Inspiring Minds, Brighter Futures

COLLINGWOOD PARK STATE SECONDARY COLLEGE

2027

Year 10 Subject Information Handbook

Collingwood Park State Secondary College

Inspiring Minds, Brighter Futures

Vision Statement

CPSSC is a vibrant, inclusive school, inspiring a community through high quality learning, engagement and opportunity, to realise individual potential, be of good character, and well prepared for a bright future.

Mission Statement

At CPSSC we fully embrace our core values, whilst providing a highly supportive, positive, high expectations and engaging learning environment.
We are committed to working with our community to develop respectful, kind, engaged students who persevere, despite barriers or obstacles.
We prepare our students to become the best they can be, and empower learners to become confident, respectful, actively informed citizens, who embrace opportunity and possess the required skills for a successful future.

Core Values

Perseverance: Our community's *Perseverance* and resilience

Achievement: Personal growth and *achievement* through effort and commitment

Respect: Respect towards self and others

Kindness: Kindness in manner and acceptance of others

Executive Team	
Principal	Ben JACK
Business Manager	Mylee LADYNSKI
Business Manager	Shaylyn HOFFMAN
Deputy Principal	Danni DOWNIE
Deputy Principal	Daniel HORSKINS
Deputy Principal	Susan MCNICHOL
Heads of Department	
Head of Senior Schooling	Nigel SHIELD
eLearning/Digital Technologies	Justin BETTS
Engagement/HPE	Cat MILLER
The Arts/Design and Technologies	Caitlin COX
English/Humanities	Stacey MARTINI
Mathematics	Benjamin HENRICHS
Science	Stephanie WILLIAMS

Year 10 Overview

Collingwood Park State Secondary College is committed to inspiring minds and creating brighter futures. To achieve this, we provide students with access to high quality learning opportunities which best prepare students for their pathways beyond school.
This Subject Handbook is designed to inform students and parents of the curriculum offerings for Year 10 at CPSSC.
Year 10 is the first year of Senior School and as such, students' choice of electives should begin to align with their future aspirations in order to prepare students for their senior studies and future pathways.

We are following the Australian Curriculum requirements in terms of the subjects offered and the amount of time students participate in them. As a result, the range of elective subjects on offer to Year 10 students broadens as the number of compulsory subjects reduces from those studied in the junior years.

The subjects on offer to Year 10 students are illustrated in the table below:

Core Subjects: *All students study these all year*	Electives: Choose 4 - *4 elective subjects for a semester each (2 electives studied per semester)* - *3 lessons per week per subject* - *Subjects can be chosen in successive semesters ie Drama S1 and Drama S2*
English *(3 lessons per week)* **Mathematics** *(3 lessons per week)* **Science** *(3 lessons per week)* **History** *(3 lessons per week, one semester)* **Health and Physical Education** *(3 lessons per week, one semester)*	• Design Technologies • Food Specialisation • Fashion • Digital Technologies • Visual Art • Drama • Music • Economics and Business (Sem 2 only) • Civics and Citizenship (Sem 1 only)
In year 10, all students will study Foundation Work Skills in their CP Grow time	

Throughout Year 9, in CP Grow lessons, students will undertake personal reflection, surveys and career development activities in order to begin the journey towards identifying their future pathways including their senior course of study.
The activities will include the completion their subject selections for year 10, that is, nomination of their four (4) electives using One School. As Year 10 is seen as the preparation year for senior, their subject choices should be starting to narrow towards future career options. They should submit these preferences in their preferred order eg first pick is what they really want to do. At this time, they will also be asked to nominate an extra subject as their next preferred option. Every effort will be made to accommodate students into their first four preferences however, it cannot be guaranteed as usual timetable constraints apply eg class numbers, room allocations, staffing etc.

JET Plan interviews are held in week 4 of Term 3 and bookings are made by parents/carers through SOBs. This is a vital process whereby a Head of Department or experienced teacher facilitates conversation with the student and parent to select year 10 subjects and ensure students are on the right subject pathway for their preferred futures.

Students will know what electives they are allocated to for each semester by the end of Year 9.

Looking Forward:
In Term 3 of Year 10, students will be asked to select subjects for their senior course of study. The career education and future pathways focus of Year 9 CP Grow will continue in Year 10 and beyond. Year 10

students will complete their Senior Education and Training (SET) Plans together with their subject selections using One School. More information regarding this will be given to students across Year 10.

Section 1:

CORE SUBJECTS

All students study these

English 2 Semesters, CORE

Course Description:

In Year 10 English, students develop their skills in reading, writing, speaking, listening and creating across a wide range of texts and topics. The course is built around three key areas—Language, Literature and Literacy—which are taught together to help students become confident and capable communicators.
Students explore how language works, how texts are constructed, and how meaning is shaped by context, audience and purpose. Learning builds on skills developed in earlier years and continues to grow throughout the course.
Throughout the year, students engage with a variety of texts for both enjoyment and analysis. Students learn to analyse and evaluate these texts, as well as discuss and respond to ideas, themes and issues that may be complex and thought-provoking.
The course includes literature from a range of perspectives, from Australian and international authors. Students explore themes such as human experiences, relationships, cultural identity, environmental and global issues.
Students also create their own texts for different purposes and audiences. These may include imaginative writing, persuasive texts, analytical essays, and personal or critical responses. As they progress, students develop more sophisticated writing skills, including the use of complex sentence structures, varied vocabulary, and effective language techniques.
By the end of Year 10, students are expected to think critically about what they read and view, communicate their ideas clearly, and create well-structured texts for a range of real-world and academic purposes.

Units of Study:

Unit 1: The Australian Gothic (Creative)
In this unit, students explore the Australian Gothic, a genre that draws on Australia's vast landscapes, isolation, and complex histories to create stories of mystery, unease and the supernatural. Unlike traditional Gothic tales set in castles or ruins, Australian Gothic often centres on the bush, small towns, and the unsettling relationship between people and place. Students will study Ghost Bird by Lisa Fuller, analysing how atmosphere, setting and perspective build tension and meaning. Using these conventions, students will plan, draft and refine their own Australian Gothic short story, developing their creative writing skills and understanding of how genre shapes storytelling.

Unit 2: The Australian Gothic (Novel study)
In this unit, students explore the Australian Gothic through close analysis of Catching Teller Crow by Ambelin Kwaymullina and Ezekiel Kwaymullina. The novel blends crime, supernatural elements and Indigenous perspectives to examine justice, memory and the haunting presence of the past. Students will analyse how conventions of the Australian Gothic—such as setting, atmosphere, symbolism and voice—shape meaning and influence reader response. Throughout the unit, students develop analytical and essay-writing skills in preparation for an analytical essay under exam conditions. One week prior to the assessment, students will receive the essay question.

Unit 3: Avatar
In this unit, students analyse how film communicates ideas about environment and humanity's relationship with nature through Avatar: The Way of Water directed by James Cameron. Students examine how features such as characterisation, setting, and audio and visual features shape meaning and influence audience responses to themes such as environmental responsibility, connection to land and water, and the consequences of exploitation. Through discussion and analysis, students develop skills in interpreting visual texts and forming supported viewpoints. For assessment, students will respond to a guiding question by writing a conversational feature article, using an engaging voice while supporting their ideas with evidence from the film.

Unit 4: Persuasion
In this unit, students explore how persuasive language and delivery can influence attitudes and inspire action on environmental issues. Through a range of stimulus texts, including environmental documentaries, articles and speeches, students analyse how persuasive techniques such as logos, pathos, ethos and other persuasive strategies shape audience responses. Students also examine how features of voice, including tone, pace, emphasis and volume, strengthen persuasive communication. Building on these skills, students

will research an environmental issue of their choice and craft a persuasive speech, using deliberate language choices, persuasive techniques and vocal delivery to effectively engage and convince their audience.

Possible Assessment:

Assessment will be balanced over the course of study, with students receiving regular feedback.

- Creative Task: Short Story: (written)
- Analytical: Essay under examination conditions (written)
- Analytical: Conversational feature article (multimodal)
- Persuasion: Persuasive speech (spoken)

Additional requirements:

NIL

Links to the future:

Year 11 & 12 subjects	Career pathways
• General English • Applied English • English as an additional language (general) • Literacy short course	English is a compulsory subject in Year 10 and provides essential skills for all learning areas. It develops communication, critical thinking and creativity, which are highly valued in further study and the workplace. Studying English can lead to a wide range of career pathways, including journalism, law, teaching, media, marketing, business, and the creative industries, as well as supporting success in many other fields.

Mathematics 2 Semesters, CORE

Course Description:

By the end of Year 10, students recognise the effect of approximations of real numbers in repeated calculations. They use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear, quadratic and exponential functions as appropriate, and solve related equations, numerically and graphically. Students make and test conjectures involving functions and relations using digital tools. They solve problems involving simultaneous linear equations and linear inequalities in 2 variables graphically and justify solutions.

Students interpret and use logarithmic scales representing small or large quantities or change in applied contexts. They solve measurement problems involving surface area and volume of composite objects. Students apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles. They identify the impact of measurement errors on the accuracy of results. Students use mathematical modelling to solve practical problems involving proportion and scaling, evaluating and modifying models, and reporting assumptions, methods and findings. They use deductive reasoning, theorems and algorithms to solve spatial problems. Students interpret networks used to represent practical situations and describe connectedness

They plan and conduct statistical investigations involving bivariate data. Students represent the distribution of data involving 2 variables, using tables and scatter plots, and comment on possible association. They analyse inferences and conclusions in the media, noting potential sources of bias. Students compare the distribution of continuous numerical data using various displays, and discuss distributions in terms of centre, spread, shape and outliers. They apply conditional probability to solve problems involving compound events. Students design and conduct simulations involving conditional probability, using digital tools.

Units of Study:

Unit 1 - Linear & Non-Linear Mathematics
Students will:

- Investigate and graph linear relationships in real-world contexts
- Determine gradient and interpret rate of change
- Solve linear equations and inequalities algebraically and graphically
- Solve simultaneous equations using graphical and algebraic methods
- Explore non-linear relationships, including quadratic functions
- Interpret and compare different types of graphs using digital tools

Unit 2 – Algebra & Exponential Functions
Students will:

- Simplify and manipulate algebraic expressions
- Solve quadratic equations using a range of methods
- Investigate exponential growth and decay in real-life contexts
- Apply formulas involving compound interest and depreciation
- Interpret and use logarithmic scales in applied situations
- Develop mathematical models to represent financial and real-world problems

Unit 3 - Measurement, Trigonometry, & Geometry
Students will:

- Apply Pythagoras' theorem to solve problems in right-angled triangles
- Use trigonometric ratios (sine, cosine, tangent) to find unknown sides and angles
- Solve practical problems involving angles of elevation and depression
- Calculate surface area and volume of composite solids
- Investigate similarity, scale factors and proportional reasoning
- Analyse the impact of measurement error on accuracy

Unit 4 – Statistics and Probability
Students will:

- Plan and conduct statistical investigations involving bivariate data
- Represent data using scatterplots and identify trends and associations
- Analyse and interpret data distributions (centre, spread, shape, outliers)
- Evaluate conclusions in media reports and identify bias
- Calculate probabilities of compound events, including conditional probability
- Design and conduct simulations using digital tools

Possible Assessment:

Assessment will be balanced over the year and is ongoing, with students receiving regular feedback. Summative assessments will be completed by:

- Examination: completing a knowledge and understanding test in class.
- Problem Solving and Modelling Task (PSMT): investigating a mathematical modelling problem, completed progressively on a digital learning device.

Additional requirements:

- NIL

Links to the future:

Year 11 & 12 subjects	Career pathways
• Essential Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics	**Essential Mathematics** Practical, everyday maths for work and life. **General Mathematics** Applied maths with data, finance, and modelling. **Mathematical Methods** Algebra, calculus foundations, and analytical thinking.

Year 10 Science 2 Semesters, CORE

Course Description:

By the end of Year 10 students explain the processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection. They sequence key events in the origin and evolution of the universe and describe the supporting evidence for the big bang theory. They describe trends in patterns of global climate change and identify causal factors. They explain how Newton's laws describe motion and apply them to predict motion of objects in a system. They explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactant and reaction conditions. Students analyse the importance of publication and peer review in the development of scientific knowledge and analyse the relationship between science, technologies and engineering. They analyse the key factors that influence interactions between science and society.

Students plan and conduct safe, valid and reproducible investigations to test relationships or develop explanatory models. They explain how they have addressed any ethical and intercultural considerations when generating or using primary and secondary data. They select equipment and use it efficiently to generate and record appropriate sample sizes and replicable data with precision. They select and construct effective representations to organise, process and summarise data and information. They analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies. They evaluate the validity and reproducibility of methods, and the validity of conclusions and claims. They construct logical arguments based on analysis of a variety of evidence to support conclusions and evaluate claims. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to diverse audiences.

Units of Study:

Unit 1 - Chemistry

- Periodic table trends
- Chemical reactions
- Reaction rates
- Practical investigations
- Real-world chemistry applications

Unit 2 – Physics

- Newton's Laws
- Forces and motion
- Energy transfer
- Motion investigations
- Engineering links

Unit 3 – Biology

- DNA and genetics
- Inheritance
- Evolution by natural selection
- Ecosystems
- Biotechnology ethics

Unit 4 – Earth & Space

- Big Bang theory
- Evolution of the universe
- Climate change
- Human impacts on Earth systems
- Environmental solutions

Possible Assessment:

Assessment will be balanced over the year and is ongoing, with students receiving regular feedback. Summative assessments will be completed by:

- Examination: completing a knowledge and understanding test in class.
- Student Experiment: planning, conducting and evaluating a scientific investigation.
- Research Investigation: analysing scientific evidence and communicating findings.

Additional requirements:

- NIL

Links to the future:

Year 11 & 12 subjects	Career pathways
General Subjects • Biology • Chemistry • Physics • Psychology **Applied Subjects** • Science in Practice **Cross-curricular STEM Links** • Engineering • Digital Solutions	• Medicine and healthcare • Nursing and allied health • Veterinary science and animal care • Environmental science and sustainability • Engineering and technology industries • Laboratory and forensic science • Psychology and behavioural sciences • Scientific research and biotechnology • Mining, energy and resource industries • Defence and aerospace industries • Marine and aquatic industries • Agriculture and food science • Teaching and education • Data science and emerging technologies • Trades and technical industries **Aligned to Year 10 Units:** **Chemistry** → pharmacy, chemical engineering, mining, forensics **Physics** → engineering, aviation, defence, space industries **Biology** → medicine, psychology, veterinary science, biotechnology **Earth & Space** → environmental science, sustainability, geology, climate science

History 1 Semester, CORE

Course Description:

History is the study of the past that helps students understand how people, events, ideas and societies have shaped the world we live in today. It builds students' curiosity and encourages them to explore how and why change occurs over time, as well as what has remained the same.
In Year 10 History, students develop an understanding of both Australian and world history, including Australia's place within the Asia-Pacific region and its global connections. This includes learning about significant events, movements and developments that have influenced modern society, as well as the experiences and perspectives of different groups, including Australian First Nations Peoples.
History is based on evidence from the past. Students learn how to investigate historical sources, ask questions, and form interpretations supported by evidence. They explore different viewpoints and understand that history can be interpreted in multiple ways depending on context and perspective.
Through this subject, students develop important skills such as critical thinking, research, analysis and communication. These skills help them evaluate sources, construct informed arguments, and engage in discussions about the past and its relevance to present and future challenges.
By the end of Year 10 History, students are able to explain key historical events and developments, analyse different perspectives, and communicate their ideas clearly using evidence-based reasoning.

Units of Study:

Unit 1: World War Two
In this unit, students investigate the causes, key events and lasting impacts of World War Two (WWII).
Students investigate the experiences of Australians during the war, including where Australians fought and the conditions they faced, including in Europe, The Fall of Singapore, The Kokoda Campaign and the experiences of Prisoners of War (POWs) and the threat of The Japanese to The Australian home front.
Students analyse key events within the war such as The Holocaust and The Atomic bombing of Hiroshima and Nagasaki, considering ethical implications and historical significance.
Students evaluate the long-term effects of WWII on Australia's economic, political and social development, including shifts in international relationships with a focus on Britain and The USA, and national identity.

Unit 2: Building Modern Australia
In this unit, students investigation how Australia was reshaped in the decades following World War II. The unit explores the powerful influence of global events, shifting ideas and social movements on Australian society, with a particular focus on post WWII migration, the impact of The Holocaust on Australian society and globally (including the development and introduction of The UDHR), First Nation rights and freedoms and Women's rights and movement.

Possible Assessment:

- Examination: short and extended response to source material, seen and unseen
- Historical investigation

Additional requirements:

NIL

Links to the future:

Year 11 & 12 subjects	Career pathways
• Modern History • Ancient History • Social and Community Studies • Legal Studies	Studying History develops skills in research, critical thinking, and communication which are essential skills for further study. These skills can lead to careers in areas such as law, journalism, education, government, museums and heritage, archaeology, public policy and business, as well as support further study in many other fields.

Health & Physical Education 1 Semester, CORE

Course Description:

By the end of Year 10, students develop the knowledge, skills and confidence to manage the opportunities and challenges they may encounter as young adults. They learn to better understand their own identity, manage emotions and respond positively to change. Students explore how values such as equality, respect, diversity and inclusion influence relationships and contribute to creating safe, supportive and inclusive communities. They also develop strategies to make informed decisions and respond effectively to situations that may place their own or others' health, safety, wellbeing or relationships at risk, both online and offline.

Throughout the year, students learn how to access and evaluate reliable health information and use this knowledge to make positive choices for themselves and others. In health and physical education, students continue to develop and refine their movement skills, apply strategies in a range of physical activities and sports, and adapt these skills to new or challenging situations. They also strengthen their leadership, teamwork and communication skills while learning how physical activity can improve health and wellbeing. By the end of the year, students can evaluate their own performance, support the success of others and contribute positively to their school and wider community.

Units of Study:

Unit 1 –Intro to HPE & Health
Students will:

- Explore strategies to support physical, social and emotional wellbeing
- Investigate respectful relationships, identity and inclusion
- Examine health influences including media, peers and online environments
- Develop communication and teamwork skills
- Participate in a variety of physical activities and fitness challenges
- Set personal health and fitness goals
- Develop movement skills and game strategies across a range of sports.

Unit 2 – Sport and Recreation
Students will:

- Participate in individual and team-based sports and recreation activities
- Refine movement skills, tactics and decision-making
- Develop leadership and collaboration skills through practical activities
- Apply fair play, ethical behaviour and sportsmanship
- Analyse performance and identify areas for improvement
- Investigate the role of physical activity in lifelong health and wellbeing
- Explore careers and pathways within the sport and recreation industry
- Develop resilience, teamwork and communication skills through practical participation.

Possible Assessment:

- Practical performance tasks
- Written assignments and reports
- Multimodal presentations
- Folios and reflection tasks
- Skill analysis and evaluation
- Fitness testing and goal-setting activities
- Group collaboration tasks.

Additional requirements:

- HPE uniform
- Hat and water bottle for outdoor activities

Links to the future:

Year 11 & 12 subjects	Career pathways
• Physical Education • Health • Early Childhood • Sport & Recreation • Certificate II in Fitness • Certificate II in Health services • Cert II Coaching	HPE Teacher Personal Trainer/Sport Coach Exercise Scientist Allied Health assistant Physiotherapy Early Childhood Teacher

Foundation Work Skills 1 lesson per week

Course Description:

This course provides students with practical foundation skills to prepare for employment and further vocational training pathways. It focuses on developing reading, writing, numeracy, communication and digital skills required in real workplace contexts.

Units of Study:

Unit 1 – Careers and Employability Skills

Students will:

- investigate career pathways and employment opportunities
- develop personal goals and a career action plan
- prepare job applications, resumes and cover letters
- participate in mock interviews and build interview skills
- practise communication skills for workplace situations

Unit 2 – Workplace Skills and Communication

Students will:

- interpret and respond to workplace documents and information
- develop reading, writing and oral communication skills
- build teamwork and interpersonal skills
- apply workplace health and safety (WHS) knowledge
- solve routine workplace problems using appropriate strategies

Unit 3 – Numeracy in the Workplace

Students will:

- perform calculations using whole numbers, fractions, decimals and percentages
- interpret tables, graphs and workplace data
- estimate, measure and calculate using metric units
- apply numeracy skills to real workplace scenarios (e.g. wages, time, invoices)

Assessment:

Assessment is ongoing and designed to reflect real workplace tasks. Students will complete:

- **Projects:** Careers, Work Skills and Numeracy booklets completed across the year
- **Folio of Work:** Written responses, workplace forms and practical tasks
- **Observations:** Demonstration of skills in simulated workplace activities
- **Questions:** Verbal and written responses to workplace scenarios

Links to the future:

Year 11 & 12 subjects	Career pathways
Further VET qualifications (Certificate II/III courses) School-based traineeships or apprenticeships Other applied or vocational subjects	Entry-level employment across a range of industries Workplace training and on-the-job learning Any Further certificate courses

Section 2:

ELECTIVES

Choose 4*

*2 per Semester

Electives can be selected in Semester 1 and Semester 2, as the content is different in each.

Digital Technologies Elective

Course Description:

In Semester 1 students engage in digital technologies through units in game development, where they build programmed games, and data systems, where they use SQL to organise and query data. In Semester 2, students engage with Unity and AI to build a virtual reality (VR) project, resulting in an immersive, interactive experience with a focus on user experience and creative problem-solving. Across these units, students apply their skills to create purposeful digital solutions.

Units of Study:

Unit 1 (Semester 1) Unity – Game Making
Students learn to Create with Code as they program their own exciting projects from scratch in C#. As they iterate with prototypes, tackle programming challenges and develop projects, they will transform from an absolute beginner to a capable Unity developer. They will develop innovative digital solutions and design and validate algorithms, implementing them through object-oriented programming.

Unit 2 (Semester 1) Who Done It?
Students are embroiled in a 9 week long detective puzzle game. They will have to analyse data, utilise SQL queries to find secrets, model complex data findings and decompose real-world problems to answer the question "Who done it?" This unit will involve students explaining how digital systems manage, control and secure access to data and interpreting and modelling complex data with databases.

Unit 3 (Semester 2) Unity – Make a VR experience
Students learn to design and develop their own Virtual Reality (VR) applications. They will need to design and build an interactive VR learning experience for Year 7-9 students. They will develop innovative digital solutions and design and validate algorithms, implementing them through object-oriented programming using AI assistance where required.

Possible Assessment:

Unit 1: Project
- Practical
- Individual
- 10 Weeks

Unit 2: Investigation
- Written and multimodal
- Groups with individual journal
- 9 Weeks

Unit 3: Project
- Practical
- Individual
- 18 Weeks

Additional requirements:

The school will endeavour to supply powerful laptops for this course, however, students who are able to provide a powerful laptop meeting the below specifications should do so.

Laptop running Windows 11 with a 15" or 16" screen
Intel Core i7 13th Gen or Intel Core Ultra 5 or 7 (or Ryzen 7 7***)
NVIDIA GPU with 4GB of VRAM – VR Capable
16 or 32GB RAM DDR5
512GB SSD
USB C ports with display out

Links to the future:

Year 11 & 12 subjects	Career pathways
• Information & Communication Technology (Applied) • Certificate III in Information Technology (External – at a cost to students)	• IT support, help desk, networking, cyber security, web development, game and XR development and software or systems support.

Civics & Citizenship Elective – Semester 1 only

Course Description:

In Year 10 Civics and Citizenship, students explore how Australia's democracy works and what it means to be an active and informed citizen in a modern society. They develop an understanding of Australia's federal system of government and the liberal democratic values that shape it, including freedom, equality, justice and the rule of law.

Students investigate how Australia's political and legal systems operate, including how governments are formed, how laws are made, and how rights and responsibilities are protected. They also examine how individuals and groups can participate in civic life and influence decision-making at local, national and global levels.

The course highlights Australia's cultural diversity, including the contributions and experiences of First Nations Australians, and encourages students to consider the importance of respect, inclusion and responsibility in a democratic society. Students also explore Australia's role in the wider world and its international responsibilities.

Through inquiry-based learning, students develop skills in questioning, researching, analysing and communicating about real-world civic issues. They learn how to evaluate different perspectives and form evidence-based opinions about contemporary political and legal topics.

By the end of Year 10 Civics and Citizenship, students are better equipped to understand how democracy works, how laws and government impact their lives, and how they can actively participate as responsible and informed citizens in a changing world.

Units of Study:

Unit 1: Australia's Democracy in a Global Context

In this unit, students investigate how Australia's democratic system compares with other systems of government within the Asia-Pacific region. They explore the key features of Australia's democracy, including representative government, the separation of powers, and the protection of rights and freedoms, and use these as a basis for comparison of other democratic and non-democratic countries within The Asia-Pacific region. Students investigate Australia's role in the global community, including its participation in organisations such as the United Nations, and consider its responsibilities as a democratic nation within the Asia-Pacific region. Students explore issues such as political participation, social cohesion, and the impact of contemporary challenges on democratic values and identify and explain challenges to maintaining a cohesive society within Australia.

Unit 2: The High Court

In this unit, students explore the role of the High Court in shaping Australian law and protecting rights and freedoms. They examine how the High Court of Australia interprets the Constitution and makes decisions that influence government policy and society.

A key focus of the unit is the landmark case Mabo v Queensland (No 2), which challenged the legal concept of terra nullius and led to the recognition of native title in Australia. Students investigate the historical context of the case, the arguments presented, and the significant legal and social impacts of the decision for Aboriginal and Torres Strait Islander peoples and the broader Australian community.

Students also explore how international agreements, particularly the Universal Declaration of Human Rights, influence Australian law and government decision-making. They examine the extent to which Australia incorporates international human rights principles into its legal system and consider the tensions that can arise between international obligations and national sovereignty.

Possible Assessment:

- Examination
- Civics & Citizenship investigation

Additional requirements:

NIL

Links to the future:

Year 11 & 12 subjects	Career pathways
• Legal Studies • Social and Community Studies • Other Humanities subjects including Modern & Ancient History	Studying Civics and Citizenship develops skills in critical thinking, communication and understanding how government and society work. These skills can lead to careers in law, politics, public service, policing, international relations, journalism, education, community services, and policy development, as well as support further study in a wide range of fields.

Economics & Business Elective – Semester 2 only

Course Description:

In Economics and Business, students learn how the world around them works and how people, businesses and governments make decisions that affect everyday life. In a globalised world where money, goods, information and people move across countries, students explore how these flows create opportunities as well as challenges.

This subject helps students understand the social, economic, environmental and ethical issues they may face now and in the future. They develop the knowledge and skills needed to make informed decisions, think critically, and respond to real-world problems in responsible and practical ways.

Students explore how businesses operate, how resources are allocated, how financial and consumer decisions are made, and how entrepreneurs create new solutions. They also consider the nature of work today and how it is changing over time.

Through Economics and Business, students develop important life skills such as problem-solving, collaboration, initiative, leadership, and the ability to manage risk and use resources effectively. These skills support students to become enterprising individuals who can adapt to change and contribute positively to society and the economy.

Units of Study:

Unit 1: Small business productivity in Australia

In this unit, students investigate the role of small businesses within the Australian economy, with a focus on how productivity is developed and maintained in a changing economic environment. Students explore how key economic indicators, such as economic growth, unemployment and inflation, can influence Australian Government decision-making and consider the potential impacts of these decisions on small businesses.

Students examine a range of processes that businesses use to manage their workforce and improve productivity. They also explore the factors that influence consumer and financial decision-making, and consider how these decisions can affect the performance and sustainability of small businesses over time.

Throughout the unit, students engage with a variety of data, scenarios and examples to interpret trends, identify cause-and-effect relationships, and make predictions about consumer behaviour and financial impacts.

Unit 2: Australian growth and living standards

In this unit, students investigate economic growth and living standards in Australia, with a focus on how economic performance shapes the wellbeing of individuals and society. Students explore the ways in which governments intervene in the economy to improve economic outcomes and living standards, and examine the role of Australia's superannuation system in supporting long-term financial security and influencing consumer and financial decision-making.

The unit culminates in an investigation, where students demonstrate their ability to research, analyse and evaluate an economic issue related to Australia's growth and living standards.

Possible Assessment:

- Examination
- Economics & Business Investigation

Additional requirements:

NIL

Links to the future:

Year 11 & 12 subjects	Career pathways
• Social & Community studies • Further study in Economics & Business vocational education	Studying Economics and Business develops practical skills in decision-making, problem-solving, financial literacy and enterprise. These skills can lead to careers in areas such as business, banking and finance, marketing, entrepreneurship, government, human resources, accounting, and international trade, as well as support further study in a wide range of university and vocational pathways.

Visual Art Elective

Course Description:

Visual Art empowers students to explore and express creativity through a range of artistic media and techniques. It provides practical opportunities for students to develop visual literacy, critical thinking, and artistic skills. Visual Art fosters curiosity, confidence, innovation, creativity, and respect for diverse perspectives and cultures.

In Visual Art, students engage in the process of exploring ideas, experimenting with materials and techniques, creating artworks, and reflecting on their own and others' work. They develop an understanding of visual conventions and the role of artists and artworks in society. Through hands-on projects and authentic learning experiences, students create and present artworks that communicate their ideas and responses to the world around them. This is achieved through the application of critical and creative thinking, along with technical skills in various art forms

Units of Study:

Unit 1: Me, Myself and I (Semester 1)
Students will:

- Explore the theme of 'Identity' by creating a series of self-portraits.
- Develop skills in 2D technical drawing and experiment with mixed media techniques.
- Study the work of focus artists and draw inspiration from their styles and approaches.
- Document their creative process, ideas, and reflections in a digital visual diary.
- Analyse their own artworks, focusing on the use of the elements of art and artist influences.
- Write an artist statement to explain the creative decisions behind their self-portraits and how their work expresses their personal identity.

Unit 2: Total Drama (Semester 1)
Students will:

- Explore painting and collagraph techniques, focusing on the concept of appropriation in art.
- Create a collagraph inspired by a famous historical portrait.
- Produce a portrait painting that reflects a specific period of art history, using techniques inspired by the Archibald Prize.
- Study the works of selected focus artists and draw inspiration from their styles and approaches.
- Document their ideas, research, and artistic development in a digital visual diary.
- Complete a written examination to demonstrate their understanding of the focus artist(s) and art movements studied during the unit.

Unit 3: My Land (Semester 2)
Students will:

- Explore a variety of printmaking processes with a focus on the theme of landscapes and their significance in our world.
- Create a folio of artworks that may include lino prints, mono prints, collage, photography, and mixed media techniques.
- Study the work of focus artists and draw inspiration from their styles and concepts.
- Develop and document their ideas, creative processes, and reflections in a digital visual diary.
- Curate a student exhibition to showcase their artworks, highlighting their personal aesthetic and creative journey.

Unit 4: Curious Creatures (Semester2)
Students will:

- Explore 3D sculptural processes, construction techniques, and mixed media.
- Create a series of small sculptures and one large-scale sculpture.
- Study the work of focus artists and draw inspiration from their approaches.
- Develop and document their creative ideas and processes in a digital visual diary.
- Research the style or genre of a selected artist and write a report to inform their own artistic practice.

Possible Assessment:

- Projects – Written, Practical and Multimodal

Additional requirements:

NIL

Links to the future:

Year 11 & 12 subjects	Career pathways
• Visual Arts (General) • Visual Arts in Practice (Applied)	- Visual Artist - Illustrator - Graphic Designer - Photographer - Animator - Fashion Designer - Interior Designer - Architect - Art Teacher - Art Therapist - Digital Content Creator - Game Designer

Drama Elective

Course Description:

Drama empowers students to explore and express creativity through performance, storytelling, and the study of diverse dramatic styles and conventions. It provides practical opportunities for students to develop performance skills, critical thinking, and collaborative abilities. Drama fosters confidence, innovation, empathy, and an appreciation for diverse perspectives and cultures.

In Drama, students engage in the process of exploring ideas, experimenting with dramatic techniques, creating performances, and reflecting on their own and others' work. They develop an understanding of dramatic conventions and the role of drama in communicating ideas, perspectives, and meaning in society. Through hands-on projects and authentic learning experiences, students create, perform, and evaluate dramatic works that respond to social issues and explore themes such as identity and culture. This is achieved through the application of critical and creative thinking, collaboration, and performance skills in a range of dramatic styles and forms.

Units of Study:

Unit 1: Magical Realism/Gothic (Semester 1)
Students will:

- Develop an understanding of Australian Gothic theatre and the conventions of magical realism.
- Explore how drama performances, such as *Black Diggers* and *Black Medea*, convey social commentary.
- Analyse and respond to a performance work, examining its themes, techniques, and messages.
- Rehearse and perform a scene from an Australian Gothic play, applying dramatic conventions and performance skills.

Unit 2: Children's Theatre (Semester 1)
Students will:

- Develop an understanding of children's theatre and its unique conventions and elements of drama.
- Explore how performers use dramatic techniques to effectively communicate perspectives and meaning to young audiences.
- Work collaboratively in groups to devise and rehearse a short performance tailored for a young audience.
- Perform their devised children's theatre piece to an audience.
- Analyse and evaluate their performance individually, reflecting on their ability to communicate messages and engage the audience.

Unit 3: Transformative theatre (Epic and Greek) (Semester 2)
Students will:

- Develop an understanding of Greek theatre conventions and the principles of Epic theatre.
- Explore how Epic theatre techniques can be applied to reinterpret a Greek theatre performance.
- Collaboratively create and perform an Epic theatre adaptation of a Greek play.
- Respond to another group's performance, analysing and evaluating the performers' choices and their effectiveness in communicating meaning.

Unit 4: Verbatim (Semester 2)
Students will:

- Investigate social issues to identify a topic or event for their performance.
- Conduct interviews and research to inform their performance decisions and develop a deeper understanding of their chosen topic.
- Create a short individual performance that reflects their research and insights.
- Rehearse and refine their performance to effectively communicate their ideas.
- Perform their work as part of a class presentation for an audience.

Possible Assessment:

Students will complete a variety of assessment types in the units of study including:

- Performance
- Responding (analytical and/or evaluative)
- Devising (performance creation)

Additional requirements:

It is highly recommended that students have their own wired headphones however this is not mandatory.

This is a performance subject. Students will be expected to perform for a variety of different audience types including live audiences.

Links to the future:

Year 11 & 12 subjects	Career pathways
• Drama (General) • Drama in Practice (Applied)	- Actor - Director - Playwright or Screenwriter - Drama Teacher - Theatre Technician or Stage Manager - Set or Costume Designer - Lighting or Sound Designer - Drama Therapist - Film or Theatre Producer

Music Elective

Course Description:

Music empowers students to explore and express creativity through performance, composition, and the study of diverse musical styles and traditions. It provides practical opportunities for students to develop musical literacy, critical thinking, and technical skills. Music fosters curiosity, confidence, innovation, creativity, and an appreciation for diverse perspectives and cultures.

In Music, students engage in the process of exploring ideas, experimenting with sound and compositional techniques, performing music, and reflecting on their own and others' work. They develop an understanding of musical conventions and the role of music in society, both historically and in contemporary contexts. Through hands-on projects and authentic learning experiences, students create, perform, and analyse music that communicates their ideas and interpretations of the world around them. This is achieved through the application of critical and creative thinking, as well as the development of technical and expressive musical skills.

Units of Study:

Unit 1: It's a Riot! Australian Protest Music (Semester 1)
Students will:

- Explore how music can challenge and celebrate the Australian identity.
- Analyse and evaluate protest music by Australian artists, examining its messages and impact.
- Develop skills to perform protest music that reflects themes of Australian identity.
- Learn compositional techniques to create their own original protest music that either challenges or celebrates aspects of Australian identity.
- Reflect on the role of music in shaping and expressing cultural and social perspectives in Australia.

Unit 2: Singer Songwriter (Semester 1)
Students will:

- Develop skills to create their own original songs that align with a specific musical style.
- Analyse how other artists develop their songs, focusing on techniques and processes.
- Identify the characteristics of a successful song and apply these insights to their own compositions.
- Evaluate their own work by reflecting on how effectively their songs fit within the chosen style.

Unit 3: Jazzin' it Up (Semester 2)
Students will:

- Explore contemporary jazz music and examine how modern artists incorporate jazz styles and techniques into their work.
- Analyse a contemporary jazz song, focusing on its musical elements and stylistic features.
- Develop performance skills by practising and refining their interpretation of a selected jazz piece.
- Enhance their responding skills by critically evaluating the chosen jazz song.
- Perform the analysed jazz song for an audience, either individually or as part of a group.

Possible Assessment:

Students will complete a variety of assessment types in the units of study including:

- Performance
- Responding (analytical and/evaluative)
- Composition
- Composition statement (Responding)

Additional requirements:

Wired Headphones (Highly recommended)

An ability to play a musical instrument or sing is advantageous to students in this subject to further extend their skills and learning. This is a performance subject; it is expected throughout this course of study that students will perform in front of a variety of different audience types including a live audience.

Links to the future:

Year 11 & 12 subjects	Career pathways
• Music (General) • Music in Practice (Applied)	- Professional Musician - Music Teacher - Composer/Songwriter - Music Producer or publisher - Audio/Sound Engineer - Music Therapist - Conductor - Film or Video Game Composer - Music Journalist/Critic

Fashion Elective

Course Description:

Fashion introduces Year 10 students to the exciting world of fashion design, garment construction, and creative expression, with a focus on sustainability and ethical practices. This course, delivered as part of the Design Technologies: Food and Fibre strand, focuses on the art of sewing and fashion design within the Fibre specialisation. Through this subject, students delve into various aspects of textiles, including design principles, fabric properties, pattern drafting, and sewing techniques. They engage in hands-on projects, designing and creating their own garments while exploring the environmental and social impacts of the fashion industry.

Students learn about sustainable fashion, ethical fibre production, and innovative technologies shaping the future of textiles. The subject fosters creativity, critical thinking, and problem-solving skills as students develop their unique design ideas and document their process in a design folio. Collaboration and communication are encouraged as students share their work, present their designs, and receive constructive feedback from peers and teachers.

Units of Study:

Unit 1: The PJ Edit (Semester 1)
Students will:

- Design and sew their own pair of pyjama shorts while learning about how fibre products can be made ethically, securely, and sustainably.
- Develop skills in pattern making, fabric selection, and garment construction to bring their designs to life.
- Learn how their design choices and the use of innovative technologies can help create a better, more sustainable future.
- Create a design folio to showcase their design process

Unit 2: Sew Comfy: Hoodies (Semester 1)
Students will:

- Design and create a hoodie, exploring fibre properties, sustainable practices, and the impact of innovation and emerging technologies on global futures.
- Develop a design brief that outlines the purpose, target audience, and sustainability considerations for their hoodie.
- Create a design portfolio documenting their research, material selection, design development, and reflections on ethical and sustainable practices.
- Construct a functional hoodie, demonstrating practical skills in pattern-making, fabric cutting, and sewing.
- Reflect on their design and production decisions, considering environmental, ethical, and social impacts.

Unit 3: Upcycle (Semester 2)
Students will:

- Investigate sustainability issues within the fashion and textile industries.
- Apply the design process to create an upcycled textile product tailored to a specific purpose and audience.
- Conduct research, analyse textile properties, and use design development processes to generate and refine their design ideas.
- Develop advanced sewing and construction skills while safely using materials, tools, and equipment to create a high-quality sewn product from reclaimed or recycled textiles.
- Evaluate the effectiveness and sustainability of their final product, reflecting on its purpose and impact.

Unit 4: Design for living (Semester 2)
Students will:

- Investigate how textile products are designed for interior and lifestyle applications.
- Apply the design process to create a functional sewn textile product.
- Analyse textile materials and construction techniques to inform their designs.
- Develop advanced sewing and construction skills to produce high-quality outcomes.
- Evaluate their final product against functional, aesthetic, and sustainability criteria.

Possible Assessment:

Projects – Written, practical and multimodal

- Design folios that showcase research, planning, and evaluation of fashion concepts and designs.
- Demonstrating practical sewing and construction skills through the creation of fashion items.

Additional requirements:

NIL

Links to the future:

Year 11 & 12 subjects	Career pathways
• Fashion (Applied) • Design (Applied or General) • Visual Arts in Practice (Applied)	- Fashion or Textile Designer - Fashion Buyer - Fashion Stylist - Costume Designer (for film, TV, or theatre) - Fashion Illustrator - Fashion Merchandiser - Fashion Photographer - Retail Manager

Food Specialisations Elective

Course Description:

Design and Technologies: Food Specialisations empowers students to explore the relationship between food, nutrition, and sustainability while developing practical skills in food preparation and design. This subject provides opportunities for students to investigate food trends, analyse the impact of food choices on health and the environment, and create innovative solutions to meet specific dietary and cultural needs.

In this course, students apply the design process to develop and produce food products that address real-world challenges and opportunities. They explore the properties of ingredients, experiment with preparation techniques, and refine their culinary skills to create high-quality, functional, and sustainable food solutions. Through hands-on learning, students develop critical and creative thinking, problem-solving abilities, and an understanding of ethical and sustainable practices in food production. This subject prepares students for further studies in food technology, hospitality, and health sciences, as well as fostering lifelong skills in healthy and sustainable living.

Units of Study:

Unit 1: Sustainable Bites (Semester 1)
Students will:

- Explore how the sensory and functional properties of food impact the design and preparation of sustainable and healthy meals.
- Investigate the Australian Dietary Guidelines to inform their food choices and designs.
- Analyse food properties such as appearance, texture, and functionality (e.g., thickening, aeration, and emulsification).
- Engage in practical cooking tasks to develop and refine their skills while designing, preparing, and evaluating a sustainable food product as part of their design folio.

Unit 2: What's in it? Food Trends (Semester 1)
Students will:

- Explore how modern food trends emerge, grow, and influence cooking, serving, and dining practices.
- Investigate the sensory and functional properties of food, including appearance, texture, and functionality.
- Examine cultural influences and sustainability principles in food design and preparation.
- Design and create an innovative spin-off of a traditional Australian baked good.

Unit 3: Global Bites: Food Trucks (Semester 2)
Students will:

- Examine food trucks as a platform for celebrating and sharing global cuisines.
- Research the cultural, historical, and sensory elements of a selected global cuisine.
- Create a unique food truck concept, including branding and a culturally inspired menu.
- Develop practical cooking skills while adhering to food safety standards, and prepare dishes that emphasise creativity, cultural authenticity, and visual appeal.
- Present their food truck concepts and signature dishes to an audience of peers and staff.

Unit 4: Café Creations (Semester 2)
Students will:

- Investigate the role of dietary requirements and signature items in café menus.
- Explore how signature items are developed, the design principles behind menu creation, and sustainable practices used in cafés.
- Analyse the elements that influence customer experiences in a café setting.
- Apply their knowledge to design a new menu that meets the requirements of a specific design brief.
- Learn about the service aspect of hospitality, including preparing, presenting, and serving food and beverages.
- Participate in a hospitality function where they will showcase their skills by serving food and beverages to staff.

Possible Assessment:

Projects – Written, practical and multimodal

- Design folios that document written research, planning, and evaluation of food solutions.
- Demonstrating practical cooking skills through the preparation and presentation of food products.

Additional requirements:

NIL

Links to the future:

Year 11 & 12 subjects	Career pathways
• Food and Nutrition (General) • Certificate II Hospitality	- Chef, Pastry Chef, or Baker - Nutritionist or Dietitian - Food Technologist or Product Developer - Hospitality Manager or Event Coordinator - Café or Restaurant Owner - Food Photographer or Stylist - Food Educator or Trainer - Food Writer or Blogger

Materials and Technologies Specialisations (DAT) Elective

Course Description:

Design and Technologies: Materials Specialisations (DAT) empowers students to explore and apply creativity, innovation, and problem-solving skills through the design and production of practical solutions. It provides opportunities for students to develop technical skills, critical thinking, and an understanding of sustainable practices. This subject fosters curiosity, enterprise, and an appreciation for the role of design and technologies in shaping preferred futures.

In Design and Technologies: Materials Specialisations, students engage in the process of investigating needs or opportunities, generating and refining design ideas, and creating functional solutions. They explore the properties and applications of materials, tools, and technologies to design and produce products that are fit for purpose and sustainable. Through hands-on projects and authentic learning experiences, students develop skills in project management, collaboration, and safe work practices. This is achieved by applying critical and creative thinking, as well as technical expertise, to produce innovative and sustainable solutions in contexts such as woodworking, metalwork and computer-aided design.

Units of Study:

Unit 1: Wooden Trinket Box (Semester 1)
Students will:

- Design and create a wooden Trinket Box with a wooden or plastic handle and laser-etched cover.
- Use the design process to develop a product that meets specific needs.
- Safely use tools and machinery to manipulate materials and work sustainably.
- Evaluate their product's success and reflect on processes to suggest improvements.
- Collaborate and communicate effectively in a safe, shared environment.

Unit 2: Galvabond Toolbox (Semester 1)
Students will:

- Create a galvabond Toolbox according to given specifications.
- Design and make a tray or insert for the Toolbox.
- Produce products that meet specific standards and specifications.
- Apply knowledge of tools and machinery to achieve effective design outcomes.
- Use tools and machinery correctly and safely to manipulate materials.
- Work sustainably to minimise environmental impacts during the production process.
- Use appropriate language conventions to write clear and accurate empirical procedures.

Unit 3: Wooden Carry All (Semester 2)
Students will:

- Construct a wooden Carry All, incorporating a custom-designed wooden handle and a plastic tray/insert, and enhance it with laser-etched detailing.
- Follow the design process to create a functional product that meets specific requirements.
- Operate tools and machinery with precision and adhere to safety protocols while working with materials.
- Consider sustainability practices to reduce environmental impact during production.
- Assess the quality and functionality of their product and propose ways to improve it.
- Work collaboratively and communicate effectively to maintain a safe and productive workspace.

Unit 4: Graphics - CADD (Semester 2)
Students will:

- Develop knowledge and skills relevant to the design and drafting industry.
- Apply Computer-Aided Design and Drafting (CADD) processes to create formal technical drawings.
- Model and assemble all components of a design project.
- Learn to model effectively and interpret detailed information from technical drawings.
- Create individual parts and assemble them using Assembly tools.
- Use Inventor software to produce dimensioned Orthographic drawings for each component.

Possible Assessment:

Projects – Written, practical and multimodal

Additional requirements:

Closed in, leather shoes suitable to be worn in the workshop.

Links to the future:

Year 11 & 12 subjects	Career pathways
• Design (General) • Industrial Graphics Skills (Applied) • Industrial Technology Skills (Applied) • Building and Construction Skills (Applied) • Engineering Skills (Applied) • Furnishing Skills (Applied) • Certificate courses in Engineering, Construction or Furnishing	- Carpenter or Cabinet Maker - Furniture Designer or Maker - Draftsperson or CAD Technician - Engineer (e.g., Mechanical, Civil, or Structural) - Construction Worker or Builder - Metal Fabricator or Welder - Project Manager in Design or Construction - Tradesperson in related fields (e.g., Plumbing, Electrical, or Automotive) - Teacher or Trainer in Design and Technologies