



**HOLY SPIRIT
COLLEGE**

FITZGIBBON

Curriculum Handbook
Year 10, 2027

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Introduction

Holy Spirit College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. This document provides information for students on subjects and important contact information.

Holy Spirit believes that the individual child and their individual life-long learning journey should be catered for within the school curriculum. Allowing the students to operate at their level and building on their prior learning does much to build their confidence and self-esteem.

Year 10 students are exposed to a more specialised curriculum offering. Students continue to develop skills and knowledge within core offering and elective choices drawn from the Australian Curriculum, with exposure to modes of assessment aligned with senior syllabi and ways of working. As Year 10 marks the beginning of the Senior Phase of learning, students seek to grow their independence and demonstrate capacity in subjects, so that they are able to make discerning decisions about their Senior pathways in the Senior Education & Training (SET) planning process and establish a strong basis for success in their Queensland Certificate of Education (QCE).

The staff at Holy Spirit College are committed to encouraging and supporting students to achieve high academic standards and, also, to developing a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Curriculum and Student Engagement programs focus upon encouraging and supporting students to:

- set clear goals;
- plan strategies to achieve the results they want;
- understand that effort is not merely an optional extra but is an essential ingredient to achieving dreams.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Hope, Compassion and Wisdom by Igniting Spirit and Inspiring Minds*.



Stephan le Roux
Principal

Vision

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world.

Mission

At Holy Spirit College we are:

- accountable as caretakers of creation
- empowered to be critical and innovative learners
- a community that celebrates and supports the uniqueness of each person
- called to be of service to those in need

Values

Holy Spirit College is a faith community of:

- Hope
- Compassion
- Wisdom

Student Dispositions

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world. To do this, we must show 'hope', 'compassion' and 'wisdom' in all we say and do when we are engaged in our learning or interacting with our community.

INSPIRING MIND

MINDFUL

- Listens to the ideas of others
- Shares your learning
- Reflects on your efforts
- Learns from your mistakes
- Sets goals to improve

INSPIRED

- Views challenges as opportunities
- Changes your ideas in light of new evidence
- Is active and engaged in your learning
- Finds joy in and is passionate about your learning

NOVEL

- Explores new ways of doing things
- Asks questions
- Thinks challenges
- Solves problems
- Seeks ways to improve

DARING

- Takes risks with your learning
- Offers answers or points of view when you try new things
- Believes in yourself

At Holy Spirit College, we want you to inspire your MIND...

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IGNITING SPIRIT

SERVICE

- Reaches out to help others in need
- Understands the needs of your local and wider community
- Is a servant of the Holy Spirit

PASSION

- Acts with spirit and enthusiasm to all you do
- Is brave enough to be first at something new
- Is HOPEFUL and sees mistake making as an opportunity for learning

INCLUSION

- Everyone is included and is a valued part of the community
- Shows COMPASSION in the way you treat others
- Shows empathy and tries to understand someone else's point of view, even when you disagree with them

RESPECT

- Treats people the way you wish to be treated
- Is accountable for taking care of our beautiful school and wider community environment

INTEGRITY

- Does the right thing, even when no one is watching
- Is honest, truthful and stands up to inequality
- Takes pride in your achievements and appearance

TRUTH

- Uses WISDOM to think critically before accepting something as accurate
- Shares information in a kind, concise, generous and honest way
- Is your best self, even when faced with obstacles

At Holy Spirit College, we want you to ignite your SPIRIT...

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Minimum Entry Requirements for Senior – Years 11-12

Senior subjects are indicative only and are subject to change annually due to student interest, staffing and changes in courses. They should not be read as the subjects that will be offered and are provided as a guide only to assist in subject progression and potential selection. Students should not select subjects unless the minimum entry requirements have been met. Doing so places students at risk of not achieving a Satisfactory result and losing QCE points. All students seeking to study General subjects MUST have achieved a minimum C in English in Year 10.

Faculty	Subject	Minimum Entry requirements
Arts and Technologies	Design	C+ in Design Technologies
	Digital Solutions	C+ in Digital Technologies
	Drama	C in English and C+ in Drama in year10
	Media Arts in Practice	C in Media Arts in Year 10
	Music	C+ in Music in Year 10
	Visual Art	C+ in Visual Art in Year 10
Science, Health and Physical Education	Biology	C+ or above in Biology in Year 10 and C+ in Pre-General Mathematics in Year 10
	Chemistry	C+ in Chemistry in Year 10 and B in Pre-General Mathematics or C+ in Pre-Mathematical Methods in Year 10
	Physical Education	C+ in Physical Education in Year 10
	Physics	C+ in Physics in Year 10 and B in Pre-General Mathematics or C+ in Pre-Mathematical Methods
Mathematics	General Mathematics	C in Year 10 Pre-General Mathematics or C in Pre-Mathematical Methods
	Mathematical Methods	C+ in Year 10 Pre-Mathematical Methods
	Specialist Mathematics	B+ in Year 10 Pre-Mathematical Methods
Humanities and Languages	Economics	C+ in Pre-General Mathematics in Year 10 C+ Economics
	Geography	C in English in Year 10 and C in any Humanities subject
	Japanese	C in Japanese in Year 10
	Modern History	C+ in English in Year 10 and C in any Humanities subject
English and Religion	General English	C in English in Year 10
	Literature	C+ in English in Year 10
	Study of Religion	C+ in English in Year 10 C in any Humanities subject
Vocational Education	Certificate IV in Justice Studies (online)	C in English in Year 10
	Diploma of Business	C in English and C in Pre-General Mathematics or B- in Pre-Essential Mathematics Students are also required to have successful completion of LLN.

Course Offerings Year 10

In Years 11 and 12, subjects are grouped into three main categories: **General, Applied (Essential) and Certificate**.

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead to direct entry into tertiary studies and to pathways for vocational education and training and work. They include Extension subjects. Results in General subjects contribute to the award of a QCE and may contribute to an ATAR. Students wishing to be ATAR eligible in Senior should choose a minimum of 6/7 General subjects in Year 10.

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, or to students who have not demonstrated a capacity to achieve a C in General courses. Results in Applied subjects contribute to the award of a QCE, and one Applied subject result may contribute to an ATAR. Students intending on a Rank only pathway may select more than one Applied or Certificate course.

Certificate subjects are suited to those students who are primarily interested in vocational education and training and work. Results in Certificate subjects contribute to the award of a QCE and one Certificate III subject or higher may contribute to an ATAR. Certificate III, IV or Diploma courses are accepted by some universities for entry. Students who study a Certificate III, IV or Diploma successfully, will achieve a rank which can then be used as a basis for application to tertiary study. Ranking is not acknowledged as a basis for entry by UQ directly from school. Students who study a Certificate course in Year 10, can begin banking QCE points. This is strongly recommended for students who typically achieve in the C range or lower.

Students in Year 10 may choose from subject offerings that align to General, Applied and / or Certificate courses. Depending on the combination studied, different pathways may be followed. Subjects available in Year 10 are indicated in the table below and classified as General, Applied or Certificate to reflect their articulation to Senior offerings.

Learning and Teaching Leader – Curriculum Arts and Technology	Learning and Teaching Leader – Curriculum Science, Health and Physical Education	Learning and Teaching Leader – Curriculum Humanities and Languages
Design Technologies - G	Chemistry/Physics - G	Business/ Economics – G/C
Digital Technologies - G	General Science/ Biology– G	Geography - G
Design Technologies – Food & Materials - C	Health & Physical Education-G	Japanese - G
Drama – G		Modern History - G
Music – G		
Visual Art – G		
Learning and Teaching Leader – Curriculum English and Religion	Learning and Teaching Leader – Curriculum Mathematics	Assistant Principal Pathways Vocational Education
English – G	Pre-Essential Mathematics - A	SIS20122 Cert II Sport and Recreation
Religious Education G/A	Pre-General Mathematics - G	BSB20120 Cert II Workplace Skills
	Pre-Mathematical Methods - G	

Curriculum Structure

Students in Year 10 study core subjects and specialised elective areas which may include certificate courses. The Australian Curriculum forms the basis for all subject areas in this phase of learning.

To provide students with greater choice, autonomy, and agency, as well as prepare them for the Senior School, the Year 10 Curriculum is structured into (i) core subjects, (ii) elective subjects and (iii) certificate courses.

Core Subjects

The following subjects are the core subjects and are studied for the whole year:

- English
- Mathematics
- Personal and Social Development (PSD)
- Religious Education
- Science

Elective Subjects

To develop depth of knowledge, as well as skills in independence, autonomy and determination, students will choose **three (3)** elective subjects to study for the whole year:

- Drama
- Design & Technologies
- Design & Technologies (Food & Materials)
- Digital Technologies
- Economics & Business
- Geography
- Health and Physical Education
- History
- Japanese
- Media Arts
- Music
- Chemistry / Physics (Adapted Curriculum)
- Visual Arts

Certificate Courses

Case management and academic mentoring is used to provide opportunities for some students to credential in certificate courses to mitigate possible risk meeting Queensland Certificate of Education (QCE) requirements. Students may select from one or more of the following certificate offerings as part of their elective line who have identified a pathway involving these fields:

- Certificate II in Sport and Recreation
- Certificate II Workplace Skills

Students wishing to be ATAR eligible should have 6 of 7 subjects which articulate to General courses.
Students with risk to completion of QCE should choose one Certificate subject to start banking QCE points.

English	Maths (allocated by the College)	Religion	General Science/ Biology	Elective
				Elective
Core Subjects				Elective

Embedding the Catholic Perspective

Holy Spirit College extends the faith and learning formation of its students in the tradition of Catholic education excellence. With our recontextualised approach to faith and learning development, our teachers engage our students in investigating themselves, their world and how they act and interact in their world guided by their own understandings, the accumulation of what is known and the exploration of what is possible, guided by our Catholic ethos. The transformative process of learning and teaching is captured in the vision of Brisbane Catholic Education to *Teach, Challenge and Transform*. This vision is realised through everyday witness; learning and teaching that challenges and transforms the culture and the world in which we live.



Informing the Catholic perspectives in our learning and teaching, Holy Spirit College is guided by the foundations of Catholic Social Teaching. In their teaching, our teachers look for explicit opportunities to present these foundations in the curriculum context.

Important Contacts

To learn more about the Year 10 curriculum, please refer to the below contacts. For all subject-specific questions, please contact the classroom teacher.

Role	Name	Email
Deputy Principal	Andrew McEwan	andrew.mcewan@bne.catholic.edu.au
Assistant Principal Religious Education	Karen Davidson	Karen.Davidson@bne.catholic.edu.au
Assistant Principal Pathways	Katie Pacey	kpacey@bne.catholic.edu.au
Head of Middle Years	Cassie Geissmann	Cassie.geissmann@bne.catholic.edu.au
Head of Senior Years	Troy Schultz	Troy.M.Schultz@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (English, Religious Education)	Alicia Thompson	Alicia.R.Thompson@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (Mathematics)	Anne Elmer	aelmer@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (Science, Health and Physical Education)	David Fisser	David.Fisser@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (The Arts, Technologies)	Mark Toohey	Mark.toohey@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (Language and Humanities)	Sarah Brown	Sarah.brown@bne.catholic.edu.au
Learning & Teaching Leader – Student Engagement Year 10	Regina Holden	rholden@bne.catholic.edu.au

Book List

Below are the general requirements for the core subject areas. As most classes utilise technology e.g., OneNote, Teams, etc., there are minimal physical requirements.

Subject	Item(s)								
English	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)								
Health and Physical Education	A4 Exercise Book (48 Page)								
Mathematics	A4 Exercise Book (128 Page) A4 Grid Book (5mm) 2 medium dry erase whiteboard markers 360-degree protractor Maths set Scientific calculator (see approved list from QCAA below) Approved graphics calculators <table border="1"> <thead> <tr> <th>Brand</th> <th>Models</th> </tr> </thead> <tbody> <tr> <td>Casio</td> <td>CFX-9850GC Plus fx-9860GAU Plus fx-CG20AU fx-CG50AU fx-CG50</td> </tr> <tr> <td>Hewlett-Packard (HP)</td> <td>HP39Gii HP Prime (updated to the latest firmware in 'Exam Mode' with the correct features blocked)</td> </tr> <tr> <td>Texas Instruments (TI)</td> <td>TI-84 Plus TI-84 Plus CE TI-84 Plus CE Python TI-84 Plus Silver Edition TI-84 Plus C Silver Edition TI-Nspire CX TI-Nspire with touchpad TI-Nspire CX II TI-Nspire CX II CAS (updated to the latest firmware in 'Press to Test' with the correct features blocked)</td> </tr> </tbody> </table>	Brand	Models	Casio	CFX-9850GC Plus fx-9860GAU Plus fx-CG20AU fx-CG50AU fx-CG50	Hewlett-Packard (HP)	HP39Gii HP Prime (updated to the latest firmware in 'Exam Mode' with the correct features blocked)	Texas Instruments (TI)	TI-84 Plus TI-84 Plus CE TI-84 Plus CE Python TI-84 Plus Silver Edition TI-84 Plus C Silver Edition TI-Nspire CX TI-Nspire with touchpad TI-Nspire CX II TI-Nspire CX II CAS (updated to the latest firmware in 'Press to Test' with the correct features blocked)
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Religious Education	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)								
Science	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)								
General requirements for all subjects									
Highlighters (5 x mixed colours) Pencil Case Eraser Pencil Sharpener 30cm Ruler Scissors	Pens (2 x blue) (2 x black) (2 x red) Pencils (2 x HB) (2 x 2B) Coloured Pencils (pack of 12) Glue Stick Earphones/Earbuds for class use								

The College uses MK Educational Supplies and a link to a booklist will be provided.

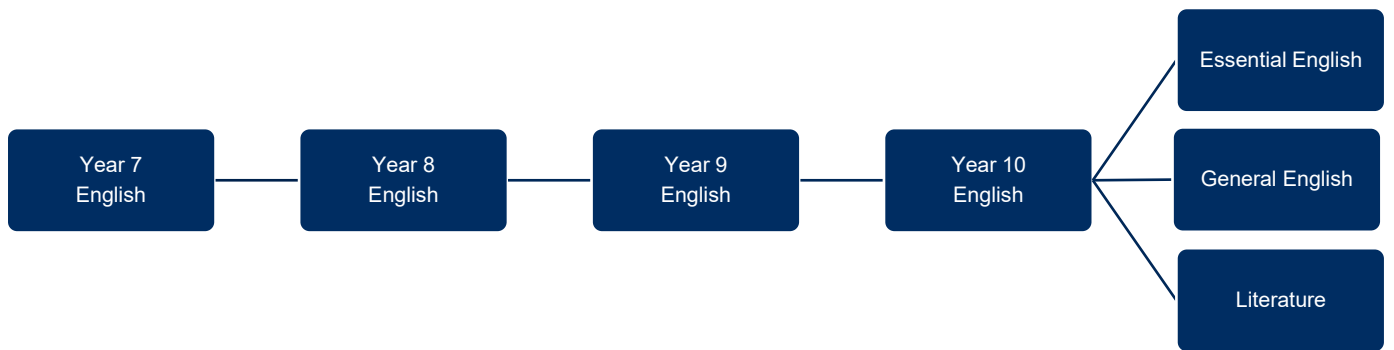
Core Subject Information

English | [English | V9 Australian Curriculum](#)

<p>Course Overview</p>	<p>The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Students engage with a variety of texts for enjoyment. Students engage imaginatively and critically with literature and appreciate its aesthetic qualities.</p> <p>They explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings.</p> <p>Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of First Nations Australian voices and voices from wide-ranging Australian and world literature.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
<p>Learning Focus</p>	<p>In this unit, students will immerse themselves in the science fiction genre, exploring how authors create imaginative and thought-provoking worlds while shaping audience perceptions of futuristic concepts.</p> <p>Through analysing and crafting their own literary texts, students will learn to express ideas and representations, make meaningful connections, and substantiate their perspectives. Students will experiment with text structures to organise and develop their stories, linking ideas and representations with coherence and purpose.</p> <p>They will select, vary, and experiment with language features, including literary devices, to create engaging and impactful narratives.</p>	<p>Students engage with the concept of identity as represented in texts from Australian First Nations writers. By analysing these texts, students will develop a critical understanding of how literature can serve as a powerful tool for expressing cultural identity, experiences, and perspectives.</p> <p>The focus on First Nations texts aligns with a broader commitment to recognising and amplifying the voices of Indigenous Australians, particularly in the context of Australia's history and its ongoing journey towards reconciliation.</p> <p>Through the study of these texts, students are encouraged to reflect on the experiences of First Nations peoples in Australia, the impact of colonisation, and the role of literature in truth-telling.</p>	<p>Students will undertake an in-depth critical study of William Shakespeare's <i>Romeo and Juliet</i>, examining how its enduring themes continue to resonate with and challenge contemporary societal values.</p> <p>Students will read the play in its entirety, using close reading strategies and guided literary analysis to explore how Shakespeare constructs meaning through dramatic conventions, characterisation, and poetic language.</p> <p>Students will investigate how representations of love, conflict, and fate are embedded within the cultural and historical context of Elizabethan England and consider how these concepts are interpreted by modern audiences.</p>	<p>Students will engage in a critical exploration of contemporary social issues as represented in Australian media.</p> <p>They will analyse how different texts construct perspectives on the same issue and evaluate the persuasive strategies used to influence public opinion. Through guided analysis of media texts, students will identify and experiment with rhetorical devices such as emotive language, repetition, inclusive language, and appeals to logic and ethics.</p> <p>Students will investigate how issues related to gender, race, class, sustainability, and youth wellbeing are framed in the media and consider how these representations reflect or challenge societal values.</p>

Assessment	Students will complete a range of assessment types, including: <ul style="list-style-type: none"> • Examination • Extended response – literary essay • Examination - Analytical essay • Persuasive Speech
Future Subject Pathways	Essential English, General English, Literature

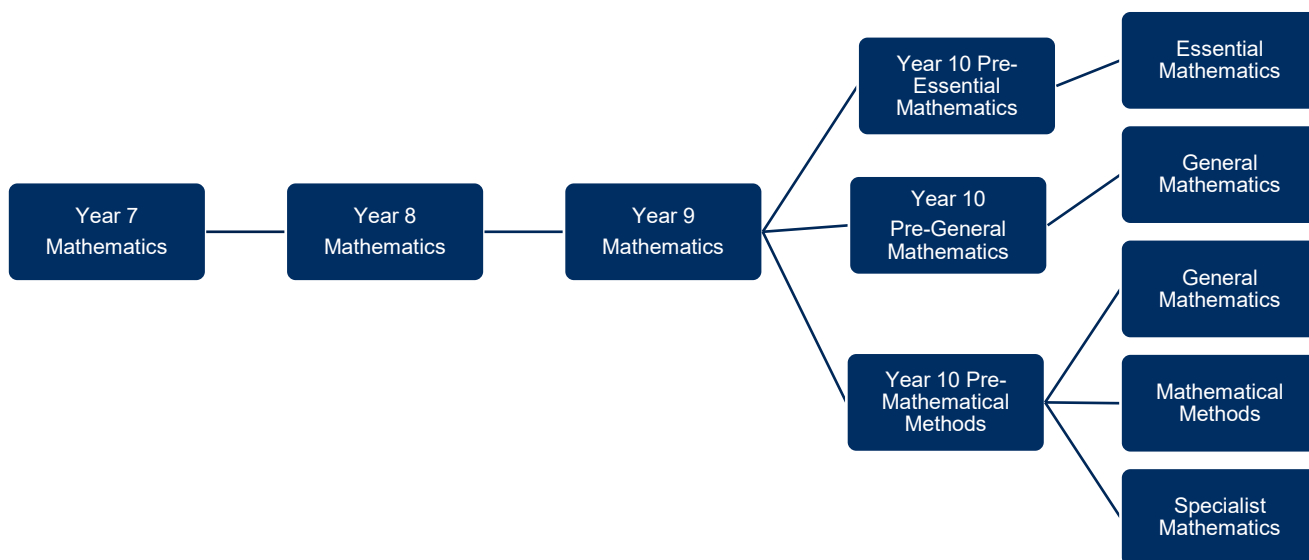
[Subject Pathways](#)



<p>Course Overview</p>	<p>The Mathematics curriculum content is organised under six interrelated strands: Number, Algebra, Measurement, Space, Statistics and Probability. The six content strands specify content aimed at progressively developing students' knowledge and use of mathematical, statistical, and computational thinking through the processes of mathematical modelling, computational thinking, statistical investigation, probability experiments and simulations.</p> <p>Year 10 learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of, and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.</p>			
<p>Learning Focus</p>	<p style="text-align: center;">Unit 1</p> <p>Pre-Methods Students will develop the foundational algebraic skills including algebra, linear and simultaneous equations. Students will explore measures of centre, spread, and bivariate data.</p>	<p style="text-align: center;">Unit 2</p> <p>Pre-Methods Students study bivariate data. Students will then study probability including experimental and theoretical. Student then study line and circle geometry and networks.</p>	<p style="text-align: center;">Unit 3</p> <p>Pre-Methods Students explore real numbers, surds, indices, logs, and exponential functions. They then study trigonometry including the unit circle and sine and cosine rule.</p>	<p style="text-align: center;">Unit 4</p> <p>Pre-Methods Students study measurement including surface area and volume. They then study relations and functions, as well as a full study of quadratic equations and their graphs.</p>
	<p>Pre-General Students will explore ways to predict and quantify the likelihood of events, aiding in understanding contexts involving chance and risk. They will apply skills for statistical investigation by focusing on collecting, understanding, and describing data distributions.</p>	<p>Pre-General Students focus on quantifying aspects of the human and physical world, essential for decision-making, resource allocation, and performance evaluation in various contexts. They visualize and work with the location, direction, shape, and transformation of objects.</p>	<p>Pre-General Students develop skills in using symbols and symbolic representations to reason about relationships in mathematical and real-world contexts. They manipulate mathematical objects, recognizing patterns, understanding operations, and working with variables. Students use algebra to connect symbolic, graphic, and numeric representations, facilitating the generalization of number and operation facts.</p>	<p>Pre-General Students understand and use numbers for counting, measuring, and quantifying situations. They demonstrate how number addresses finite and infinite, discrete, and continuous sets, and the development of number sense.</p>
	<p>Pre-Essential Students understand how to predict and measure the likelihood of events,</p>	<p>Pre-Essential Students will learn to measure things in their environment, such as the size of</p>	<p>Pre-Essential Students use symbols and simple equations to solve everyday problems.</p>	<p>Pre-Essential Students will understand and use numbers in practical ways. They will learn</p>

	<p>which is useful in everyday situations involving chance and risk, like games and decision-making. Students will also learn how to collect and understand data, helping them make informed choices in daily life, like interpreting information from surveys or understanding statistics in the news.</p>	<p>rooms, the amount of space in containers, and the shapes they encounter every day. This is useful for practical tasks like cooking, decorating, or even packing. Understanding shapes and their properties will also help them make sense of maps and simple diagrams.</p>	<p>They will learn how to recognize patterns and understand basic operations, which can help them with tasks like budgeting their money, planning time, or solving simple puzzles. Algebra teaches them how to think logically and solve problems step by step.</p>	<p>about counting, measuring, and making sense of different quantities, which is important for things like speed, acceleration, shopping, cooking, and basic financial tasks. Developing a good sense of numbers and operations will help students handle various everyday situations more effectively.</p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Problem solving and modelling task • Short response examination • Combination response examination 			
Future Subject Pathways	<p>Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics</p>			

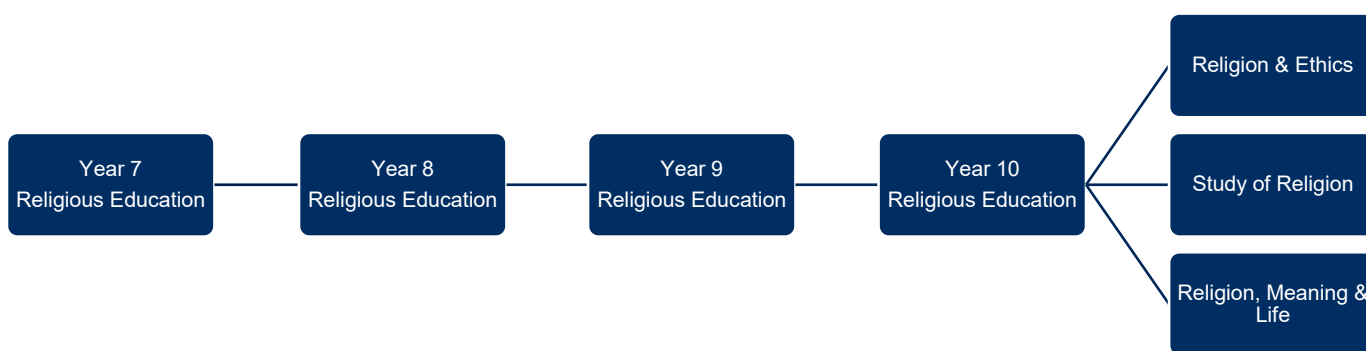
[Subject Pathways](#)



<p>Course Overview</p>	<p>The Religious Education curriculum is underpinned by four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated, taught in an integrated way, and in ways that are appropriate to the specific local contexts.</p> <p>In Year 10, students learn about various ways in which humans understand the mystery of God or the ‘Other’, which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights into some of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).</p> <p>Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australia and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church’s action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus’ mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Cantering Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Canticle of Creation; and meditative prayer practices, including praying with the help of nature.</p>			
<p>Learning Focus</p>	<p>Unit 1</p> <p>Students evaluate and draw conclusions about the ways in which the Church has responded to a range of emerging threats to human and environmental ecology. They consider the significance of various sources that guide the Church’s action in the world, including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience. They create responses to a contemporary moral question using evidence from these various sources to support their responses.</p>	<p>Unit 2</p> <p>Students describe how the mystery of God can be named, encountered and better understood. They describe how humans express an understanding of God or the ‘Other’ as revealed in creation. They differentiate between the core beliefs and practices of the major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism) and describe and identify how these reflect the human understanding of God or the ‘Other’ They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer</p>	<p>Unit 3</p> <p>Students identify different representations of God from a range of sacred texts for a modern Australian context. They use evidence from Old Testament and New Testament texts to differentiate between representations of God by various human authors in different historical, social and cultural contexts and evaluate their relevance for a modern Australian context. They analyse perspectives in a range of Christian spiritual writings searching for the mystery of God in the midst of world events and the course of human history.</p>	<p>Unit 4</p> <p>Students consider the significance of various sources that nourish the spiritual life of believers, including the Eucharist, the Peace Prayer of St Francis, The Magnificat, the Canticle of Creation, and individual and communal prayer for justice, peace, and the environment. They participate respectfully in a variety of personal and communal prayer experiences.</p>

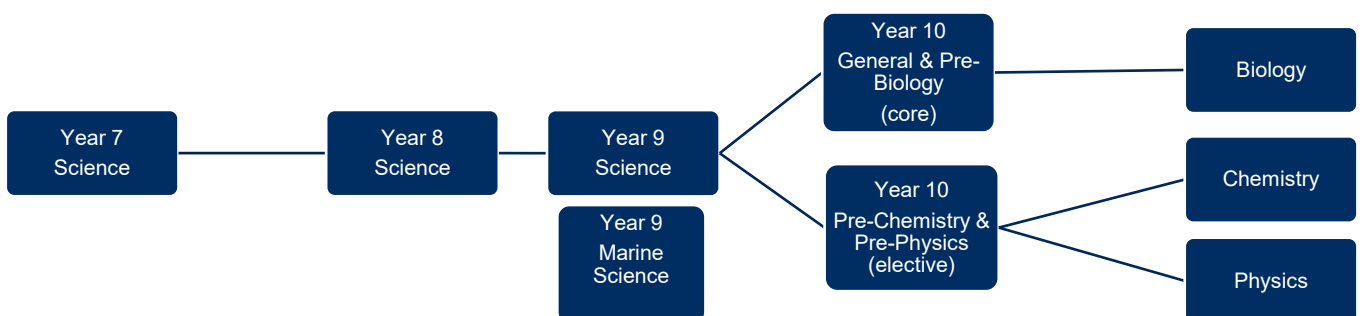
	They participate respectfully in a variety of personal and communal prayer	practices, including praying with the help of nature.		
Assessment	Students will complete a range of assessment types, including: <ul style="list-style-type: none"> • Inquiry Response - Multimodal Presentation • Extended Response – Written Examination • Analytical Inquiry to Biblical Texts • Extended Response to Stimulus 			
Future Subject Pathways	Religion & Ethics, Study of Religion, Religion, Meaning & Life			

Subject Pathways



Course Overview	<p>The Science curriculum is organised under three interrelated strands: Science understanding, Science as a human endeavour; and Science inquiry. Together, the three strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.</p> <p>In Year 10 students explore the biological, chemical, geological and astronomical evidence for different theories, such as the theory of natural selection and the big bang theory. Through investigating natural selection and processes of heredity they come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They appreciate how energy drives the Earth system and how climate models simulate the flow of energy and matter within and between Earth's spheres. Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical laws and can be modelled.</p>			
Learning Focus	<p>Unit 1</p> <p>Students understand the principles of heredity, genetic diversity, and the molecular basis of inheritance. Students explore the structure and function of DNA, genes, and chromosomes, and investigate how genetic information is transmitted across generations. Through practical experiments and inquiry-based learning, students apply Mendelian genetics, analyse patterns of inheritance, and examine the role of mutations in genetic variation.</p>	<p>Unit 2</p> <p>Students understand evolution by natural selection and the scientific evidence that supports it., Students examine how variation, isolation and selection pressures shape species over time, and explore the fossil record, comparative anatomy, embryology, molecular biology and biogeography as key sources of evolutionary evidence. Students analyse biodiversity as a product of evolutionary change and investigate how evolutionary science informs fields.</p>	<p>Unit 3</p> <p>Students investigate Newton's laws of motion, analyse the mathematical relationships between force, mass, and acceleration, and explore how motion can be graphed, modelled, and predicted. Students understand atomic structure, electron configuration, and the organisation of the periodic table. They examine patterns in groups and periods, relate atomic structure to element properties, and model ionic and covalent bonding.</p>	<p>Unit 4</p> <p>Students understand the Big Bang theory, the evolution of the universe, and Earth's interconnected climate systems. Students explore astronomical evidence. They analyse how technological advances have expanded scientific knowledge and improved climate and space research. Students examine energy flow between the geosphere, biosphere, hydrosphere and atmosphere to explain global climate patterns and climate change.</p>
	<p>Assessment</p> <p>Students will complete a range of assessment types including:</p> <ul style="list-style-type: none"> • Data test • Student experiment, • Research investigation • Examination – combination response 			
Future Subject Pathways	Biology, Chemistry, Physics			

Subject Pathways



Elective Subject Information

Design and Technologies (DT) | [Technologies | V9 Australian Curriculum](#)

Course Overview	<p>The Year 10 Design Technologies curriculum is organised under two interrelated strands: Knowledge and understanding and Processes and production skills. The study of Design provides students with opportunities to engage in creating quality design solutions for identified needs and opportunities across key contexts; industrial design, graphic design and built environment.</p> <p>Students consider the functional, economic, environmental and social impacts of technological changes on the world. Design actively engages students in exploring, analysing, developing, producing and evaluating design solutions. Students are required to apply empathy to understand different users' needs and provide design solutions appropriate to differing audiences.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	<p>Students will create designed solutions for identified needs and opportunities. The context of the unit is biomimicry – design inspired by nature. Students will explore how nature's solutions along with design thinking can produce creative and innovative design ideas. Students will produce a high fidelity prototype on the laser cutter and engraver to test design ideas. These will be evaluated and the limitations identified will be refined to further develop the design idea. This will mean students use RDWorks software to electronically construct their prototype and cut and engrave on the laser cutter and engraver.</p>	<p>Students apply the design thinking process to re-design an interactive toy for children aged 2–5 years within an early childhood education context. Students investigate how play-based learning supports early childhood development and how products can be designed to safely engage young users. Students define the design problem and constraints, including user needs, safety standards, sustainability considerations. Students develop a refined design using annotated sketches, digital drawings, and a 3D model, before planning production methods, materials, costs, and sustainable practices.</p>	<p>Students will understand and apply the Human-Centered-Design approach. They are to investigate, design, develop and prototype a shipping container house based on the client's needs. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability.</p>	<p>Students apply the Develop phase of the design process to respond to an unseen visual stimulus and design brief. Under supervised conditions, students analyse the design problem, devise a range of ideas, and evaluate these against provided design criteria to refine their thinking. Using circular design methods, students synthesise ideas to propose a considered design concept. Students communicate their thinking visually through ideation, schematic and annotated sketches, demonstrating how ideas evolve through evaluation and refinement.</p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Project – brief, proposal and process • Examination – extended response 			
Future Subject Pathways	Design			

Subject Pathways



Design and Technologies Food & Materials (DTFM) | [Technologies | V9 Australian Curriculum](#)

Course Overview	<p>The Year 10 Design Technologies curriculum is organised under 2 interrelated strands: Knowledge and understanding and Processes and production skills. Food Specialisations, part of the Australian Curriculum's Design Technologies, encourages students to experiment with new foods and flavours, providing opportunities to research, design, and create food products for specific purposes. Students investigate and make judgments on how principles of food safety, preparation, presentation, and sensory perceptions influence the creation of nutritious food solutions. They analyse social and ethical factors that impact designed solutions for global preferred futures and apply design thinking to develop specialized food products. Students further develop their decision-making, personal interaction, problem-solving, and resource management skills, through both individual and group cooking experiences, as well as a combination of theory and practical learning activities.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	<p>Students will understand and apply ethical consumption principles within the food industry. Students will explore and integrate concepts of sustainability, animal welfare, local sourcing, and consumer trust into a product or service design. Students will explain the features of technologies within various contexts and their appropriateness for specific purposes, creating designed solutions based on an analysis of needs or opportunities. They will develop, adapt, and refine design ideas, processes, and solutions, justifying their decisions using criteria that include sustainability.</p>	<p>Students will investigate how food trends influence consumer food choices, analyse whether these trends change food quality or consumer perception, design and conduct a simple practical food comparison, and evaluate the impact of a food trend using evidence. They will develop, adapt, and refine design ideas, processes, and solutions, justifying their decisions using criteria that include sustainability.</p>	<p>Students will assume essential knowledge and skills in the evolving food industry, focusing on the operation of food service outlets and food preservation techniques. They will explore the diverse social, cultural, and economic roles of food service, from local case studies like Meals on Wheels to international food trucks, fostering students' understanding of multiculturalism and community engagement. Students develop practical skills in food preparation and preservation, making informed, ethical, and sustainable choices as future consumers and contributors in the food sector.</p>	<p>Students will learn about nutritional requirements, meal planning, packaging, marketing strategies, and sustainable practices, culminating in the design of a nutritionally balanced meal kit targeted at a specific consumer demographic. This unit will develop their knowledge and skills in food specialisation while fostering a holistic understanding of nutrition, product development, and consumer needs.</p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Project • Investigation 			
Future Subject Pathways	<p>Certificate II Hospitality</p>			

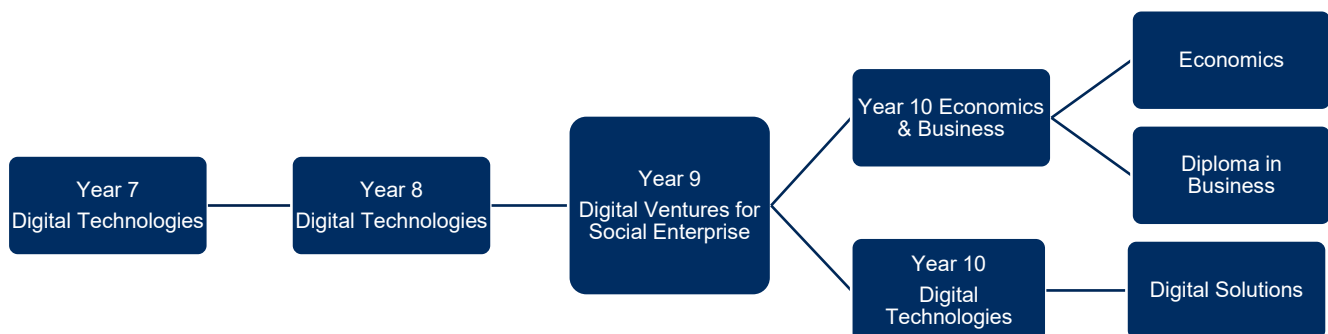
Subject Pathways



Digital Technologies | [Technologies | V9 Australian Curriculum](#)

Course Overview	<p>The Year 10 Digital Technologies curriculum is organised under two related strands. These include Knowledge and understanding – the information system components of data and digital systems (hardware, software and networks) and Processes and production skills – the skills needed to create digital solutions.</p> <p>Digital Technologies empowers students to drive change by influencing the application of contemporary and emerging information systems and practices to meet current and future needs. A profound knowledge and understanding of information systems enable students to be safe, respectful, creative, and discerning decision-makers when selecting, using, and managing data, information, processes, and digital systems to address needs and shape preferred futures. Students are offered practical opportunities to employ design thinking and innovate digital solutions within an ethical framework, incorporating Safety by Design principles.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	<p>Students will develop foundational programming and problem-solving skills through Computational Thinking and algorithm design. Students practise representing algorithms using flowcharts and pseudocode, validating their logic with trace tables and implementing solutions using console-based Python programs. Students evaluate how well their digital solutions meet user needs and prescribed criteria.</p>	<p>Students will develop an applied understanding of cybersecurity by designing, implementing, and analysing a simulated client–server login system using web technologies. Students represent online documents through appropriate content (HTML), structure (markup), and presentation (CSS), and prototype the user experience of secure digital interfaces. Students investigate how data is transmitted, stored, and protected within digital systems.</p>	<p>Students will understand data science as a process, focusing on specific skills. These include the acquisition of data from surveys, and online repositories; storage and analysis of that data; and its visualisation, including with interactivity. Students apply the Australian Privacy Principles. They can also build on the database and spreadsheet skills They will develop skills to acquire, generate, validate, and organise data using digital tools.</p>	<p>Students will draw on their prior knowledge of cybersecurity, data handling, and user-centered design to plan and develop an interactive game using Microsoft tools or web-based platforms. Building on skills developed in the Year 10 Cybersecurity unit, students are encouraged to consider ethical design, safe data practices, and how user information is managed during gameplay. The game development process requires students to use logical reasoning and algorithmic structures to manage scoring, movement, and game decisions.</p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Examination Project • Project 			
Future Subject Pathways	Digital Solutions			

Subject Pathways



Course Overview	<p>The Year 10 Drama curriculum is organised under four interrelated strands. These include Exploring and responding, developing practices and skills, Creating and making; and presenting and performing.</p> <p>Students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students learn in, through and about drama as they create dramatic action and communicate dramatic meaning.</p> <p>Drama continues to build on each student’s prior learning and experiences as students develop their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.</p>			
Learning Focus	<p>Unit 1</p> <p>Students will study the style of Theatre of the Absurd and its purpose to challenge, entertain and make social comment. They will work as an actor in an ensemble, to demonstrate knowledge and understanding of Theatre of the Absurd by manipulating the conventions of style and elements of drama to present a polished and thought provoking performance of an excerpt to communicate dramatic purpose, context and meaning.</p>	<p>Unit 2</p> <p>Students will study they style of Collage Drama through an exploration of the play-text, <i>Black Diggers</i> by Tom Wright, which gives voice to First Nations service members in World War 1. They will experience how conventions of Collage Drama and elements of drama can be manipulated to produce engaging dramatic action and meaning for audience members. Students explore the ways in which <i>Collage Drama and the elements of drama are used to communicate the loss of land and innocence that the Indigenous soldiers experienced.</i></p>	<p>Unit 3</p> <p>Students will explore the style and conventions of Elizabethan Theatre through the play text <i>Macbeth</i> by William Shakespeare, and the style and conventions of Physical Theatre through an exploration of Anne Bogart’s Viewpoints. Challenged as devisers and performers, to plan a transformed <i>Macbeth</i>, relevant for a modern audience. Students will devise a plan to manipulate the elements of drama and conventions of Physical Theatre to communicate a chosen purpose, context and meaning for a modern audience.</p>	<p>Unit 4</p> <p>Students will work individually and collaboratively to shape and manipulate the elements of drama, conventions, and dramatic structures to communicate ideas and sustain belief, roles, and characters in performances of devised or scripted drama for audiences. <i>Students will justify dramatic choices and reflect on the effectiveness of dramatic techniques in communicating meaning to audiences.</i></p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Performance • Project • Examination – extended response 			
Future Subject Pathways	Drama			

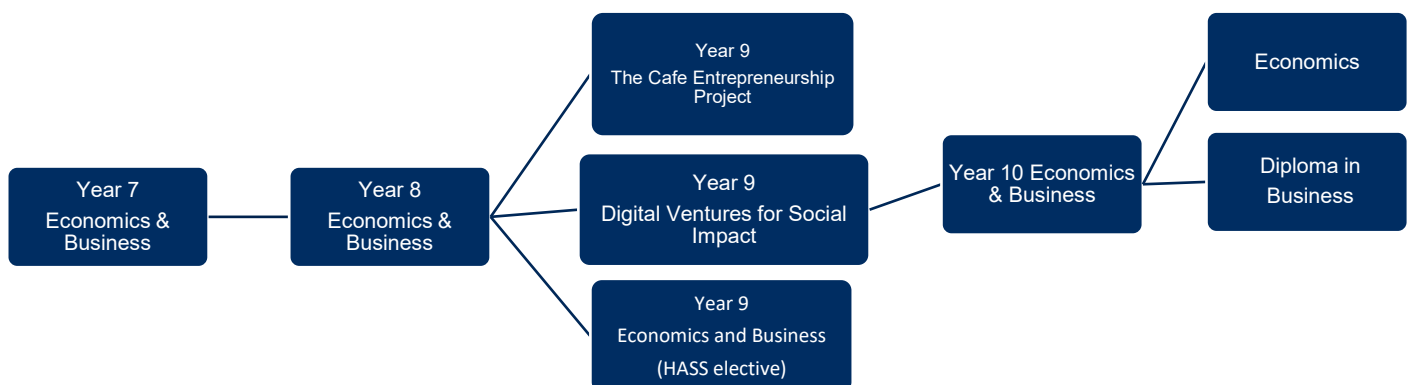
Subject Pathways



Economics and Business | [Economics and Business | V9 Australian Curriculum](#)

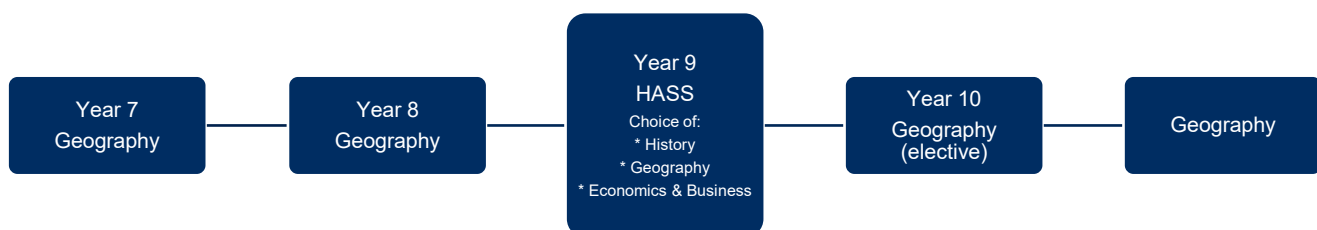
Course Overview	<p>The Year 10 Economics and Business curriculum is organised under 2 interrelated strands: Knowledge and understanding and Skills. The focus of learning in Year 10 is the exploration of the topics of productivity, growth and living standards within a national context. Students will investigate a range of factors that influence individual, financial and economic decision-making. They examine the government’s management of the economy to improve economic growth and living standards.</p> <p>Year 10 students will also study how business can respond to changing economic conditions, including the way businesses may improve productivity and manage their workforce. Students will also consider Australia’s superannuation system and the factors that influence major consumer and financial decisions are also investigated for how they contribute to human and financial wellbeing and the common good of society.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	<p>Students will understand the factors influencing business decisions, the consequences of choices, and the role of systems such as superannuation in shaping financial security. Students will understand how consumer and financial decisions impact individuals and society in both the short and long term. They will develop skills in questioning, researching, interpreting data, and evaluating economic issues to make informed decisions.</p>	<p>Students will investigate how economic indicators (such as economic growth, unemployment and inflation) provide evidence about the health of the Australian economy and influence Australian Government decision-making. Students explore how governments respond to changing economic conditions by setting economic objectives using a range of strategies to intervene in the economy to improve economic performance and living standards.</p>	<p>Students will examine how businesses manage the workforce and improve productivity in response to changing economic conditions, with a particular focus on the role of entrepreneurs. Students investigate contemporary economic and business issues using the Economics and Business inquiry process, developing questions, analysing reliable data, interpreting trends and cause-and-effect relationships, and evaluating responses using criteria or cost-benefit analysis.</p>	<p>Students will work individually and collaboratively to shape and manipulate the elements of drama, conventions, and dramatic structures to communicate ideas and sustain belief, roles, and characters in performances of devised or scripted drama for audiences. <i>Students will justify dramatic choices and reflect on the effectiveness of dramatic techniques in communicating meaning to audiences.</i></p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Examination – combination response • Investigation – research report • Project 			
Future Subject Pathways	Economics, Diploma of Business			

Subject Pathways



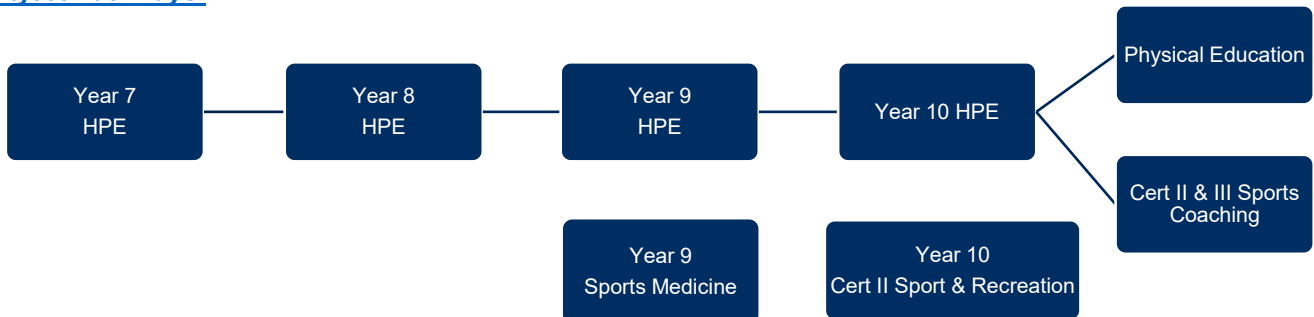
Course Overview	<p>The Year 10 Geography curriculum is organised under 2 interrelated strands: Knowledge and understanding and Skills. Students will study both environmental change and management and human wellbeing.</p> <p>In the study of environmental change and management, students explore the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students will examine the causes and consequences of a changes within an environment and the strategies to manage the change in both Australia and countries around the world.</p> <p>Students will also study human wellbeing, focusing on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	<p>Students will investigate how biophysical processes and human activities interact to shape environments and places at local, national and global scales. Students examine environmental change, including land degradation, deforestation and urbanisation, and analyse the causes, consequences and impacts of these changes on environmental and human wellbeing over time.</p>	<p>Students will explore environmental change and management in coastal environments, with a case study of Bribie Island. Students investigate how interactions between people and the environment influence coastal systems and the challenges these interactions create. Through fieldwork, students collect primary data and use secondary sources to examine environmental conditions, coastal processes and management strategies used to protect the area. Students develop geographical inquiry skills.</p>	<p>Students investigate how interconnections between people, places and environments influence levels of human wellbeing at a range of scales. Through the collection, representation and interpretation of data, students analyse spatial patterns, trends and inequalities in wellbeing and evaluate how changes to environments and places impact communities. Students explain relationships between social, economic and environmental factors.</p>	<p>Students examine the distribution and implications of human wellbeing across different places and scales. Through the use of geographical data, students analyse patterns, trends and spatial inequalities, and evaluate how geographical phenomena and challenges impact communities. Students apply geographical knowledge, concepts and terms to describe, explain and evaluate wellbeing outcomes, drawing evidence-based conclusions supported by relevant data and research.</p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Examination - combination • Investigation • Report 			
Future Subject Pathways	<p>Geography</p>			

Subject Pathways



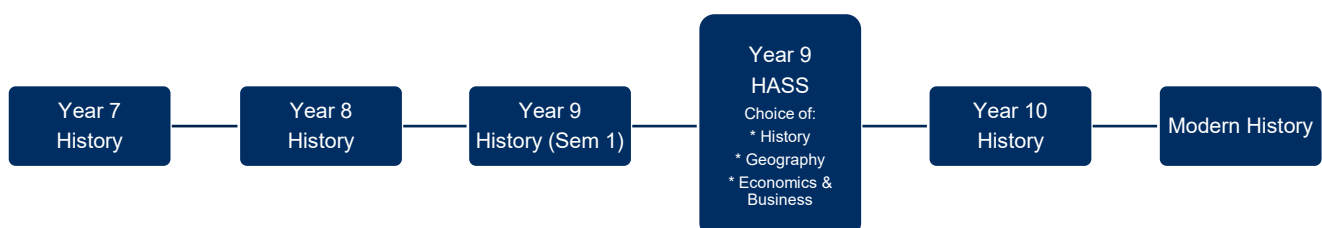
Course Overview	<p>The Year 10 Health and Physical Education curriculum is organised under 2 interrelated strands: Movement and physical activity and Personal, social and community health. A key component of the curriculum is the development of the physical, intellectual, social and emotional capacities of students. It provides the foundations for learning and alignment to the Physical Education and Health senior syllabuses to build increasingly complex and developmental courses of study in the senior years.</p> <p>Students will build their knowledge, understanding and skills by exploring and enhancing their own and others' health and physical activity in diverse and changing contexts.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	<p>Students will engage in integrated learning experiences to explore access and equity concepts in a class, school and wider-community context. To enhance access to physical activity opportunities, students explore strategies to challenge biases, stereotypes, prejudices and discrimination in order to promote inclusion. Practical activities focus on Touch Football and Soccer.</p>	<p>Students will engage in integrated learning experiences about fitness, training and community health interventions and Touch Football. To optimise the health and fitness of themselves and others, students will explore fitness testing, components of principles of training, training methods, devising training plans and the effectiveness of past /current health campaigns. The practical components see athletes engage in Basketball as a focus for developing a fitness plan, and analysing movements skills.</p>	<p>Students explore Health & Community, Health Literacy, Modifiable and Non-Modifiable factors as well as social, cultural and economic factors that influence health and help seeking. In practical, students explore a range of recreational activities focusing on badminton to understand lifelong physical activity.</p>	<p>In this unit students will understand Stereotypes, societal expectations and identity. They will investigate risk and personal safety strategies. Students will learn about road safety and drug use.</p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Investigation • Practical • Project • Examination 			
Future Subject Pathways	Physical Education			

Subject Pathways



Course Overview	<p>The Year 10 History curriculum is organised under 2 interrelated strands: Knowledge and understanding and Skills. Students will study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia’s social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.</p> <p>Students in Year 10 will develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1918, such as significant events and ideas during the inter-war years between the First World War and the Second World War, including the Great Depression, and developments post the Second World War, including Cold War international relations. Students will also gain an understanding of relating historical themes of the post-Second World War world and how they relate to Australia, such as the major rights and freedom movements globally, and the achievement of independence by former colonies, both of which contributed to Australia’s migrant experience</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	<p>Students will investigate Australia’s involvement in WW2, focussing on the Australian experience. They explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through the Second World War, and the post-war world. Students develop and modify a range of questions about the past to inform historical inquiry.</p>	<p>Students will focus on the period between 1918 and the early 21st century understanding the historical significance of this era by exploring key events and changes, particularly the nature of global conflict and the causes and consequences of the Second World War. Students will examine different perspectives from the time and how these perspectives evolved post-war.</p>	<p>Students investigate the international experiences that have emerged in the Modern World. They analyse and consider the changing historical perspectives over time in relation to the developments in technology, society, politics and culture. Students investigate and consider the effects of global influences (such as the Cold War) on Australia's changing identify as a nation and its international relations.</p>	<p>Students investigate the major rights and freedom movements that occurred globally and within Australia post WW2, that contributed the migrant experience. Students investigate</p> <ul style="list-style-type: none"> ▪ Waves of migration (from post-WWII to 2000s) ▪ First Nations Australian rights movement ▪ Women's rights movement
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Investigation • Examination Extended Response • Analytical Essay • Examination Short Response 			
Future Subject Pathways	Modern History			

[Subject Pathways](#)



Course Overview	<p>The Year 10 Japanese curriculum is organised under 2 interrelated strands: Communicating meaning in Japanese and Understanding language and culture.</p> <p>Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.</p> <p>Students use Japanese to initiate and sustain interactions. Students' knowledge is further developed through some textual analysis as we start to prepare students to address topics which have been chosen to link closely with the requirements of the Senior Syllabuses so that the Year 9 and 10 courses act as a solid foundation for senior learning. 21st Century skills such as Critical & Creative Thinking, Digital Literacy, Ethical Understanding, Intercultural Understanding, Literacy, Numeracy, and Personal/Social Capability underpin all the work that we do in Japanese. As we grow into global citizens it is becoming more common that a bilingual or multilingual capability is valued in the workforce and useful for personal goals and travel.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	<p>Students will explore the linguistic and cultural aspects of Japanese neighbourhoods and lifestyles in rural and urban settings. They will learn to describe their own neighbourhoods by incorporating prepositions, and using particles. Through practical exercises, students will practice giving and asking for directions. will compare life in Japanese cities and countryside to their own experiences, reflecting on the similarities and differences in lifestyle, culture, and values.</p>	<p>Students will explore the cultural and practical aspects of Japanese school trips while developing essential language skills. They will learn to discuss travel experiences by talking about where they stayed, how long they stayed, and the time it took to travel between destinations, using appropriate particles, as well as counters such as 日, 週, and 月. Students will also describe the activities they participated in during school trips, employing the たり-form and past-tense structures to create detailed and engaging narratives. Students will gain.</p>	<p>Students will explore the interconnected themes of part-time jobs, personal skills, and future aspirations, providing them with practical language skills and cultural insights into Japanese society. Students will learn how to talk about their part-time work, describe their skills, and discuss how they spend their earnings, as well as express their goals and aspirations for the future. They will compare these with Japanese teenagers' experiences and aspirations, drawing parallels to Australian perspectives. Students will develop their understanding of essential grammar structures.</p>	<p>Students will explore cultural exchanges between Japan and Australia, focusing on the perspectives of Japanese exchange students and the experiences of hosting them. Through interactive activities and reflective discussions, students will develop the language skills needed to communicate about their families, homes, and daily lives, as well as engage in meaningful conversations about cultural differences and similarities. Students will learn to describe their family and house in Japanese to effectively introduce themselves to a host family.</p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Examination -Short Response • Extended Response – Written and Spoken • Extended Response - Presentation • Examination – Combination Response 			
Future Subject Pathways	Japanese			

Subject Pathways



* Students wishing to study Japanese at Senior, **must** complete the Japanese pathway from **Year 7 to Senior**.

Course Overview	<p>In Year 10 Media Arts, students explore how media shapes the way individuals and communities understand the world around them. Through engaging with film, photography, digital storytelling, animation, social media content and emerging technologies, students learn to communicate ideas, emotions and perspectives in meaningful and creative ways. Media Arts provides opportunities for students to tell stories, challenge viewpoints, celebrate identity and explore contemporary issues relevant to their own lives and the wider community. Quality Media Arts experiences foster imagination, innovation and resilience. Students experiment with digital technologies and creative processes to design and produce media that informs, entertains, persuades and inspires. They learn how sound, image, movement, editing and narrative techniques work together to create meaning and influence audiences. These experiences strengthen students' confidence and support their social and emotional wellbeing by providing authentic opportunities for self-expression and connection. Year 10 Media Arts also provides rich connections to contemporary industries and future pathways. Students engage with real-world media practices and develop transferable skills relevant to creative industries, communication, marketing, design and digital technologies. By responding to and creating media in both conventional and innovative forms, students become informed, reflective and responsible media users and creators who are capable of contributing positively to their communities and shaping the future through creative expression</p>			
Learning Focus	<p>Unit 1</p> <p>In this unit, students will explore how ideas for moving-image media are generated and shaped for specific purposes and audiences. They will investigate narrative and non-narrative forms, experiment with story concepts, and develop original ideas using industry-relevant ideation processes. Students will analyse how media creators use representations, genre and structure to communicate meaning, and apply this understanding to design concepts for their own productions.</p>	<p>Unit 2</p> <p>In this unit, students will develop and refine production ideas through pre-production processes. They will create planning materials such as scripts, storyboards and production documents to communicate their creative intentions. Students will consider audience, purpose and production constraints while applying technical and symbolic conventions. They will analyse existing media to inform their planning and design coherent productions using industry practices.</p>	<p>Unit 3</p> <p>In this unit, students will apply production skills to create moving-image media products. They will operate camera, lighting and sound equipment, and work collaboratively to capture footage that realises their pre-production plans. Students will experiment with production techniques and reflect on how technical and symbolic elements are used to construct meaning for audiences.</p>	<p>Unit 4</p> <p>In this unit, students will refine moving-image media products through post-production processes. They will edit footage, manipulate audio and visual elements, and apply conventions to enhance meaning and audience engagement. Students will evaluate their work and that of others, considering how effectively production choices communicate intended representations and messages. They will prepare media products for distribution in appropriate contexts.</p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Project – pre-produce media • Project – produce media • Extended response 			
Subject Pathways	Media Arts in Practice			

Subject Pathways



Music | [The Arts | V9 Australian Curriculum](#):

Course Overview	<p>The Year 10 Music curriculum is organised under four interrelated strands. These include exploring and responding, developing practices and skills, Creating and making; and presenting and performing. In Music, students engage in listening to, composing, and performing music from a wide variety.</p> <p>Active participation in music, through continuous and developmentally sequential learning, fosters skills and aesthetic knowledge of increasing depth and complexity over time. Practical engagement with music develops unique capabilities that cannot be acquired through any other means. Students will develop their skills in the areas of Analysing, Composing and Performing through the exploration and learnings about numerous musical styles.</p> <p>As both independent and collaborative learners, students integrate listening, composing, and performing activities, utilizing both established and emerging technologies. Music learning enhances students' ability to perceive and understand musical concepts, recognizing music's role in shaping their identity and their capacity to explore personal, local, and global issues and ideas. Through the study of music, students increasingly appreciate the transformative power of music to touch the heart, soul, mind, and spirit of individuals and communities.</p>			
Learning Focus	<p>Unit 1</p> <p>Students will explore the Golden Record which was sent into space on the Voyager I and II in 1977. It was a time capsule of music, greetings and images that represented the world. Students will explore, examine and reflect on the many music styles that have been presented on this record and will then apply their learnings through a number of activities that will get them to modernise the record for the modern world.</p>	<p>Unit 2</p> <p>Students will develop performance skills on an instrument of their choice and present their work as part of Unit 2 concert. Throughout the unit there will be a big focus on developing music theory skills in relation to the pieces from the Golden Record.</p>	<p>Unit 3</p> <p>Students will explore music of the modern world through the analysis and creation of contemporary and global music styles. Students examine how composers and producers manipulate musical elements, technology, and stylistic conventions to reflect cultural identity, social issues, and artistic intent in modern contexts. Students develop critical listening skills, compositional techniques, and the ability to evaluate musical choices across a range of modern genres.</p>	<p>Unit 4</p> <p>Students will explore music of the modern world through the analysis and creation of contemporary and global music styles. Students examine how composers and producers manipulate musical elements, technology, and stylistic conventions to reflect cultural identity, social issues, and artistic intent in modern contexts. Students develop critical listening skills, compositional techniques, and the ability to evaluate musical choices across a range of modern genres.</p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Extended response • Performance • Project – Music composition • Examination 			
Future Subject Pathways	<p>Music, Music Extension</p>			

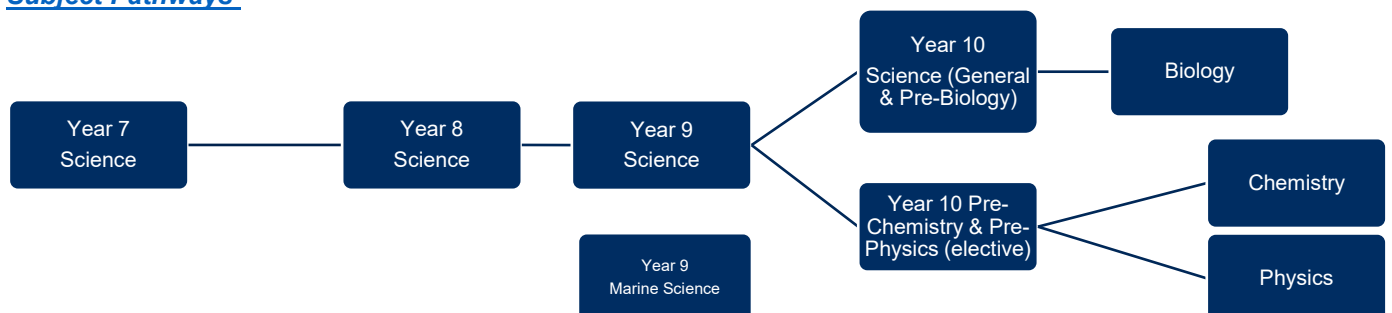
Subject Pathways



Chemistry/Physics (Adapted Curriculum) | [Science | V9 Australian Curriculum](#)

Course Overview	<p>The Chemistry/Physics elective is organised under three interrelated strands: Science understanding, Science as a human endeavour; and Science inquiry. It explores the nature of the universe. Understanding that knowledge is not fixed but can be challenged, this course embraces collaboration, which is essential for advancing science, technology, health, and society in the 21st century.</p> <p>Students gain a solid understanding of advanced physics and chemistry concepts through a mix of theory and hands-on projects, preparing them for further education and careers in STEM fields. The skills learned in this course help students to appreciate and respect evidence-based conclusions and the methods used to gather and analyse evidence, valuable in all areas of life beyond the classroom.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	<p>Students explore core physical concepts taught in Unit 2 of the Physics General senior syllabus 2025 v 1.3. Students investigate Newton’s laws of motion, analyse the mathematical relationships between force, mass, and acceleration. Students apply these principles to real-world contexts, including vehicle safety features, driverless car technologies, and the engineering practices of First Nations Australians. Students also study vectors and scalars, speed and velocity time graphs, kinematic equations, free body diagrams and momentum.</p>	<p>Students develop understanding of core Chemical concepts taught in Unit 1 of the Chemistry General senior syllabus 2025 v 1.3. Students investigate Chemical Fundamentals as outlined in topics 1,2 and 3.</p>	<p>This unit introduces students to core Chemical concepts taught in Unit 2 of the Chemistry General senior syllabus 2025 v 1.3. Students investigate Chemical Fundamentals, as outlined in topics 1,2 and 3. Students plan and conduct safe, valid and reproducible investigations to test relationships or develop explanatory models They analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies. They construct logical arguments based on analysis of a variety of evidence to support conclusions and evaluate claims..</p>	<p>1.3. Through an integrated sequence of lessons, students investigate thermal, nuclear and electrical physics. Students apply these principles to real-world contexts and those practices of First Nations Australians.</p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Investigation - Research • Examination – Data test • Extended Response – Student Experiment • Examination 			
Future Subject Pathways	Chemistry, Physics			

Subject Pathways



Visual Arts | [The Arts | V9 Australian Curriculum](#)

Course Overview	<p>The Year 10 Visual Arts curriculum is organised under four interrelated strands. These include Exploring and responding, developing practices and skills, Creating and making; and presenting and performing.</p> <p>Students learn in, through, and about various visual arts practices, encompassing art, craft, and design. They explore and experience visual artworks created by artists in diverse contexts, styles, and forms, building an understanding of the significance and impact of visual arts practice and culture on both personal and local and global communities.</p> <p>Students gain insight into how creative industries contribute to personal, cultural, community, and economic well-being. In Visual Arts, they learn to recognize and cultivate unique literacies, practices, and processes to grapple with complex ideas and dilemmas. The interplay between making and responding encourages students to investigate, contextualize, and make meaningful connections between personal and global perspectives, applying visual arts knowledge, frameworks, and practical skills.</p> <p>Through investigating artworks and practices, students learn to respectfully recognize, articulate, and acknowledge artistic and cultural influences. By exploring how, why, where, and for whom artists, craftspeople, and designers produce artworks, students come to appreciate the tensions, complexities, and significance of visual arts histories, theories, and practices.</p>			
Learning Focus	<p>Unit 1</p> <p>Students explore the concept of 'Art and Identity' through contemporary and personal contexts. This investigation provides students opportunities to explore how identity is expressed through art, with an emphasis on personal expression and representation.</p>	<p>Unit 2</p> <p>Students explore the concept of 'Art and the Environment' through contemporary and ecological contexts. This investigation provides opportunities for students to explore how environmental themes and sustainability are expressed through art, with an emphasis on personal interpretation and innovation.</p>	<p>Unit 3</p> <p>Students explore the concept of 'Art and Society' through historical, cultural, and social contexts. This investigation provides opportunities for students to explore how art reflects, influences, and challenges societal values and issues, with an emphasis on critical analysis and personal expression.</p>	<p>Unit 4</p> <p>Students explore the concept of 'Art and Innovation' through the lens of contemporary art practices and emerging media. This investigation provides opportunities for students to explore how artists use new media and innovative techniques to push the boundaries of traditional art forms, with an emphasis on creativity, experimentation, and critical engagement.</p>
Assessment	<p>Students will complete a range of assessment types, including:</p> <ul style="list-style-type: none"> • Folio • Extended Response – Comparative Essay • Examination – Extended Response 			
Future Subject Pathways	Visual Art			

Subject Pathways



Certification Course Information
SIS20122 Certificate II Sport and Recreation
Binnacle Training (RTO Code 31319)

[National Training Register - 31319 Binnacle Training College Pty Ltd](#)

Course Overview	This qualification reflects the role of individuals who assist with the delivery of sport and recreation activities and who complete a range of customer contact duties. Students participate in the delivery of a range of sport and recreation activities and programs within the school. Available with a 'General' or 'Sport Specialty' Coaching outcome - AFL, NRL, Netball, Rugby Union or Choose Your Own Sport. For more information: National Training Register - SIS20122 Certificate II in Sport and Recreation																						
Delivery Format	1 – Year for completion																						
Timetable Requirements	1 – Timetabled line																						
Training Delivery Location	On-site (school) with school based trainer																						
Training commencement dates	Term 1, 2027 commencement																						
Study mode	Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience																						
Units of Competency 10 (6 Core Units, 4 Elective Units)	<table border="0"> <tr> <td>SISXIND011</td> <td>Maintain sport, fitness and recreation knowledge</td> </tr> <tr> <td>BSBPEF202</td> <td>Plan and apply time management</td> </tr> <tr> <td>BSBPEF301</td> <td>Organise personal work priorities</td> </tr> <tr> <td>BSBSUS211</td> <td>Participate in sustainable work practices</td> </tr> <tr> <td>SISSPAR009</td> <td>Participate in conditioning for sport</td> </tr> <tr> <td>HLTWHS001</td> <td>Participate in workplace health and safety</td> </tr> <tr> <td>SISXFAC006</td> <td>Maintain activity equipment</td> </tr> <tr> <td>SISOFLD001</td> <td>Assist in conducting recreation sessions</td> </tr> <tr> <td>SISXCCS004</td> <td>Provide quality service</td> </tr> <tr> <td>SISXEMR003</td> <td>Respond to emergency situations</td> </tr> <tr> <td>HLTAID011</td> <td>Provide First Aid (Optional Additional)</td> </tr> </table>	SISXIND011	Maintain sport, fitness and recreation knowledge	BSBPEF202	Plan and apply time management	BSBPEF301	Organise personal work priorities	BSBSUS211	Participate in sustainable work practices	SISSPAR009	Participate in conditioning for sport	HLTWHS001	Participate in workplace health and safety	SISXFAC006	Maintain activity equipment	SISOFLD001	Assist in conducting recreation sessions	SISXCCS004	Provide quality service	SISXEMR003	Respond to emergency situations	HLTAID011	Provide First Aid (Optional Additional)
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HLTAID011	Provide First Aid (Optional Additional)																						
Skills acquired	<ul style="list-style-type: none"> • Officiating games or school competitions • Coaching beginner participants to develop fundamental skills • Effective communication skills • Providing quality service to participants 																						
What do Students Achieve on successful completion of all competencies and units?	<ul style="list-style-type: none"> • SIS20122 Certificate II in Sport and Recreation (Maximum 4 QCE Credits) • Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission • Direct pathway into SIS30122 Certificate III in Sport, Aquatics and Recreation (or SIS30321 Certificate III in Fitness) • Recommended 'optional' additional training - the nationally recognised First Aid competency - HLTAID011 Provide First Aid 																						
Pre-enrolment	<ul style="list-style-type: none"> • A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product • Students must obtain a USI Unique Student Identifier to enrol/complete the program and provide this to the school/RTO 																						
Cost (Fee-For-Service)	\$395 + \$39 (uniform – shirt) per person paid direct to the school by November, 2026. + optional First Aid \$75																						
Third Party Agreement	The school has entered a Third-Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.																						
PDS Declaration	This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement here .																						

BSB20120 Certificate II Workplace Skills

IVET Institute Pty Ltd (RTO 40548)

[National Training Register - 40548 IVET Institute Pty Ltd](#)

Course Overview	<p>This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.</p> <p>These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.</p> <p>More Information: National Training Register - BSB20120 Certificate II in Workplace Skills</p>
Delivery Format	1 – Year for completion
Timetable Requirements	1 – Timetabled line
Training Delivery Location	On-site (school) with school based trainer
Training commencement dates	Term 1, 2027 commencement
Study mode	Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience
Units of Competency 10 (5 Core Units, 5 Elective Units)	<p>Core units</p> <p>BSBCMM211 Apply communication skills BSBOPS201 Work effectively in business environments BSBPEF202 Plan and apply time management BSBSUS211 Participate in sustainable work practices BSBWHS211 Contribute to the health and safety of self and others</p> <p>Elective units</p> <p>BSBPEF302 Develop self-awareness BSBTEC201 Use business software applications BSBPEF101 Plan and prepare for work readiness BSBTEC202 Use digital technologies to communicate in a work environment BSBCRT201 Develop and apply thinking and problem-solving skills BSBTEC203 Research using the internet</p>
What do Students Achieve?	SIS20122 Certificate II in Sport and Recreation (Maximum 4 QCE Credits)
Pre-enrolment requirements	<ul style="list-style-type: none"> A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product Students must obtain a USI Unique Student Identifier to enrol/complete the program and provide this to the school/RTO
Cost (Fee-For-Service)	\$295 per person paid direct to the school by November, 2026.
Third Party Agreement	The school has entered a Third-Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of IVET Institute.



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