

CURRICULUM GUIDE

YEAR 10

2025

WELCOME

The Alice Springs Declaration (2019) provides an overarching landscape upon which we orientate our educational imperatives. As we keep the aspirations and hopes of this declaration in sight, we see a need to continually reflect on the importance that schools meet the needs of individual students as they transition through different stages of learning. Whilst it is tempting to get caught up in the formalities of assessment and rigour, certainly a learner-centric approach is key to The Lakes College philosophy and mirrored in the Declaration set by Federal and State Authorities.

Nonetheless, as students begin to shift from Year 9 into senior schooling, the urge to focus on life beyond school and the opportunities available to students begins to intensify. This in turn can lead to a feeling of pressure relating to the subjects chosen in Senior and how students prepare for those subjects. The key to successfully negotiating these demands is balance.

It is worth noting, the elective units for students in Year 10 are designed to complement the Year 11 and 12 subjects that bear the same name. Therefore, students already have the foundation for a number of senior courses through their Year 10 studies. Most subjects offered in Year 10 are also in Year 11 and 12.

When choosing subjects, please seek to take a balanced approach. For instance, choosing solely Mathematics and Science courses will not necessarily provide the balance and variation needed for students to stay focused and motivated throughout the final two years of school. This is particularly the case if not all subjects chosen reflect the skills and abilities of the student. It is important that students choose subjects they are interested in and are good at.

Students must also be balanced in how they approach preparation for their subjects. Those most likely to succeed are those who develop a realistic and flexible study timetable with sufficient time built in for sport, the arts, recreation and leisure.

Finally, and most importantly, is the need to keep the channels of communication open at all times. I urge parents to continue to take a positive and supportive interest in their child's program of study and make contact with their child's teachers on a consistent basis to ascertain progress, and to discuss how they can best be supported at home and at school. Communication between the student, parents and teacher is crucial to student success in Year 10.

Mr Mathew Stein

Deputy Principal | Curriculum, Professional Practice & Transformation

LAKES LEARNERS CAPABILITIES

A Lakes Learner is first and foremost a spiritual being, uniquely gifted and created by God; they are a person of unwavering faith. Through careful consultation with students, teachers and the community, we are proud to affirm that, from this spiritual foundation, a Lakes Learner embodies the capabilities of being Knowledgeable, Connected, Curious and having a depth of Character.

As our school motto reminds us, "To Your Faith add Knowledge" - and now, we also emphasise the significance of Connection, Curiosity, and Character.



A Lakes Learner is a critical and creative thinker who diligently connects new information with what they already know. Through the acquisition of knowledge and skills, they aspire to be responsible global citizens, equipped with an ethical frame of reference and intercultural awareness. Digital literacy and real-world learning experiences empower a Lakes Learner to be a well-rounded thinker who is poised to embrace lifelong learning with enthusiasm and passion.



Lakes Learners value inclusivity, acceptance and a sense of belonging. They embody these values by showing compassion and empathy towards others. Through these personal and social capabilities, a Lakes Learner builds authentic, just, and genuine connections within the school community and beyond. They aim to create meaningful connections with First Nations Peoples, seeking to learn more about 'truth telling' and extend their understanding on contemporary Aboriginal and Torres Strait Islander communities. In addition to their connections with people, they are also mindful of their relationship with the environment and the world around them. A Lakes Learner is a responsible steward of local, regional, and global environments and cultures.



A Lakes Learner holds a curious and innovative mind that sparks with wonder as they extend their learning. With a natural inclination towards divergent thinking, they use the power of inquiry to solve problems, test hypotheses and work collaboratively. As a future-focussed thinker with an internal drive to create, the Lakes Learner is constantly ideating and crafting innovative solutions.



A Lakes Learner embodies resilience, leadership, and strong character in times of change. They prioritise relationships and community to make a positive impact on the world through passion and respect. They understand that taking risks is a path towards growth, fulfilment and innovation, and they understand that failure can be an opportunity for lifelong learning. A Lakes Learner is a self-directed and self-aware individual who values emotional intelligence and knows that great courage can be shown through vulnerability. Through evidence-based wellbeing and outdoor education programs, Lakes Learners develop and maintain good emotional and mental health strategies and learn to cultivate the skills needed to support their own wellbeing, as well as the wellbeing of those around them.

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VISION

Our Vision for The Lakes College is to be leaders in innovative and inspirational learning.

Our Mission is to provide exceptional student-centred education that develops people of character, who embody Uniting Church values in the community.

A seamless approach to education centred on the needs of our students is established and with all students on the one campus we can look forward to a strong P-12 learning environment and culture.

STUDENT WELLBEING

The Lakes College knows that a person’s wellbeing is the foundation for a student to become a mindful, engaged, connected learner, and a leader in their own learning journey. The Lakes College focuses on enhancing contextual wellbeing within the community through providing opportunities:



Wellbeing is further amplified for students through the Find Your North Wellbeing program and Pastoral Care program. Each program is evidence based and has a specific role providing opportunities to build the resilience of adolescents. According to Dr Helen Street (2022), ‘Resilience is:

- Related to our social identity, our ongoing creation and recreation as a person
- About fluidity, flexibility, and the ability to live according to the deepest sense of who we are
- A deep knowing that everything changes (connect really deeply but also being able to let go)’.

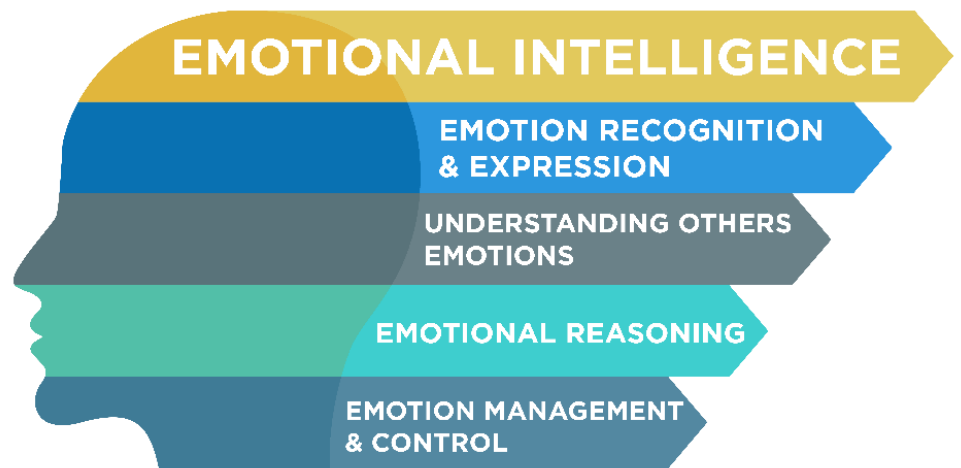
Or simply put ‘Resilience is our capacity to embrace strong, deep connections within the context of our lives, while knowing and accepting that they are temporary.’ And to do this, an individual needs to recognise and understand their own emotions and others and take a metacognitive approach emotional self-regulation.

Find Your North Wellbeing Program

Pastoral Care Program

Whilst there is a focus on laying the foundation of Emotional Intelligence (EI) in the FYN program; the Pastoral Care Program focuses on Positive Education. The lessons are designed to assist students in fostering their own character strengths, mindfulness, connection, mindset, curiosity, purpose, emotional and social

intelligence and gratitude through their exploration of the science of wellbeing. These understandings become the building blocks for a path that unlocks an understanding of the importance of meta cognition (learning how to learn) in reaching their personal and academic goals. Learning how to develop a consistent approach to mindset, self-regulation, time management, organisation and goal setting will build an agile student who may pivot when required as they develop a strong sense of agency as a learner.



The unique culture of the TLC community, combined with our dedicated, innovative educators and diverse learning pathways, nourish the hearts of our students which leads to flourishing minds.



Student Wellbeing at The Lakes College is researched based and integrated into all aspects of College life: Pastoral Care, teaching and learning, and connection and belonging within the community, to support students to find their north so their minds are nourished and then hearts may flourish. Students are nurtured through their individual character strengths and encouraged to lead with their virtues, and to respect other students' and staff unique strengths. The Wellbeing framework at the College has been developed and divided into four Wellbeing domains: social, emotional, intellectual and physical. The Wellbeing program 'Find your North' is delivered to students as weekly 45-minute lessons and the Pastoral Care lessons are delivered across three 25-minute lessons per week, from Monday-Wednesday.

SENIOR EDUCATION PROFILE

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

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

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



Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.



Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.



The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

SENIOR SUBJECTS

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. Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General courses.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects in Year 10 build form a basis for the learning that occur in Year 12 and 12.

General Syllabuses

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.

Applied Syllabuses

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.

Underpinning Factors

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.

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) eligibility and completion

- 2000 rungs: 0.00 – 99.95 in steps of 0.05 (ATARs under 30 not published)
- For students seeking entry into university – particularly in competitive courses
- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.
- Calculated through QTAC and applies subject scaling
- Can only be used at other Australian universities

Students will study seven subjects in Year 10. This will comprise of the following:

- Core Mathematics (streamed in Semester 2: Core Mathematics or Extension Mathematics)
or
- Mathematical Horizons (invitation only)

- Core English
or
- English Horizons (invitation only)

- Core Science
- Four elective subjects

All Year 10 students will also attend:

- Sport (two lessons a week)
- Year Level Assembly (one lesson a week)
- Faith and Values Education (one lesson a week)
- Find your Pathway (one lesson a week)
- Find Your North (one lesson a week)
- Pastoral Care (three lessons a week)
- Rotating: Year Level Assembly, General Assembly, and Chapel (one lesson every three weeks)

Selecting your subjects

An overall plan is to choose subjects which:

- you enjoy
- you are interested in
- you are good at and have achieved good results in previously
- help you reach your career goals
- meet any subject prerequisites from Year 10 into Year 11/12
- meet prerequisites you need for further study after Year 12
- will develop skills, knowledge and attitudes useful throughout your life

Words of caution

- selecting subjects simply because someone has told you they “scale better” or that they will “help you get a better ATAR” can be misleading
- accepting subject suggestions made by others without investigating them yourself
- choosing a subject because it is “hard”
- choosing a subject because it is “easy”
- choosing a subject because a teacher may, or may not, be teaching it
- choosing a subject because a friend is in the subject

Year 10 Subjects Offering

(The following listing may vary from year to year according to student surveys and minimum numbers)

English Core English English <i>Horizons</i> (invitation only)	Sciences Core Science Biology Chemistry Physics Psychology
Mathematics Core Mathematics Mathematical <i>Horizons</i> (invitation only) Introduction to Specialist Mathematics	Humanities Business & Economics Geography Legal Studies Modern History
The Arts Drama Visual Arts Music	Technologies Engineering Digital Solutions Food and Nutrition
Health and Physical Education Health & Physical Education	Languages Chinese

Subject Progression Sequence - Year 7-12

KEY LEARNING AREA	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11/12	
	English	English	English English Horizons^^	English English Horizons^^	English Literature^^	English Literature Essential English* English and Literature Extension^^
	Mathematics	Mathematics	Mathematics Mathematics Horizons	Mathematics Mathematics Horizons	General Mathematics Mathematics Horizons^^ Introduction to Specialist Mathematics Mathematics Horizons	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
	Science	Science	Science	Science	Biology Step Up Chemistry Step Up Physics Step Up Psychology Step Up	Biology Chemistry Physics Psychology
	Humanities & Social Sciences	Humanities Business & Economics	Humanities Business & Economics Legal Studies	Humanities Business & Economics Legal Studies	Business & Economics Geography History Legal Studies in Action	Business Economics Geography Legal Studies Modern History Philosophy and Reason
	The Arts	Dance Drama Media Arts Music Music Horizons^ ^^ Visual Art	Dance Drama Media Arts Music Music Horizons^ ^^ Visual Art	Dance Drama Media Arts Music Music Horizons^ ^^ Visual Art	Drama Music Visual Art	Drama Music Music Extension^^ Visual Art
	Technology	Creative Coding Digital Innovation Food and Fibre Industrial Arts STEM Textile Technology	Creative Coding Digital Innovation Food Technology Industrial Arts STEM Textile Technology	Creative Coding Digital Innovation Food Technology Industrial Arts STEM	Digital Solutions Engineering Food and Nutrition	Digital Solutions Engineering Food and Nutrition
	Health & Physical Education	Wellbeing Health & Physical Education	Wellbeing Health & Physical Education	Wellbeing Health & Physical Education	Physical Education	Health Physical Education
LOTE	Chinese	Chinese	Chinese	Chinese	Chinese Chinese Extension^^	

*Applied

^some additional costs apply

^^some conditions apply

Elective subjects require minimum student numbers to ensure they are viable. The final decision regarding class feasibility remains with the Head of Secondary

GLOSSARY

ATAR (AUSTRALIAN TERTIARY ADMISSION RANK)

A rank which allows for the comparison of students who have completed different combinations of Years 11/12 courses. Students must complete a minimum of 4 General subjects to obtain an ATAR.

AUSTRALIAN SCHOOL-BASED APPRENTICESHIP

School-based Apprenticeships or Traineeships enable students to study for their QCE and at the same time complete a nationally recognised training qualification as paid employees while completing their senior studies.

APPLIED SUBJECTS

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. Results in Applied subjects contribute to the award of a QCE and one Applied subject result may contribute to an ATAR.

CONFIRMATION

The quality assurance process undertaken by the QCAA to determine the accuracy of subject results across Queensland schools match assessment objectives.

ENDORSEMENT

The quality assurance process undertaken by the QCAA to determine the assessment design in each subject across Queensland schools match syllabus expectations.

EXTERNAL ASSESSMENTS

All General subjects will have an external assessment (examination) component worth 25% of the student's final subject grade, except General Mathematics and General Science subjects which will contribute 50%.

FORMATIVE ASSESSMENT

Formative assessment is assessment in Units 1 and 2 that does not count towards the calculation of an ATAR.

GENERAL SUBJECT

These subjects meet the requirements of a syllabus provided by the QCAA and qualify students for an ATAR if at least 4 subjects have been studied for Units 3 and 4.

PREREQUISITES

These are subjects students MUST have in order to be able to access certain courses in further studies.

QCE (QUEENSLAND CERTIFICATE OF EDUCATION)

The Queensland Certificate of Education (QCE) is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12.

QCAA (QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY)

The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body responsible for the provision of a range of services and materials relating to syllabuses, testing, assessment, endorsement, confirmation, certification, accreditation, vocational education, and research.

QTAC (QUEENSLAND TERTIARY ADMISSIONS CENTRE)

The Queensland Tertiary Admissions Centre (QTAC) provides a centralised tertiary study application system and publishes entry requirements and course information for prospective applicants. For students in Queensland graduating in 2021, QTAC will be responsible for calculating the ATAR.

SENIOR STATEMENT

An official record of all the learning achievements in a Learning Account.

SUMMATIVE ASSESSMENT

Summative assessment is from Units 3 and 4 only and will contribute to the ATAR calculation.

BIOLOGY STEP UP

Biology Step Up provides an engaging program that prepares students for Senior Biology by building on their scientific knowledge and inquiry skills. Through scaffolded learning activities, students will be introduced to senior assessment types, including the Student Experiment and Research Investigation. They will refine skills in planning and conducting fieldwork, laboratory experiments, and research investigations, focusing on data collection, analysis, and evidence interpretation. Additionally, students will learn to construct evidence-based arguments, link theoretical concepts to real-world phenomena, analyse trends and relationships in data, evaluate claims, and effectively communicate their biological understanding and conclusions.

It is strongly suggested that suggested students aim to be studying at least General Mathematics in senior to support the data analysis and representation skills.

What is studied?

Biology Step Up students will refine and consolidate their understanding of the ACARA Science Year 10 Version 9.0 descriptors in first semester. In Second semester they will begin an intensive preparation for senior biology based on the topics in Unit 1: Cells and Multicellular organisms.

The following is an indication of the subject content, the order is not indicative of the teaching sequence.

YEAR 10	
Semester 1	Semester 2
<ul style="list-style-type: none"> explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance (AC9S10U01) use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory (AC9S10U02) 	Cells as the Basis of Life <ul style="list-style-type: none"> The cell as the Fundamental Unit of Life Exchange of Matter and Energy in Multicellular Organisms Cellular Energy, Gas Exchange and Plant Function

How are students assessed?

In preparation for senior Biology, students are assessed using instruments scaffolded to develop skills to respond to senior Data Test, Student Experiment, Research Investigation. These will be largely completed in class to allow the students to access feedback as they develop their responses. Their progress and achievement will be demonstrated through an end of year examination.

BUSINESS & ECONOMICS

Year 10 Economics and Business students explore fundamental business concepts, strategies and processes relating to strategic planning and business environments. They will consider the issues faced by businesses at different stages of the business life cycle and build their competence using business specific analytical tools such as SWOT, PEST and USP. Students think deeply about the global challenges facing individuals, businesses and governments, including how to allocate and distribute scarce resources to maximise well-being. Economic literacy will support students in understanding current issues, making informed judgements and participating effectively in society.

What is studied?

The following is the core structure for Business & Economics in Year 10:

YEAR 10			
Semester 1 (Business)		Semester 2 (Economics)	
How to develop a business idea <ul style="list-style-type: none"> • Introduction to business creation • Environmental factors that affect business ideas • Developing business ideas • Competitiveness of business ideas • Competitive advantage • Viability of business ideas 	Business marketing and operations <ul style="list-style-type: none"> • Business: structures, types and environment • Strategic planning • Managing operations and improving business productivity • Marketing strategies • Real-world case study 	Economic indicators <ul style="list-style-type: none"> • Introduction to economic performance • Measuring economic growth • Further economic indicators • Living standards • Variations in economic performance • Government management in the economy 	Market Failure <ul style="list-style-type: none"> • Traditional and innovative measures and strategies to overcome market failure • Socially optimal and/or efficient outcomes.

How are students assessed?

In Year 10 Business & Economics, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Describing
- Explaining
- Analysing & Synthesising
- Evaluating
- Communicating

They are assessed using a combination of short answer exams, extended response and assignment tasks.

(ACARA Economics and Business Syllabus, 2025)

CHEMISTRY STEP UP

Chemistry Step Up prepares students for success in Senior Chemistry by building essential skills and knowledge. Students will be introduced to senior assessment types, including the Student Experiment and Research Investigation, through structured activities that enhance their Science Inquiry Skills. They will learn to plan and conduct laboratory experiments and research investigations, focusing on collecting and analysing data, interpreting evidence, and constructing evidence-based arguments. Additionally, students will link theoretical concepts to real-world phenomena, analyse data trends, evaluate claims, and effectively communicate their chemical understanding and findings using appropriate representations.

It is strongly suggested that suggested students aim to be studying Mathematical Methods in senior to support the data analysis and representation skills as well as their ability to apply mathematical models to chemical concepts.

What is studied?

Chemistry Step Up students will refine and consolidate their understanding of the ACARA Science Year 10 Version 9.0 descriptors in first semester. In Second semester they will begin an intensive preparation for senior chemistry based on the topics in Unit 1: Chemical fundamentals – structure, properties and reactions.

The following is an indication of the subject content, the order is not indicative of the teaching sequence.

YEAR 10	
Semester 1	Semester 2
<ul style="list-style-type: none"> Explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table (AC9S10U06) Identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates (AC9S10U07) 	<ul style="list-style-type: none"> Chemical Fundamentals — Structure, Properties and Reactions Properties and structure of atoms Properties and structure of molecules Chemical reactions – reactants, products and energy change

How are students assessed?

In preparation for senior Chemistry, students are assessed using instruments scaffolded to develop skills to respond to senior Data Test, Student Experiment, Research Investigation. These will be largely completed in class to allow the students to access feedback as they develop their responses. Their progress and achievement will be demonstrated through an end of year examination.

CHINESE

Through the study of Chinese, students use their existing understandings about the language and culture to further develop their repertoire to appropriately communicate in intercultural situations. They develop a deepening understanding of how culture is reflected in modern Chinese language, and become more competent in using functions, conventions and structures in Chinese. They continue to appreciate the complexities of cultures, particularly in relation to the less visible dimensions, and their dynamic and flexible nature. They further develop their understanding of the role of proficiency in other languages in the contemporary world of work, intercultural contact and globalisation.

Students demonstrate metalinguistic awareness across Chinese and English and identify similarities and differences in the structure and framing of both languages. They make and justify choices on how they present themselves and their ideas to audiences who speak either language. Students explore a wider range of text types in Chinese and develop proficiency and increasing confidence in using them. They also develop capacities to meet communication needs and resolve linguistic and intercultural challenges with increasing knowledge of purpose and audience, in formal and informal situations. They reflect on the roles both Chinese and Australian cultures play in their own communicative practices and use these reflections to improve their Chinese language use.

What is studied?

The following is the core structure for Chinese in Year 10.

YEAR 10	
Semester 1	Semester 2
<ul style="list-style-type: none"> Exploring our world: Travel and exploration Exploring our world: The arts, entertainment and sport 	<ul style="list-style-type: none"> Adolescent issues, including peer pressure, relationships with parents and friends Explore the importance of fostering a service mind and sense of community

How are students assessed?

In Chinese, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Analysing
- Creating
- Exchanging

CORE SCIENCE

Year 10 Science marks the culmination of students' foundational study of the ACARA Science F-10 curriculum, being the final year of science study for those who don't pursue a senior science. In this year, students explore systems at various scales, linking microscopic and macroscopic properties to explain phenomena. They investigate biological, chemical, and physical evidence supporting theories such as natural selection and Newton's Laws of Motion. Students deepen their understanding of atomic theory to grasp periodic table relationships and connect motion with physical laws. They also study interactions within living, physical, and chemical systems, learning to predict how changes can impact equilibrium on both local and global scales.

Students will analyse the periodic table to predict element properties, apply the relationships between force, mass, and acceleration to forecast motion changes, and explain heredity and evolution processes. They'll also explore how scientific models and theories have evolved over time and the factors driving these revisions. The order presented may not reflect the teaching order.

What is studied?

Students will study three contextually based units:

1. Crash Crashes – its only physics.
2. Order from Chaos – using the Periodic Table
3. What makes me me?

YEAR 10		
Structure		
Unit 1 – Car crashes – its only Physics	Unit 2: Order from Chaos	Unit 3: What makes me me?
<ul style="list-style-type: none"> investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects (AC9S10U05) 	<ul style="list-style-type: none"> explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table (AC9S10U06) 	<ul style="list-style-type: none"> explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance (AC9S10U01)

How are students assessed?

In Year 10, students demonstrate evidence of their learning in Science Understanding, Science as a Human Endeavour and Science Inquiry through investigation and examination.

DIGITAL SOLUTIONS

Through the study of Digital Solutions students will develop their understanding of the relationships between technology and society to consider the roles people play in shaping products and processes. They use their imagination and creativity to investigate and identify needs, wants, design specifications and constraints. Digital Solutions is a practical discipline that helps prepare students to meet the frequent and rapid change in the area of technology, and to be responsive to emerging technologies and trends.

Digital Solutions is a practical, future-focused subject that equips students to respond to the rapid pace of technological change and emerging trends. Students engage with a range of technologies to manage, manipulate, and share information in various formats, while also developing solutions using data, algorithms, and user-centred design. The course builds knowledge of digital systems such as websites, databases, networks, and programming environments. It supports the development of essential skills in computational thinking, information systems and digital innovation, preparing students for further study and careers in the digital world.

This will be achieved by a combination of theory and practical work.

What is studied?

The following is the core structure for Digital Solutions in Year 10:

YEAR 10	
Semester 1	Semester 2
<ul style="list-style-type: none"> Python Programming Smart Systems and Automation 	<ul style="list-style-type: none"> Data and Privacy in the Real World Interactive Web Solutions

Please note that the current Year 10 offerings are based on the most recent release of the new senior Digital Solutions syllabus. If there are changes to this syllabus, there will be changes to the Year 10 modules to best prepare them for the senior pathways.

How are students assessed?

In Digital Solutions students demonstrate evidence of their learning over time in relation to the following assessable elements that follow the ATAR Instrument Specific Marking Guide (ISMG):

- Project
- Investigation
- Examination

DRAMA

Studying Drama enables students to imagine and participate in exploration of their worlds individually and collaboratively. Students perform devised and scripted drama in different forms, styles and performance spaces, as they collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. Students will refine performance and expressive skills in voice and movement to convey dramatic action.

Students analyse the elements of drama, forms and performance styles. They evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

(ACARA Drama Curriculum, n.d.)

What is studied?

The following is the core structure for Drama in Year 10:

YEAR 10	
Semester 1	Semester 2
<p>Elizabethan</p> <ul style="list-style-type: none"> • Myths, legends, dreamscape, non-human characters • Language skills, performance techniques, and creative thinking • Acting: monologue, duologue, trio <p>Contemporary Political Theatre</p> <ul style="list-style-type: none"> • Written communication, Direct Address, and Episodic structure techniques • Creative processes, fluid characterisation and symbolic representation • Design and directing 	<p>Production Unit</p> <ul style="list-style-type: none"> • Live Performance with an audience • Confidence, clear communication and creative thinking • Ensemble techniques, skill of acting and the design process <p>Responding</p> <ul style="list-style-type: none"> • Analysis, evaluation and evidence selection • Extended Response • Elements of drama breakdown

How are students assessed?

In Drama, students demonstrate evidence of their learning over time in relation to the following assessable elements.

- performance — published text
- dramatic concept
- practice-led project — directorial vision and performance
- exam - extended analytical response

ENGINEERING

Engineering enables students to learn about mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The structure and content of the course in Year 10 will overlap with focuses in Year 11 and 12.

What is studied?

The following is the core structure for Engineering in Year 10:

YEAR 10	
Semester 1	Semester 2
<ul style="list-style-type: none"> • Statics & Materials • Engineering History and the problem-solving process in Engineering • Truss Bridges 	<ul style="list-style-type: none"> • Dynamics & Friction • Engineering of Simple Machines • Mechanisms, Motion and Electronics

Please note that the current Year 10 offerings are based on the most recent release of the new senior Engineering syllabus. If there are changes to this syllabus, there will be changes to the Year 10 modules to best prepare them for the senior pathways.

How are students assessed?

In Engineering students demonstrate evidence of their learning over time in relation to the following assessment techniques

- Projects
- Examination
- Folio of work

ENGLISH

In Year 10 English, students continue to develop their knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing through the examination of a broad range of literary and non-literary texts. They are provided with opportunities to enjoy language and be empowered as critical language users who understand how texts are purposefully constructed to position audiences through textual choices such as language, style, aesthetics, and medium.

Students will actively analyse varied perspectives as well as interpret and challenge ideas through the deconstruction and creation of texts with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

The nature of the learning and assessment in Year 10 English encourages students to build independence, increase cognitive demands and become innovative learners and thinkers who appreciate the English language.

(ACARA Year 10 English Curriculum, n.d.)

What is studied?

The following is the core structure for English in Year 10.

YEAR 10			
Unit 1	Unit 2	Unit 3	Unit 4
<p><i>In the Pursuit of Power</i></p> <ul style="list-style-type: none"> • Exploration of the use and abuse of power in texts • Novel study • Multimodal short story 	<p><i>Wherefore Art Thou, Shakespeare?</i></p> <ul style="list-style-type: none"> • Exploration of concepts in Shakespearean tragedies • Play-text study • Unseen analytical essay exam 	<p><i>The Gender Mosaic: Crafted Constructions in Advertising</i></p> <ul style="list-style-type: none"> • Exploration of gender construction across time and place in print and moving advertisements • Public analytical response 	<p><i>Spin It! Critical Constructions in Media</i></p> <ul style="list-style-type: none"> • Exploration of current media texts, their representations, and issues in society • Focused persuasive media study • Persuasive spoken <i>Media Watch</i> segment

How are students assessed?

In Year 10 English, students are assessed using:

- Knowledge application
- Organisation and development
- Textual features

ENGLISH HORIZONS (LITERATURE)

English Horizons (Literature) is an acceleration program wherein high-achieving English students begin their senior Literature studies early to both nurture and stretch their talents. Through providing our students the opportunity to pursue their academic and creative goals through enrichment, innovation, and the pursuit of excellence, the English Horizons program creates a mentored learning environment that fosters connection and collaboration with peers with similar abilities and interests.

The program 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. Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. When analysing and creating texts, students make literary choices to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums, and forms.

Structure

Students engage in Units 1 and 2 in Terms 1-3 of Year 10 and then begin Unit 3 in Term 4. They will finish the senior Literature course by the end of Year 11, which opens other extension opportunities.

YEAR 10			
Unit 1	Unit 2	Unit 3	Unit 4
<p><i>Introduction to literary studies</i></p> <ul style="list-style-type: none"> Ways literary texts are received and responded to How textual choices affect readers Creating analytical and imaginative texts FIA1: Seen analytical essay exam FIA2: Imaginative spoken response 	<p><i>Intertextuality</i></p> <ul style="list-style-type: none"> Ways literary texts connect with each other — genre, concepts and contexts Ways literary texts connect with each other — style and structure Creating analytical and imaginative texts FIA3: Imaginative written response FEA: Unseen analytical essay exam 	<p><i>Literature and identity</i></p> <ul style="list-style-type: none"> Relationship between language, culture and identity in literary texts Power of language to represent ideas, events and people Creating analytical and imaginative texts IA1: Seen analytical essay exam IA2: Imaginative spoken response 	<p><i>Independent explorations</i></p> <ul style="list-style-type: none"> Dynamic nature of literary interpretation Close examination of style, structure and subject matter Creating analytical and imaginative texts IA3: Imaginative written response EA: Unseen analytical essay exam

How are students assessed?

In Year 10 English Horizons (Literature), students are assessed using:

- Knowledge application
- Organisation and development
- Textual features

Prerequisite

Entry is by invitation only.

(QCAA Literature General Senior Syllabus, 2019)

FOOD AND NUTRITION

Food and Nutrition is the study of food in the context of food science, nutrition, and food technologies, considering overarching concepts of waste management, sustainability, and food protection. In studying Food and Nutrition, students explore the principles of nutrition and food science, exploring the various components of the food system, and engaging in problem-based learning. Students engage in topics of culinary science, agriculture, nutrients, dietary requirements, and the impact of food on nutrition through real-world challenges related to specific consumer markets.

Students continuously apply their knowledge of culinary science, nutrition, and technologies acquired through experimentation and investigation to reformulate and develop solutions targeted towards safe and sustainable futures. Through an iterative problem-solving process, students identify stakeholders, address sector-specific needs and opportunities, consider constraints, and evaluate sensory profiles to determine the quality of developed solutions.

What is studied?

The following is the core structure for Food and Nutrition in Year 10:

YEAR 10	
Unit Overviews	Assessment
Unit 1 – Food Science	
<ul style="list-style-type: none"> Explore science and gastronomy intersection and examine chemical reactions and properties of ingredients. Integrate theoretical knowledge with practical application and develop enhanced culinary skills and appreciation for the science of cooking. 	Folio of Work (25%)
Unit 2 – Paddock to Plate	
<ul style="list-style-type: none"> Explore farm-to-table journey with emphasis on agriculture and sustainability. Analyse food systems and production processes through practical experiences. Investigate ingredient origins and the impact of agricultural practices on food quality. Develop an appreciation for sustainable approaches in shaping culinary landscapes. 	Folio of Work (10%) Practical Performance (15%)
Unit 3 – Nutrition Unwrapped: Macronutrients	
<ul style="list-style-type: none"> Explore nutrition's essential building blocks, focusing on macronutrients. Recognise the crucial role of macronutrients in different life stages. Examine the impact of macronutrients on health using culinary science and nutritional analysis. Emphasise practical application by incorporating vital elements into recipes for a holistic understanding. 	Folio of Work (20%) Practical Performance (5%)
Unit 4 – Nutrition Unwrapped: Micronutrients	
<ul style="list-style-type: none"> Explore micronutrients, focusing on vitamins and minerals and examine the crucial role of micronutrients in optimal health across life stages. Utilise culinary sciences and nutritional analysis principles to understand micronutrient importance. Emphasise practical application by incorporating micronutrients into recipes for a holistic well-being understanding. 	Examination (20%) Practical Performance (5%)

How are students assessed?

In Food and Nutrition, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Recognising and Explaining
- Analysing and Determining
- Synthesising, Generating and Evaluating
- Communicating
- Processes and Production Skills (Practical)

GEOGRAPHY

Year 10 Geography offers students develop a sense of wonder, curiosity and knowledge about the variety of environments, peoples, cultures and places that exist throughout the world. By providing students with a sound geographical knowledge of their own place, of Australia, and of the world, Geography enables students to explore and gain a good understanding of geographical thinking including perspectives, concepts and ways of explaining. It encourages students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places. Students will understand the importance of inquiry and major environmental ideas that range from local to global settings. They will reflect on their learning and investigations to make judgments about different values and perspectives.

What is studied?

The following is the core structure for Geography in Year 10:

YEAR 10			
Semester 1		Semester 2	
Managing the environment <ul style="list-style-type: none"> Great Barrier Reef (GBR) Climate Change Ocean Acidification Coral Bleaching Rising Sea Temperatures Erosion Coastline Coastline Management Triple Bottom Line Coastal Tourism 	Coastal change and management <ul style="list-style-type: none"> Coastline Coastal management Dune system Triple Bottom Line Rising sea level Longshore Drift Erosion Deposition Spit Tombolo Headland, cave, arch, stack and stump 	Inequities in the world <ul style="list-style-type: none"> Quality of life Human wellbeing Triple Bottom Line Measurements of wellbeing e.g. life expectancy, GDP/Capita, infant mortality etc. Urban vs Rural Push and pull factors Migration 	Exploratory Module – Human Wellbeing <ul style="list-style-type: none"> MEDC and LEDC Triple Bottom Line Globalisation Dependency Theory Workplace health and safety Poverty Poverty cycle Child Labour Sustainable Development Goals

How are students assessed?

In Geography, students demonstrate evidence of their learning over time in relation to the following assessable elements. These criteria are derived from the senior Geography syllabus:

- Explaining and Comprehending
- Analysing and Applying
- Synthesising
- Communicating

(ACARA Geography Syllabus,2025)

HEALTH & PHYSICAL EDUCATION

Through the study of Physical Education, Year 10 students develop a deep understanding of the concepts regarding physical activity. Students understand how, active engagement in physical activity can enhance personal development. They investigate their own skills in a variety of physical contexts to enrich their understanding of biomechanics and skill acquisition. Students will investigate the tactics of a chosen sport and evaluate their own performance to devise tactical team strategies. The Year 10 course is designed to give students the necessary skills to continue their studies in the Physical Education field in senior.

What is studied?

The following is the core structure for Physical Education in Year 10:

YEAR 10	
Content to be covered	
<p>Biomechanics</p> <ul style="list-style-type: none"> • Space, time, force, flow (revise) • Power – combined forces • Newton’s first law – law of inertia • Newton’s second law • Newton’s third law <p>Tactical Awareness</p> <ul style="list-style-type: none"> • Dynamic Systems theory • Decision making • Perception action coupling • Performance optimisation • Data collection 	<p>Skill Acquisition</p> <ul style="list-style-type: none"> • Types of movement skills • Skill continuums • Skill learning principles • Motivation & Feedback • Application of skill acquisition to teach primary classes <p>Health</p> <ul style="list-style-type: none"> • Action Research project • PERMA+ • REAIM <p>(investigation on improving a health issue within our community.)</p> <p>Practical Units (may include)</p> <ul style="list-style-type: none"> • Football, Basketball, Volleyball • CrossFit, Swimming, Athletics

How are students assessed?

In Health and Physical Education, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Explaining
- Demonstrating & Applying
- Analysing
- Evaluating & Justifying
- Communicating

HISTORY

Year 10 History offers students to develop their knowledge and understanding of the past in order to appreciate themselves and others, to understand the present and to contribute to debate about planning for the future. Students will develop a critical perspective on received versions of the past and learn how to compare different accounts so that the conflicts and ambiguities are appreciated. Through comparative historical analysis and critical appraisal of evidence, history contributes to an active and informed democratic citizenship. Factual knowledge is essential to historical understanding. Students will understand the importance of inquiry and major social ideas for investigating issues in contexts that range from local to global settings. They will reflect on their learning and investigations to make judgments about different values and perspectives (ACARA, 2019).

What is studied?

The following is the core structure for History in Year 10:

YEAR 10			
Semester 1		Semester 2	
The Rise of Nazi Germany <ul style="list-style-type: none"> Treaty of Versailles Great Depression Communism Fascism Lead up to WW11 	Authoritarianism <ul style="list-style-type: none"> Leadership and power Authority 20th Century use and misuse of power 	Rights and Freedoms: Slavery <ul style="list-style-type: none"> Ancient cultures and slavery Modern cultures and slavery 	Terrorism, Anti-terrorism and Counter-Terrorism <ul style="list-style-type: none"> Violence creates fear: features of terrorism Four waves of modern rebel terrorism War on Terror Radicalisation

How are students assessed?

In preparation for senior History, Year 10 History students are assessed in relation to the following syllabus objectives:

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence
- Evaluate historical interpretations
- Create responses that communicate meaning. (ACARA History Syllabus, 2025)

INTRODUCTION TO SPECIALIST MATHEMATICS

Specialist Mathematics covers key areas such as matrices, linear equations, vectors, complex numbers, linear transformations, polynomials, trigonometry, statistics, proofs, and mechanics. This course is ideal for students who want to build confidence in their math skills and see themselves as capable mathematics learners. They will appreciate the beauty and power of mathematics. The curriculum systematically introduces increasingly complex topics, including functions, calculus, and statistics, as well as vectors, complex numbers, and matrices. Students will engage in a range of learning experiences, from practicing essential math routines to solving real-world problems and explaining their reasoning.

What is studied?

YEAR 10	
Year level	Content to be covered
Year 10 Specialist	<ul style="list-style-type: none"> • Matrix operations • Gaussian techniques • Application of Linear transformations • Polynomial factorisation and sketching • Complex number arithmetic • The complex plane • Trigonometry and functions • Factorials, permutations and combinations • Probability • Vector operations and applications • Mechanics

It should be noted that students wanting to continue with Specialist Mathematics in senior should be aiming at the extension course of study in core mathematics as Mathematical Methods is a prerequisite for entry into Specialist Mathematics.

How are students assessed?

In Mathematics, students demonstrate evidence of their learning over time in relation to the following two broad assessable categories:

- Understanding and Fluency
- Problem Solving and Reasoning

These assessment instruments will consist of posttests, rich tasks, projects and examination.

LEGAL STUDIES IN ACTION

Year 10 Legal Studies in Action seeks to introduce students to the Law, in so far as to how it seeks to balance the rights and freedoms of individuals with society's need for order. The course seeks to introduce students to a variety of assessment instruments, in a fun and interesting way. The first term introduces the law in terms of what law is and where it comes from, before moving into the area of Crime. In Crime, we examine the elements of a crime; the types of offences and the systems, principles and processes of the criminal investigation process; and sentencing. In Semester 2 we switch into the Civil Law with a focus on Contracts and Negligence, before finishing the year examining law reform and human rights.

What is studied?

The following is the core structure for Legal Studies in Action in Year 10:

YEAR 10			
Semester 1		Semester 2	
Governance and Democracy <ul style="list-style-type: none"> Political processes Democracy Presumption of innocence Sentencing 	Regional Governments <ul style="list-style-type: none"> Australia's system of government What do other countries do? <ul style="list-style-type: none"> India Indonesia China United Nations 	The High Court <ul style="list-style-type: none"> Disputes between the commonwealth and the states The Australian Constitution Australia's Obligations under international law Obligations to First Nations People, Refugees and asylum seekers 	Sustaining Democracy <ul style="list-style-type: none"> Elements of a cohesive society Threats to social cohesion Threats to democracy Conflict resolution

How are students assessed?

Students are assessed against the following five Senior Syllabus objectives:

- Comprehend Legal Concepts, Principles and Processes
- Select Legal Information from Sources
- Analyse Legal Issues
- Evaluate Legal Situations
- Create Responses that Communicate Meaning

Students are assessed using a combination of exams, inquiry reports and analytical essays.

MATHEMATICS

By the end of Year 10, students understand the link between simple and compound interest. They solve problems with linear equations and inequalities, and connect algebraic and graphical representations of relationships. They tackle surface area and volume problems for composite solids and understand relationships between parallel and perpendicular lines. Students use deductive reasoning in proofs and plane shape exercises, compare data sets, and describe bivariate data with time as the independent variable. They evaluate statistical reports, expand and factorise algebraic expressions, and solve quadratic and simultaneous equations. Additionally, they use trigonometry, understand congruence and similarity, and handle multi-step probability experiments.

What is studied?

YEAR 10	
Year level	Content to be covered
Year 10	<ul style="list-style-type: none"> • Integers • Algebra and equations • Sketching and solving simultaneous equations and inequations • Trigonometry • Surface area and volume • Indices • Financial mathematics • Measurement • Probability • Statistics

How are students assessed?

In Mathematics, students demonstrate evidence of their learning over time:

- Examinations (end of term)
- Problem solving and modelling project

Student formative assessment will support students to learn the skills needed for successful completion of the summative Project and/or Examination in each term.

During Year 10 students will choose the mathematical pathway that best suits their achievement and future study course. The year 10 mathematics program is split into a Core or Extension course of study. The Core course provides a chance for students to develop the skills and processes required for Essential Mathematics or General Mathematics in senior. The Extension course covers all of the material covered in the Core course, plus some additional subject specific skills required for success in Mathematical Methods or Specialist Mathematics.

MATHEMATICAL HORIZONS (METHODS)

Mathematics Horizons is an acceleration program wherein high-achieving Mathematics students begin their senior Mathematical Methods studies early to both nurture and stretch their talents. Through the development of key skills which are transferable across disciplines, the program will holistically increase growth in student outcomes, including results, learning habits, and an inquisitive and critical mind.

Structure

Students engage in Units 1 and 2 of the Senior Mathematical Methods course in Year 10, and then begin Unit 3 in Term 4. They will finish Units 3 and 4 of the senior Mathematical Methods course by the end of Year 11 which opens other extension opportunities.

YEAR 10			
Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

How are students assessed?

In Year 10 Mathematics Horizons, students are assessed using the same FIA instruments as the corresponding Year 11 Mathematical Methods cohort. These address the senior syllabus requirements in each of the following areas:

- Foundational knowledge and problem-solving
 - Formulation
 - Solving
 - Evaluating and verifying
 - Communicating

Prerequisite

Entry is by invitation only.

(QCAA Mathematical Methods General Senior Syllabus, 2019)

MUSIC

The skills and techniques developed through participation in Music learning allows students to manipulate, express and share sound as listeners, composers and performers. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They will use knowledge of the elements of music, style and notation to compose, document and share their music.

Students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles and use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. (ACARA Music Curriculum, n.d. and QCAA Music Senior Syllabus, 2024)

What is studied?

The following is the core structure for Music in Year 10:

YEAR 10	
Semester 1	Semester 2
Music Fusions <ul style="list-style-type: none"> Exploring music that involves fusing various styles, genres, musical sources, ideas and other art forms. Using their learned knowledge, students will use their findings to devise their own music fusion performance and compose their own music. 	Film Music <ul style="list-style-type: none"> Discovering how music can evoke a time and place, convey characters and ideas, create a mood or an atmosphere, and can express emotions. Using their learned knowledge, students will deconstruct, analyse and evaluate film music examples and use their findings to inform their performance or composition of film music.

How are students assessed?

In Music students demonstrate evidence of their learning over time in relation to the following assessable elements.

- Performance
- Composition
- Project (musicology and composition or musicology and performance)
- Exam - extended analytical response

PHYSICS STEP UP

Physics Step Up provides an engaging program that prepares students for Senior Physics by building on their scientific knowledge and inquiry skills. Through scaffolded learning activities, students will be introduced to senior assessment types, including the Student Experiment and Research Investigation. They will refine skills in planning and conducting fieldwork, laboratory experiments, and research investigations, focusing on data collection, analysis, and evidence interpretation. Additionally, students will learn to construct evidence-based arguments, link theoretical concepts to real-world phenomena, analyse trends and relationships in data, evaluate claims, and effectively communicate their biological understanding and conclusions.

It is strongly suggested that suggested students aim to be studying Mathematical Methods in senior to support the data analysis and representation skills as well as their ability to apply mathematical models to chemical concepts.

What is studied?

Physics Step Up students will refine and consolidate their understanding of the ACARA Science Year 10 Version 9.0 descriptors in first semester. In Second semester they will begin an intensive preparation for senior physics based on the topics in Unit 1: Thermal, Nuclear and Electrical Physics.

The following is an indication of the subject content, the order is not indicative of the teaching sequence.

YEAR 10	
Semester 1	Semester 2
<ul style="list-style-type: none"> Investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects (AC9S10U05) 	<ul style="list-style-type: none"> Heating Processes Ionising radiation and Nuclear Physics Electrical circuits

How are students assessed?

In preparation for senior physics, students are assessed using instruments scaffolded to develop skills to respond to senior Data Test, Student Experiment and Research Investigation. These will be largely completed in class to allow the students to access feedback as they develop their responses. Their progress and achievement will be demonstrated through an end of year examination.

PSYCHOLOGY STEP UP

Psychology Step Up offers an engaging program that prepares students for Senior Psychology by building essential skills and knowledge. Students are introduced to senior assessment types, such as the Student Experiment and Research Investigation, through structured activities that enhance their Science Inquiry Skills from Middle School. They will learn to plan and conduct laboratory and research investigations, focusing on collecting and analysing both qualitative and quantitative data and interpreting evidence. Students will also develop the ability to construct evidence-based arguments, connect theoretical concepts to real-world phenomena, analyse data patterns, evaluate claims, and effectively communicate their psychological findings and conclusions.

What is studied?

In Semester 1 students explore the scientific method as the basis for modern psychological research and examine key philosophical debates, such as free will versus determinism and nature versus nurture. They study the brain's structure and function, and how these impact development and behavior. Topics might include the effects of orphanages on childhood development or technology's influence on modern life. Through various experiments and investigations, students build their science inquiry skills, learning to plan, conduct, and interpret research, synthesize evidence, assess the validity of psychological theories, and communicate their findings effectively in different formats.

Psychology Step Up students will begin an intensive preparation for senior psychology in semester two based on the topics in Unit 1: Individual development.

These include

- The role of the brain
- Cognitive development
- Human consciousness and sleep

How are students assessed?

In preparation for senior physics, students are assessed using instruments scaffolded to develop skills to respond to senior Data test, Student Experiment and Research Investigation. These will be largely completed in class to allow the students to access feedback as they develop their responses. Their progress and achievement will be demonstrated through an end of year examination.

STEM

The Year 10 STEM program is structured around the application of the STEM design process, where students investigate problems, define criteria and constraints, generate ideas and solutions, and evaluate their outcomes. Throughout each project, students integrate scientific principles and engineering thinking to inform their designs and decision-making. A key component of the program is the development of a comprehensive STEM folio, which includes supporting research, data analysis, annotated diagrams, and reflective evaluations. Students work collaboratively in teams, engaging in hands-on prototyping and iterative testing to refine their solutions based on feedback and performance.

What is studied?

Throughout Semester 1 and 2, students engage in hands-on, real-world projects that explore the practical applications of aerospace, mechanical and civil engineering, as well as future-focused design challenges in sustainable energy, smart cities, and automation. They develop a comprehensive STEM folio that includes research, data analysis, annotated designs, and reflections. Working collaboratively, students prototype and test their solutions, using iterative feedback to refine their designs. This program builds critical and creative thinking skills and prepares students for a range of future STEM pathways.

YEAR 10	
Semester 1	Semester 2
<ul style="list-style-type: none"> Students investigate practical applications of aerospace, mechanical, and civil engineering. 	<ul style="list-style-type: none"> Students explore future-focused design challenges in sustainable energy, smart cities and automation.

How are students assessed?

- Project-based assessments including prototypes and design folios
- Folio submissions that document their thinking, process, and evaluation

VISUAL ART

In Year 10 Visual Art, students build on their skills, knowledge and experiences that they have acquired through Years 8 and 9. Students make and respond using visual art knowledge, understanding and skills to represent meaning associated with personal and global views. Visual Art supports students to view the world through various lenses and contexts.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

(ACARA Visual Art Curriculum, n.d. and QCAA Visual Art Senior Syllabus, 2024)

What is studied?

The following is the core structure for Visual Arts in Year 10:

YEAR 10	
Semester 1	Semester 2
<p>Identity: Who am I and How do I relate to this world?</p> <ul style="list-style-type: none"> Creating visual artworks that explore and express their personal identities, reflecting on their unique experience, cultural backgrounds, and individual perspectives. Through the inquiry learning process, students will create an experimental folio and extension piece based on a devised inquiry question. 	<p>Art for a Contemporary Purpose</p> <ul style="list-style-type: none"> Exploring and creating visual artworks that address contemporary and innovative means of creation and display, through personal and contemporary contexts. Through the inquiry learning process, students will create an experimental folio, before extended on their concepts and ideas in a student directed Body of Work.

How are students assessed?

In Visual Art, Year 10 students demonstrate evidence of their learning over time in relation to the following assessable elements.

- Developing – how do artists generate solutions to visual problems?
- Researching – how do artists react to stimulus?
- Reflecting - how do artists consider ideas and information, media techniques and processes?
- Resolving – how do artists communicate individual ideas as visual, written or spoken responses?

PATHWAYS BEYOND SCHOOL

