NAMBOUR
STATE COLLEGE

Year 10 subject guide

Queensland Government

RTO Provider 30084

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LOCAL FOUNDATIONS; GLOBAL OPPORTUNITIES

NAMBOUR
STATE COLLEGE

Contents

Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 10 subject selection. It includes a comprehensive list of all subjects that form the basis of a school's curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The information contained in this booklet is a summary of the subjects offered in Year 10. Year 10 subjects are named and organised in a way that provides a clear link to subjects in Years 11 and 12, including their being classified as 'General', 'Applied' or 'VET' subjects.

Key staff

Role	Name
College Principal	Mr Anthony Green
Senior Campus Principal	Ms Julie Weber
Deputy Principal	Ms Ainslie Walsh
Deputy Principal Inclusion	Ms Heidi Kasteel
Deputy Principal	Mr Stephen McHugh
Deputy Principal	Ms Marni Bradley
Head of Department - English	Mrs Marita Fearon
Head of Department - Mathematics	Mr Tim Kenny
Head of Department - Science	Mrs Liz Kapiotas
Head of Department - Health and Physical Education	Mr Greg Naughtin
Head of Department - Agriculture/Industrial Technology and Design (INTAD)	Mr Sheldon Free
Head of Department - The Arts	Mrs Elizabeth Clout
Head of Department - Vocational Education & Training and Applied Technologies	Mr Craig Boardman
Head of Department - Global Engagement	Mrs Laurina Chandler
Head of Department - eLearning	Ms Fellicia McGrath
Head of Department - Senior Secondary	Ms Richelle Rae
Head of Department - Student Services	Ms Sue Fitisumanu
Head of Department - Inclusion	Ms Angela Egan

The new senior schooling system

The following pages provide some detail about the new system of senior schooling. Although this does not apply directly to Year 10, it is worth being familiar with the system as Year 10 is about being well prepared to transition successfully and seamlessly into senior year levels.

Subject selection processes

Term 3

Subject information videos
Videos available on the College website.

Subject survey
Students complete an online survey to select their preferred senior subjects.

Line structure created
Survey data is used to establish the subject offerings for the following year based on student interest and available resources.

Timetable created
Data from the subject selections is used to create the final timetable based on student selections and available resources. **Subjects will only run if a sufficient number of students select the subject and the school has the available human and physical resources.**

Prerequisites – It is highly recommended that students consider the recommended prerequisite and recommended study for senior subjects when selecting their subjects

Recommended prerequisite – it is highly recommended that students study this subject and achieve at least a C standard to increase the likelihood of success in the aligned senior General subject.

Recommended study – it is recommended that students study this subject if they wish to study the aligned senior subject.

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.

Statement of results

Students are issued with a statement of results in the December following the completion of a Queensland Curriculum and Assessment Authority (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.

Queensland Certificate of Education (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.

Queensland Certificate of Individual Achievement (QCIA)

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

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

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

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

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.

Senior external examination

The senior external examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

VET Courses

Vocational Education and Training (VET) Courses are also suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. They provide students with an additional qualification in the form of a Certificate I, II or II qualification.

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 are required of students 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.

General syllabuses and short courses

In addition to literacy and numeracy, general syllabuses and short courses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills.

Applied syllabuses

In addition to literacy and numeracy, applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

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

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- 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.

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the general course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Year 10. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at leas*t two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrices

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

The CIA is:

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

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Senior External Examinations

Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
  - to meet tertiary entrance or employment requirements
  - for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see www.qcaa.qld.edu.au/senior/see.

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at https://www.qcaa.qld.edu.au/senior/sep-calendar.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

Year 10 subjects and VET courses

Mathematics

General	• General Mathematics • Mathematical Methods • Specialist Mathematics

English

General	• English • Literature
Applied	• Essential English

Humanities

General	• Business • Geography • History • Legal Studies
Applied	• Tourism

Technologies

General	• Design • Food and Nutrition
Applied	• Animal Care • Agricultural Skills • Early Childhood Studies • Engineering Skills • Fashion • Furnishing Skills • Industrial Technology Skills

Health and Physical Education

General	• Health • Physical Education • Physical Education - volleyball
Applied	• Sport and Recreation

Science

General	• Biology • Chemistry • Physics • Psychology
Applied	• Science

Languages

General	• Japanese

The Arts

General	• Dance • Drama • Film, Television and New Media • Music • Visual Art

VET

- CUS20120 Certificate II in Dance
- MEM20422 Certificate II in Engineering Pathways (Build & Fly a Drone)
- FNS20120 Certificate II in Financial Services
- SIT20322 Certificate II in Hospitality
- MSL20122 Certificate II in Sampling and Measurement
- FSK20119 Certificate II in Skills for Work and Vocational Pathways
- CUA20720 Certificate II in Visual Arts

General Mathematics

Recommended prerequisite for senior General Mathematics (minimum grade of 'C' standard)

General Mathematics' major domains are number and algebra, measurement and geometry, statistics, and networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from number and algebra, measurement and geometry, statistics, and networks and matrices
- comprehend mathematical concepts and techniques drawn from number and algebra, measurement and geometry, statistics, and networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from number and algebra, measurement and geometry, statistics, and networks and matrices.

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General Mathematics (continued)

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Pythagoras and trigonometry — revise Pythagoras' Theorem and solve contextualised problems, apply the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions and solve contextualised trigonometric problems including surveying and orienteering. • Chance — describe the results of two- and three-step chance experiments, assign and determine probabilities including conditional probability and investigate the concepts of dependence and independence.	• Patterns and algebra — apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, expand and factorise quadratics. • Linear and non-linear relationships — explore connections between algebraic and graphical representations, make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations, apply graphical and substitution methods to find solutions and solve contextualised problems, formulate and solve real life problems involving monic quadratic expressions and equations, adapt graphing techniques to solve problems involving monic quadratics, make connections between functions and their graphical representations, extend application of graphing techniques from linear functions to parabolas, circles and exponential functions.	• Using units of measurement — recall formulas to calculate area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids • Geometric reasoning — recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules and apply understanding of plane shapes to prove geometric properties. • Data representation and interpretation — develop an understanding of statistical measures of centre and spread to describe data sets, analyse data displays (box plots, histograms and scatter plots) to make generalisations, calculate statistical measures of data sets, graphically represent relationships, draw a line of best fit, apply known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports.	• Money and financial mathematics — recall simple and compound interest formulas, calculate simple and compound interest, connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans. • Linear and non-linear relationships — represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically • Matrices.

Assessment

A minimum of two cumulative semester exams plus two problem solving and modelling tasks.

Students will receive an overall subject result (A–E).

Mathematical Methods

Recommended prerequisite for senior General Mathematics (minimum grade of 'C' standard)

Mathematical Methods' major domains are algebra, functions, relations and their graphs, calculus and statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

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Pathways

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

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from algebra, functions, relations and their graphs, calculus and statistics
- comprehend mathematical concepts and techniques drawn from algebra, functions, relations and their graphs, calculus and statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from algebra, functions, relations and their graphs, calculus and statistics.

Mathematical Methods (continued)

GENERAL
General Year 10 subject

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Pythagoras and trigonometry — revise Pythagoras' Theorem and solve contextualised problems, apply the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions and solve contextualised trigonometric problems including surveying and orienteering. • Chance — describe the results of two- and three-step chance experiments, assign and determine probabilities including conditional probability and investigate the concepts of dependence and independence. • Pythagoras and trigonometry - perform operations with surds, apply Pythagoras' theorem and trigonometry to three dimensional problems, establish and apply the sine and cosine rules and solve related problems, define and graph trigonometric functions and solve simple trigonometric equations. • Chance — evaluate media statements and statistical reports.	• Patterns and algebra — apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, expand and factorise quadratics. • Linear and non-linear relationships — explore connections between algebraic and graphical representations, make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations, apply graphical and substitution methods to find solutions and solve contextualised problems, formulate and solve real life problems involving monic quadratic expressions and equations, adapt graphing techniques to solve problems involving monic quadratics, make connections between functions and their graphical representations, extend application of graphing techniques from linear functions to parabolas, circles and exponential functions. • Patterns and algebra — choose appropriate methods to factorise monic and non-monic quadratic expressions.	• Using units of measurement — recall formulas to calculate area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids • Geometric reasoning — recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules and apply understanding of plane shapes to prove geometric properties. • Data representation and interpretation — develop an understanding of statistical measures of centre and spread to describe data sets, analyse data displays (box plots, histograms and scatter plots) to make generalisations, calculate statistical measures of data sets, graphically represent relationships, draw a line of best fit, apply known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports. • Using units of measurement — solve problems involving the calculation of volume and surface area of pyramids, cones and spheres.	• Money and financial mathematics — recall simple and compound interest formulas, calculate simple and compound interest, connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans. • Linear and non-linear relationships — represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically. • Real numbers — define a logarithm, make connections between exponential and logarithmic expressions, establish and apply the laws of logarithms, simplify expressions using logarithmic laws and solve financial problems involving the use of logarithms. • Linear and non-linear relationships — identify the features of a polynomial, connect a written division algorithm and the factor and remainder theorems and sketch polynomials. • Pre-calculus.

Assessment

A minimum of two cumulative semester exams plus two problem solving and modelling tasks.

Students will receive an overall subject result (A–E).

Specialist Mathematics

GENERAL
General Year 10 subject

Recommended prerequisite for Senior Specialist Mathematics (minimum grade of 'C' standard)

Specialist Mathematics' major domains are vectors and matrices, real and complex numbers, trigonometry, statistics and calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus
- comprehend mathematical concepts and techniques drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Real number systems Fractions, surds and algebra	Geometry Circle relationships Deductive geometry and proofs	Probability Combinatorics and set theory Complex numbers	Trigonometry Vectors

Assessment

A minimum of two cumulative semester exams plus two problem solving and modelling tasks.

Students will receive an overall subject result (A–E).

English

Recommended prerequisite for all senior general subjects (minimum grade of 'C' standard)

English focuses on the study of both literary texts and non-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 texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure and assessment

Students will receive an overall subject result (A–E).

Unit 1		Unit 2		Unit 3		Unit 4	
Novel Study - Close reading of plot, setting and characterisation. Students will create their own narrative using the novel as the springboard text.	25%	Texts for reconciliation - This unit will look at film and literary texts by indigenous authors and explore how these can be used as a vehicle for reconciliation. Students will analyse a film text and create a persuasive text.	25%	Romeo and Juliet - What can they teach us about conflict? Students will create a multimodal text that explores this driving question.	25%	Media representations: response to stimulus (exam)	25%

Literature

GENERAL
General Year 10 subject

Recommended prerequisite: English (minimum grade of 'C' standard)

Literature focuses on the study of literary texts including novels and films. The subject develops 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 engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies 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. 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.

Pathways

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure and assessment

Term 1	Term 2	Term 3	Term 4
Comparing representations Students will examine classic texts and modern adaptations in order to examine how particular characters are reinvented to suit different cultural expectations. Students will write a Feature Article that explores the concept of a cultural palimpsest such as Sherlock Holmes.	Responding to texts Students will examine the ways that representations are created in a play. They will write and present an imaginative monologue that extends on the play.	Wide reading Students will read and analyse a complete novel text. They will complete an analytical essay exam in response to a seen question.	Responding to literature Students will engage with a close study of poetry on a specified theme (e.g. social justice). Students will create an imaginative narrative that uses a poem as a springboard text.

Essential English

APPLIED
Applied Year 10 Subject

Recommended study for senior Essential English

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structure and assessment

Unit 1		Unit 2		Unit 3		Unit 4	
Community: The Oasis Documentary study: Persuasive spoken Task (assignment)	25%	Charity Chest: Students will develop a presentation that raises awareness of a worthy community project and that encourages the audience to engage with this project.	25%	Warm Bodies: Students will engage in a close study of a film that is a reimagining of Romeo and Juliet. They will create their own narrative that uses themes from the film as a springboard into their own reimagining.	25%	Students will read, view and discuss a variety of news media texts that explore news, people, events and issues. They will complete a short response exam.	25%

Business

GENERAL
General Year 10 subject

Recommended but not essential prerequisite for senior Business (minimum grade of 'C' standard)

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Entrepreneurship, innovation and successful businesses • The future of work.	• Business case study • Financial risks and rewards • Financial planning.	• Competitive business in the global market • Business planning.	• Major consumer and business decisions • Improving business productivity and responses to economic conditions.

Assessment

A range of assessment instruments will be employed, including: short response, extended written responses, multimodal presentations, case studies and research assignments.

Students will receive an overall subject result (A–E).

Geography

GENERAL
General Year 10 subject

Recommended but not essential prerequisite for senior Geography (minimum grade of 'C' standard)

Subject fee applies for camps and/or excursions

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Environmental change and managements • Land cover change and the management	**Passion project** • Can a generation of young people make positive change to prevent extinction?	**High stakes fashion** • How do your wardrobe choices influence a global community?	**Geography of human wellbeing** • Rich countries and poor countries; what are the challenges of human development globally?

Assessment

Schools devise assessments to suit their local context. Students will receive an overall subject result (A–E).

Summative assessments

Assessment can include:	
Examination — combination response	Investigation — data report
Investigation — field report	Research report

History

GENERAL
General Year 10 subject

Recommended but not essential prerequisite for senior Ancient History and senior Modern History (minimum grade of 'C' standard)

History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the modern world and to think historically and form a historical consciousness in relation to these same forces.

History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

A course of study in history can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Objectives

By the conclusion of the course of study, students will:

- 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
World War II	The Modern World – The Vietnam War	Emperors of the first century AD	The ancient world of Pompeii

Assessment

Schools devise assessments to suit their local context. Students will receive an overall subject result (A–E).

Assessment can include:	
Examination — essay in response to historical sources	Investigation — historical essay based on research
Independent source investigation	Examination — short responses to historical sources

Legal Studies

GENERAL
General Year 10 subject

Recommended but not essential prerequisite for senior Legal Studies (minimum grade of 'C' standard)

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to the legal system • Why have laws? • Legal personnel • The role of the jury • Courts	**Criminal law** • The nature of criminal law • Proceedings • Conviction, punishment and sentencing	**Civil law** • What is civil law • Differences between criminal law and civil law • Contract law	**Family law** • Marriage • Parents and the law • Children and the law • Human rights

Assessment

Assessment techniques include short answer tests, essays, assignments, seminar and non-written presentations, case studies and response to stimulus material.

Students will receive an overall subject result (A–E).

Tourism

APPLIED
Applied Year 10 subject

Subject fee applies for excursions

Tourism is one of the world's largest industries, directly employing approximately 105 million people and accounting for 9.8% of the global gross domestic product. Tourism is also one of Australia's most important industries, assuming increasing value as a source of expanding business and employment opportunities.

'Tourism industry' is an umbrella term used to describe the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in entertainment, culture, conferences, adventure, shopping, dining, challenges and self-development or visiting friends and relatives.

The Tourism Applied syllabus is designed to give students a variety of intellectual, technical, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal and Torres Strait Islander communities.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

By the conclusion of the course of study, students will:

- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Travel the World	**Destination Sunshine Coast**	**Working in the tourism industry**	**Tourism Marketing**

Assessment

Assessment techniques include projects, investigations, extended responses and exams. Students will also be able to participate in work experience in tourist industries.

Design

GENERAL
General Senior Subject

Recommended prerequisite for Senior Design (minimum grade of 'C' standard)

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

A course of study in design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

By the conclusion of the course of study, students will:

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Experiencing design • Design process • Design styles.	**Commercial design** • Explore — client needs and wants • Develop — collaborative design.	**Human-centred design** • Designing with empathy.	**Sustainable design** • Explore — sustainable design opportunities • Develop — redesign.

Assessment

Students will receive an overall subject result (A–E).

Semester 1	Semester 2
• Examination — design challenge	• Project
• Project	• Examination — design challenge

Food and Nutrition

GENERAL
General Year 10 subject

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.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

A course of study in Food and Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Term 1	Term 2	Term 3	Term 4
• Food systems and the functional properties of food	• Nutritional requirements of adolescence	• Food product design for new and expanding food markets	• Food product design investigating indigenous foods

Assessment

Unit 1		Unit 2	
Written exam	25%	Project folio	25%

Unit 3		Unit 4	
Project folio	25%	Project folio	25%

Animal Care

APPLIED
Applied Year 10 subject

Animal care is a subject that allows students to develop practical skills in animal care, and gain a real understanding of animal care and welfare requirements. This subject will take you through the fundamental skills needed to care for domestic animals.

The course will introduce students to the concepts of animal hygiene, providing basic animal first aid, communicating effectively with people, staying safe in an animal-related workplace and sourcing information about the needs of animals.

Pathways

A course of study in Animal Care can establish a basis for further education in animal related fields such as Veterinary Nursing, Captive Animals, Grooming, Animal Technology and Companion Animal Services.
A course of study in Animal Care can establish a basis for employment opportunities in animal related fields such as Animal care attendant, Animal shelter attendant, Cattery attendant and Kennel hand.

Structure

Term 1	Term 2	Term 3	Term 4
Carry our animal care work using ethical and humane practices	Identify behavioural and physical needs of differering species of animals	Handling animals for assessment and health care treatments	Identify and provide animal enrichment strategies. Deliver animal first aid.

Assessment

Assessment techniques include class work activities and participation, portfolios and assignments.

Agricultural Skills

APPLIED
Applied Year 10 subject

This subject focusses on developing understanding of the various disciplines within Agriculture.

Agriculturists develop cross-functional skills and have the ability to work in several different arms within the agricultural sector. This subject allows individuals to develop basic skills and knowledge to prepare for work.

Topics of study include crop agronomy, livestock and pasture management, farming, farm management and farmhand work, equipment and machinery operation and maintenance, resource sustainability and management.

Pathways

This subject is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.

Structure

Term 1	Term 2	Term 3	Term 4
Agricultural enterprises and horticultural production	Tractor and machinery operation	Livestock structures, construction and maintenance	Enterprise management and sustainability

Assessment

Assessment techniques include skills development and observation, portfolios and assignments.

Early Childhood Studies

APPLIED
Applied Year 10 Subject

Recommended study for senior Early Childhood Studies

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Objectives

By the conclusion of the course of study, students will:

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

Structure

Term 1	Term 2	Term 3	Term 4
• Conception and Birth • Basic human needs • Areas of development • The developing child.	• Areas of development • Literacy development • Story telling.	• Nutritional needs of early childhood • Breastfeeding and bottle feeding • Introducing solids • Food allergies and intolerances • Food hygiene and safety • School lunchbox ideas.	• Areas of development • Developing activities to support varying areas of development • Implementing activities with a small group of children.

Assessment

Unit 1		Unit 2	
Written test Magazine article	25%	Story telling activity with children (written and practical)	25%

Unit 3		Unit 4	
Information brochure/article	25%	Developmental activity with small group of students (written and practical)	25%

Engineering Skills

APPLIED
Applied Year 10 Subject

Recommended study for Certificate II Engineering Pathways and Certificate I Construction

Engineering Skills focuses on the practices and processes required to manufacture products in the metal and engineering industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in engineering tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in metal and engineering industries.

Objectives

By the conclusion of the course of study, students will:

- describe industry practices in engineering tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse engineering tasks to organise materials and resources
- select and apply production skills and procedures in engineering tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Measuring and marking • Belt loop • Key ring. • Letter box.	**Sheet metal fabrication** • BBQ plate.	**Metal fabrication** • Barbie mate.	**Fitting and turning** • Pizza cutter • Belt buckle.

Assessment

For Engineering Skills, assessment is in the form of completed projects and practical demonstration and written work.

Fashion

APPLIED
Applied Year 10 subject

Fashion explores what underpins fashion culture, technology and design. Furthermore, it engages students in developing innovative skills for a sustainable society through recycled textile items and charitable donations on a global level.

Students are encouraged to think critically and creatively to make social and ethically responsible decisions to enhance the wellbeing of their self, family and wider community.

Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts. They develop practical skills through the product and project assessment tasks.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the areas of:

- design
- personal styling
- costume design
- production manufacture
- merchandising
- retail.

Objectives

By the conclusion of the course of study, students will:

- describe design problems and design criteria
- explain how products, services and environments evolve and consider the impact of emerging technologies on design decisions in the fashion contect
- analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions
- synthesise ideas and design information to propose design concepts
- evaluate possible ideas and design concepts to make refinements
- create solutions and fashion items with a key understanding of ecologically responsible fashion.

Structure

Term 1	Term 2	Term 3	Term 4
• Design Process	• Producing fabric	• Sustainable clothing	• Wearable Art

Assessment

Unit 1		Unit 2	
Exam	25%	Project folio	25%

Unit 3		Unit 4	
Project folio	25%	Project folio	25%

Furnishing Skills

APPLIED
Applied Year 10 Subject

Recommended study for Certificate II Furniture Making Pathways

Furnishing focuses on the practices and processes required to manufacture products in a furnish industry.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in furnishing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the furnishing industry.

Objectives

By the conclusion of the course of study, students will:

- describe industry practices in furnishing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse furnishing tasks to organise materials and resources
- select and apply production skills and procedures in furnishing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Production processes • Serving tray	**Timber joinery** • CO2	**Manufacturing enterprise** • Multi-use Table	**Product quality** • Wood turning

Assessment

For Furnishing Skills, assessment is in the form of completed projects, practical demonstration and digital folios.

Industrial Technology Skills

APPLIED
Applied Year 10 Subject

Recommended study for senior Industrial Technology Skills and senior Industrial Graphics Skills

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

By the conclusion of the course of study, students will:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
• Industry practices • Production processes	Building and construction	• Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping.
	Engineering	• Sheet metal working • Welding and fabrication • Fitting and machining.
	Furnishing	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery.
	Industrial graphics	• Engineering drafting • Building and construction drafting • Furnishing drafting.
	Plastics	• Thermoplastics fabrication • Thermosetting fabrication.

(Continued over)

Assessment

For Industrial Technology Skills, assessment is in the form of completed projects and practical demonstration which include:.

- at least four projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 300-500 words • multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 2-5 minutes • product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 50-70 minutes • 50–250 words per item.

Health

GENERAL
General Year 10 subject

Recommended prerequisite for senior Health (minimum grade of 'C' standard)

Learning in Health is primarily classroom based. Health would suit students who are interested in helping others to have the knowledge and skills to be able to take responsibility for their own health and the health of their community. Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Social model of health • Contemporary issues for Australian families • Domestic and family violence.	**Bullying** • Positive social relationships • Intervention strategies.	**Sexual health** • Physical • Social • Emotional.	**Alcohol and other drugs** • Health behaviours • Intervention strategies.

Assessment

Assessment tasks are devised by the school. Students will receive an overall subject result (A–E).

Unit 1		Unit 2	
Assessment 1: • Investigation - analytical exposition	25%	Assessment 2: • Investigation - action research	25%

Unit 3		Unit 4	
Assessment 3: • Seminar presentation and justification	25%	Assessment 4: • Investigation - promotion strategy	25%

Physical Education

GENERAL
General Year 10 subject

Recommended prerequisite for senior Physical Education (minimum grade of 'C' standard). Recommended prerequisite for Year 10 Physical Education - English (minimum grade of C), Physical Education (minimum grade of C).

Typically, Physical Education will involve about 50 per cent of learning activities occurring in the classroom and the other 50 per cent engaged in physical activity. Physical activity serves as both a source of data and medium for learning. Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Functional anatomy and physical activity • Functional anatomy integrated with a selected physical activity.	**Biomechanics and physical activity** • Biomechanics integrated with a selected physical activity.	**Fitness and training principles** • Fitness and training principles integrated with a selected physical activity.	**Ethical issues in Australian sport** • Contemporary issues in sport such as performance drugs, match fixing and ethical behaviour.

Assessment

Assessment tasks are devised by the school. Students will receive an overall subject result (A–E).

Unit 1		Unit 2	
Assessment 1: • Examination – combination response • Performance	20%	Assessment 2: • Biomechanical analysis and performance	20%

Unit 3		Unit 4	
Assessment 3: • Project - folio	35%	Assessment 4: • Investigation —report	25%

Physical Education – volleyball

GENERAL
General Year 10 subject

Recommended prerequisite for senior Physical Education (minimum grade of 'C' standard). Recommended prerequisite for Year 10 Physical Education - English (minimum grade of C), Physical Education (minimum grade of C). Recommendation to join the specialist program from Health and Physical Education, Head of Department (HPE HOD).

Students must be recommended to join the Physical Education – Volleyball Specialist course by the Health and Physical Education, Head of Department. Typically, Physical Education will involve about 50 per cent of learning activities occurring in the classroom and the other 50 per cent engaged in physical activity. Physical activity serves as both a source of data and medium for learning. Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Functional anatomy and physical activity • Functional anatomy integrated with volleyball.	**Biomechanics and physical activity** • Biomechanics integrated with volleyball.	**Fitness and training principles** • Fitness and training principles integrated with volleyball.	**Ethical issues in Australian sport** • Contemporary issues in sport such as performance drugs, match fixing and ethical behaviour.

Assessment

Assessment tasks are devised by the school. Students will receive an overall subject result (A–E).

Unit 1		Unit 2	
Assessment 1: • Examination – combination response • Performance	20%	Assessment 2: • Biomechanical analysis and performance	20%

Unit 3		Unit 4	
Assessment 3: • Project - folio	35%	Assessment 4: • Investigation — report	25%

Sport and Recreation

APPLIED
Applied Year 10 Subject

Recommended study for senior Sport and Recreation

Typically, Sport and Recreation will include about 35 per cent of learning activities occurring in the classroom and the other 65 per cent engaged in physical activity as a performer, official, group leader or coach. Sport and Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

A course of study in Sport and Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

By the conclusion of the course of study, students will:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

(Continued over)

Sport and Recreation (continued)

Structure

The Sport and Recreation course is designed around core and elective topics.

Core topics	Elective topics
Core topics are integrated into every module to varying degrees. • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities.	• Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities • Sport and recreation physical activities.

Module 1	Module 2	Module 3	Module 4
Let's Get Physical • Choice of two activities from games and sports and/or rhythmic and expressive movement activities.	**Body and Soul** • Personal fitness activities.	**Active and Involved** • Active childhood games.	**Open Water** • Pool and snorkelling activities.

Assessment

Assessment tasks are devised by the school. Students will receive an overall subject result (A–E).

Module 1		Module 2	
Assessment 1: • Performance and sporting resume	25%	Assessment 2: • Investigation — research report	25%

Module 3		Module 4	
Assessment 3: • Project – planning report and implementation	25%	Assessment 4: • Performance and skills checklist	25%

Biology

GENERAL
General Year 10 subject

Recommended prerequisite for senior Biology (minimum grade of 'C' standard)

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Term 1	Term 2	Term 3	Term 4
• Tissue cultures	• Human anatomy	• Plants	• Genetics

Assessment

Unit 1		Unit 2	
Data test	25%	Research task	25%

Unit 3		Unit 4	
Experimental investigation	25%	Exam	25%

Chemistry

GENERAL
General Year 10 subject

Recommended prerequisite for Senior Chemistry (minimum grade of 'C' standard)

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Term 1	Term 2	Term 3	Term 4
• Intro to chemistry	• Energy	• Acids and bases	• Organic chemistry

Assessment

Unit 1		Unit 2	
Data test	25%	Research task	25%

Unit 3		Unit 4	
Experimental investigation	25%	Exam	25%

Physics

GENERAL
General Year 10 subject

Recommended prerequisite for senior Physics and Aerospace Studies (minimum grade of 'C' standard in Science and Maths)

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Term 1	Term 2	Term 3	Term 4
• Introduction to physics	• Energy	• Motion	• Electricity

Assessment

Unit 1		Unit 2	
Data test	25%	Research task	25%

Unit 3		Unit 4	
Experimental investigation	25%	Exam	25%

Psychology

GENERAL
General senior subject

Recommended prerequisites: English (minimum grade of 'C' standard), Biology (minimum grade of 'C' standard).

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep.

In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour.

In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning.

In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Individual Development	• Individual Behaviour	• Individual Thinking	• The influence of others

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Data test	10%	Research investigation	20%
Student experiment	20%		
External assessment 50% Examination			

Science

APPLIED
Applied Year 10 Subject

Recommended study for Aquatic Practices in Year 11.

This course is a blend of both the National Curriculum for Year 10 and preparation into the Marine Aquatic Practices course offered in Year 11 at Nambour State College.

Science develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

The Science course is designed around topics in Junior ACARA and Aquatic Practices.

Core topics	Electives
Scientific literacy and working scientifically	Science for the workplace
Workplace health and safety	Resources, energy and sustainability
Communication and self-management	Health and lifestyles
Marine Environments	Environments
Marine Organisms and relationships	Discovery and change

Assessment

For Science assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least one investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	**A response that includes locating and using information beyond students' own knowledge and the data they have been given.**	**A response to a series of tasks relating to a single topic in a module of work.**	**A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.**	**A response that answers a number of provided questions, scenarios and/or problems.**
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal performance product	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal	At least three different components from the following: written: 200–300 words spoken: 1½ –2½ minutes multimodal performance test	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal presentation	60–90 minutes 50–250 words per item

Japanese

GENERAL
General Year 10 subject

Recommended prerequisite for senior Japanese (minimum grade of 'C' standard)

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cool Japan	**Part time job**	**Shopping**	**Japanese celebrations**

Assessment

Assessment will include practical assignments, e-mail diaries and test instruments. Schools devise assessments to suit their local context.

Students will receive an overall subject result (A–E).

Dance

Recommended study for Certificate III in Dance

Dance focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance can establish a basis for further education and employment in the fields of dance and broader arts and creative industries. Fields that students may pursue from this course are teaching, arts and events management, dance teaching, ensemble dancing, trainee dancing, choreography, commercial performing, rehearsal directing, creative directing, dance education, company directing, cruise ship dancing, dancer's psychology, dance specific physiotherapy and/or dietetics.

Standard Elaborations

By the end of Year 10, students should be able to analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. Evaluate the impact of dance from different cultures, places and times on Australian dance.
Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

Structure and Assessment

The Dance course is designed around a unit of work each term, with assessment focusing on responding, choreography and performing tasks within each unit of work.

Unit 1	Unit 2	Unit 3	Unit 4
Dance on screen	**Dance for meaning**	**Dance for identity**	**Dance for audition**
Students will practise, refine and perform technical and expressive skills to develop proficiency in genre- and style-specific techniques for dances on screen. Students will understand the form of the dance style chosen to create a tutorial.	Students will improvise to find new movement possibilities and explore personal style by combining elements of dance including those from other cultures and times. Students will collaboratively manipulate combinations of the elements of dance, structure using motifs and choreographic devices to communicate their meaning and choreographic intent.	Students practise, refine and perform technical and expressive skills to develop proficiency in genre- and style-specific techniques in cultural dance to communicate a choreographer's intent.	Students will prepare for an audition by practise, refine and perform technical and expressive skills to develop proficiency in genre- and style-specific techniques (repertoire). Students improvise to find new movement possibilities and explore personal style by combining elements of dance.
Choreography: In a small group students choreograph 30 – 45 seconds each **Performing:** Perform a Dance for screen individual 1-2 minutes within a group **Responding:** An evaluative scripted blog 600-800 words.	**Choreography:** In a group students choreograph 30 – 45 seconds each **Responding:** An extended analysis essay 600-800 words.	**Performing:** Perform a culturally specific Dance individual 1-2 minutes, within a group **Responding:** An extended written response exam 600-800 words.	**Choreography:** Improvise individually for 30-45 seconds in an audition atmosphere **Performing:** Perform a dance individually for an audition for 1-2 minutes.

Drama

Recommended prerequisite for senior Drama (minimum grade of 'C' standard)

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Standard elaborations

By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. 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 in order to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

Structure and assessment

The Drama course is designed around a unit of work each term, with assessment focusing on responding, forming and performing tasks within each unit of work

Unit 1	Unit 2	Unit 3	Unit 4
Realism: Acting - extended unit	**Epic theatre: Living Newspaper, extended unit**	**Reviewing live theatre floating unit**	**Contemporary theatre**
Students will gain an understanding of the theatre style Realism, its conventions, history and founders. Students will gain skills in acting in the style of Realism through exploring a range of world plays including Australian. Students gain insight into Australian life and perspectives through focus on Australian realistic plays including indigenous texts. Students extending their understanding of how the elements of drama are shaped with a drama performance and stage craft used.	Students explore theatre which not only entertains but educates an audience. Students will gain an understanding of the conventions of Epic Theatre. Student will devise and perform in the style of Realism. Students will learn stagecraft in keeping with the style. Guest artist will work with the students on group project.	Students across the year will review one live professional theatre performances. Students will take on the role as reviewer. Students will gain an understanding of how the dramatic elements have been shaped in a live theatre performance.	Students will study Contemporary Theatre styles that both entertainment and challenge an audience. Styles that could be covered in this unit include: physical theatre, Gothic theatre, political theatre and community theatre. Students will gain an understanding of the conventions of the styles studied. Students will develop skills in stagecraft in keeping with the style.
Performing: Performing a scene from a play in the style of realism 2- 3 minutes per person. **Forming:** Group improvisation with intervention based on the play studied 2- 3 minutes.	**Forming:** Devise a group performance in the style of epic theatre **Performing:** Performing a scene from a play in the style of epic theatre 2- 3 minutes per person. **Responding:** Exam extended written respond 140 minutes.	**Responding:** Individual extended written assignment length 600 – 800 words.	**Performing:** Performing from set play in small groups. 2 – 3 minutes per person.

Film, Television and New Media

GENERAL
General Year 10 subject

Recommended prerequisite for Senior Film, Television and New Media (minimum grade of 'C' standard)

Film, Television and New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television and New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

By the conclusion of the course of study, students will:

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Visual narrative	**Film and TV genres**	**Advertising and music video**	**Animation**
Filmmaking foundations • Introduction to the basic elements of filmmaking • Key concepts and general objectives of Film, Television and New Media • Genre codes and conventions • How film language creates meaning for audiences • Production fundamentals: cinematography and editing.	**Evolution of genres** • Development of American Film and TV genres and their changes over time • Contextual factors such as audience and institutional demands are examined to account for how and why changes have occurred.	**The power of persuasion** • Unpacking the world of advertising and techniques used to persuade audiences • Music video as an art form and advertising medium.	**Alternate realities** • The evolution of animation • Types and styles: stop-motion, Cel, CGI • Representations of people, places and ideas through such institutions as Disney and Studio Ghibli.

Assessment

Schools devise assessments to suit their local context. Students will receive an overall subject result (A–E).

Summative assessments

Semester 1		Semester 2	
Summative internal assessment 1 (T1): • Multi-modal project – design and production a film trailer	25%	Summative internal assessment 3 (T3): • Stylistic project – music video production	25%
Summative internal assessment 2 (T2): • Case-study investigation – analysis of a film genre	25%	Summative internal assessment 3 (T3): • Extended response – analysis of animation product	25%

Music

Recommended prerequisite for senior Music (minimum grade of 'C' standard)

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Standard elaborations

By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.
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 use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

Structure and Assessment

The Music course is designed around a unit of work each term, with assessment focusing on Responding, Composing and Performing tasks within each unit of work.

Unit 1	Unit 2	Unit 3	Unit 4
Musical masters	**On the stage**	**Music and sound**	**Gaming music**
Students will be taught the history of music from the Renaissance to the Romantic Era.	Students will grasp an understanding in musical theatre and the importance music has in such an art form.	Students will not only develop their performance skills, but will also understand how to set up equipment, the organisation that goes into planning a performance and how to mix sound.	Students will develop an understanding of how music elements and compositional devices can be manipulated in the music to tell a story or represent a hero/villain within a video game context.
Students will analyse different pieces of music from the Renaissance, Baroque, Classical and Romantic period.	Students will be examining the history behind musical theatre and will be examining the different compositional devices that are used in music in this genre.	Students will complete a reflection task that allows them to analyse and evaluate the performance process.	Students will also analyse and evaluate different pieces of music throughout this booklet, to determine atmosphere or character.
Making (performing): Students will be presenting a piece of classical music and scale.	**Making (composing):** Students create a piece of music suitable for the class musical. Lyrics will be written as a group in class. **Responding (exam):** Students analyse and evaluate musical theatre pieces in an exam.	**Making (performing):** Students prepare a performance for Senior Music Night. Students will also assist in the bumping in, mixing sound and bumping out process involved in a performance of this magnitude. **Responding (exam):** Students complete a reflection task that allows them to analyse and evaluate their own performance.	**Making (composing):** Students complete a composition booklet demonstrating techniques.

Visual Art

GENERAL
General Year 10 subject

Recommended prerequisite for Visual Art (minimum grade of 'C' standard)

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

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.

Pathways

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

Standard elaborations

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Structure and Assessment

The Visual Art course is designed around a unit of work each term, with assessment focusing on responding and making tasks within each unit of work.

Unit 1	Unit 2
Who am I?	Healing journey
Through inquiry learning, the following are explored: • Concept: exploring the self and how to represent the self in art • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D and 3D.	Through inquiry learning, the following are explored: • Concept: art as a journey for healing • Contexts: social, historical, political and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based.
Making: Production and documentation of an experimental portfolio. Planning, design and presentation of artworks in response to stimulus. **Responding:** 600-800 word art catalogue essay.	**Making:** Production and documentation of an experimental portfolio. Planning, design and presentation of artworks in response to stimulus. **Responding:** Written response, 600-800 words, unseen question under exam conditions.

Vocational Education and Training (VET) courses

The certificate courses that follow are being provided at Nambour State College and can be completed in the following ways:

1) Undertake a national recognised quantification offered by Nambour State College as Registered Training Organisation (RTO 30084).
2) Undertake a national recognised qualification offered onsite by an external Registered Training Organisation.

What is VETiS?

Vocational education and training (VET) in Schools (VETiS) is the delivery of nationally recognised training to secondary school students, providing them with the skills and knowledge required for employment in specific industries.

Please see attached Fact Sheet on VETiS. For further information on government funding for VETiS please use the following link https://desbt.qld.gov.au/training/providers/funded/vetis

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

In Year 10, all students complete one Certificate II level qualification. Each student is required to select one course pathway from the below options.

Students studying a VET course that is delivered by the College incur a flat fee of $45 for the online learning environment (Cloud Assess) regardless of how many courses they are enrolled in.

Certificate courses

Qualification	Pathway	Registered Training Organisation (RTO)
VET courses offered by School RTO		
CUS20120 Certificate II in Dance	Dance	Nambour State College (RTO 30084)
FNS20120 Certificate II in Financial Services	Business	
SIT20322 Certificate II in Hospitality	Hospitality	
FSK20119 Certificate II in Skills for Work and Vocational Pathways	Career	
CUA20720 Certificate II in Visual Arts	The Arts	
VET courses offered by external RTOs undertaken at School		
MEM20422 Certificate II in Engineering Pathways (VETiS) (Build & Fly a Drone) (Yr 10) (VETiS)	Information Technology (IT)	Skills Generation (RTO 41008)
MSL20122 Certificate II in Sampling and Measurement (VETiS)	Science	Leichhardt Education and Training (RTO 32368)

CUA20120 Certificate II Dance

RTO - Nambour State College

RTO Number - 30084

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	The CUA20120 - Certificate II in Dance is based on units of competency selected from the CUA Creative Arts and Culture Training Package.
Entry requirements:	There are no entry requirements for this qualification.
Qualification packaging rules:	Total units = 10 (7 core units + 3 elective units from the list below).
Core and electives: **Competencies covered:** CUADAN211 CUADAN212 CUADAN213 CUADAN215 CUADAN218 CUADAN220 CUAIND211 CUAPRF211 CUAWHS111 CUAWHS211	 Develop basic dance techniques Incorporate artistic expression into basic dance performances Perform basic jazz dance techniques Perform basic contemporary dance techniques Perform basic street dance techniques Perform basic lyrical dance techniques Develop and apply creative arts industry knowledge Prepare for live performances Follow safe dance practices Develop a basic level of physical fitness for dance performance
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge.
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence will be gathered through: • Practical Projects to be completed according to workshops, performances and assessable elements • Observations ticked off on individual checklist during workshops and lesson time as evidence of an understanding of the process, skills and knowledge obtained. • Written assessment questions need to be completed using full sentences and correct punctuation.
Pathways:	A course of study in Certificate II in Dance can establish a basis for further education and employment in the fields Dance and broader Arts industries. Studying dance develops creativity, teamwork, confidence, critical thinking, self-discipline, physical health and the ability to work collaboratively - all beneficial in any 21st century career path and quality of life. This qualification reflects the role of a person working in a varied context in the live performance industry, using some discretion and judgement and relevant theoretical knowledge. Job outcomes after completing this qualification can include, professional performer, choreographer, dance teaching, performing arts management, amongst others. People will enter this qualification through audition demonstrating competence of performance either Jazz, Contemporary or Street Dance. This course can also be a stepping stone into a Certificate III in Dance.
Fees (additional to SRS charges):	$136
Further information:	Please contact Liz Clout, Head of Department The Arts eclou6@eq.edu.au

MEM20422 Certificate II Engineering Pathways (Build and Fly a Drone)

RTO - Skills Generation (VETiS funded)

RTO Number - 41008

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	The Build and Fly a Drone Project provides your students with the skills and knowledge to integrate and apply traditional engineering skills to the emerging technologies that are changing the global engineering landscape. While Skills Generation focuses on the future and ensuring your students are prepared for the changing landscape of engineering and manufacturing fields, this is not without sacrifice of these disciplines' roots. Our MEM20422 qualification firstly lays the groundwork, introducing students to the foundations of engineering and manufacturing – correct use of hand and power tools, appropriate understanding of PPE, proper welding technique etc. – before having your students then apply this foundational knowledge in a variety of projects including the construction of individual drones.
Entry requirements:	There are no entry requirements for this qualification. **Special requirements** - Protective clothing, e.g. workshop apron (optional but recommended), foot protection, i.e. shoes with leather or vinyl uppers are required, hair restraint, i.e. head band/tie back/net. PPE (Personal Protective Equipment) is provided by the school but you may choose to provide your own. Please note: Welding requires special clothing considerations. Easily combustible clothing e.g. nylon/polyester must not be worn.
Qualification packaging rules:	Total units = 12 (4 core units + 8 elective units from the list below).
Core and electives: **Competencies covered:** MEM13015 MEMPE005 MEMPE006 MEM16006 MEM16008 MEM18001 MEM18002 MEMPE001 MEMPE002 MEM11011	 Work safely and effectively in manufacturing and engineering Develop a career plan for the engineering and manufacturing industries Undertake a basic engineering project Organise and communicate information Interact with computing technology Use hand tools Use power tools/hand held operations Use engineering workshop machines Use electric welding machines Undertake manual handling
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Assignments • Direct verbal or written questioning checklist.
Pathways:	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.
Fees (additional to SRS charges):	Steel toe cap boots and PPE (glasses and ear plugs)
Further information:	Please contact Craig Boardman, Head of Department Vocational Education & Training cboar13@eq.edu.au

FNS20120 Certificate II Financial Services

RTO - Nambour State College

RTO Number - 30084

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	Certificate II in Financial Services is a nationally recognised qualification that complies with the Australian Qualification Framework. This certificate explores a range of financial services including loans, credit/debit cards, taxation and financial planning. With this knowledge, they will develop and implement a personal money plan and spending diary. Students will learn and apply the appropriate and effective ways to communicate in the workplace with colleagues and customers, both face-to-face and online. Students will learn a range of software applications and digital systems to provide financial information to ensure organisational goals are met. Students are required to undertake these activities independently to ensure fundamentals of financial literacy are gained.
Entry requirements:	There are no entry requirements for this qualification.
Qualification packaging rules:	Total units = 8 (4 core units + 4 elective units listed below).
Core and electives: **Competencies covered:** BSBCMM211 (C) BSBTEC201 (C) BSBWHS211 (C) FNSINC311 (C) FSKLRG007 (E) FSKLRG010 (E) FNSFLT211 (E) FNSFLT213(E)	 Apply communication skills Use business software applications Contribute to health and safety of self and others Work together in the financial services industry Use strategies to identify job opportunities Use routine strategies for career planning Develop and use a personal budget Develop knowledge of debt and consumer credit
Fees (additional to SRS charges):	$20
Further information:	Please contact Craig Boardman, Head of Department Vocational Education & Training cboar13@eq.edu.au

SIT20322 Certificate II Hospitality

RTO - Nambour State College

RTO Number - 30084

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	The SIT20322 is based on units of competency selected from the SIT Tourism, Travel and Hospitality training package.
Entry requirements:	There are no entry requirements for this qualification.
Qualification packaging rules:	Total units = 12 (6 core units + 6 elective units from the list below).
Core and electives: **Competencies covered:** BSBTWK201 SITHFAB021 SITHFAB024 SITHFAB025 SITHFAB027 SITHIND006 SITHIND007 SITXCCS011 SITXCOM007 SITXFIN007 SITXFSA005 SITXWHS005	 Work effectively with others Provide responsible service of alcohol Prepare and serve non-alcoholic beverages Prepare and serve espresso coffee Serve food and beverage Source and use information on the hospitality industry Use hospitality skills effectively Interact with customers Show social and cultural sensitivity Process financial transactions Use hygienic practices for food safety Participate in safe work practices
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge • Work placement • External training provider for Responsible Service of Alcohol
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Assignments • Direct verbal or written questioning checklist • Role play • Case studies • Reports from workplace supervisor and logbook
Pathways:	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.
Fees (additional to SRS charges):	$40 Additional cost of up to $100 for Third Party Provider of Responsible Service of Alcohol (RSA).
Further information:	Please contact Craig Boardman, Head of Department Vocational Education & Training cboar13@eq.edu.au

MSL20122 Certificate II in Sampling and Measurement

RTO - Leichhardt Education and Training

RTO Number - 32368

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	This course offers entry level technical training in skills applied to scientific sampling and measurement in a field situation. It has been developed with the support of scientists and large mining companies to suit the needs of the mining and infrastructure sector.
Entry requirements:	This course is only suitable for students who excel in senior science and who have an interest in further university study in the fields of Science, Technology, Engineering or Mathematics.
Qualification packaging rules:	Total units = 8
Core and electives: **Competencies covered:** MSL912002 MSL922002 MSL943004 MSL952003 MSL952004 MSL972002 MSL933008 MSMENV272	 Work within a laboratory or field workplace Record and present data Participate in laboratory or field workplace safety Collect routine site samples Handle and transport samples or equipment Take routine site measurements Perform calibration checks on equipment and assist with its maintenance Participate in environmentally sustainable work practices
Pathways:	This course is designed to give students a practical understanding of the skills and knowledge required to begin work in the resources and infrastructure industry as a technician taking environmental and other field samples. Topics will aid those students considering work in the fields of science and engineering.
Fees (additional to SRS charges):	Nil
Further information:	Please contact Craig Boardman, Head of Department Vocational Education & Training cboar13@eq.edu.au

FSK20119 Certificate II in Skills for Work and Vocational Pathways

RTO - Nambour State College

RTO Number - 30084

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	Certificate II in Skills for Work and Vocational is a nationally recognised qualification that complies with the Australian Qualification Framework. This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. This includes literacy, numeracy, oral communication, digital literacy, employability skills and career planning.
Entry requirements:	There are no entry requirements for this qualification.
Qualification packaging rules:	Total units = 14 (1 core unit + 13 elective units listed below).
Core and electives: **Competencies covered:** HLTWHS001(E) FSKLRG009 (E) FSKLRG011 (C) FSKNUM014 (E) FSKOCM007 (E) FSKRDG010 (E) FSKWTG09 (E) FSKNUM015 (E) FSKRDG02 (E) FSKLRG010 (E) FSKLRG007 (E) CHCDIV001 (E) FSKNUM020 (E) TLIK2003 (E)	 Participate in workplace and health safety Use strategies to respond to routine workplace problems Use routine strategies for work-related learning Calculate with whole numbers and familiar fractions, decimals and percentages for work Interact effectively with others at work Read and respond to routine workplace information Write routine workplace texts Estimate, measure and calculate routine metric measurements for work Read and respond to basic workplace signs and symbols Use routine strategies for career planning Use strategies to identify job opportunities Work with Diverse People Use familiar routine functions of a calculator for work Apply keyboard skills
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge • Work placement
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Assignments • Direct verbal or written questioning checklist • Role play • Case studies • Reports from workplace supervisor and logbook
Pathways:	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.
Fees (additional to SRS charges):	Nil
Further information:	Please contact Craig Boardman, Head of Department Vocational Education & Training cboar13@eq.edu.au

CUA20720 Certificate II Visual Arts

RTO - Nambour State College

RTO Number - 30084

The successful completion of this course gives students (2) points towards QCE.

Qualification description:	The CUA20720 Certificate II Visual Arts is based on units of competency selected from the CUA Creative Arts and Culture Training Package.
Entry requirements:	There are no entry requirements for this qualification.
Qualification packaging rules:	Total units = 9 (4 core units + 5 elective units)
Core and electives: **Competencies covered:** BSBWHS211 CUAACD201 CUACER201 CUADRA311 CUAPAI211 CUAPAI311 CUAPPR211 CUAPRI211 CUARES202	*Competencies listed below may change with the package and resources available.* Contribute to the health and safety of self and others Develop drawing skills to communicate ideas Develop ceramic skills Produce drawings Develop painting skills Produce paintings Make simple creative work Develop printmaking skills Source and use information relevant to own arts practice
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence will be gathered through: • Practical Projects to be completed according to workshops and assessable elements • Observations ticked off on individual checklist during workshops and lesson time as evidence of an understanding of the process, skills and knowledge obtained. • Written assessment questions need to be completed using full sentences and correct punctuation.
Pathways:	A course of study in Certificate II Visual Arts can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject. Students may also use the Certificate II as a stepping stone into a Certificate III, IV or Diploma in Visual Arts, or specialisation, such as Ceramics, Photography, Digital Imaging or Aboriginal and Torres Strait Islander Cultural and Visual Art.
Fees (additional to SRS charges):	$70
Further information:	Please contact Liz Clout Head of Department The Arts eclou6@eq.edu.au

Vocational Education and Training in Schools

Fact sheet

What is VETiS?

Vocational Education and Training in Schools (VETiS) is delivery of nationally recognised qualifications to school students, providing them with the skills and knowledge required for employment in specific industries.

VETiS qualifications can be undertaken in years 10, 11 and 12, and can count towards the Queensland Certificate of Education.

VETiS options

There are a variety of options available to students to undertake VETiS:

1. as part of their school studies, delivered and resourced by a school registered training organisation (RTO)
2. through fee-for-service arrangements where a parent/student pays for the qualification with an external RTO
3. enrolling in a qualification with an external RTO which is funded by the Department of Education and Training's VET investment budget.

Foundation skills required to complete a VETiS qualification are resourced by schools, regardless of how the qualification is funded.

School students can also undertake a vocational qualification through a school-based apprenticeship or traineeship (SAT), where students are employed while undertaking nationally recognised qualifications.

VETiS funded by the VET investment budget

DET's VET investment budget funds those VETiS qualifications at the certificate I and II level which have been identified in consultation with industry, national skills shortages, Queensland Government priorities, and other evidence relating to effective training pathways that support employment.

These qualifications range across a number of industries and can be viewed by visiting the Queensland Training Subsidies List.

The VET investment budget provides funding for students to complete one VETiS qualification listed on the Queensland Training Subsidies List while at school.

Students are able to undertake any qualification while at school, however students wishing to access the VET investment budget for certificate III qualifications should do so as a SAT.

Other certificate III qualifications may be delivered and funded outside of the SAT pathway, subject to the submission of an Industry Proposal Funding Submission that outlines localised arrangements between schools and employers.

Such arrangements are a key feature of high quality VETiS.

For a certificate III qualification to be considered for VET Investment funding, submissions must demonstrate:

- local arrangements brokered between employers and schools for employment of VETiS graduates, with evidence of employer consultation

- employers guarantee employment of successful VETiS graduates
- consultation with DET regional offices and schools.

Choice of RTO

Schools and students undertaking VETiS funded by the VET investment budget will be able to choose any RTO approved by DET as a pre-qualified supplier (PQS) under the Certificate 3 Guarantee for the eligible qualification.

The final choice of RTO and arrangements for enrolment with the selected RTO should be made by the school, in consultation with students and their parents.

PQS and schools who enter into arrangements for the delivery of VETiS are encouraged to articulate each parties' roles, responsibilities and expectations in a formal agreement.

A list of PQS approved to deliver each subsidised qualification is published on the Queensland Skills Gateway.

RTOs that wish to deliver VETiS (funded by the VET investment budget) must first be approved as a PQS. Under the PQS system, funding follows the eligible student to their chosen PQS and is paid directly to the PQS on submission of the student's validated training data.

Visit the Training Queensland website for further information on how your RTO can become a PQS.

Fees

VETiS funded by the VET investment budget must be fee-free for students. The government determines the level of subsidy available as a public contribution to the cost of the training, and provides the maximum subsidy for VETiS students in most circumstances. It is intended that the level of subsidy for each VETiS qualification should cover the costs associated with participating in the training.

However, in some instances there may be a shortfall between the subsidy level and the fees charged by the PQS, which is referred to as a co-contribution fee, and this cost is paid by the school to the PQS.

A PQS must disclose its fees upfront and clearly publish them on their website. This allows schools and students to be informed of all training costs and compare co-contribution fees (if any apply) across different PQS.

Certificate 3 Guarantee and fee-free training for Year 12 graduates

Regardless of how it is funded, participation in VETiS or a SAT does **not** affect a student's access to fee-free training for Year 12 graduates or subsidised training through the Certificate 3 Guarantee — even if the student has completed a certificate III level qualification at school.

For more information visit www.training.qld.gov.au/year12feefree.

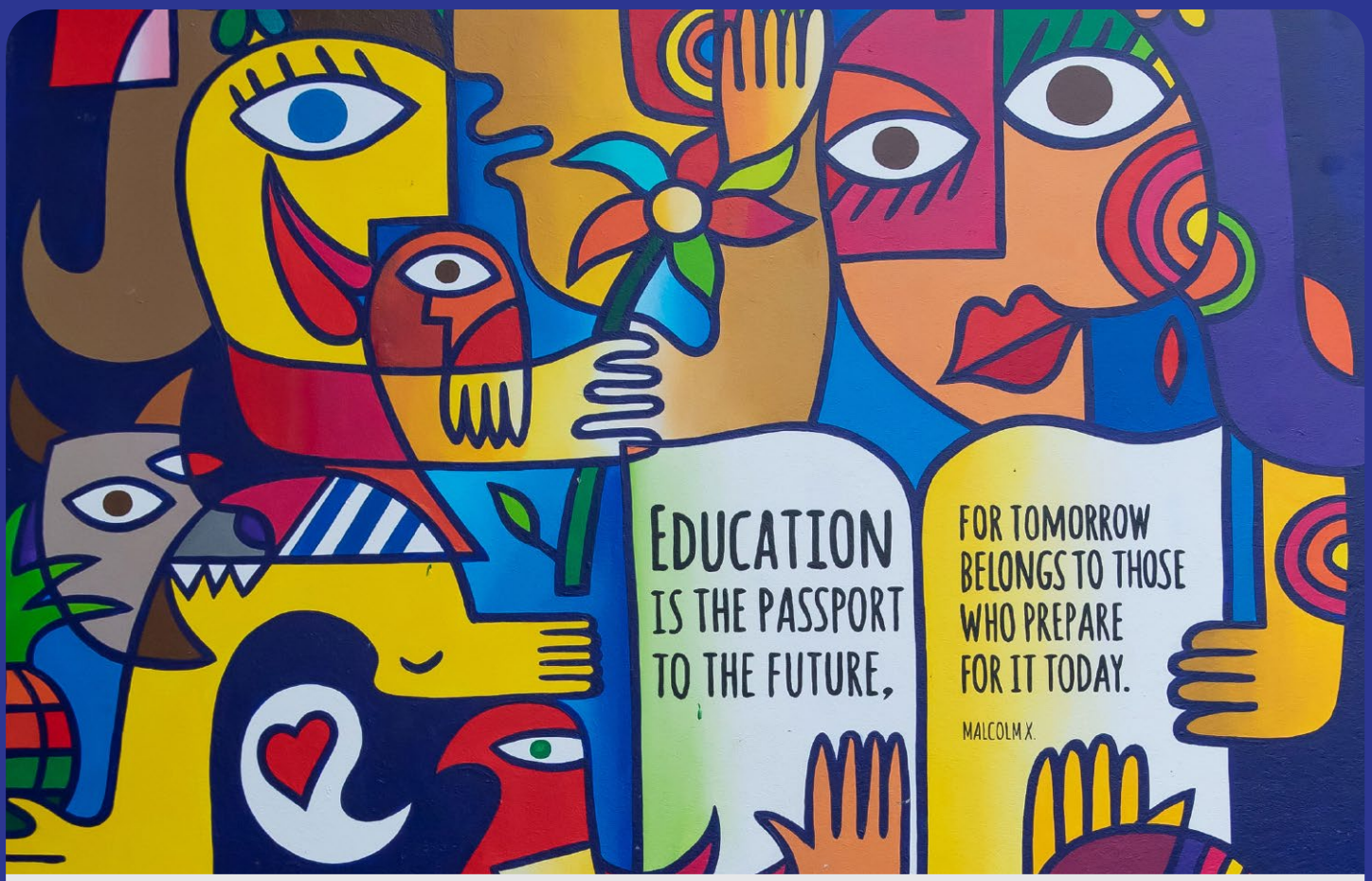
More information

DET regional offices can assist schools with information on VETiS and funding available through the VET investment budget.

Further information is also available from the Training Queensland Customer Centre on 1300 369 935 or Apprenticeships Info on 1800 210 210.

Parents and students with queries about VETiS and SATs should approach their school in the first instance.

For further information on VETiS in Queensland, visit www.training.qld.gov.au/vetis.



School term dates for 2025

Term 1 Tuesday 28 January to Friday 4 April

Term 2 Tuesday 22 April to Friday 27 June

Term 3 Monday 14 July to Friday 19 September

Term 4 Tuesday 7 October to Friday 12 December

2025 Public holidays/Student free day

Monday 27 January (Australia Day)

Monday 21 April (Easter Monday)

Friday 25 April (Anzac Day)

Monday 5 May (Labour Day)

TBA (Show Day)

Friday 5 September (Student free day)

Monday 6 October (King's Birthday)

NAMBOUR
STATE COLLEGE

This brochure was correct at the time of publishing, but is subject to change. (Updated 13 June 2024)