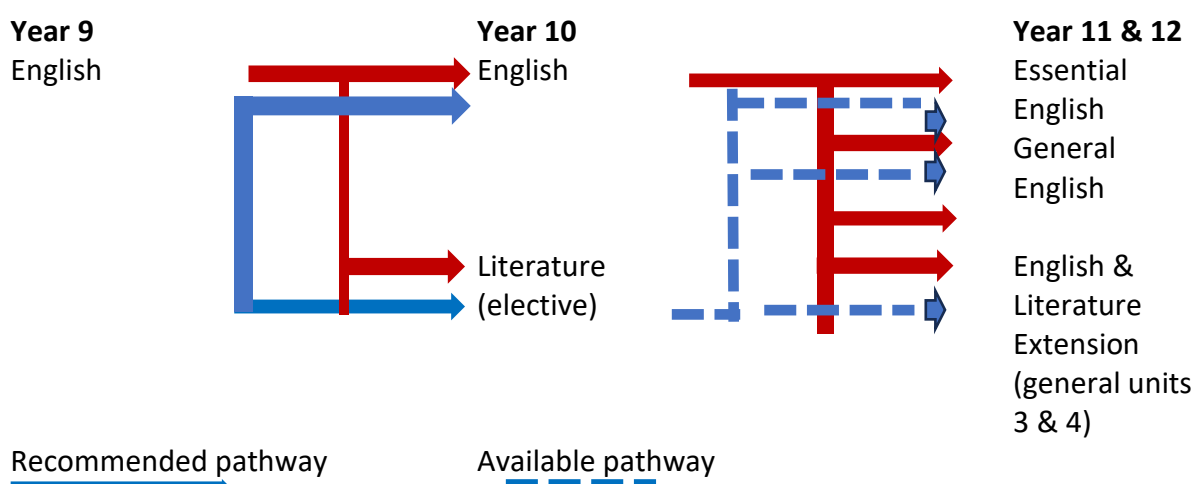
- MUST study either English OR essential English in Year 11; students can do both English, and English and Literature Extension if desired in Year 12 only.
- MUST study either Essential Mathematics, General Mathematics OR Mathematical Methods
- MUST study six subjects in both Year 11 and Year 12
- CHOOSE any combination of six subjects (including English and Mathematics choices). Four additional electives should also be listed in order of preference
- STUDENTS wanting to study Specialist Mathematics must also study Mathematical Methods
- STUDENTS wanting to study Physics or Chemistry must also study Mathematical Methods

Every effort will be made to ensure that student preferences are accommodated, however, subject offerings and lines are determined on student numbers and timetable constraints.

CORE SUBJECTS

ENGLISH

Learning Area: English



Overview

English provides a foundation for studies in General English and Essential English in Years 11 and 12 and for Literature and English Extension in Yr 12. Students learn to critically analyse and evaluate a range of written, spoken and visual texts as well as create their own. The course aims to develop

students' understanding of how texts are constructed, to deepen their understanding of language and its use and to broaden their ability to use language in increasingly more complex and challenging environments.

Course Description

The course units build on understandings and texts explored in previous years.

Units of study:

- Unit 1 – Is the Truth out There?
- Unit 2 – Songs with a Social Conscience
- Unit 3 – What Shook up Shakespeare?
- Unit 4 – Painting a Picture of People and Places: How do texts create a perspective of people, times and places?

Assessment

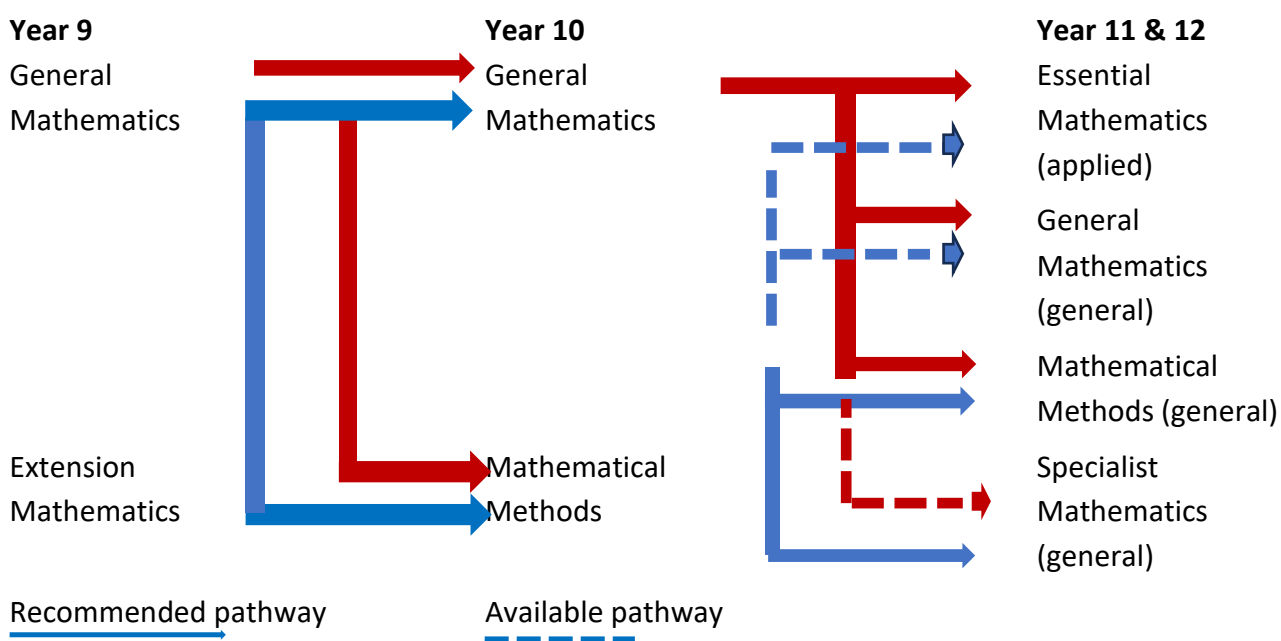
Students will be required to complete spoken and written assessment tasks. There are five assessment tasks over the year of study. Two of these are written exams, two are spoken presentations and the other is a written assignment.

Workloads and Expectations

Students will complete a variety of written and spoken activities. They will also be expected to read widely and to commit time to writing assignments and preparing for assessment tasks and exams. Students should become increasingly independent in their application to their work and their learning behaviours.

MATHEMATICS

Learning Area: Mathematics



Overview

Year 10 Mathematics content is taught with the intent of developing thinking skills. These skills are readily transferable and can assist students in all subject areas.

Students entering Year 10 will have the option of undertaking Mathematical Methods or General Mathematics. If students select Mathematical Methods, they will be able to study Mathematical Methods or General Mathematics in Years 11 and 12, and Specialist Mathematics as an elective. Those students who choose General Mathematics will undertake General Mathematics or Essential Mathematics in Years 11 and 12.

It is recommended that students in Year 9 who obtain a grade of B- or less in Mathematics and Extension, choose General Mathematics in Year 10. Students studying Mathematics in Year 9 should choose General Mathematics in Year 10.

It is recommended that students in Year 9 who obtain a grade of B or higher for Mathematics and Extension, choose Mathematical Methods in Year 10. If a student does not meet this requirement and would still like to select Mathematical Methods in Year 10, they should discuss this possibility with the Head of Mathematics.

Course Descriptions

General Mathematics

This course aims to equip students with the skills needed to make decisions that affect their everyday lives. This approach involves problem solving and real-life applications, working systematically and logically, and communicating with and about Mathematics.

The content of the course will focus on those outcomes which are recognised as essential skills to function competently in society. Outcomes necessary for successful completion of General Mathematics in Years 11 and 12 will be addressed.

Mathematical Methods

In this course, mathematical skills are developed that form the basis for further study in Mathematics. The modes of thinking developed in Mathematical Methods provide ways of modelling and problem-solving real-life situations to explore, describe and understand the world's social, biological and physical environment.

The content of the course will address outcomes that cover life skills and those that are considered vital for the study of Mathematical Methods and Specialist Mathematics in Years 11 and 12

Assessment

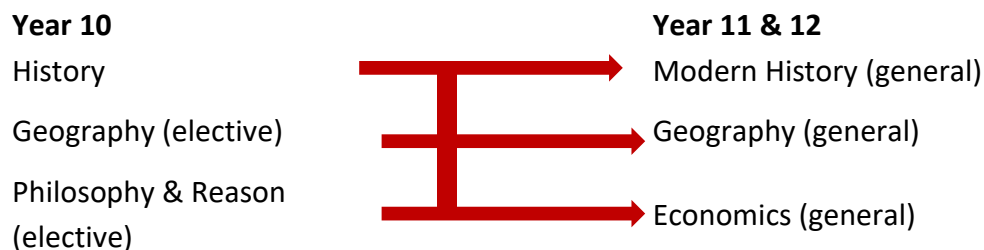
A variety of assessment instruments will be used including formal examinations and a written task (investigations, mathematical modelling and reports).

Workloads and Expectations

Students are expected to acquire a considerable degree of proficiency in a variety of skills, such as estimation, use of technology, application of formulae, table reading and arithmetic calculation. Like any skills, these need to be practised and mastered, both during class time and through nightly home learning exercises.

HISTORY

Learning Area: Humanities



Overview

History investigates the causes and effects of significant events so that students can develop understandings about why such events occurred, why they occurred when they did, and what humanity learned from them. Students are involved in the process of historical investigation, where they actively encounter problems, seek out evidence and subject it to critical analysis and evaluation.

This course develops skills in research, analysis, synthesis and evaluation of information, encouraging students to be critical thinkers and rational decision makers.

This course paves the way for senior study in Modern History.

Course Description

The course explores the transformation of the modern world during the 20th and 21st centuries, a time of political turmoil, global conflict and international cooperation.

The course includes core units, as well as the opportunity for an independent, self-directed study.

The Course content for History includes:

- Shaping Minds – the interwar years in Germany (1918 – 1939).
- World War II (1939 – 1945).
- Building Modern Australia – (post 1945).
- Independent Study Unit.

Assessment

A variety of written assessment instruments will be used including examinations (essay in response to historical sources and short responses to historical sources) and assignments (source analysis investigation and essay in response to research).

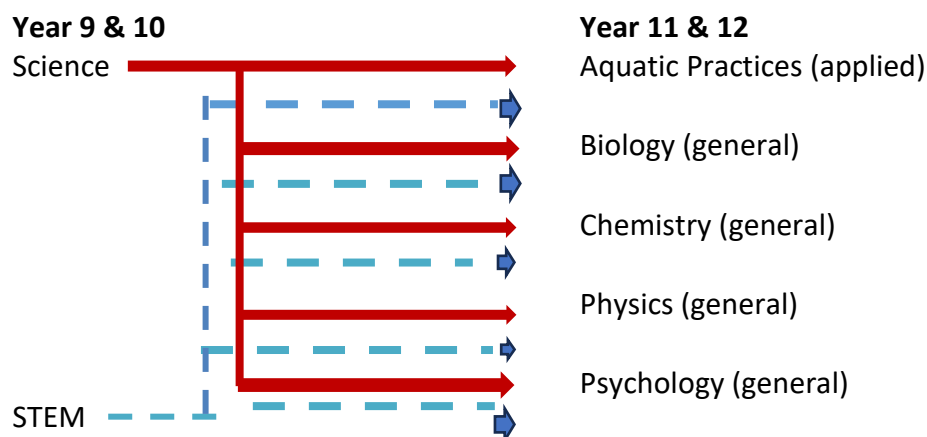
Workloads and Expectations

The study of History is inquiry-based, so students can expect to develop and refine their ability to plan and undertake two extended historical inquiry investigations and present their findings in different formats.

In History, students can expect to work independently and collaboratively to develop a deeper understanding of each unit.

As a core subject, students are required to include History in their at-home study plan.

SCIENCE



Learning Area: Science

Overview

Science continues to have a strong emphasis on experimental design, with further development of the student's ability to work scientifically in the laboratory. Students will be encouraged to ask, 'How? What? Where? and Why?' throughout the course and develop skills necessary for the students to find out the answers for themselves. Students will also develop an understanding of scientific concepts and language and be exposed to activities and situations that enhance their problem-solving skills.

Course Description

To assist students in deciding options for Year 11 and 12, the Year 10 Science course is designed to expose students to the four strands offered in Years 11 and 12 (Biology, Chemistry, Psychology and Physics).

- **Psychology** - Psychology as a Science, the nervous system and cognitive development.
- **Physics** - Motion under gravity, motion on the horizontal plane, force, inertia, mass, weight and energy.
- **Chemistry** - Chemical reactions, using the Periodic Table to understand patterns and trends, rates of reactions, stoichiometry and bonding.
- **Biology** - Genetics, reproduction and evolution.

Assessment

Assessment includes a variety of formats including a data test, a research investigation, a student experiment, and a content exam.

Workloads and Expectations

The study of science is investigative - based, so students can expect to develop and refine their skills in the laboratory. As well as home learning and completing assignment pieces, students will also be required to undertake regular study each week. While in the laboratory, students will be expected to perform experiments in a safe manner, as instructed by the teacher.

CHRISTIAN STUDIES

Overview

Christian Studies in Year 10 seeks to provide opportunities for all students to explore and grow in their knowledge and understanding of Christianity. It also fosters skills to aid students to be active participants in our school and the wider global community.

Students are encouraged to actively explore and question issues relating to human existence and the Christian answer to them.

Christian Studies provides many opportunities for students to practise skills which will be beneficial in all their subjects.

Course Description

Term 1 - Students explore historical authenticity of the Bible and perspectives on the identity of Christ through a focus on the Gospel of Mark.

Term 2 - Students investigate the fundamental Lutheran theology of Law and Grace through narrative representations and biblical analysis.

Term 3 - Students consider the relationship of faith and reason in understanding the ways people build belief systems.

Term 4 - Students explore the Reformation with a particular focus on the life and times of Martin Luther.

Assessment

Assessment includes short response exam, multi-media presentations and response to stimulus. During each term, students are involved in a range of learning experiences which also form part of their ongoing assessment.

Workloads and Expectations

Christian Studies requires the same academic skills as other Humanities subjects in terms of the accumulation of knowledge and understanding of new concepts, the analysis and evaluation of what has been learnt and the effective communication of the information. Students have two lessons a week and complete one piece of assessment each term.

PERSONAL DEVELOPMENT

Overview

The Personal Development program in Year 10 builds on the foundations set in the middle years of schooling, to enhance students' awareness and management of self and others, within and beyond the College community.

The course centres on experiences that allow students entering the Senior College to build their capacity to understand and contribute actively and responsibly within a changing and increasingly complex global society.

Course Description

The course learning in Year 10 will focus on:

- Study skills and effective learning habits in Senior College.
- Positive Psychology and a growth mindset.
- Character strengths.
- Goal setting.
- Resilience.
- Career education and pathways.
- Social capacity, relationship, and consent.
- Awareness and management of self.
- Introduction to leadership of self and others in and beyond the College community.
- Personal and social responsibility, including making healthy choices around substance use), and driver awareness and education.



Assessment

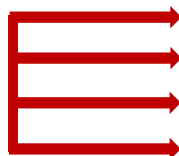
There is no formal assessment or reporting in this subject.

ELECTIVE SUBJECTS

BUSINESS

Year 10

Business



Year 11 & 12

Business (general)
Legal Studies (general)
Economics (general)
Geography (general)

Overview

The purpose of this course is to introduce students to the process of business and economic decision making and how it affects themselves and others. It also serves as an introduction to (although it is not a prerequisite for) the senior subjects of Business and Legal Studies. It is important for students to develop economics and business knowledge, understanding and skills so that they can effectively participate in economic and business activities now, and into their adult lives. This will enable them to contribute to the development of prosperous, sustainable, and equitable Australian and global economies and to secure their own financial wellbeing.

Course Description

The course introduces key economic indicators and explores how governments manage the economy to improve living standards. Students will learn about the link between workplace management and productivity and investigate the opportunities for businesses in this area. Business management and decision making, financial record keeping and reporting, factors that influence consumer decisions and legal frameworks that businesses operate in will be considered. They will also investigate business case studies that address current issues and events.

Assessment

Assessment will involve exams and written and non-written reports.

Workloads and Expectations

Students will work individually and collaboratively. They are expected to be independent learners and they will be assigned regular home learning tasks. These tasks will assist students in consolidating their understanding of content covered during class time, and in completing assessment in a timely manner.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business Creation & Productivity	Money Matters	Intro to Legal Studies	Governments and Living Standards
Creation of business ideas	Superannuation & tax	Legal Foundations	GDP
Workplace management and productivity	Consumer and financial decision making		Human Development
	Investing		Economic indicators
			Living Standards

DANCE

****Please note, Dance will only be offered in 2027 if there is sufficient interest.**

Overview

Dance explores how the body can be used as a powerful tool for communication. Students will connect practical and theoretical learning across a range of genres, styles, and cultural, historical, and philosophical contexts. Through this, they will build creativity, critical thinking, communication, and reflective skills. Dance also helps students develop self-confidence, social awareness, and a strong sense of personal and physical wellbeing, while promoting a deeper understanding of the world and sensitivity to different cultures.

Course Description

The Dance course is an exciting opportunity for students to strengthen their technical skills, creativity, and confidence across a variety of dance styles and genres. Through practical workshops and creative tasks, students will develop their understanding of the elements and components of dance while building strong performance skills.

Students are encouraged to support and respect one another, come prepared for both practical and theory lessons, and be willing to perform in front of others. A major focus of the course will be connecting students with live dance experiences through excursions and workshops with industry professionals, helping them to deepen their skills and creativity.

Studying Dance not only improves personal and physical wellbeing, but also builds important transferable skills such as teamwork, communication, resilience, and creative thinking — valuable for any future pathway, whether in dance or beyond.

Assessment

Assessment in this subject is based on:

- Choreography – students use dance components and skills to explore and create danceworks in differing contexts to convey their intent.
- Performance – students communicate choreographic intent through learnt danceworks.
- Responding – research, analysis, interpretations, synthesis and evaluation of dance works.

Students will be participating in Dance showcase, as their performance experience.

Workloads and Expectations

To fulfil course requirements, students will be expected to participate in practical, individual and group tasks as well as theoretical work.

The organisation of rehearsals in class time and students' own time will be required within specific units.

Students will participate in excursions to live dance performances throughout the year and in practical workshops with industry artists when available.

The College **dance uniform is compulsory** for Senior Dance.

DESIGN

Year 10

Design

Year 11 & 12

Design (general)



Overview

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

Students will use sketching and prototyping to modify and meet a specific problem. This subject will benefit students interested in the fields of architecture, landscape architecture, interior design, industrial design (products), fashion design and visual communication (graphic design).

Course Description

The course is structured over two semesters.

Units of study:

- Unit 1 – Design fundamentals.
- Unit 2 – Types of designers.
- Units 3 and 4 – Design exploration.

Assessment

Assessment may include a variety of formats such as design folios, exams, visual and verbal presentations.

Workloads and Expectations

As well as home learning and completing assignment tasks, students will also be required to undertake folio work with study each week. While in the Design Studio and with practical exercises, students will be expected to perform in a safe work manner, as instructed by the teacher.

DIGITAL TECHNOLOGY

Year 10

Digital Technologies



Year 11 & 12

Digital Solutions (general)

Subject Type: General Senior Subject

Overview

Subject Type: General Senior Subject

Overview

By the end of Year 10 students develop and modify innovative digital solutions, decompose real-world problems, and critically evaluate alternative solutions against stakeholder elicited user stories. Students acquire, interpret and model complex data with databases and represent documents as content, structure, and presentation. They design and validate algorithms and implement them, including in an object-oriented programming language. Students explain how digital systems manage, control and secure access to data; and model cyber security threats and explore vulnerability. They use advanced features of digital tools to create interactive content, and to plan, collaborate on and manage agile projects. Students apply privacy principles to manage digital footprints.

Course Description

The Year 10 Digital Technologies course spans two semesters, allowing students to choose from various technologies and contexts. The academic environment prioritises student-centered learning and the development of essential skills that encourage co-agency and an agile mindset.

Units of study:

- Unit 1: Core Skills for Problem-Solving Digital Solutions
- Unit 2: Designing User Interfaces and Experiences
- Unit 3: Effective and Efficient Programmed Solutions
- Unit 4: Databases and Data-Driven Digital Solutions

Assessment

Assessments for Year 10 Digital Technologies are designed to evaluate students' ability to effectively communicate and engage in systems, design, and computational thinking. They are multimodal, incorporating elements such as tables, diagrams, algorithms, annotations, coded programs, and video/audio components. The assessment methods align closely with the Digital Solutions syllabus, encompassing a technical proposal, creation of digital solutions with supporting documentation, and an exam.

Workload and Expectations

To thrive in the Year 10 Digital Technologies environment, students should embrace:

- Self-directed exploration: Independent learning driven by curiosity.
 - Collaborative participation: Working together to achieve shared goals.
 - Welcoming challenges: View challenges as opportunities for growth.
 - Preparedness: Be ready to use digital technologies in all aspects of work.
-

DRAMA

Overview

Drama cultivates essential skills and deepens understanding of theatrical performance and production. Students explore drama as a powerful tool for insight into their world, society, and culture. Through drama, students enhance interpersonal communication, both one-on-one and within groups. Furthermore, drama fosters creativity, self-discovery and self-motivation, discipline, problem-solving, and personal expression. These invaluable experiences empower students to excel, become self-directed learners, creative thinkers and effective communicators. Drama focuses on the development of human communication, collaboration and creativity. These skills are highly transferable and integral to any occupation.

While prior performance experience is beneficial, the most important qualities for success in Drama are strong organisation, a collaborative spirit, and a willingness to speak and perform confidently in front of others. Students who are committed to excellence both in practical performance and deep understanding of the dramatic concepts will find Drama a rewarding and enriching subject where they can thrive.

Course Description

The course provides a range of units designed to broaden students' understanding of key historical theatrical developments and their respective styles of performance, such as:

- Collage Drama
- Drama Production
- Australian Drama, Realism and the Stanislavski System
- Commedia Dell' Arte or Australian Gothic

Workshops are used to teach the Dramatic Elements (Situations, Roles Relationships, Dramatic Tension, Mood, Focus, Symbol, Contrast – to make Dramatic Meaning). These elements, as well as skills of performance, styles and their conventions, text and context, form the Dramatic Languages and are essential to an actor's understanding of the craft.

Assessment

Assessment in this subject is based on:

Making – polished or scripted performance, improvisational, group devised performance and stagecraft.
Responding – written analytical essay and critiquing of own and others work.

Workloads and Expectations

The workload is a mixture of practical and written work. Students are expected to keep a workbook and to complete set home learning.

Students will participate in excursions to live theatre throughout the course as an important part of consolidating their learning and experience of theatre.

A drama uniform is essential for Senior Drama and is used in all double periods as well as for assessment tasks.

GEOGRAPHY

Overview

Geography develops important skills that will equip students for life, employment, and future study. In the study of Geography, students develop an understanding about why things vary from place to place on the earth's surface and what this means for humans. Geographers examine issues on a local, national and international level, asking questions about the issue, its impact, and the types of responses that could be made.

Geography develops students' ability to analyse, synthesise, evaluate and make decisions. This elective also allows students to investigate real-world problems by conducting fieldwork at a local and regional scale.

This course paves the way for senior study in Geography.

Course Description

Environmental Geography

Topics include but are not limited to:

- Human impact on sustainability – Causes and consequences of land degradation.
- Indigenous approaches to custodial responsibility and environmental management.
- Comparative study of different environment types in Australia and abroad including land (forests, deserts, grasslands, farmland), inland water, coast, marine and urban.
- Biomes and ecosystems.

Human Geography

Topics include but are not limited to:

- Mapping of human wellbeing and development.
- Issues affecting developing places and their impact on human wellbeing.
- The role of international and national responses to improving human wellbeing.

Assessment

Assessment items include fieldwork reports, practical and data responses as well as extended responses.

Workloads and Expectations

Students will develop skills in the following areas: field research; computing, mapping and graphic skills and photo interpretation; interview techniques, decision-making, research skills; and essay and report writing.

Field and practical work are vital in the application of skills and knowledge and form an important component of this course.

Students should expect to include Geography in their home study plans.

HOSPITALITY

Overview

Hospitality provides opportunities for students to:

- Explore a range of fields including nutrition, food preparation, food products and hospitality skills.
- Investigate food and hospitality related topics.
- Become personally responsible for workplace health and safety.
- Promote teamwork.
- Develop basic food preparation skills.
- Make nutritional choices.
- Manage resources to achieve goals in practical settings.
- Think critically and creatively to design and create solutions for home and workplace situations.

The Hospitality course will give students the opportunity to explore and prepare themselves for the Certificate II in Hospitality course during Years 11 and 12. In Australia, the hospitality industry is a major contributor to employment opportunities and the course has been structured around a skill set and knowledge base for students to gain direct employment.

The main focus of the course is event management and will give students a clear indication of industry expectations. Students will select multiple Hospitality events to plan and implement, which has food production as its core focus. Students will be introduced to 'Back of House' where they will have the opportunity to prepare and present a range of foods for the event. Students will study kitchen concepts such as food preparation and storage techniques, the role of food in personal health, as well as developing research and decision-making skills effective for functioning in a modern society.

Additionally, students will be introduced to 'Front of House' where they will practise all aspects of beverage production, and food and beverage service related to their event. They will prepare a range of hot and cold café style beverages. Students will study how to work with colleagues and customers, use set procedures to serve food and beverages and learn how to deal with customer complaints, manage bookings and special requests.

Course Description

The Course comprises of the following topics

- From Basics to Brilliance
- Australian Food Evolution
- Café Culture
- Bon Appetite; designing our preferred future.

Assessment

Written and practical assessment will include design tasks, research reports and practical exams.

Workloads and Expectations

Students are expected to work as a team in the kitchen and develop their skills through individual and group work. Catering for College activities and running small food ventures will be the main focus of practical lessons.

JAPANESE

Overview

Year 10 Japanese provides students with a solid foundation in essential language skills required to communicate confidently and effectively at a senior level. Students who study Year 10 Japanese will be equipped with core language skills that can be used for employment and travel. Some employment opportunities lie in the fields of international business, interpreting and translating, teaching and politics and many more. Proficiency in a second language will open doors to career opportunities in the local, national and international arena.

With our biennial sister school visits and strong connection with Seishin Gakuen, students have ample opportunities to interact authentically in Japanese at the College. This ensures student learning is realistic, purposeful and fulfilling. Year 10 Japanese is a pre-requisite for studying Japanese in Years 11 and 12.

Course Description

The Year 10 Japanese course covers topics such as travel and community life, which aims to broaden students' everyday vocabulary and understanding of core grammatical structures that will be expanded upon in Years 11 and 12. By the end of Year 10, students will be able to confidently and accurately compose and comprehend detailed texts with a solid understanding of how to decode and encode hiragana, katakana and kanji.

Assessment

Senior Japanese is exam based, with the exception of a multimodal assignment in Term 3. Students will be assessed through spoken and written exams each term and will be required to analyse texts in both English and Japanese and create extended passages of writing in the target language. Assessment tasks will also require students to exchange information and ideas in Japanese, with the ability to respond to impromptu language, relating to unseen tasks.

Workloads and Expectations

To enter Year 10 Japanese, students should have a sound knowledge of the writing scripts hiragana, katakana and basic kanji. By the end of the Year 10 course, students will have knowledge of a wider range of kanji. In addition to language, elements, Year 10 Japanese will also provide a window into the Japanese culture to help students deepen their intercultural understanding. Students will be expected to revise their language skills on a regular basis at home to continue extending their proficiency.

LITERATURE

Overview

Literature focuses on the creation and study of literary texts. Students will develop skills to become independent, creative thinkers who appreciate the aesthetic use of language. They will also analyse perspectives and evidence and challenge ideas and interpretations through the analysis and creation of various literary texts.

Students will engage critically and creatively with a variety of texts, considering the ways:

- Language and genre choices shape perspectives and achieve particular effects.

- Ideas and attitudes are represented in texts and the impact on readers.
- Meanings in texts are shaped by purpose, cultural contexts and social situations.
- Texts position readers, viewers and listeners.

Course Description

Each semester students will study a range of texts including poetry, novels and plays. The units include creative writing and text analysis as core activities. Resources will come from the English canon of literature as well as contemporary texts.

Term 1 – What is Literature?

An overview of literature as part of culture. Consideration of the many different forms and ways in which ideas have been communicated, including an introduction to a range of genres.

Term 2 – Journeys

An introduction to the history of literature and specific periods such as Romantic, Victorian and Post-Colonial.

Term 3 – Pulp Fiction

Trash or treasure – students will consider the rise in fiction that accentuates popular culture. Texts for investigation include recent series as well as graphic novels.

Term 4 – Time and Tide

A study of texts and how writers use aesthetic features to achieve effects, in particular, the use of literary devices and figurative language to transcend the literal meaning. Students will examine the ways informed reading influences the interpretation of literary texts.

Assessment

There will be two pieces of assessment each semester. One will be imaginative / creative and the other an analytical response to texts.

Workloads and Expectations

Students will be expected to read widely as part of the course. Although class time will be provided to assist with assessment preparation, significant home time will also be required.

MANUFACTURING

Overview

Manufacturing focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics: Industry Practices and Production Processes. Industry Practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production Processes combine the production skills and procedures required to create products. The understanding of properties of materials, appropriate tool selection and

joinery techniques will also be covered in the course. Students explore the knowledge, understanding and skills of the core topics through selected industry-based units in response to local needs, available resources and teacher expertise.

Course Description

The course is structured into set units over two semesters.

Units of study:

- Unit 1 – Introduction to manufacturing.
- Unit 2 – Working cooperatively in manufacturing workplaces.
- Unit 3 and 4 – Produce a quality product in the furnishing industry.

Assessment

Students will be required to complete written and practical assessment tasks. There are numerous assessment tasks over the one year of study.

Workloads and Expectations

Students will be expected to always provide a safe working environment for themselves and fellow students within the workshop setting. Home study is encouraged to complete the accompanying portfolio work those centres on the set project.

MEDIA ARTS

Overview

Media Arts explores how social and cultural values and alternative points of view are portrayed in media texts such as documentaries, music videos, films, social media and video games. Students evaluate how genre, media conventions, and technical and symbolic elements are manipulated to make representations and meaning. They produce films such as documentaries and music videos that communicate alternative points of view for different community and institutional contexts. Media Arts in Year 10 emphasises developing creative talents, IT competencies and organisational skills that can be transferred to students' working and recreational lives.

This subject caters to all learning styles and progresses developmentally towards the senior subject of Film, Television and New Media. Media Arts develops a student's ability to:

- investigate ways in which media art works communicate ideas
- extending critical practices by reflecting, analysing and evaluating the work of media artists.
- use technologies, including new and emerging technologies, in purposeful and creative ways
- work individually and in collaboration with peers
- think critically and creatively to create solutions
- be innovative and entrepreneurial.

Course Description

Year 10 Media Arts involves students making and presenting media works and responding to media forms independently and in small groups. They explore media as an art form and analyse how mass communications construct meaning.

Unit 1 & 2 – Constructing Representations

Students will examine the documentary codes and conventions, languages, and media technologies that institutions use to produce a documentary film.

Unit 3 & 4– Music Makes the World Go Around

Students will investigate how institutions utilise various technologies to manipulate media codes and conventions to create music videos. Students utilise creativity and innovation to design and create a music video that challenges existing perspectives. Students will use new technologies to present their work to their selected audience.

Assessment

Assessment will include:

Exploring and Responding: Analysing and evaluating media artworks.

Creating and Making: Creating storyboards, three-column scripts, treatments or screenplays to plan media products and utilising current production processes to film and edit media productions.

Presenting: distributing media artworks utilising traditional and new technologies.

Resources Required

All students must have wired headphones and access to a laptop for editing purposes. Students will require an SD card, an SD card Reader and a 32GB USB.

MUSIC

Overview

This course provides students with an engaging opportunity to deepen their musical understanding, appreciation, and literacy. It serves as a foundational program for the senior Music syllabus, supporting the development of key skills in musicology, composition, and performance. The course also introduces students to industry-relevant technologies. While prior instrumental experience is not required, it can be beneficial.

Course Description

Students will explore music through themed units focused on key stylistic and historical periods, including:

- Jazz/Blues
- Art Music through the Eras
- Rock & Pop Music
- Film Music

Assessment

Assessment is structured around the three core dimensions of the music curriculum:

- **Musicology (Exploring & Responding):** Listening to and analysing musical works using the elements of music.
- **Composing (Creating & Making):** Creating original compositions using traditional and digital tools.
- **Performance (Presenting & Performing):** Developing performance skills through individual and ensemble work.

Workload and Expectations

Students are expected to commit time both in and outside the classroom to complete assessment tasks and develop their instrumental skills. Although class time is allocated for assessments, independent study and regular instrument practice are essential for success in this course.

PHILOSOPHY AND REASONING

Overview

Philosophy & Reasoning combines the discipline of philosophy with the associated skills of critical reasoning. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine, and analyse classical and contemporary ideas and issues.

This course focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity, and credibility. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century. This course paves the way for senior study in Philosophy and Reason.

Course Description

This course explores philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

The likely course topics for Philosophy and Reason include, but are not limited to:

- Logic and Argumentation
- Government and Economy
- A Moral Society and Justice
- How do we 'know'?
- Personal Identity
- Living the Good Life in the 21st Century

Assessment

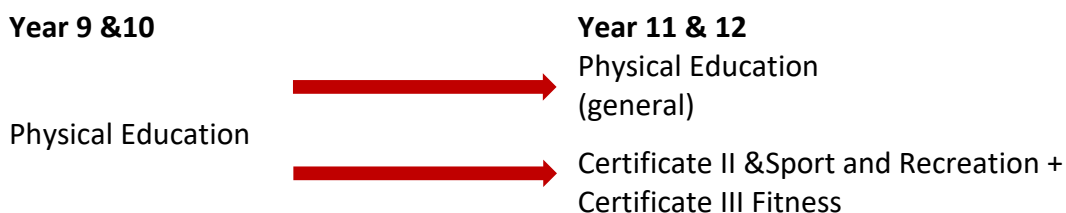
A variety of written assessment instruments will be used including examinations (extended response in response to stimulus and an area of philosophical inquiry) and analytical essays (investigation of an area of philosophical inquiry).

Workloads and Expectations

Students in Philosophy and Reason can expect to read, analyse and evaluate philosophical texts and ideas, generate questions, theses and written responses, and distill and create arguments into standard form.

In Philosophy and Reason, students can expect to work independently and collaboratively to develop a deeper understanding of each unit or topic. Students should expect to include Philosophy and Reason in their at-home study plan.

PHYSICAL EDUCATION



Learning Area: Health and Physical Education

Overview

Physical Education in the Senior School context, involves the study of physical activity and engages students as intellectual performers, learning in, about, and through physical activity.

Students learn how body and movement concepts are relevant to their engagement and performance in physical activity. They participate in a range of activities to develop movement sequences and movement strategies. Through participation in physical activities, students gather data to analyse, synthesise and devise strategies to optimise personal performance.

Students will participate in a hybrid course consisting of units from ACARA and also additional practical and theoretical work preparing students for Senior Physical Education and Cert 3 in Fitness.

Course Description

Students will be involved in a variety of electronic, written, and physical learning experiences that are focused on the study of physical activities. This includes learning about anatomy, tactical awareness, energy systems, fitness components and training programs. They will be required to design a personal training program, analyse video footage, measure physical fitness, learn how to improve tactical and physical performance, and debate current sporting issues.

Students will participate in two-three practical lessons and one theory lesson each week.

Possible Physical Activities

Invasion	AFL, Basketball, Futsal, Netball, Soccer, Touch or Water Polo
Performance	Duathlon, Surfing, Swimming or Track and Field
Net and Court	Badminton, Tennis, Table Tennis or Volleyball
Performance	Duathlon, Surfing, Swimming or Track and Field
Striking and Fielding	Golf, Cricket or Softball

Subject Matter

Human Anatomy
Skill Learning
Fitness and Training
Body and Movement
Concepts

Possible Assessment

Practical folios, reports (lab, multimodal and investigation) class tests.

Assessment

Four physical activities are chosen from five different categories. Various assessment techniques are developed and used including laboratory and research reports, multi-modal presentations, personal training programs, short tests and extended responses under class test conditions. Practical tasks are assessed according to individual and team performances in drills, small-sided games and in match or race conditions.

Workloads and Expectations

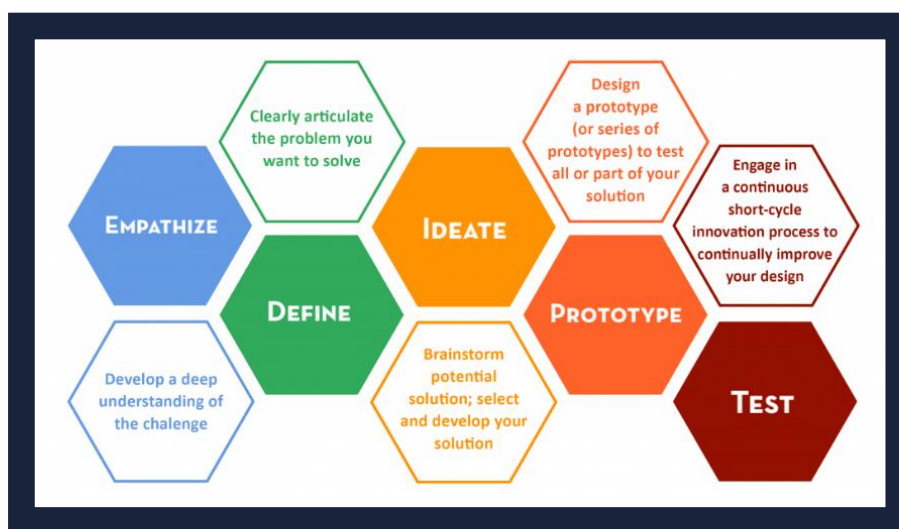
Students will be expected to participate in all sporting activities to the best of their ability in full sports uniform. Students will be expected to complete approximately 30 minutes of home learning per week. Students are also encouraged to participate in relevant after school college sports.

STEM IN SOCIETY

Overview

STEM in Society provides an enriching experience for students pursuing academic excellence, empowering them to explore and apply concepts in science, technology, engineering, and mathematics. Integral to the study of STEM is the understanding that meaningful and innovative solutions arise from the culmination of knowledge and practical applications across these contexts.

To foster the thinking skills necessary for meaningful and innovative solutions, students will actively participate in the design thinking process. This approach addresses complex challenges by considering empathy and identifying alternative strategies and solutions that may not be immediately evident based on initial understandings.



Course Description

This course is structured into four broad units over two semesters. During the first three units, students will develop skills and knowledge to facilitate the final project-based unit, where students apply design thinking in response to a global and/or local issue.

Units of study:

- Unit 1: Contemporary Technologies - Components and devices of the modern world
- Unit 2: Data-Driven Solutions – Collection, analysis, and visualisation

- Unit 3: Engineering Principles - Materials, structures, and optimisation
- Unit 4: Inquiry-based Project – Application of STEM in response to global and/or local challenges.

Assessment

Assessments are conducted as design sprints, culminating in a final project that allows students to immerse themselves in the design thinking process for an extended period. Students participate in hands-on activities to test theories and develop solutions, documenting their design thinking as multimodal folios. Folios showcase students’ ability to innovate and make discerning judgements to create user-centric solutions for preferred futures, utilising the design process and elements of STEM.

Workloads and Expectations

Students that are successful in this subject demonstrate a level of commitment and excitement around their learning journey and take an interest in improving the lives of others.

Students should be working towards or demonstrating the following key attributes:

- Self-directed in their learning.
- Curious and eager to extend their learning journey.
- Open-minded and willing to think creatively.
- Persistent in digging deeper at points of challenge to gain a better understanding.
- Reflective and ready to adapt strategies for improvement.
- Empathetic and committed to making a difference.

VISUAL ART

Overview

by translating their thoughts, ideas, beliefs, knowledge, and perspectives into visual forms. Through this process, students become visually literate, enhancing their ability to think critically, create thoughtfully, and question the world around them to engage audiences.

Course Description

Year 10 Visual Art offers students a comprehensive exploration of both traditional and contemporary art techniques, designed to deepen their understanding of art history and art practice. The curriculum introduces students to key concepts and skills that form the foundation of senior art courses, particularly focusing on how traditional forms of art can be reimagined and adapted to convey contemporary viewpoints and address current 21st century issues.

Students will engage in exploration of visual storytelling and self-expression, to create their own individual artistic voice. They will apply insights from a variety of case studies to support the development of original artworks that express personal opinions, emotions, and reflections on the world. The course encourages students to think critically about how different cultures, historical periods, and artistic movements have shaped visual language, with a specific focus on self-representation and how individuals relate to the world around them. This includes dedicated units on portraiture and place, helping students understand the importance of identity and environment in visual expression.

In preparation for senior Visual Arts courses (Years 11 and 12), students will refine their practical skills in both traditional techniques (painting, sculpture) and contemporary practices (collage, digital media, image transfer). This blend of approaches provides students with the versatility to adapt their artistic style to a variety of mediums and discover their own personal style and expression.

Assessment

By the end of the course, students will have developed a strong foundation for success in senior Visual Arts by combining theoretical knowledge and practical application—an essential component of senior art courses. Students will engage in an iterative creative process by creating experimental folios that demonstrate a variety of techniques to communicate complex ideas and skills across a range of mediums. This culminates in the production of original artworks that demonstrate conceptual depth and technical skill, suitable for gallery display.

Through ongoing use of the Visual Arts Journal Methodology, students will engage in research, planning, idea generation, and reflective practice. Their visual journals will document their artistic journey, showcasing their growth, development, and exploration of new ideas and techniques. This process not only enhances conceptual understanding but also provides clear evidence of artistic progress.

At the end of the year, students will complete an exam that covers key case studies and concepts explored throughout the course, consolidating their understanding of the material.

Workloads and Expectations

To succeed in this course, students must consistently use class time effectively for practical work and consistent use of journal to document their progress and ideas. The course requires both commitment to the creative process and diligent research, with guidance and feedback provided throughout.

Additional Information

Students will be supported through regular feedback sessions to ensure they are meeting course expectations. Active participation in both practical and theory components is essential for fulfilling the course requirements and excelling in the final assessment.



Isabella Jeha, *Christmas Trees*, 2023



Ivy Davis, 2024



GOMA and Brisbane Portrait Prize Excursion 2024