



DAKABIN
STATE HIGH SCHOOL

The future lies within

Year 10 Curriculum Handbook

Commencing 2027



LEARNING | DISCIPLINE | COMMUNITY

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Introduction

Dakabin State High School is committed to providing every student with quality learning experiences and opportunities to meet their needs, areas of interest and post-school pathways.

Our teachers build strong relationships with students and families that foster success, improve performance and enhance wellbeing.

Our wide range of programs offers every student experience in academic and extra-curricular activities within the school and wider community. In collaboration with our staff, a dedicated Parents and Citizens Association supports students and families to reinforce a sense of community at Dakabin State High School.

At Dakabin State High School **Our Vision** is:

- To be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century

At Dakabin State High School **Our Mission** is to:

- Provide a quality education to all students and be inclusive and supportive of diversity
- Promote understanding within the school community that education is the key to success in a student's chosen pathways after school
- Utilise current research-based pedagogy to provide quality educational practices for all students in a supportive environment to improve learning outcomes

At Dakabin State High School **Our Values** are:

- **Learning:** I am responsible and accountable for my learning
- **Discipline:** I am positive in my attitude and approach toward learning
- **Community:** I communicate and collaborate respectfully with others to enhance my learning

Subject Selection Overview

At Dakabin State High School, we are dedicated to supporting students as they move from Junior Secondary to Senior Secondary studies. Our Year 10 program is designed to cater to students' interests while preparing them for the Queensland Curriculum and Assessment Authority (QCAA) senior syllabuses undertaken in Year 11 and 12.

Year 10 serves as a bridge between Junior and Senior Secondary subjects, introducing students to the knowledge, skills, and assessment types they will encounter in QCAA subjects. Through this program, students gradually develop the understanding and confidence needed to meet the expectations of senior studies and achieve success.

All students study the core subjects of English and Mathematics and will select four elective subjects from a wide range of subject options.

While all subjects are designed as year-long courses, students will have the opportunity to change elective subjects for Semester 2, subject to class availability. This flexibility allows students to refine their subject selections to better align with their intended post-school pathways and ensure they are well prepared for their Year 11 and 12 studies and the successful achievement of their Queensland Certificate of Education (QCE).

**Year 10
Subject Structure**

Students will study 6 subjects: 2 Core + 4 Elective subjects

1. All students will study an English and Mathematics subject:
 - English or Essential English
 - General Mathematics, Mathematical Methods or Essential Mathematics
2. Students will select 4 Elective subjects
3. All Students will study FSK20119 Certificate II Skills for Work and Vocational Pathways during their weekly Pathways class

A subject change form for Semester 2 will be available in Week 7 of Term 2 and must be returned by the end of Week 9 Term 2 for subject changes to be considered.

Subject Selection Process

Step 1 Careers Exploration Lessons

During Pathways lessons students will research future career and study options aligned with their career goals and future pathways.

Step 2 Curriculum Handbook

Students and parents/carers explore subject offerings outlined in the Curriculum Handbook and understand the difference between General, Applied and VET subjects.

Step 3 Head of Department Subject Talks

During Pathways, Faculty Heads of Department will explain to students the Year 10 subject offerings and how these link to Year 11 and 12 Queensland Curriculum and Assessment Authority (QCAA) syllabuses.

Step 4 Year 9 Subject Information Evening

The Senior Schooling Team will explain the JET Plan process, outline Year 10 subject offerings and how they link to students successfully achieving the Queensland Certificate of Education (QCE).

Step 5 Year 9 JET Planning

Students will complete a Career Plan and Subject Selection in One School during Pathways lessons. Once subject selections are finalised, students will take home their JET Plan to be signed by parents/carers and returned to school.

Subject Categories

Year 10 subject offerings will prepare students for the Year 11 and 12 QCAA Syllabuses where subjects are identified as General, Applied (Essential) and Vocational Education and Training.

General Subjects

General subjects are rigorous academic courses designed for students who are considering university study or other higher education pathways after school. They focus on developing critical thinking, problem-solving, research and analytical skills.

Assessment: School-based assessments and external exams in Term 4 of Year 12.

Contributes to: QCE and an Australian Tertiary Admissions Rank (ATAR) calculation.

Note: to be ATAR eligible students must choose a minimum of four(4) General and one(1) Applied and/or VET Certificate III or above in Year 11 and 12.

Applied (Essential) Subjects

Applied subjects provide practical, real-world learning linked to workplace skills and further training. They are ideal for students planning to move into TAFE, apprenticeships, traineeships, employment, or some university pathways.

Assessment: Practical projects and school-based assessments (no external exams).

Contributes to: QCE and can contribute towards an ATAR when combined with other eligible studies.

Vocational Education and Training (VET)

VET subjects allow students to gain nationally recognised qualifications while still at school. Students develop industry-specific knowledge and practical skills that prepare them for employment or further vocational study.

Assessment: Based on demonstrating workplace competencies rather than exams.

Contributes to: QCE and a VET qualification of a Certificate III or higher can also contribute towards an ATAR.

Senior Pathways

Students can choose a combination of General, Applied and VET subjects to match their strengths, interests and future goals. The best subject selection is one that keeps future options open while supporting student success.

English Subjects

English (General)

Subject Information

Year 10 General English is designed for students intending to study General English in Year 11 and 12. The subject develops advanced reading, writing, speaking and analytical skills through the study of literary and non-literary texts from a range of cultural, historical and contemporary contexts.

Students explore how language, structure and style shape meaning and influence audiences. They engage critically with texts, ideas and perspectives while developing the skills required for senior English, tertiary pathways and lifelong learning.

Course Structure

The course provides a foundation for the analytical, creative and persuasive tasks encountered in senior General English and supports students in becoming confident, independent and reflective communicators.

Semester 1	Semester 2
Unit 1: Perspectives and Texts Students explore individual and/or collective experiences and perspectives of the world through engaging with a variety of texts in a range of contexts. They examine how perspectives and representations of concepts, identities and/or groups are constructed through textual choices such as language, medium, style and text structures Unit 2: Texts and Culture Students explore cultural experiences of the world through engaging with a variety of texts. Building on Unit 1, students develop their understanding of how relationships between language, text, purpose, context and audience shape meaning and cultural perspectives.	Unit 3: Textual Connections Students explore connections between texts by examining representations of the same concepts and issues in different texts. In doing so, they consider how the textual constructions of the same concepts and issues in different texts resonate, relate to, and clash with one another, and their own perspectives. By examining texts in relation to other texts, students are offered opportunities to explore how connections between texts contribute to meaning-making. Unit 4: Close Study of Literary Texts Students explore the world and human experience by engaging with literary texts from diverse times and places. They explore how these texts build a shared understanding of the human experience and through this become significant to a culture.
Assessment Requirements	Assessment Requirements
Assessment 1: Spoken persuasive response (25%) Spoken (live or recorded): up to 6 minutes, or signed equivalent Assessment 2: Written response for a public audience (25%) Written: up to 1000 words	Assessment 3: Examination — extended response (25%) Planning time: 15 minutes Working time: 120 minutes Assessment 4: Examination — extended response (25%) Planning time: 15 minutes Working time: 120 minutes

Essential English (Applied)

Subject Information

Year 10 Essential English is designed to support students intending to study Essential English in Year 11 and 12. The course focuses on developing practical literacy, communication, and critical thinking skills through engaging and relevant real-world texts.

Students learn to read, view, create, and respond to a variety of texts used every day, in community, workplace, and educational contexts. They develop skills in effective communication, interpretation of information, persuasive language, and multimodal presentation. The course emphasises confidence in using English for practical purposes and prepares students for the expectations of senior Essential English.

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subject.

Semester 1	Semester 2
Unit 1: Language That Works Students explore how meaning is communicated in contemporary workplace texts and/or popular culture texts about the world of work. Students develop and use a range of strategies and skills to comprehend and interpret these texts. Unit 2: Texts and Human Experiences Students explore individual and/or collective experiences and perspectives of the world. Students explore how different perspectives, ideas, attitudes, values and/or beliefs are communicated through the textual representations of a range of human experiences.	Unit 3: Language that influences Students explore community, local and/or global issues and ideas presented in a range of texts that invite an audience to take up positions. Building on Units 1 and 2, students apply their understanding about how perspectives, ideas, attitudes and values are represented in texts to influence audiences. Unit 4: Representations and popular culture texts Students explore how the text structures, language features and language of contemporary popular culture texts shape meaning. They revisit and build on learning from Units 1, 2 and 3 about how the relationship between context, purpose and audience creates meaning, and they independently apply comprehension strategies when engaging with texts.
Assessment Requirements	Assessment Requirements
Assessment 1: Spoken response Students create and present a persuasive response related to a current issue. Spoken (live or recorded): up to 4 minutes, or signed equivalent Assessment 2: Written examination Short answer response	Assessment 3: Multimodal response Students create and present a multimodal response to express their perspective about a particular representation in a contemporary popular culture text/s. Assessment 4: Written response Students create a written response that invites a particular audience to take up a position about an aspect of a popular culture text/s.

Mathematics Subjects

General Mathematics (General)

Subject Information

General Mathematics develops students' ability to use mathematics to model, analyse and solve real-world problems. Through the study of topics such as financial mathematics, algebra, trigonometry, statistics, matrices and networks, students build strong problem-solving, analytical and decision-making skills. The subject emphasises the use of technology, mathematical reasoning and effective communication, preparing students for a wide range of university, vocational and career pathways in areas such as business, health, education, information technology and the sciences.

General Mathematics develops:

- Critical thinking.
- Logical reasoning.
- Analytical skills.
- Decision-making based on evidence.
- Digital literacy through mathematical technologies.

General Mathematics is valuable preparation for many university and professional pathways, including:

- Business and commerce
- Economics
- Information technology
- Aviation
- Health sciences
- Environmental sciences
- Education

Some engineering* and technical fields

**Mathematical Methods are a Pre-Requisite for most Engineering Courses at University.*

General Mathematics develops stronger analytical, statistical, algebraic, and problem-solving skills than Essential Mathematics, making it a good choice for students considering a broad range of university and professional careers.

Course Structure

Semester 1	Semester 2
Unit 1: Money, measurement, algebra and linear equations and Statistics • Consumer Arithmetic 1 • Rates and Percentages • Shape and measurement • Linear and non-linear relationships • Linear equations • Straight-line graphs • Making sense of data relating to a single statistical variable • Univariate data analysis • Bivariate data analysis • Time series analysis • Mensuration 1 (Perimeters, Areas, Surface Areas, Volumes) • Similar figures and scale factors • Earth geometry	Unit 2: Functions, Graphing, Trigonometry, Measurement and Number Calculations • Linear equations and their graphs • Applications of trigonometry • Pythagoras' theorem • Similar figures and scale factors • Consumer Arithmetic 2 • Mensuration 2 (Perimeters, Areas, Surface Areas, Volumes) • Time Zones Start Unit 1 Year 11 General Mathematics in Term 4
Assessment Requirements	Assessment Requirements
End of Term 1 Exam PSMT End of Term 2 Exam	End of Term 3 Exam PSMT End of Term 4 Exam

Mathematical Methods (General)

Subject Information

Mathematical Methods uses mathematical concepts and techniques to investigate and solve real-world problems. It emphasises algebra, functions, probability, statistics, and mathematical modelling. Students develop analytical thinking, problem-solving skills, and the ability to use technology to explore mathematical situations.

Students who choose Mathematical Methods should have a strong foundation in Mathematics – especially Algebra, Graphing, Trigonometry and the using technology in problem solving.

The subject develops skills that are valuable in many careers requiring:

- Critical thinking
- Data analysis
- Problem-solving
- Quantitative reasoning
- Mathematical communication

Mathematical Methods is highly regarded for students planning further study in areas such as:

- Engineering
- Science
- Information Technology
- Mathematics and Statistics
- Aviation
- Architecture
- Economics
- Finance and Business
- Health Sciences
- Data Science and Analytics

Mathematical Methods suits students who enjoy mathematics and are considering university pathways in STEM, business, economics, health, or technology-related fields.

Course Structure

Semester 1	Semester 2
Unit 1: Linear Algebra and Statistics - Substitute values into formulas to determine an unknown - Solve problems involving linear equations, including those derived from formulas and those that involve simple algebraic fractions. - Recall the equation of a line in the form $yy = mm + cc$ - Determine if lines are parallel $mm_1 = mm_2$ or perpendicular $mm_1mm_2 = -1$ - Solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology. - Solve linear inequalities and graph their solutions on a number line. - Describe the results of two- and three-step chance experiments to determine probabilities of events and investigating the concept of independence and conditional probability. - Obtain simple statistics from discrete and continuous data, including mean, median, mode, quartiles, range and interquartile range. - Use scatterplots to investigate and comment on relationships between two numerical variables. - Investigate and describe bivariate numerical data where the independent variable is time.	Unit 2: Functions, Graphing, Trigonometry, Measurement and Numbers - Factorise, expand and simplify expressions including monic quadratic expressions using a variety of strategies. - Apply the four operations to simple algebraic fractions with numerical denominators. - Explore the connection between algebraic and graphical representations of relations, e.g. simple quadratics, circles and exponentials using digital technology as appropriate. - Solve simple quadratic equations using a range of strategies. - Solve problems involving the surface area and volume of right prisms, including cylinders. - Solve problems involving Pythagoras' theorem. - Solve right-angled triangle problems using trigonometric skills. - Translate word problems to mathematical form. - Understand that the real number system includes rational and irrational numbers. - Use approximations of real numbers by truncating or rounding.
Assessment Requirements	Assessment Requirements
End of Term 1 Exam PSMT End of Term 2 Exam	End of Term 3 Exam PSMT End of Term 4 Exam

Essential Mathematics (Applied)

Subject Information

Essential Mathematics focuses on practical mathematics used in everyday life, work, and further vocational study rather than advanced theoretical mathematics.

Essential Mathematics helps students develop skills valued in many careers, such as:

- Critical thinking.
- Decision-making.
- Planning and organisation.
- Using digital technologies and calculators.
- Working independently and managing tasks.

Essential Mathematics is designed for students who want to develop practical numeracy skills for:

- Trades and apprenticeships
- Retail, Business and Community Services
- Logistics and Transport
- Hospitality
- Everyday financial decision-making
- Many vocational education and training (VET) pathways

Essential Mathematics teaches mathematics needed for everyday life, employment, and practical problem-solving, with a strong focus on finance, data, measurement, real-world applications and decision-making skills.

Course Structure

Semester 1	Semester 2
Unit 1: Managing Money, Measurement and Number Calculations • Basic Algebra • Number Calculations • Earning Money • Budgeting • Managing Money • Data Collection and Representation of Data • Census • Surveys • Sources of Bias • Graphs • Summary Statistics • Use of Units and Unit Conversions • Geometry • Linear Measure	Unit 2: Functions, Graphing, Trigonometry, Measurement and Number Calculations • Number Calculations • Measurement • Area • Surface Area • Volume and Capacity • Ratios • Rates • Percentages • Time and Motion • Distance and Speed • Scale • Right Angled Triangles – Pythagoras Theorem • Right Angled Triangles – Trigonometry.
Assessment Requirements	Assessment Requirements
End of Term 1 Exam PSMT End of Term 2 Exam	End of Term 3 Exam PSMT End of Term 4 Exam

Science Subjects

Life Science (General)

Subject Information

This subject will cover concepts and assessment strategies in line with Biology and Psychology. Students will learn essential biology concepts around cellular makeup and processes, as well as homeostasis and body systems that control our response to the world around us. Psychology will cover cognitive development from childhood to adulthood, as well as emotion and motivation. Through these topics students will be able to plan and conduct different types of experiments and develop research skills essential to success in senior sciences.

Course Structure

The short tests will provide some practice against senior marking guides in Biology and Psychology, as well as what exam questions may look like. The focus is on experimental reports and research tasks as these skills are essential to the success of students in senior science. These assessment styles are also similar to Chemistry and Physics.

Semester 1	Semester 2
Unit 1: Biology - Marking Guides - Organelles - Cellular transport - Experimental report	Unit 3: Biology - Homeostasis - Stimulus response - Neural and endocrine systems - Research skills
Unit 2: Psychology - Cognitive development - Infancy-> adolescence -> adulthood - Effect of technology on cog development	Unit 4: Psychology - Emotion and motivation - Physiological processes - Happiness, goal setting and achievement - Emotive vs informative stimulus vs response
Assessment Requirements	Assessment Requirements
Short exam per unit Biology – experimental report Psychology - research task	Short exam per unit Biology – research task Psychology – Experimental report

Physical Science (General)

Subject Information

This subject will cover concepts and assessment strategies in line with Chemistry and Physics. Physical sciences explore scientific theories and apply them to real life situations. It also explores how atomic structure affects the materials' properties and features.

Course Structure

The short tests will provide some practice against senior marking guides in Chemistry and Physics, as well as what exam questions may look like. The focus is on experimental reports and research tasks as these skills are essential to the success of students in senior science. These assessment styles are also similar to Biology and Psychology

Semester 1	Semester 2
Unit 1: Chemistry - Periodic trends - Chemical structure - ROR	Unit 3: Chemistry - Atomic structure - Bonding and properties - Real life uses of materials
Unit 2: Physics - Car crash - motion - Newtons laws	Unit 4: Physics - Electricity - Ohms law - Potential difference and conservation of change - Resistance - power
Assessment Requirements	Assessment Requirements
Exams in both to replicate IA1 Chemistry – experimental report Physics – research task	Exams in both to replicate IA1 Chemistry – research task Physics –experimental report

Real World Science (Applied)

Subject Information

This subject is in line with Science in Practice (Applied). This subject focuses on real world applications of science and makes direct links to careers that use science skills and understanding. Ideally, a high level of achievement in real world science would allow students to demonstrate ability to move into general sciences in Year 11. Students will learn about sustainability and the science behind transportation.

Course Structure

The assessment tasks in this course provide practice for the assessment modes of Science in Practice (Practical project and Applied Investigation). The units chosen are those that have not been chosen from the syllabus for Year 11 and 12.

Semester 1	Semester 2
Unit 1: Transport - Types of energy - Energy transfers and transformations - Laws of motion - Vehicle design - Vehicle safety - Behaviour that effects vehicle/road safety	Unit 2: Sustainability - Heat efficient housing - Green spaces - Energy efficiency - Renewable vs non-renewable energy - policies
Assessment Requirements	Assessment Requirements
Practical Project – Safe driving pamphlet and multimodal explaining science and process Applied investigation – experiment – car safety features, aerodynamic design or buoyancy of boats.	Practical project – heat efficient house proposal Applied investigation – research task

Humanities Subjects

History, Power and Conflict (General and Applied)

Subject Information

History, Power & Conflict explores the people, events, and ideas that shaped the ancient and modern world. Students investigate warfare, leadership, revolutions, propaganda, archaeology, protest movements, and historical mysteries through inquiry and evidence-based learning.

Students examine how power has been gained, challenged, and remembered across different societies and time periods while developing skills in source analysis, argument writing, research, and communication.

This subject prepares students for senior Humanities by developing:

- source analysis and evidence interpretation
- research and inquiry skills
- essay and extended response writing
- argument construction
- historical empathy and perspective
- critical thinking and debate
- independent investigation skills

Students will engage in investigations, debates, source studies, documentaries, exhibitions, and research tasks aligned to senior Humanities expectations.

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subjects of Ancient History and Modern History. Through investigations, source analysis, research tasks, and multimodal presentations, students will develop the analytical, communication, and inquiry skills that also support pathways into Legal Studies and Social and Community Studies.

Main Pathways: Ancient History, Modern History + Social and Community Studies

Course Structure

Semester 1	Semester 2
Unit 1 The Untold Story Whose story deserves to be told? Unit 2 Protest, Power & Change How can ordinary people change society?	Unit 3 Hero or Villain: Students explore whether historical figures are remembered as heroes or villains depending on perspective. Unit 4 Revolutions When is revolution justified?
Assessment Requirements	Assessment Requirements
Task 1: Historical Investigations + Streaming pitch Independent Source Investigation + story boards. Research a fascinating story from history and pitch it as the next must-watch streaming series. Task 2: Source-based exam (70 minutes) Use historical evidence to investigate how ordinary people have challenged power and changed society.	Task 3: Historical Investigation: Explore whether historical figures are remembered as heroes or villains depending on perspective. Task 4: Extended response: Investigate a revolution and determine whether the actions of revolutionaries were justified in bringing about change.

Crimes, Courts and Controversy (General and Applied)

Subject Information

Crime, Courts & Controversy explores how laws shape society and how justice works in Australia and around the world. Students investigate crime, punishment, court cases, human rights, government power, protests and legal reform through real-world case studies and contemporary issues.

Students examine questions such as:

- Are all laws fair?
- How do courts make decisions?
- What rights do people have?
- How can people challenge unfair treatment?
- Should laws change when society changes?

Through inquiry, debate and problem-solving, students develop skills in source analysis, argument writing, research, communication and critical thinking.

This subject prepares students for senior Humanities by developing:

- legal reasoning and decision-making
- source analysis and evidence interpretation
- research and inquiry skills
- argument construction and evaluation
- critical thinking and problem solving
- communication and debate skills
- understanding of rights, responsibilities and justice

Students will engage in investigations, case studies, mock trials, simulations and advocacy projects aligned to senior Humanities expectations.

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subject of Legal Studies while also developing skills that support pathways into Geography, Modern History, Social & Community Studies, Business and General English.

Main Pathways: Legal Studies, Social & Community Studies, Geography, Modern History

Course Structure

Semester 1	Semester 2
Unit 1 Crime 101: Murder, Evidence & Reasonable Doubt What happens when someone is accused of a crime? Unit 2 Order in the Court How do courts deliver justice?	Unit 3 Global Justice Files How does the world respond to injustice and conflict? Unit 4 Rights Fight How can people create legal and social change?
Assessment Requirements	Assessment Requirements
Task 1: Criminal Case File Investigate a criminal case and determine whether the evidence proves guilt beyond reasonable doubt. Task 2: Mock Trial Participate in a courtroom simulation and apply legal principles to a realistic case.	Task 3: UN Emergency Response Simulation Represent a country or organisation and respond to an international human rights crisis. Task 4: Rights Campaign Portfolio Investigate an Australian human rights issue and develop an advocacy campaign for change.

Global Futures and Business Innovations (General and Applied)

Subject Information

Global Futures & Innovation explores the challenges and opportunities shaping the future of our world. Students investigate sustainability, future cities, globalisation, technology, disasters, innovation, entrepreneurship, and changing environments through real-world inquiry and problem-solving.

By combining geographical understanding with business and enterprise thinking, students examine how individuals, communities, governments, and businesses respond to future global challenges.

This subject prepares students for senior Humanities pathways by developing:

- geographical inquiry and research skills
- problem-solving and innovation
- entrepreneurial and enterprise thinking
- analytical and report writing skills
- data interpretation and decision-making
- communication and presentation skills
- collaboration and project management skills

Students engage in investigations, urban planning challenges, business pitches, simulations, research tasks, and future-focused problem-solving activities aligned to senior Humanities expectations with opportunities to get outside the classroom to collect fieldwork data.

Main Pathways: Geography, Business, Applied Business

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subjects of Geography and Business. Students will complete a range of inquiry-based and practical tasks including investigations, data analysis, business pitches, research projects, and presentations that mirror the skills and thinking required in senior study.

Semester 1	Semester 2
Unit 1: Future Cities & Livability: How can major events transform communities for the future? Unit 2: Aid, Impact and Innovation - How can organisations use limited resources to create the greatest impact?	Unit 3: From Seed to Success - How can entrepreneurs create sustainable solutions to feed the future? Unit 4: AI, Data & the Future- Is artificial intelligence helping or harming society?
Assessment Requirements	Assessment Requirements
Assessment 1: Investigate a potential Olympic venue and propose an innovative precinct that delivers social, environmental, and economic benefits for future generations. Investigation+ Business pitch + visual design Assessment 2: Exam: NGO Challenge - Budget for Change. Students analyse demographic and development data before allocating funding to projects that will improve quality of life within their chosen nation. Exam: 2 x 70 mins Short response, data interpretation, extended response	Assessment 3: Future Foods Expo: Design and pitch a sustainable food-based enterprise that responds to a real-world challenge facing a growing global population. Enterprise Project- Business proposal + pitch Assessment 4: Research Investigation. Design a survey, collect data, and use research to determine whether artificial intelligence is a force for good or a threat to society.

Health and Physical Education Subjects

Physical Education (General)

Subject Information

Year 10 Physical Education introduces students to key concepts from the Queensland Senior Physical Education syllabus through a combination of practical participation and theoretical learning. In Semester 1, students explore Motor Learning and Sport Psychology, investigating how skills are developed and refined and how psychological strategies such as motivation, confidence, focus, and goal setting influence performance. In Semester 2, students study Tactical Awareness and Energy Systems, examining decision-making and game strategies alongside how the body produces energy for different types of physical activity. Throughout the course, students apply their learning in a variety of practical contexts while developing their knowledge of movement, performance, and physical activity. This subject provides an excellent foundation for students considering Senior Physical Education and for those with an interest in improving their understanding of sport, exercise, and performance.

Semester 1: Motor Learning & Sport Psychology

Semester 2: Tactical Awareness & Energy Systems

Subject Pathways: Physical Education

Course Structure

Assessments are designed to provide students with an understanding of key assessment features of the senior syllabus subject of Physical Education.

Semester 1	Semester 2
Unit 1 – Term 1 Motor learning, functional anatomy & biomechanics in physical activity - Recognise and explain motor learning concepts, including motor skills and motor programs - Recognise and explain classifications of motor skills to include - fine and gross motor skills — as determined by the size of the muscles involved in the movement - open and closed motor skills — as determined by the stability of the environment - discrete, continuous and serial skills — as determined by whether the movement has a specific beginning and ending. - Identify and explore cognitive models of learning, including the information processing model and Fitts and Posner's (1967) stage model of motor learning	Unit 3 – Term 3 – Tactical awareness in physical activity - Recognise and explain that two major approaches to investigate motor learning have developed over time: cognitive systems and dynamic systems - Recognise and explain that tactical awareness is a personal response to the interaction of constraints of the learner, task and environment during goal-directed behaviour in physical activity. - Identify and explore ecological models of learning, including dynamic systems. - Recognise and explain that a constraints-led approach to learning is a physical education teaching methodology that combines an understanding of the dynamic systems theory, which considers the constraints on the individual, and the ecological model, which considers how the system interacts with the environment

- Recognise and explain that practice of skills is necessary for optimal performance and can be classified into different types, including
 - massed practice and distributed practice
 - whole practice and part practice
 - blocked practice and random practice
 - constant practice and varied practice
 - drills and problem-solving
 - specificity and variability of practice.
- Recognise and explain that feedback is all the information an individual receives about the performance of a skill and is organised into two categories including intrinsic and extrinsic feedback
- Identify and explore how body and movement concepts interact to develop specialised movement sequences and movement strategies in physical activity. Body and movement concepts are

Unit 2 – Term 2 Sport Psychology & Equity

- Sport psychology effects on performance, application of psychological knowledge and strategies.
 - motivation (extrinsic to intrinsic)
 - confidence, including self-confidence, self-belief and self-efficacy
 - arousal as a continuum from relaxed drowsiness, wakefulness, curiosity and attentiveness
 - to joy, exhilaration, anxiety, panic and rage, including inverted U theory
 - attention and concentration, including broad, narrow, internal and external foci
 - team dynamics and cohesion, including group roles, group norms and social support.
 - Analyse and synthesise primary data and secondary data

- Identify and explore a constraints-led approach to learning in physical activity to allow opportunity for the emergence of movement sequences and development of movement strategies through: manipulation of task constraints, e.g. manipulating the scoring system, adapting specialised, movement sequences
- - consideration of variations among learners' individual constraints, e.g. considering strengths and limitations of teammates and opponents- interaction with environmental constraints, e.g. varying dimensions within the area of play.

Unit 4 – Term 4 – Energy, fitness and training in physical activity

Recognise and explain that energy for physical activity is provided by adenosine triphosphate (ATP).

- Recognise and explain that energy requirements for physical activity
 - Involve an ongoing process of ATP resynthesis using various fuel sources
 - are provided by the interplay of three different pathways, known as energy systems,
 - are dependent on the intensity and duration of exercise.
- Recognise and explain which energy systems are used in a range of physical activity contexts.
 - Energy systems include
 - ATP-PC — provides energy anaerobically, without oxygen, for high intensity, short duration exercise
 - lactic acid — provides energy anaerobically, without oxygen, for high intensity, moderate duration exercise, where ATP is resynthesised using muscle glycogen as the fuel, with resulting lactate formation
 - aerobic — provides energy aerobically, with oxygen, for sub-maximal intensity, longer duration exercise
 - Recognise and explain how fitness requirements for physical activity are classified as components of fitness and include aerobic capacity, muscular endurance, speed, strength, power, flexibility and agility.
- Implement sessions from the training strategy to gather primary data about the

Cricket <u>or</u> Badminton	outcomes, and limitations of decisions Justify the development of the training strategy and movement strategies using evidence from primary data and secondary data. Touch Football
Assessment Requirements	Assessment Requirements
Project Folio – Unit 1 - Term 1 Motor learning, functional anatomy & biomechanics in physical activity - Presentation Multimodal (at least two modes (visual, written, spoken) delivered at the same time: up to 5 minutes - Demonstrating and applying performance - Visual evidence of performance: up to 90 secs Investigation Report - Unit 2 – Term 2 Sport Psychology & Equity - Written: up to 1000 words min	Project Folio - Unit 3 – Term 3 – Tactical awareness in physical activity - Project Folio - Presentation Multimodal (at least two modes (visual, written, spoken) delivered at the same time: up to 5 minutes - Demonstrating and applying - Visual evidence of performance: up to 3 minutes Netball Exam - Unit 4 – Term 4 – Energy, fitness and training in physical activity - Multi choice (10) 2 short responses 1 extended Touch football

Sport and Recreation (Applied)

Subject Information

Year 10 Foundation Sport & Recreation introduces students to key concepts from the Queensland Senior Sport & Recreation syllabus through practical, hands-on learning experiences. Students develop the knowledge and skills required to plan, organise, and participate in sport and recreation activities while gaining an understanding of the roles that contribute to successful sporting events. Throughout the course, students study the Event Management and Coaching and Officiating units, learning how to organise and deliver sporting events, apply risk management principles, develop leadership skills, coach individuals and teams, and officiate using the rules and regulations of a variety of sports. Students have opportunities to apply these skills in authentic settings, building confidence, communication, teamwork, and problem-solving abilities. This subject provides an excellent foundation for students considering Senior Sport & Recreation or future pathways in the sport, fitness, and recreation industries.

Subject Pathway – Sport and Recreation

Course Structure

Assessments are designed to provide students with an understanding of key assessment features of the senior syllabus subject of Sport and Recreation.

Semester 1	Semester 2
Unit G: Event management/Emerging trends. Investigate: Investigate related vocational pathways and employment opportunities in event management across the school, sport, fitness and recreation sectors. Select and participate in a range of events linked to a school, sport, fitness and/or recreation sector. Plan: Devise and sequence activities in selected events, focused on strategies to achieve enhanced outcomes in a selected school, sport, fitness or recreation context. Make decisions about the methods and resources used in the activity, informed by individual experiences and target groups or settings, e.g. inter-class or intra-class tournaments, come and try events, school students in after-school programs, adults and other community members, specific populations. Plan a course of action to implement the event management activities in selected events. Perform: Organise resources to perform activities in selected events. Demonstrate purposeful actions and strategies in	Unit D: Coaching & Officiating Investigate: Select and participate in a range of coaching and officiating activities linked to a school, sport, fitness and/or recreation sector. Plan: Devise and sequence an activity in a selected school, sport, fitness or recreation context, focused on a strategy to achieve enhanced outcomes in a coaching and officiating performance. Perform: Organise resources to perform a coaching and officiating activity or strategy in a selected school, sport, fitness or recreation context. Evaluate: Evaluate the effectiveness of the implemented coaching and officiating activity and strategies in relation to performance and enhanced outcomes in a selected school, sport, fitness or recreation context.

selected events. Implement the courses of action using the methods and resources available in the school, sport or community recreation setting Evaluate: Assess outcomes, implications and/or limitations of the activities and strategies in the selected events. Assess outcomes, implications and/or limitations of the activities and strategies in the selected events. Propose recommendations to enhance outcomes in the selected events.	
Assessment Requirements	Assessment Requirements
Term 1 Project Emerging trends: - Plan/Investigation: Complete planning template (Rules, Gameplay, Basic history) - Perform: In Pairs Run a Session based on plan 20 minutes - Evaluate: Reflection on how session went, engagement - Scaffold reflection questions (250 words) Term 2 - Performance: Design a tournament structure session to be run in class in groups - Investigate: Basic investigation into tournament structures (Scaffold Question) - Plan: Multimodal PowerPoint, includes session plan and video of performance	Term 3 Project: Coaching small group, selected skill within a sport (eg. Basketball shot) Multimodal presentation: Visual, Audio, Written Plan: Basic coaching plan for teaching selected skill 2 Minutes of performance Term 4 Performance: Officiating class games, planning that goes with this (Learning rules of selected sports)

Basketball (Applied)

Subject Information

Year 10 Foundation Sport and Recreation (Basketball) provides students with opportunities to develop their basketball knowledge, skills and game understanding through practical participation and performance analysis. Throughout the course, students will explore concepts of optimising performance through basketball tactics and plays, while examining emerging trends in the sport, including the growth and impact of 3x3 basketball.

Subject Pathway: Sport and Recreation (Basketball)

Course Structure

Assessments are designed to provide students with an understanding of key assessment features of the senior syllabus subject of Sport and Recreation

Semester 1	Semester 2
Unit J: Optimising Performance Investigate: - Select and participate in a range of activities to optimise performance, linked to a school, sport, fitness and/or recreation sector. - Document how specific outcomes have become enhanced through participation in different activities, e.g. development of event-specific nutritional requirements, focused mental skills training, relevant sports medicine principles, knowledge of first aid to treat injuries. Perform: - Organise resources for selected strategies to develop optimum performance in an individual or team in a selected target group. - Demonstrate purposeful actions using selected optimal performance strategies for an individual or team in a selected target group. - Implement the course of action using the methods and resources available in the school, sport or community recreation setting.	Unit F: Emerging trends Plan: - Devise and sequence an activity in a selected emerging form of sport, fitness or recreation, focused on a strategy to achieve enhanced outcomes in a selected school, sport, fitness or recreation context. - Make decisions about the methods and resources used in the activity, informed by emerging trends and a target group or setting, e.g. intra-school, inter-school, community. - Plan a course of action to implement the activity in a selected emerging form of sport, fitness or recreation. Perform: - Organise resources to perform an activity in a selected emerging form of sport, fitness or recreation. - Demonstrate purposeful actions and strategies in a selected emerging form of sport, fitness or recreation. - Implement the course of action using the methods and resources available in the school or community recreation context to support the selected actions and strategies.

Evaluate:

- Evaluate the effectiveness of the implemented activities and strategies in relation to optimal performance and other enhanced outcomes in the selected target group.
- Assess outcomes, implications and/or limitations of the activities and strategies in the selected target group.
- Propose recommendations to enhance outcomes in the selected target group.

Evaluate:

- Evaluate the effectiveness of the implemented activity and strategies in relation to participation and enhanced outcomes in a selected emerging form of sport, fitness or recreation.
- Assess outcomes, implications and/or limitations of the activities and strategies in a selected emerging form of sport, fitness or recreation.
- Propose recommendations to enhance outcomes in a selected emerging form of sport, fitness or recreation.

**Unit H: Fitness for sport and recreation
(Basketball)**
Plan:

- Devise and sequence activities in the selected fitness and training activities, focused on strategies to achieve enhanced outcomes in a selected school, sport, fitness or recreation context.
- Make decisions about the methods and resources used in the activities, informed by individual experiences and target groups or settings, e.g. general and specific strength and conditioning programs, fitness and training in after-school programs, fitness and training with adults and other community members, fitness and training with specific groups.
- Plan a course of action to implement sessions in selected fitness and training activities with a specific target group.

Perform:

- Organise resources to perform strength and conditioning activities in a selected target group.
- Demonstrate purposeful actions and training strategies in a selected target group.
- Implement the course of action using the methods and resources available in the school, sport or community recreation setting.

Evaluate:

- Evaluate the effectiveness of the implemented activities and strategies in relation to performance and other enhanced outcomes in the selected target group.
- Assess outcomes, implications and/or limitations of the activities and strategies in the selected target group.
- Propose recommendations to enhance outcomes in the selected target group.

Assessment Requirements	Assessment Requirements
Unit J Project: Team building Perform - triangle offence in gameplay Evaluate – how individual and team performance has improved through application of triangle offence Unit J Performance: Analytics Investigate – how to analyse stats Perform – recording stats in gameplay Evaluate – how analytics can optimise overall performance	Unit F Performance: 3v3 Plan - Plan a session to improve a chosen aspect of 3v3 basketball (spacing, creating advantages, defensive rotations etc). Perform - in pairs, deliver the 3v3 session Evaluate - the effectiveness of the session in improving performance and participation in 3x3 Basketball and recommend ways the session could be improved in the future. Unit H Performance: Nutrition Plan - Plan a nutritional program, include meal choices, hydration strategies and nutrient requirements. Perform - track energy levels during basketball sessions using a reflection journal Evaluate – relationship between nutrition program and performance

Fitness

Subject Information

Year 10 Foundation Sport & Recreation (Fitness) introduces students to key concepts from the Queensland Senior Sport & Recreation syllabus while preparing them for Fitness Certificate/s in Year 11 and 12. Through a combination of practical and theoretical learning, students develop their understanding of training principles, exercise techniques, and physical performance. Throughout the course, students study the 'Fitness for Sport and Recreation and Optimising Sport Performance' units, exploring components of fitness, program design, training methods, performance analysis, and strategies to improve physical performance. Students apply their learning through practical fitness activities and develop the knowledge, skills, and confidence required for further study in the fitness industry. This subject provides an excellent foundation for students interested in health, fitness, coaching, and active career pathways.

Subject Pathway: Fitness Certificate/s

Course Structure

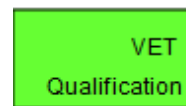
Assessments are designed to provide students with an understanding of key assessment features of the senior syllabus subject of Sport and Recreation.

Semester 1	Semester 2
Unit H: Fitness for Sport & Recreation Investigate - Select and participate in a range of fitness and training activities linked to a school, sport, fitness and/or recreation sector. - Document how specific outcomes have become enhanced through participation in different fitness and training activities, e.g. development of specific components of fitness, enhanced performance, skill development, knowledge of training methods. Plan: - Devise and sequence activities in the selected fitness and training activities, focused on strategies to achieve enhanced outcomes in a selected school, sport, fitness or recreation context. - Make decisions about the methods and resources used in the activities, informed by individual experiences and target groups or settings, e.g. general and specific strength and conditioning programs, fitness and training in after-school programs, fitness and training with adults and other community members, fitness and training with specific groups.	Unit J: Optimising performance Investigate: - Select and participate in a range of activities to optimise performance, linked to a school, sport, fitness and/or recreation sector. - Document how specific outcomes have become enhanced through participation in different activities, e.g. development of event-specific nutritional requirements, focused mental skills training, relevant sports medicine principles, knowledge of first aid to treat injuries. Plan: - Devise and sequence activities to optimise performance, focused on selected strategies, e.g. development of specific nutritional requirements, mental skills training, sports medicine principles, knowledge of first aid to achieve enhanced outcomes in a selected school, sport, fitness or recreation context. - Make decisions about the methods and resources used in the activity, informed by individual experiences. - Plan a course of action to implement sessions to optimise individual or team performance in a specific target group.

- Plan a course of action to implement sessions in selected fitness and training activities with a specific target group. Perform: - Organise resources to perform strength and conditioning activities in a selected target group. - Demonstrate purposeful actions and training strategies in a selected target group. - Implement the course of action using the methods and resources available in the school, sport or community recreation setting. Evaluate: - Evaluate the effectiveness of the implemented activities and strategies in relation to performance and other enhanced outcomes in the selected target group. - Assess outcomes, implications and/or limitations of the activities and strategies in the selected target group. - Propose recommendations to enhance outcomes in the selected target group.	Perform: - Organise resources for selected strategies to develop optimum performance in an individual or team in a selected target group. - Demonstrate purposeful actions using selected optimal performance strategies for an individual or team in a selected target group. - Implement the course of action using the methods and resources available in the school, sport or community recreation setting. Evaluate: - Evaluate the effectiveness of the implemented activities and strategies in relation to optimal performance and other enhanced outcomes in the selected target group. - Assess outcomes, implications and/or limitations of the activities and strategies in the selected target group. - Propose recommendations to enhance outcomes in the selected target group.
Assessment Requirements	Assessment Requirements
Term 1: Assessment H2: Performance (Written) Design a program to improve fitness component of choice Term 2: Assessment H1: Project (Multimodal) Run a partner through a PT session tailored to improving fitness goals	Term 1: Assessment J2: Performance (Written) Design an injury prevention session for a common fitness injury Term 2: Assessment J1: Project (Multimodal) Design a plan to enhance skills and optimise performance of a chosen sport

Agriculture Subjects

ACM10121 Certificate I in Animal Care Industry Pathways



Delivered by Dakabin State High School - RTO Code 30064

Subject Information

This subject is practically based therefore students spend most of their time involved in the running of the school's farm. Students who obtain their ACM10121 Certificate I in Animal Care Industry Pathways at the end of Year 10 are able to bank two credits towards their QCE.

	Units of Competency	Assessment Requirements
Core	ACMGEN101 Explore job opportunities in animal care and related industries ACMGEN102 Approach and handle a range of calm animals ACMGEN103 Assist in the care of animals ACMWHS201 Participate in workplace health and safety processes FSKOCM002 Engage in short and simple spoken exchanges at work	All assessment techniques fall into the following categories: direct observations of student activity, questions (written, online and direct verbal), and reviews of things students produce (project work, folios, online materials, services).
Electives	ACMINF101 Take responsibility for the health and welfare of animals in own care FSKLRG005 Use Strategies to plan simple workplace tasks	
Other Information	Students must be willing to: • Wear their own hat when working on the school farm • Follow instructions and work safely as directed • Get their hands dirty and work with animals, plants, soil and small machinery	

Agricultural Science (General and VET)

Subject Information

A Science subject contextualised to the study of Agriculture.

Pathways in Years 11 and 12

Agricultural Science is a great preparatory subject to lead into ACM20121 Certificate II in Animal Care and AHC30122 Certificate III in Agriculture. Students can undertake both Certificates in Year 11 and 12. This subject also prepares students to study the General subject of Agricultural Science in Year 11 and 12 which can contribute to ATAR calculations and lead into university courses.

Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subjects including ACM20121 Certificate II in Animal Care, AHC30122 Certificate III in Agriculture and Agricultural Science.

Semester 1	Semester 2
Unit 1 Cattle breeding and genetics Unit 2 Greenhouse innovator, design technology with Plant, cropping	Unit 3 Future fleece sustainable farming in the sheep industry Unit 4 Aquaponics in action, fish tank café, growing food in fish tanks
Assessment Requirements	Assessment Requirements
Task 1 Cattle Quest Research task, design task and practical components Task 2 Greenhouse Innovator Student experiment/project with a scientific report	Task 3 Future Fleece Investigation, practical folio task and design task Term 4 Fish Tank Cafe Investigation, practical design challenge and evaluation

Design Technology Subjects

Early Childhood Studies (Applied)

Subject Information

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. Early Childhood Studies explores how children from birth to five years grow, learn and interact with the world around them.

Students investigate the vital role of play-based learning in supporting children's creativity, wellbeing, literacy, numeracy and social development. Through practical and engaging experiences, they learn how to plan and evaluate activities that help children thrive.

The course also provides insight into the early childhood education and care industry, helping students develop valuable communication, teamwork and leadership skills while exploring careers that support children and families.

Pathways in Year 11 and 12

This subject provides an excellent foundation for **Early Childhood Studies (Applied)** in Year 11 and 12 and can lead to further study or careers in:

- Early Childhood Education and Care
- Teaching and Education
- Childcare Services
- Community Services
- Health and Human Services
- Youth Work and Family Support

If you are passionate about helping children learn, grow and succeed, Early Childhood Studies offers a rewarding pathway to explore.

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subject of Early Childhood Studies.

Semester 1	Semester 2
Unit 1: Children's wellbeing In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of children's wellbeing. They learn about practices to support children's wellbeing. They plan and implement active play-based learning activities to support the individual needs of children in early childhood. They evaluate the effectiveness of active play-based learning activities.	Unit 2: The early childhood education and care sector In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of the childcare industry. They learn about the policies and frameworks that are in place to guide early childhood education and care sector service providers. They consider the role these providers have in providing education and care services for a diverse range of children and their individual needs. Students plan and implement activities to support the individual needs of children in early childhood. They evaluate the effectiveness of active play-based learning activities.
Assessment Requirements	Assessment Requirements
1. Investigate the fundamentals and practices of early childhood learning. 2. Plan play-based learning activities. 3. Implement play-based learning activities. 4. Evaluate the effectiveness of play-based learning activities in response to children's needs.	1. Investigate the fundamentals and practices of early childhood learning. 2. Plan play-based learning activities. 3. Implement play-based learning activities. 4. Evaluate the effectiveness of play-based learning activities in response to children's needs.

Furnishings (Applied)

Subject Information

Furnishing Skills provides students with practical, hands-on experience in the manufacturing and furnishing industry.

Students learn to use tools, machinery and industry-standard processes to design and manufacture quality products. Through a range of practical projects, they develop skills in interpreting technical drawings, working safely, problem-solving and meeting customer expectations for quality, cost and time.

Working both independently and collaboratively, students build valuable literacy, numeracy and workplace skills while gaining insight into career opportunities in the domestic, commercial and custom furnishing industries.

This subject is ideal for students who enjoy practical learning, creating with their hands and exploring pathways in trades, manufacturing and design.

Pathways in Year 11 and 12.

This subject provides an excellent foundation for Furnishing Skills in Year 11 and 12 and can lead to further study or careers in:

- Furnishing and Cabinet Making
- Carpentry and Joinery
- Manufacturing and Production
- Building and Construction
- Furniture Design
- Trade Apprenticeships

If you enjoy practical, hands-on work and creating quality products, Furnishing Skills offers a rewarding pathway to explore.

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subject of Furnishing Studies.

Semester 1	Semester 2
Unit 1: Furniture-making In this unit, students demonstrate furniture-making fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of furniture materials, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, processes and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.	Unit 2: Cabinet-making In this unit, students demonstrate cabinet-making fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of cabinet materials, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, skills and procedures and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.
Assessment Requirements	Assessment Requirements
1. Demonstrate furniture-making industry practices, and production skills and procedures. 2. Interpret furniture-making drawings and technical information. 3. Select furniture-making industry practices, and production skills and procedures. 4. Sequence furniture-making production processes. 5. Evaluate furniture-making industry production skills and procedures, and products. 6. Adapt furniture-making production plans, skills and procedures.	1. Demonstrate cabinet-making industry practices, and production skills and procedures. 2. Interpret cabinet-making drawings and technical information. 3. Select cabinet-making industry practices, and production skills and procedures. 4. Sequence cabinet-making production processes. 5. Evaluate cabinet-making production skills and procedures, and products. 6. Adapt cabinet-making production plans, skills and procedures.

Design (General)

Subject Information

Design challenges students to think creatively and solve real-world problems through innovation and design thinking.

Students explore how designers develop ideas, create solutions and communicate concepts for different audiences and purposes. Through practical projects, they learn to research, sketch, prototype, evaluate and refine designs while considering the needs of clients, users and the wider community.

Working independently and collaboratively, students develop valuable skills in creativity, critical thinking, communication and problem-solving. They also explore how design influences the world around us and how innovative thinking can shape the future.

This subject is ideal for students who enjoy creative thinking, generating ideas and designing solutions to real-world challenges.

Pathways in Year 11 and 12

This subject provides an excellent foundation for Design in Year 11 and 12 and can lead to further study or careers in:

- Graphic Design
- Architecture and Interior Design
- Industrial and Product Design
- Engineering and Technology
- User Experience (UX) and Digital Design
- Creative Industries

If you enjoy creative thinking, innovation and solving real-world problems, Design offers an exciting pathway to explore.

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subject of Design.

Semester 1	Semester 2
Unit 1: Stakeholder-centred design In Unit 1, students are introduced to the exciting world of design and discover how designers solve real-world problems for different people and communities. Students will explore a range of design careers and investigate how designs from the past continue to influence products and solutions today. They will learn how designers identify problems, understand user needs, and develop criteria for successful design outcomes. Through sketching, brainstorming and simple prototyping, students will generate, test and refine their ideas using the same processes followed by professional designers. They will explore how creativity, critical thinking and feedback help transform ideas into practical solutions. By the end of the unit, students will have developed the skills to communicate and justify their design ideas while building a strong foundation in design thinking, problem-solving and innovation.	Unit 2: Commercial design influences In Unit 2, students step into the role of professional designers working for real clients. They will investigate how successful products and solutions are shaped by client needs, budgets, trends, and the world around them. Working in design teams, students will tackle design challenges, share ideas, and discover how different perspectives can lead to stronger solutions. They will develop their concepts through sketching and simple prototypes before refining their best ideas. To finish the unit, students will pitch their design proposal to a live or virtual audience, just like professional designers competing to win a client's approval.
Assessment Requirements 1. Describe the features that define design problems and design criteria. 2. Represent ideas and design concepts using schematic sketching, ideation sketching, and low-fidelity prototyping in the design process. 3. Analyse needs and wants using primary and secondary data about stakeholders and design information in the explore phase. 4. Devise ideas using divergent thinking in response to design problems in the develop phase. 5. Evaluate ideas against design criteria to make refinements in the develop phase. 6. Propose design concepts in response to design problems. 7. Make decisions about and use written and spoken communication with visual representations for specified stakeholders.	Assessment Requirements 1. Describe the features that define commercial design problems and design criteria. 2. Represent ideas, design concepts and economic, social and cultural influences using schematic sketching, ideation sketching and low-fidelity prototyping in the design process. 3. Analyse needs and wants using primary and secondary data about clients, existing designs and economic, social and cultural influences in the explore phase. 4. Devise ideas using divergent thinking in response to design problems in the develop phase. 5. Evaluate ideas against design criteria to make refinements in the develop phase. 6. Propose design concepts in response to design problems. 7. Make decisions about and use written and spoken communication with visual representations for clients.

Engineering (Applied)

Subject Information

Engineering Skills provides students with practical, hands-on experience using industry tools, equipment and processes.

Students develop foundation skills in engineering through activities such as basic welding, fabrication, problem-solving and project work. They learn how to safely operate tools and equipment, communicate effectively in a workplace setting and apply engineering skills to real-world projects.

Through practical learning experiences, students gain an understanding of the engineering and manufacturing industries while developing valuable technical, teamwork and workplace skills.

This subject is ideal for students who enjoy hands-on learning, working with tools and exploring careers in engineering, manufacturing and related trades.

Pathway in Year 11 and 12

This subject provides an excellent foundation for Engineering Skills in Year 11 and 12 and can lead to further study or careers in:

- Engineering Trades
- Welding and Fabrication
- Fitting and Turning
- Sheet Metal Work
- Mechanical and Electrical Fitting
- Manufacturing and Production

If you enjoy practical problem-solving, working with tools and creating solutions, Engineering Skills offers an exciting pathway to explore.

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subject of Engineering Skills.

Semester 1	Semester 2
Unit 2: Sheet Metal and Machining In this unit, students explore the fundamentals of metal manufacturing through sheet metal fabrication and machining processes. They learn how to safely use hand tools, machinery and workshop equipment to measure, mark out, cut, shape and join metal materials. Students develop their understanding of manufacturing processes while producing a toolbox and a range of lathe-based projects. Throughout the unit, students investigate industry-standard techniques, workshop safety requirements and quality control processes. They evaluate the effectiveness of their manufacturing decisions and finished products.	Unit 2: Welding and Fabrication In this unit, students explore the fundamentals of welding and metal fabrication. They learn how fabricated products are designed, assembled and manufactured using a range of welding and metalworking processes. Students develop skills in measuring, cutting, preparing and joining materials while constructing a fabricated metal project. They investigate safe workshop practices, welding techniques and fabrication methods used in industry. Students evaluate the effectiveness of their manufacturing processes and the quality of their completed products.
Assessment Requirements 1. Investigate manufacturing processes, materials and workshop safety requirements. 2. Plan and interpret technical drawings and production processes. 3. Manufacture sheet metal and machined products using appropriate tools and equipment. 4. Evaluate manufacturing processes and completed products against design criteria.	Assessment Requirements 1. Investigate welding, fabrication processes and workshop safety requirements. 2. Plan and interpret technical drawings and production processes. 3. Manufacture fabricated metal products using welding and fabrication techniques. 4. Evaluate manufacturing processes and completed products against design criteria.

Hospitality (Applied and VET)

Subject Information

Hospitality introduces students to the exciting and fast-paced world of hotels, cafés, restaurants and events.

Students develop practical skills in customer service, communication, teamwork and workplace professionalism while learning how the hospitality industry operates. They explore food and beverage service, event and function work, cultural awareness and the importance of delivering exceptional customer experiences.

Through hands-on learning activities, students gain valuable workplace skills that are highly sought after across a wide range of industries.

This subject is ideal for students who enjoy working with others, providing customer service and exploring careers in hospitality, tourism and events.

Pathway in Year 11 and 12

This subject provides an excellent foundation for SIT30622 Certificate III in Hospitality or Hospitality Practices in Year 11 and 12 and can lead to further study or careers in:

- Hospitality and Tourism
- Hotel and Resort Operations
- Food and Beverage Service
- Events and Functions
- Café and Restaurant Management
- Customer Service Industries

If you enjoy working with people, delivering great customer experiences and being part of a dynamic industry, Hospitality offers an exciting pathway to explore.

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subject of Hospitality Practices or SIT30622 Certificate III Hospitality.

Semester 1	Semester 2
Unit 1: Food Preparation and Kitchen Operations In this unit, students explore the fundamentals of hospitality and the practices used in commercial kitchens. They learn about food safety, personal hygiene, kitchen organisation and the safe use of equipment. Students develop practical food preparation and cookery skills while producing a range of dishes. They investigate how hospitality workers follow procedures to provide quality food products and efficient service. Students evaluate the effectiveness of their preparation techniques and finished products.	Unit 2: Hospitality Service and Catering In this unit, students explore the fundamentals of hospitality in the context of food service and catering operations. They learn about customer service, teamwork, communication and industry expectations. Students plan and implement food production and service activities while considering customer needs and industry standards. They investigate the role of hospitality businesses in delivering quality experiences and evaluate the effectiveness of their products and service practices.
Assessment Requirements	Assessment Requirements
1. Investigate hospitality industry practices, food safety requirements and workplace procedures. 2. Plan food preparation tasks and production processes. 3. Implement food preparation and cookery techniques using industry-standard practices. 4. Evaluate food products, processes and hospitality practices.	1. Investigate hospitality industry practices, customer service requirements and workplace procedures. 2. Plan food production and service activities. 3. Implement food production and service techniques using industry-standard practices. 4. Evaluate food products, service outcomes and hospitality practices.

Digital Technologies Subjects

Digital Innovations (VET)

Digital Innovations extends the Australian Curriculum: Digital Technologies studied in the junior years. Students further develop their skills in computational thinking, problem-solving, data analysis, programming and digital systems.

Subject Information

Throughout the course, students will investigate real-world problems and design, implement and evaluate a range of digital solutions. They will work with spreadsheets, databases, programming languages, game-development software, robotics and physical computing systems.

Students will learn to:

- Acquire, store, validate, analyse and visualise data
- Design algorithms using pseudocode and flowcharts
- Develop modular programs using object-oriented programming concepts
- Select and use appropriate data structures
- Test, debug and evaluate digital solutions
- Design user interfaces and digital products that meet user needs
- Plan and manage digital projects individually and collaboratively
- Identify and manage project risks
- Consider data privacy, cybersecurity, copyright and ethical responsibilities

The course provides students with practical experience in the processes used to develop digital solutions and prepares them for the expectations of ICT20120 Certificate II in Applied Digital Technologies.

Digital Innovations prepares students for:

- Vocational education and training courses in information technology
- Further study and careers involving software development, programming, data science, game development, robotics, cybersecurity, engineering and digital design
- General information technology skills and knowledge

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of project-based learning. Students will analyse problems, generate and communicate ideas, develop digital solutions, test their effectiveness and evaluate how well they meet identified user needs.

Semester 1	Semester 2
Unit 1 – Data Science - Students will use advanced spreadsheet formulas, functions and Structured Query Language (SQL) to acquire, store, analyse and visualise data. They will develop interactive data solutions and explore how data can be used to support decision-making. Unit 2 – Programming - Students will explore programming concepts, including data structures, modular code, debugging tools and the object-oriented programming paradigm. They will apply these skills through practical programming and robotics challenges.	Unit 3 – Game Design - Students will design and build a game or app that responds to a real-world problem. They will begin by using Scratch to explore logic and basic programming structures, before moving into Godot to apply object-oriented programming concepts in a more advanced digital solution. Unit 4 – Physical Computing - Students will design and develop a digital solution using Arduino. They will plan hardware components, design program logic, respond to real-world inputs, produce useful outputs and represent solutions using pseudocode, flowcharts and design documentation.
Assessment Requirements	Assessment Requirements
Unit 1 – Data Science: Folio project using spreadsheets and SQL queries. Unit 2 – Programming: Folio project using LEGO Robotics.	Unit 3 – Game Design: Folio project using Scratch and Godot. Unit 4 – Physical Computing: Folio project using Arduino.

The Arts Subjects

Dance (General and Applied)

Subject Information

The Dance Year 10 program focusses on an introduction to the skills and assessment types found in Senior Dance, both General and Applied. A focus on building performance skills and confidence, developing students own creative skills in choreography, and communicating in their own choreographic statement and analysing the creative works of other choreographers. This year builds confidence in their creative approach to the Arts, developing resilience, confidence, fitness, teamwork and communication skills.

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subject of Dance (General) and Dance (Applied).

Semester 1	Semester 2
Unit 1 Dance for Camera Dance for Camera explores how dance is created, performed and filmed for the screen, including music videos, film and digital media. Students develop choreography, performance and camera-awareness skills while learning how movement, editing, camera angles and visual storytelling work together to engage an audience.	Unit 2 Theme-Based Dance Theme-Based Dance explores how choreographers communicate ideas, stories and perspectives through movement. Students create their own original choreography based on a theme relevant to their lives while analysing the work of an established choreographer to investigate how dance elements and choreographic devices are used to convey meaning.
Assessment Requirements	Assessment Requirements
1. Performance in the style of IA1 2. Choreography and Statement in the style of IA2	1. Choreography, performance, statement (Project) in the style of IA3. 2. Responding to others works – Exam (in the style of the External exam)

Drama (General and Applied)

Subject Information

This is a preparatory course that teaches the foundational knowledge for both General and Applied syllabus Senior Drama. Students will experience the assessment types, subject specific knowledge, and Marking systems (ISMGs and Standard Elaborations) that occur in Senior schooling.

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subject of Drama (General) and Drama in Practice (Applied). Assessments will replicate elements of General Drama, and parts of the Applied Drama curriculum, whilst focusing on different topics to engage learners.

Semester 1	Semester 2
Unit 1 Commedia Del'Arte In this unit, students will explore the history and conventions of <i>Commedia dell'Arte</i> , a traditional Italian theatre style that has influenced comedy for centuries. They will develop performance skills by creating exaggerated characters, using physical theatre, improvisation, slapstick comedy and expressive movement. Students will also study theatrical clowning through games, collaborative activities and devised performances.	Unit 2 Epic Theatre/Political Theatre In this unit, students will investigate the principles of <i>Epic Theatre</i> , developed by Bertolt Brecht, and examine how drama can be used to question social issues and inspire change. They will experiment with techniques such as narration, direct address, placards, freeze frames, role switching and minimal staging to create performances that encourage audiences to reflect rather than simply become emotionally immersed. Through devising and performing original scenes, students will develop their acting, collaboration and critical thinking skills while exploring the power of theatre as a tool for social commentary.
Assessment Requirements	Assessment Requirements
Task 1 Making assessment (Applied) - Devising your own Commedia Del-Arte scenes in groups. - Performing on stage. 3-5 minutes duration. Task 2 Responding Assessment (General) - Exam - Open Book - Individually assessment 600-800 words	Task 3 Performing (General) - Scripted Drama - Performed individually or in groups of up to 4. - Assessed Individually. 3 minutes action per performer (multiple people on stage counted for all performers) Task 4 Project/Performance (General or Applied) - Individual submission of a portfolio Directorial Proposal for a Political Theatre scene of students own devising

Film and Media Arts (General and Applied)

Subject Information

Film and Media Arts uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts - technologies, representations, audiences, institutions and languages and how they are used in the media industry to create meaning for an audience. Students will creatively apply film, television and new media techniques to individually and collaboratively make film and media products and will investigate and respond to moving-image media content and production contexts.

By studying Film and Media Arts, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience on screen.

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subject of Film, Television and New Media (General) and Media Arts in Practice (Applied).

Semester 1	Semester 2
Unit 1 The Art of the Edit Students will investigate the ways popular Hollywood Directors use editing techniques to tell a story and create drama, tension and excitement within a scene. Students will develop a case study on a director of their choice and then use their knowledge to re-imagine a famous film scene.	Unit 2 Interactive Worlds – Gaming, Streaming and Multi-platform Storytelling Students explore interactive media products and the way media creators and institutions engage audiences and encourage participation. They will investigate the way stories are told and representations created over multiple media platforms. They will apply this knowledge to create their own multi-media products.
Assessment Requirements	Assessment Requirements
Task 1 Case Study Investigation – extended written 800 words or multi-modal presentation 8-10 slides Task 2 Project – design and produce a re-imagined scene up to 3 minutes	Task 3 Project – design and produce a pilot sequence of a multi-platform media project (e.g. video game cut sequence, video diary, TikTok advertisement) up to 3 minutes Task 4 Exam – short answer examination

Music (General and Applied)

Subject Information

This is a preparatory course that teaches the foundational knowledge for both General and Applied syllabus Senior Music. Students will experience the assessment types, subject specific knowledge, and Marking systems (ISMGs and Standard Elaborations) that occur in Senior schooling.

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subject of Music. Assessments will replicate elements of General Music, and parts of the Applied Music curriculum, whilst focusing on different topics to engage learners.

Semester 1	Semester 2
Unit 1 Performance Students will develop skills as both a performer and a creator of music. In this unit, students will refine their technical performance skills through solo and ensemble music-making while exploring effective rehearsal and performance techniques. They will also learn the fundamentals of composition by creating original musical works using melody, harmony, rhythm and structure. Through practical performance, creative composition and reflection, students will build confidence, musical literacy and the ability to communicate ideas through music, preparing them for senior Music studies.	Unit 2 Film, Theatre, and Media Explore the powerful role music plays in storytelling across film, theatre and musical theatre. In this unit, students will investigate how composers use melody, harmony, rhythm, texture and dynamics to create mood, develop characters and enhance dramatic action. Through listening, performing and composing, students will analyse iconic soundtracks and stage productions before creating and performing their own music inspired by screen and stage. This unit develops musical creativity, performance skills and an appreciation of the ways music shapes audience emotion and storytelling.
Assessment Requirements	Assessment Requirements
Task 1 – Performance - Individually assessed - Performed individually or in groups/a band. 2-5 minutes long Task 2 – Composition Project - Individually assessed - Development of own music composition. - Submitted digitally/filmed Minimum 1 minute	Task 3 – Performance - Individually assessed - Performed individually or in groups/a band. 2-5 minutes long Task 4 – Composition with Exam. - Individually assessed - Development of own music composition. - Submitted digitally/filmed - Minimum 1 minute Exam on technical language and development of ideas

Visual Art (General and Applied)

Subject information

Students will develop their creativity by producing four major artworks: a painting, a mixed media sculpture, a ceramic sculpture and a drawing. They will explore artists and ideas, experiment with materials and techniques, plan and create original artworks, and evaluate their own work. Across the year, students complete two terms aligned with Applied Visual Arts and two terms aligned with General Visual Art, allowing them to experience both pathways before choosing senior subjects. Studying Visual Art develops creativity, confidence, problem-solving and communication skills that are valuable at school, in future careers and throughout life.

Course Structure

Assessments are designed to provide students with an understanding of the key assessment features of the Senior Syllabus subject of Visual Art (General) and Visual Arts in Practice (Applied).

Semester 1	Semester 2
Term 1 “Maps” Applied Criteria “Maps” transforms the lines and pathways of a road map into the foundation for a bold mixed-media artwork. Each section explores a different material or technique, while a student-chosen theme unifies the artwork and allows students to express their creativity. Assessment Requirements: Booklet: Plan artworks, communicate ideas and evaluate artworks. Artwork: Use visual arts practices and communicate ideas to create a mixed-media painting.	Term 3 “Medieval Castles” Applied Criteria “Medieval Castles” transports students into a Medieval-inspired world as they design and build an original clay castle using hand building techniques. They put their own creative spin on the theme through imaginative details and a personalised sculptural feature inspired by their own interests. Assessment Requirements: Booklet: Plan artworks, communicate ideas and evaluate artworks. Artwork: Use visual arts practices and communicate ideas to create a ceramic sculpture.
Term 2 “Alebrijes” General Criteria “Alebrijes” brings together the whimsical sculptures of Barbara Kobylnska and the vibrant tradition of Mexican alebrijes. Students design and construct a stylised bird sculpture, transforming it with bold colour, decorative patterns and imaginative details. Assessment Requirements: Booklet: Researching, developing and reflecting. Artwork: Create a resolved mixed-media sculpture.	Term 4 “Mechanical Animals” General Criteria “Mechanical Animals” challenges students to reinterpret a famous artwork with a steampunk twist. They design their own mechanical creature and recreate the full composition as a lead-pencil drawing, using tonal shading to make it appear convincingly within the scene. Assessment Requirements: Booklet: Researching, developing and reflecting. Artwork: Create a resolved lead-pencil drawing.