



# **2026 YEAR 10 COURSE GUIDE**

[www.sarinashs.eq.edu.au](http://www.sarinashs.eq.edu.au)

# Contents

Key Contact Details .....	4
Introduction .....	5
How to use this Guide .....	5
How do I Choose my Subjects .....	5
Categories of Subjects .....	6
Useful Resources .....	6
Senior Courses, 21 <sup>st</sup> Century Skills & Job Clusters .....	7
Queensland Certificate of Education (QCE) .....	7
Queensland Certificate of Individual Achievement (QCIA) .....	10
Australian Tertiary Admission Rank (ATAR) Eligibility .....	10
Year 10 Subject Selection .....	11
Prerequisite Guidelines .....	12
Year 10 Subject Information .....	14
QCE Credit and Duplication of Learning .....	15
VET Qualifications .....	16

## Core Subjects

English .....	17
English Extension .....	18
English – Semester 2 .....	19
English Foundation - Semester 2 .....	20
History and Geography .....	21
Mathematics .....	22
Mathematics Extension .....	23
Science .....	24
Science Extension A – Living Science .....	25
Science Extension B – Chemical & Physical Science .....	26
Science Foundation .....	27
Short Course in Career Education .....	28
Certificate II in Active Volunteering (CHC24015).....	29
Certificate II in Financial Services (FNS20120) .....	30
Certificate II in Skills for Work and Vocational Pathways (FSK20119).....	31
Certificate II in Workplace Skills (BSB20120).....	32

} **Term 4 only**

## Elective Subjects

Certificate I in Agriculture (AHC10222) .....	34
Certificate I in Animal Care Industry Pathways (ACM10121).....	35
Certificate I in Manufacturing (Pathways) (MSM10216) .....	36
Certificate I in General Education for Adults (Introductory) (22476VIC) .....	37
Certificate I in General Education for Adults (22472VIC) .....	38
Certificate II in General Education for Adults (22473VIC) .....	38
Civics and Citizenship – Social and Community Studies .....	39
Drama .....	40
Early Years Program .....	41
Economics and Business .....	42
Food Specialisations .....	43
Geography .....	44
History .....	45
Japanese .....	46
Materials and Technologies Specialisations .....	47
Music .....	48
Physical Education .....	49
Recreation and Sport Program .....	50
Short Course Literacy .....	51
Short Course Numeracy .....	52
Visual Arts .....	53

*This information and pricing is correct at date of publication and is subject to change. Subjects listed may not be offered in 2026 due to student demand. Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET final publication of the 2026 Career Ready VETiS funded qualifications. Sarina State High School will finalise its delivery arrangements with SAS (Skills Assure Supplier) contracts before confirming Career Ready VET enrolments for 2026.*

*Last updated: 22 July, 2025*

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## Introduction

At Sarina State High School, our goal is for each student to have a meaningful pathway and to establish the foundations for a successful future. The school is committed to challenging students at all levels and assisting them in setting and attaining realistic personal academic goals. The school will also support and guide students in selecting and attaining credentials from a variety of pathways for successful transition post school.

The Year 10 curriculum provides a link between the Junior and Senior School, helping students to succeed in Years 11 and 12. At Sarina State High School, Year 10 is designed to provide students with a solid base for the knowledge, understanding and ways of working needed for the Senior subjects. To provide a targeted foundation for Senior, the Year 10 curriculum has been designed as preparatory courses for Senior subjects or foundational courses for VET certificates.

This Course Guide provides a summary of courses offered in the Year 10 program to assist students in planning their pathway.

## How to use this guide

This Course Guide is a resource to plan your senior education pathway. It will provide you with information regarding this phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

Contained in this guide are outlines of the courses offered at Sarina State High School for students transitioning to Year 10 in 2026. **Please note that courses will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the school.**

## How do I choose my subjects?

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is a good idea to keep your options open by taking prerequisite subjects, however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on the ATAR you achieve. If a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should think about how you will be able to achieve what is required by that course at university level.

Important questions to consider when choosing a pathway and selecting subjects:

- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways I am considering for the future?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- What subjects do I need as tertiary prerequisites?

More information: <https://www.qtac.edu.au/year-10-students/>

## **DO NOT choose your subjects for the following reasons:**

1. "My friend is taking that subject."  
There is a possibility that there will be several classes in a subject, so even if you are doing the same subjects, you will not necessarily be in the same class.
2. "I do/don't really like the teacher."  
There is no guarantee that you will have any particular teacher.
3. "Someone told me that the subject is fun (or easy, or interesting)."  
It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
4. "Someone told me that the subject is boring." See point 3.
5. "Someone told me that I do/don't need that subject for the course I want to take at university." Check tertiary prerequisites: [https://www.qtac.edu.au/wp-content/uploads/2022/11/2025-Year10Guide-221122\\_4.9.pdf](https://www.qtac.edu.au/wp-content/uploads/2022/11/2025-Year10Guide-221122_4.9.pdf) or see Guidance Officer.

If you have not already, discuss the answers to these questions with your parents/carers, a Guidance Officer or Deputy Principal. You may wish to write down your answers for reference when making your subject selections.

## Categories Of Subjects

### *Senior Subjects (Year 11 and 12) are grouped into four categories:*

**Applied Subjects:** Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Applied subjects contribute to the QCE and may contribute to ATAR calculations (a maximum of 1 Applied subject or Vocational Qualification (Certificate III) can contribute to ATAR calculations).

**General Subjects:** General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.

**Extension Subjects (available option for Year 12 students):** Extension subjects are extensions of the related General subjects. Extension subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. Extension subjects contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.

**Short Course Syllabuses:** Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

**Additional Learning Options:** The flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. Additional Learning Options are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Additional Learning Options contribute to the QCE and may contribute to ATAR calculations (a maximum of 1 applied subject or Vocational Qualification (Certificate III) can contribute to ATAR calculations).

## Useful resources

The following is a list of resources that students can access to assist them to plan for their future studies.

Examine career pathways and learning areas via myfuture. The myfuture website is developed by Education Services Australia.

- myfuture Career Profile: <http://myfuture.edu.au/login>
- myfuture Career Bullseyes: <https://myfuture.edu.au/bullseyes>

Explore the Queensland curriculum and available subjects through the Queensland Curriculum and Assessment Authority (QCAA) website.

- QCAA website: <https://www.qcaa.qld.edu.au>

Investigate the 24 Character Strengths, which may help with understanding personality traits. This resource is developed by the VIA Institute on Character.

- 24 Character Strengths: <http://www.viacharacter.org/character-strengths>

View details and requirements about tertiary courses and institutions through the Queensland Tertiary Admissions Centre (QTAC) website.

- QTAC website: <https://www.qtac.edu.au>

Investigate 21st Century Skills and what they mean for study and career pathways. The 21st Century Skills are developed by Applied Educational Systems. Website/URL details for the above hyperlinks

- 21st Century Skills: <http://www.aeseducation.com/career-readiness/what-are-21st-century-skills>

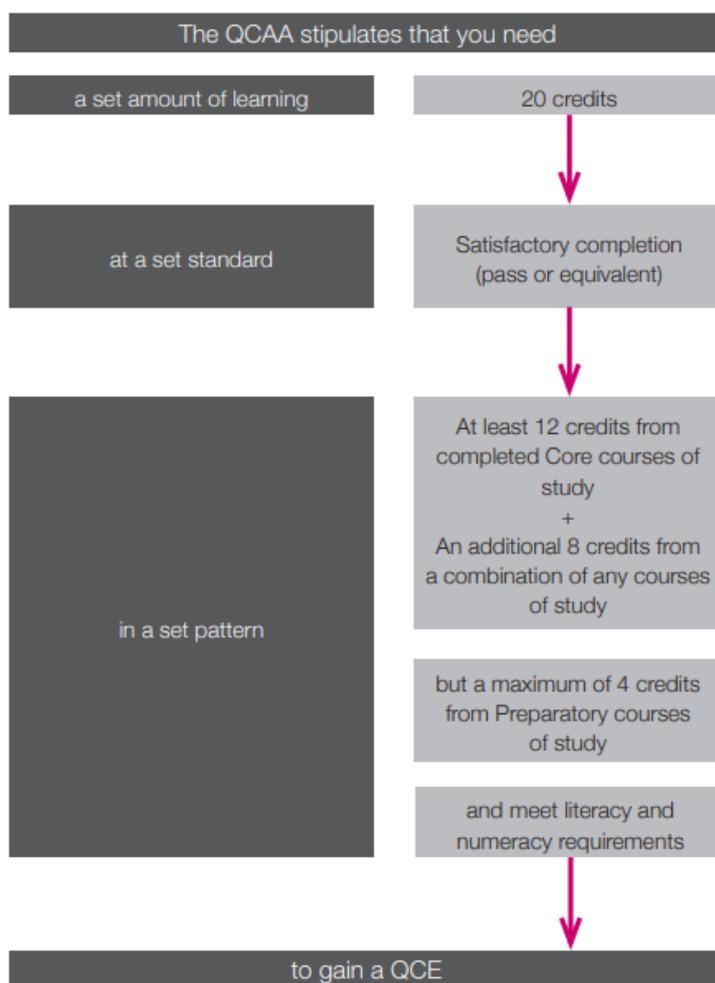
- Australian Apprenticeships and Traineeships – <https://www.australianapprenticeships.gov.au/>
- Australian Apprenticeship Support Network providers
  - ACE Apprenticeship Centre
  - BUSY At Work
  - MEGT

## Senior Courses, 21st Century Skills and Job Clusters

The employment landscape is ever-changing. The rapidly changing world of work requires young people today to rethink the skills they need to build a successful career and thrive in the future. By understanding the skills and capabilities that will be most portable and in demand in the new economy, young people can work to equip themselves for the future of work more effectively. Our mindset needs to shift to reflect a more dynamic future of work where linear careers will be far less common and young people will need a portfolio of skills and capabilities, including career management skills to navigate the more complex world of work.

## Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements at the completion of Year 12. QCE eligibility Sarina State High School aims for all students completing Year 12 to attain a QCE as a minimum qualification standard. The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA). The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.



Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. For more detailed information regarding QCAA requirements, including the Senior Statement, you can visit <https://www.qcaa.qld.edu.au/senior/senior-qce>.

The following requirements must be met for a student to be eligible for a QCE.

<p style="text-align: center;"><b>Set Amount</b></p> <p>20 credits from contributing courses of study, including:</p> <ul style="list-style-type: none"> <li>• QCAA-developed subjects or courses</li> <li>• Vocational education and training (VET) qualifications</li> <li>• Non-Queensland studies</li> <li>• Recognised studies</li> </ul>	<p style="text-align: center;"><b>Set Pattern</b></p> <p>12 credits from completed Core courses of study and 8 credits from any combination of:</p> <ul style="list-style-type: none"> <li>• Core</li> <li>• Preparatory (maximum of 4)</li> <li>• Complementary (maximum of 8)</li> </ul>
<p style="text-align: center;"><b>Set Standard</b></p> <p>Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent</p>	<p style="text-align: center;"><b>Literacy &amp; Numeracy</b></p> <p>Students must meet literacy and numeracy requirements through one of the available learning options</p>

To meet the literacy and numeracy requirement for the QCE, a student must satisfactorily complete at least one unit of both English and Mathematics.

<p style="text-align: center;"><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Literature</li> <li>• Essential English</li> </ul>	<p style="text-align: center;"><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> <li>• Essential Mathematics</li> </ul>
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Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. To meet the set pattern requirement for a QCE, at least **12 credits must be accrued from completed Core courses** of study. The remaining eight credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Course	QCE credits per course
<b>Core: At least 12 credits must come from completed Core courses of study</b>	
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA
<b>Preparatory: A maximum of 4 credits can come from Preparatory courses of study</b>	
QCAA Short Courses	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA
<b>Complementary: A maximum of 8 credits can come from Complementary courses of study</b>	
QCAA Short Courses <ul style="list-style-type: none"> <li>• QCAA Short Course in Career Education</li> </ul>	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

# QCE learning options

For students completing Year 12 from 2020

With hundreds of course combinations available, you can choose the Queensland Certificate of Education (QCE) learning options that are right for you.

Course type	QCE category	QCE credit	ATAR
<b>General subjects</b> General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
<b>Applied subjects</b> Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 General subjects
<b>Short Courses</b> Short Courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	Short Courses do not contribute
<b>Vocational education and training</b> VET qualifications develop your skills and get you ready for work through practical learning. VET can also lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	Only 1 may contribute at Certificate III level or higher, when combined with 4 General subjects
<b>Other courses</b> Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	As recognised by QCAA	Check with QTAC depends on course

## Where will your QCE take you?

Talk with your school about available courses, then explore your options and find your pathway at [www.qcaa.qld.edu.au/senior/new-snr-assessment-te](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te).

## Queensland Certificate of Individual Achievement (QCIA)

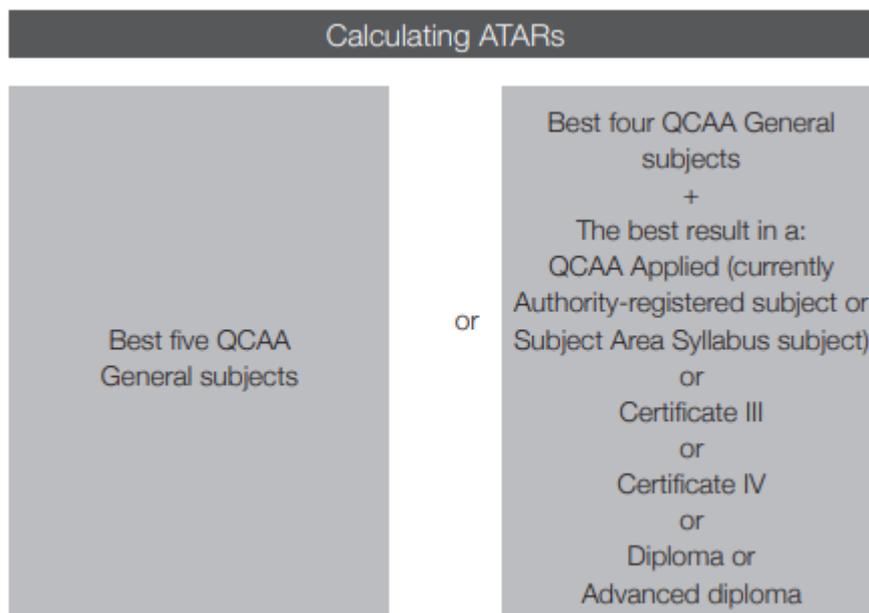
The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a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

## Australian Tertiary Admission Rank (ATAR) What is an ATAR?

- The ATAR is a fine-grained rank order of students.
- It is a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia. Calculating ATARs The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs.

QTAC will calculate ATARs based on either:

- a student's best five General subject results, OR
- a student's best results in a combination of four General subject results, plus one applied learning subject result OR VET.



ATAR eligibility will require **satisfactory completion of a QCAA English subject**. Satisfactory completion will require students to attain a result that is equivalent to a **C or above in one of two school offered English subjects — English or Essential English**. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR. University prerequisite studies should be considered when choosing an English subject. Only one result for the same subject taken as a General subject and via Senior External Examination can be included in the ATAR. For example, it is not possible to include both the General subject Chinese and the Senior External Examination subject Chinese in your ATAR. For more information about the ATAR, visit the QTAC website.

## Year 10 Subject Selection

### Prerequisite Requirements for Senior Subjects

Students wishing to enter University in 2028 will require an Australian Tertiary Admission Rank (ATAR) calculated by the Queensland Tertiary Admissions Centre (QTAC).

To be eligible for an ATAR at the end of 2027, students need a **minimum** of 4 General subjects. At Sarina State High School students must study 6 subjects for the duration of Year 11 and 12. **At Sarina State High School students MUST study at least 5 General subjects to give students the best opportunity to achieve the best ATAR.**

Sarina State High School applies prerequisites to senior subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful.

*Students need to demonstrate at least a C standard in English in Year 10 to undertake ANY General subject in Year 11 and 12.*

### Year 11 and 12 students:

- MUST study either English OR English Essentials.
- MUST study either Essential Mathematics, General Mathematics OR Mathematical Methods.
- MUST study 6 subjects in both Year 11 and 12. Choose any combinations of six subjects that match their pathway.
- It is **compulsory** (Syllabus Requirement) that students wanting to study Specialist Mathematics also study Mathematical Methods.
- It is **recommended** that students wanting to study Physics also study Mathematical Methods.

## Looking into 2026 for future pathways

### Prerequisite Guidelines

ATAR PATHWAY			
Learning Area	Year 10	Year 11 & 12	Subject Type
English	English Extension (Prerequisite – A/B Standard) English (Prerequisite – B Standard)	English	General
Mathematics	Mathematics (Prerequisite – C Standard)	General Mathematics	General
	Mathematics Extension (Prerequisite – B Standard)	Mathematical Methods Specialist Mathematics	General General
Science	Science Extension A – Term 4 only (Prerequisite – C Standard)	Biology	General
		Marine Science	General
	Science Extension B – Term 4 only (Prerequisite – C Standard)	Physics	General
		Chemistry	General
		Biology	General
		Marine Science	General
Humanities and Social Sciences	History (Prerequisite – B Standard in English / History)	Ancient History	General
		Modern History	General
	Geography (Prerequisite – B Standard in English / Geography)	Geography	General
	English (Prerequisite – C Standard)	Legal Studies	General
		Certificate III in Business + Certificate II in Tourism	VET
Health and Physical Education	Physical Education (Semester 2) (Prerequisite – C Standard) OR Recreation and Sport (Semester 2) (Prerequisite – C Standard)	Physical Education	General
	English – Semester 1 (Prerequisite – C Standard)	Certificate III in Early Childhood Education and Care	VET
	English – Semester 1 (Prerequisite – C Standard)	Certificate II in Hospitality	VET
	Early Years Program (Prerequisite – C Standard) OR English – Semester 1 (Prerequisite – C Standard)	Certificate III in Early Childhood Education and Care	VET
	Physical Education (Semester 2)	Certificate III in Fitness	VET
Technologies		Engineering	General
The Arts	Drama	Drama	General
	Visual Arts	Visual Art	General
	Music	Music	General

VOCATIONAL PATHWAY			
Learning Area	Year 10	Year 11 and 12	Subject Type
English	English Foundation	Essential English	Applied
Mathematics	Mathematics	Essential Mathematics	Applied
Science	Science Foundation – Term 4 only	Aquatic Practices	Applied
Humanities and Social Sciences	Civics and Citizenship	Social and Community Studies	Applied
	Social and Community Studies	Social and Community Studies	Applied
	Economics and Business	Tourism	Applied
	Economics and Business	Business Studies	Applied
Health and Physical Education	Recreation and Sport	Sport and Recreation	Applied
	Physical Education (Prerequisite – C Standard)	Certificate III in Fitness	VET
	Early Years Program (Prerequisite – C Standard)	Certificate III in Early Childhood Education and Care	VET
	Food Specialisations	Certificate II in Hospitality	VET
VET	Certificate II in Skills for Work and Vocational Pathways		VET
	Certificate II in Active Volunteering		VET
	Certificate I in Animal Care Industry Pathways	Certificate II in Agriculture	VET
	Certificate I in Agriculture	Certificate II in Agriculture	VET
	Certificate I in Manufacturing (Pathways)	Certificate II in Engineering Pathways	VET
	Certificate II in Workplace Skills		VET
		Certificate III in Business + Certificate II in Tourism	VET
Technologies	Materials and Technologies Specialisations	Certificate II in Engineering Pathways	VET
		Furnishing Skills	Applied
		Building and Construction Skills	Applied
		Information and Communication Technology	Applied
		Certificate II in Engineering Pathways (Mackay Engineering College - Application Required)	VET
		Certificate II in Automotive (Mackay Engineering College - Application Required)	VET
	Certificate II in Electro-technology (Mackay Engineering College - Application Required)	VET	
The Arts	Visual Arts	Visual Arts in Practice	Applied

## Year 10 Subject Information

Sarina State High School offers its students a wide variety of courses throughout Senior Secondary.

There are two types of courses offered in Year 10 at Sarina State High School:

**CORE:** This subject **MUST** be taken by all Year 10 students.

**ELECTIVE:** Subjects available for selection.

### Semester One:

All students in Year 10 will study **CORE** English, Mathematics, Science, History and Geography, Short Course in Career Education and one VET Qualification (Elective).

### Semester Two:

Students will be able to select an **ELECTIVE** English and Mathematics course that suits their Pathway, and continue Science for Term 3 and in Term 4 select an **ELECTIVE** Science. If not continuing a Year only VET qualification, students will complete Certificate II in Financial Literacy. **Students will also be able to select their choice of three Electives.**

When selecting subjects, students would be well advised to discuss their selection of subjects with their Parents/Carers, Head of Departments, Guidance Officer or the relevant Deputy Principal. Read carefully all of the subject descriptions in this booklet. Look at the type of assessment, abilities required etc.

YEAR 10 - 2026							
<b>Sem 1</b>	LINE	LINE	LINE	LINE	LINE	LINE	
	Term - History Term - Geography	English OR Extension English	Mathematics OR Mathematics Extension	Science	Select an Elective	Certificate II Elective	Short Course Career Education
	2 periods	3 periods	3 periods	3 periods	3 periods	3 periods	2 periods
<b>Sem 2</b>	LINE	LINE	LINE	LINE	LINE	LINE	
	Mathematics OR Mathematics Extension	English Foundations OR English	Term 3 Science  Term 4 (Select 1) Science Extension A - Living Science Science Extension B - Chemical and Physical Science - Science Foundations	Elective	Elective	Certificate Elective	VET Completion
	3 periods	3 periods	3 periods	3 periods	3 periods	3 periods	1 period

A few hints:

**ACHIEVEMENT:** If you have done well in a subject previously, you are likely to continue to do well in that subject.

**WORK ETHIC:** All students can achieve well if they work hard and complete all assignments and homework involved in each subject. There is no easy road to education success.

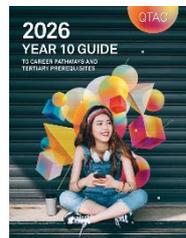
**AMBITION AND INTEREST:** Through previous studies, you should have a fair idea as to the types of subjects in which you are interested. If you wish to follow a certain career, make sure you take the subjects in Year 10 that will enable you to choose the correct subjects in Years 11 and 12. Remember that tertiary institutions and Defence Force colleges and academies require certain prerequisite subjects in Years 11 and 12.

Apprenticeships usually require Year 10 English and Mathematics with some requiring Science. Entry into TAFE prevocational courses requires passes in these subjects. For most apprenticeships, employers are now asking for a Year 12 level of education.

**ATTENDANCE:** You must come to school every day unless you are genuinely sick. There is a high correlation between attendance and academic achievement.

**PREREQUISITES:** These are subjects that you must study in order to get entry into a course at University. The QTAC prerequisite guide outlines prerequisites required for each course in Queensland. Refer to the link below for information:

<https://www.qtac.edu.au/student-resources/year-10>



**Please remember:** Subjects will run based on appropriate numbers of students selecting the course. The subject selection process is one of refinement and reduction and for this reason some subjects may not be able to operate and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students will be consulted to consider alternatives.

**Costs:** All information is correct at the time of printing, however all costs may be subject to change. If this occurs, students who have selected affected courses will be advised of updated information.

Student Resource Scheme Levy for Year 10, 2026 is \$200 but is subject to change. Please refer to each subject for any additional charges.

Delivery of any Certificates will be dependent on the approval status of Sarina State High School's Scope of Registration. The school guarantees that the student will be provided with every opportunity to complete any VET Certificate as per the rights and obligations outlined in the enrolment process and information in handbooks provided. Students who successfully achieve all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Sarina State High School (RTO 30433)

Date of Publication – 24 July, 2025. Correct at time of printing but subject to change.

## **QCE Credit and Duplication of Learning**

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

Applied subjects and Certificate II level VET qualifications that have **similar subject matter** and learning goals (as determined by the QCAA) are considered **duplication of learning** as outlined in the following table (Sarina State High School Offerings).

Students **ARE NOT** able to select **BOTH** subjects.

Sarina State High School Offerings	
Business Studies	BSB20120 - Certificate II in Workplace Skills
Tourism	SIT20122 – Certificate II in Tourism

### **VET Qualifications**

When a student completes or partially completes multiple qualifications from within the same VET training package (e.g. Certificate II in Business and Certificate III in Business), the highest-level qualification in the Core category of learning will contribute credit towards a QCE. Both certificates will be issued.

To ensure the breadth of learning, a maximum of eight credits from the same training package can contribute to a QCE.

All completed qualifications are recorded on the statement of results.

# English

Subject Code	ENG
Towards	Further Study/Employment
Core/Elective	CORE – Semester 1

## Rationale:

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia. Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts.

## Course Structure:

- Unit 1 — Examining techniques used in satirical news media texts: Australian
- Unit 2 — Examining representations of individuals, groups and places in classics and contemporary poetry

## Assessment:

- Unit 1: Spoken Analytical Multimodal Vlog
- Unit 2: Written Creative Short Story: Transformation of a Poem

## Pathways:

Senior subjects: English and Essential English

A 'B' standard is a strong recommendation for students wishing to enter into English in Semester Two.

## Additional Cost to Student Resource Scheme:

Additional costs may be required for appropriate excursions throughout the semester.

# English Extension

Subject Code	ENG
Towards	Further Study/Employment
Core/Elective	CORE – Semester 1 and 2

## Rationale:

English Extension is designed for motivated readers and critical thinkers. This course invites students to delve deeper into literature, language skills, critical thinking and ideas. This course challenges students to explore a range of complex texts, while developing refined analytical, interpretive, and creative skills. Through close reading, extended writing, and thoughtful discussion, students will investigate how texts shape and reflect identity, culture, and society. Through this course students will develop intellectual independence, research prowess and the ability to participate in meaningful literary and cultural conversations, preparing them for senior General English studies in year 11 and 12.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

The range of literary texts comprises the narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia. Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts.

## Course Structure:

- Unit 1: Satire: examining satirical news media texts: Australian
- Unit 2: Examining representations of individuals, groups and places in classics and contemporary poetry
- Unit 3: Examining representations in texts: Shakespeare: dramatic script
- Unit 4: Critical analysis of a text: Novel Study:

## Assessment:

- Unit 1: Extended Spoken Response: Multimodal Vlog: plan, compose and present a satirical news report
- Unit 2: Extended Written Response: Creative Short Story: Transformation of a Poem (deemed to be a literary classic such as poems by Yeats, Poe, Frost, Wordsworth, TS Eliot, Emily Dickinson, Shelley, EE Cummings)
- Unit 3: Extended Written Response: supervised exam: Seen question: Analytical essay
- Unit 4: Extended Written Response: supervised exam: Unseen question: Analytical Essay:

## Pathways:

Senior subjects: English

A minimum 'B' standard in this course is a prerequisite for students wishing to study English.

## Additional Cost to Student Resource Scheme:

Nil

# English

Subject Code	ENG
Towards	Further Study/Employment
Core/Elective	CORE – Semester 2

## Rationale:

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia. Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts.

**English is more suited to students who are interested in going to university as it tends to be more ‘academic’ (for example, analytical) in content, skills and knowledge than English Foundation.**

## Course Structure:

- Unit 1: Examining representations in texts: Shakespeare: Modern film adaptation
- Unit 2: Examining Representations: Novel Study

## Assessment:

- Unit 1: Written Persuasive Editorial: Interpreting Shakespeare (Macbeth / Hamlet / Othello)
- Unit 2: Written Analytical Essay (Exam)

## Pathways:

Senior subjects: English and Essential English

A minimum ‘B’ standard in this course is a prerequisite for students wishing to study English.

## Additional Cost to Student Resource Scheme:

Nil

# English Foundation

Subject Code	ENF
Towards	Further Study/Employment
Core/Elective	CORE – Semester 2

## Rationale:

The differences between **English and Foundation English** subjects lie in the emphasis of how knowledge and skills are developed and the contexts in which they are applied. English Foundation is suited to students who are interested in vocational educational education and training, or employment.

**English Foundation** is designed to further develop students' literacy skills through the study of the purpose, language and structure of a range of texts. The Course extends their language, vocabulary, literacy skills and understanding of the ways in which people communicate effectively. English Foundations in Semester Two will introduce students to the knowledge and skills required in Essential English in Year 11.

## Course Structure:

- Unit 1: Examining representations in visual texts: film and television programs (Travel Programs)
- Unit 2: Examining Representations: Visual Texts (Travel and Tourist Destination Posters / Ads)

## Assessment:

- Unit 1: Short Responses (identifying and explaining) Exam: Seen and Unseen Stimulus Texts
- Unit 2: Spoken Persuasive Multimodal (Travel Podcast)

## Pathways:

Senior subjects: Essential English

A minimum 'A' standard in this course is a prerequisite for students wishing to study English.

## Additional Cost to Student Resource Scheme:

Nil

# History and Geography

Subject Code	HIS and GEG
Towards	Further Study/Employment
Core/Elective	CORE – Semester 1

## Rationale:

**Geography:** focuses on 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. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- How can the spatial variation between places and changes in environments be explained
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

**History:** provides a 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. It also involves understanding related 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. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- How did the nature of global conflict change across the 20th century?
- What were the causes and consequences of the Second World War? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?
- What were the perspectives of people at the time? How did these perspectives change?
- What are the contested debates and reasons for different historical interpretations?

## Course Structure:

This course covers study on the following two topics for the duration of Semester one.

### Unit 1: HISTORY: World War II (1939 – 45)

**Assessment: Written:** Write an essay based on research that develops an historical argument responding to a statement (provided on assessment instrument).

### Unit 2: GEOGRAPHY: Impact of Human Activity on the Environment: The Great Barrier Reef

**Assessment: Written:** Investigative Report

#### Pathways:

Senior Subjects: Ancient History and Modern History

A 'B' Standard in English is a recommendation for students wishing to study History or Geography in Senior or Semester 2 Year 10 but NOT a prerequisite.

#### Additional Cost to Student Resource Scheme:

Additional costs may be required for appropriate excursions throughout the semester.

# Mathematics

Subject Code	MAT
Towards	Further Study/Employment
Core/Elective	CORE – Semester 1 and ELECTIVE CORE Semester 2

## Rationale:

Students will learn mathematical skills that will enable them to be independent citizens with a working knowledge of how mathematics fits in the world around them. Students will learn how to think and reason mathematically and be equipped with strategies that will be useful across many areas of study including Science, Engineering and Technology. Students will use Information and Communication Technologies to help solve more complex mathematical problems as well as continue to refine their own mathematical knowledge.

## Course Structure:

This course covers study on the following topics:

- Linear Equations
- Algebra
- Pythagoras and Trigonometry
- Probability
- Data
- Geometry and Mathematical proofs
- Mathematical Relationships
- Surface Area and Volume

## Assessment:

Year 10 Mathematics students are assessed in two main ways:

- Written examinations (in class time)
- Assignments (some class time provided)

Students will be assessed on the following criteria:

- Understanding and fluency
- Problem-solving and reasoning

## Pathways:

Senior subjects: Essential Mathematics or General Mathematics.

Students need to demonstrate at least a 'C' Standard in Mathematics to enter General Mathematics.

## Additional Cost to Student Resource Scheme:

Nil

# Mathematics Extension

Subject Code	MAX
Towards	Further Study
Core/Elective	CORE – Semester 1 and 2

## Rationale:

Students will learn mathematical skills that will enable them to be independent citizens with a working knowledge of how mathematics fits in the world around them. Students will learn how to think and reason mathematically and be equipped with strategies that will be useful in Mathematical Methods and Specialist Mathematics.

## Course Structure:

This course covers study on the following topics:

- Algebra
- Functions
- Linear Equations
- Probability
- Pythagoras and Trigonometry
- Data
- Surface Area and Volumes
- Geometry and Mathematical Proofs

## Assessment:

Year 10 Mathematics students are assessed in two main ways:

- Written examinations (in class time)
- Assignments (some class time provided)

Students will be assessed on the following criteria:

- Understanding and fluency
- Problem-solving and reasoning

## Pathways:

Senior subjects: Mathematical Methods and Specialist Mathematics

Students need to demonstrate at least a 'B' Standard in Mathematics Extension to enter Mathematical Methods or Specialist Mathematics.

## Additional Cost to Student Resource Scheme:

Nil

# Science

Subject Code	SCI
Towards	Further Study/Employment
Core/Elective	CORE – Semester 1 and Term 3

## Rationale:

Students will develop a solid foundation of knowledge of the Biological, Chemical, Physical and Earth and Space Sciences. This will include being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena. Students will apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

## Course Structure:

This course covers study on the following topics:

- Genetics and cell processes
- Evolution
- Chemical Reactions
- Chemical Processes
- Big Bang theory and Solar Systems
- Forces in Motion

## Assessment:

Year 10 Science students are assessed in a number of ways:

- Written examinations (in class time, once per semester)
- Assignments (some class time provided)

Students will be assessed on two criteria:

- Science Understanding
- Science Inquiry Skills

A third non-assessable criteria (Science as a Human Endeavour) is addressed but does not contribute towards academic achievement. Written assignments are usually contextually based and although class time will be provided, there is an expectation that some work be completed outside of class time.

## Pathways:

Senior subjects: Biology, Chemistry, Marine Science and Physics.

It is strongly recommended that students demonstrate at least a 'C' standard in Science to be able to select the Science Extension B - Chemical and Physical Sciences or the Science Extension A - Living Sciences Electives in Term 4.

## Additional Cost to Student Resource Scheme:

Nil

# Science Extension A - Living Science

Subject Code	SCX
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Term 4

## Rationale:

Science Extension A - Living Science is an elective designed to give students an experience and extension in the areas of biological and marine sciences. It aims to prepare the students for the content and assessment types that they will encounter if they select senior Biology and Marine Science.

## Course Structure:

This course covers study on the following topics:

- Biological Classification
- Ecological Systems
- Species Diversity
- Cellular Processes

## Assessment:

In Year 10 Science Extension A - Living Science students are assessed by a Student Experiment.

The Student Experiment is modelled on one of the four assessment techniques required in Senior Science courses. A significant amount of class time is provided to complete the Student Experiment; however, there is an expectation that some work will also be completed outside of class time.

Students will be assessed on the following criteria:

- Science Understanding
- Science Inquiry Skills

## Pathways:

Senior subjects: Biology and Marine Science. Students need to demonstrate at least a 'C' Standard in Science Extension A - Living Science.

## Additional Cost to Student Resource Scheme:

Nil

# Science Extension B – Chemical and Physical Science

Subject Code	SCX
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Term 4

## Rationale:

Science Extension B - Chemical and Physical Science is an elective designed to give students an experience in the area of chemical and physical sciences. It aims to prepare the students for the content and an assessment type that they could encounter if they select senior Chemistry and/or Physics.

## Course Structure:

This course covers study on the following topics:

- Specific heat and enthalpy
- Endothermic and exothermic reactions and processes
- Energy profile and phase change diagrams
- Data analysis and interpretation
- Evaluation and justification of conclusions about evidence related to scientific claims

## Assessment:

Year 10 Science Extension – B - Chemical and Physical Science students are assessed by a Research Investigation.

The Research Investigation task is modelled on one of the four assessment techniques required in Senior Science courses. A significant amount of class time is provided to complete the assignment; however, there is an expectation that some work will also be completed outside of class time.

Students will be assessed on the following criteria:

- Science Understanding
- Science Inquiry Skills

## Pathways:

Senior subjects: Biology, Chemistry, Marine Science and Physics students need to demonstrate at least a 'C' Standard in Science Extension – B - Chemical and Physical Science.

## Additional Cost to Student Resource Scheme:

Nil

# Science Foundation

Subject Code	SCF
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Term 4

## Rationale:

Science Foundation is an elective designed to introduce students to the world of boating. It aims to prepare the students for the content and an assessment type that they will encounter if they select Aquatic Practices in senior.

## Course Structure:

This course covers study on the following topics:

- Boat types
- Boating safety and operation (theoretical)
- Boat knot tying

## Assessment:

Year 10 Science Foundation students are assessed by a Research Task and practical component (mostly completed in class).

Students will be assessed on the following criteria:

- Planning
- Execution
- Evaluation

## Pathways:

Senior subjects: Aquatic Practices (elective is not required to complete Aquatic Practices).

## Additional Cost to Student Resource Scheme:

Nil

# Short Course in Career Education

Subject Code	CES
Towards	Further Employment
Core/Elective	CORE – Semester 1

## Rationale:

The Short Course in Career Education focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career.

Career Education is a one-unit course, developed to meet a specific curriculum need. Career Education encompasses career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

The course helps students plan for and shape their future in the rapidly changing world of work and is part of the lifelong process of managing life, learning and work. Career development is an ongoing process of interaction between an individual and the environment that surrounds them. As the nature of work changes and students face different challenges and opportunities from those of the past, career development aims to assist individuals to develop the skills and knowledge of effectively manage their careers.

The Short Course in Career Education focuses on the knowledge, processes and skills that students in the senior phase of learning, i.e. Years 10, 11 and 12, need in order to develop effective career development and management practices. Students come to understand what they need to adapt to multiple transitions in work and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

## Course Objectives:

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

- understand the personal attributes that contribute to overall employability
- examine students own personal attributes, characteristics and behaviours, mapping them against those required by employers and identifying strengths and weaknesses
- understand the nature of workplace productivity and employers' performance expectations
- identify and analyse the skills and attributes valued by employers and what they expect of their employees
- develop a personal profile and link this to potential work and career opportunities
- investigate the education and training options offered by their school, local TAFE institute and/or registered training organization (RTO)

## Assessment:

Students will complete two assessment instruments.

**Topic 1: My current skills and attributes:** One assessment consisting of two parts.

- Spoken/signed presentation – workplace interview or survey
- Student learning journal

**Topic 2: My options for the future:** One assessment consisting of two parts.

- Extended written response – a career investigation
- Student learning journal

## Pathways:

Basis for further education, training and/or employment.

## Additional Cost to Student Resource Scheme:

Nil

# CHC24015 Certificate II Active Volunteering



VET

Subject Code	XAV
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 1 OR Semester 2
QCE	Completion contributes 4 credits towards a QCE
RTO	Sarina State High School – RTO Code: 30433

## Rationale:

The qualification is designed for volunteers to learn additional skills and recognise their current skills, work effectively in the organisation of their choice and gain a qualification that provides a pathway to other vocational qualifications and improve their employability skills.

## Course Structure:

Total Units = 7 (4 core units + 3 elective units)

### Core Units

CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCMM201	Communicate in the workplace

### Elective Units (Selection of 3)

CHCCOM001	Provide first point of contact
CHCYTH001	Engage respectfully with young people
CHCCOM005	Communicate and work in health or community services

## Assessment:

Students are assessed using various forms of competency-based assessment including practical tasks, worksheets, observations, self and peer assessments and third-party reports. **To achieve this qualification, students must have completed at least 20 hours of volunteer work.**

### Pathways:

Senior subjects: Nil – Qualification achieved.

### Additional Cost to Student Resource Scheme:

Nil

Subject Code	FIN
Towards	Employment
Core/Elective	CORE – Semester 2
QCE	Completion contributes 4 credits towards a QCE
RTO	Sarina State High School – RTO Code: 30433

## Rationale:

This qualification for financial literacy and basic financial skills builds the skills of students to help them prepare for after school and their working career.

## Course Structure:

Total Units = 8 (4 core unit + 4 elective units)

### Project 1 – Personal Budgeting

FNSFLT211 Develop and use personal budgets

### Project 2 – Develop a Savings plan

FNSFLT212 Develop and use savings plans

### Project 3 – Taxation

FNSFLT216 Develop knowledge of taxation

### Project 4 – Superannuation

FNSFLT214 Develop knowledge of superannuation

### Project 5 – Work Health and Safety

BSBWHS211 Contribute to health and safety of self and others

BSBCMM211 Apply communication skills\*

BSBTEC201 Use business software applications\*

FNSINC311 Work together in the financial services industry\*

### Project 6 – Financial Service Industry

BSBCMM211 Apply communication skills\*

BSBTEC201 Use business software applications\*

FNSINC311 Work together in the financial services industry\*

## Assessment:

Students are assessed using various forms of competency-based assessment including practical tasks, worksheets, observations, self and peer assessments, reports from workplace supervisors and online activities.

### Pathways:

Benefits students with further study in the Financial Planning Fields.

Senior subjects: Nil – Qualification achieved.

### Additional Cost to Student Resource Scheme:

Nil

# FSK20119 Certificate II in Skills for Work and Vocational Pathways



Subject Code	XSW
Towards	Employment
Core/Elective	CORE – Semester 1
QCE	Completion contributes 4 credits towards a QCE
RTO	Sarina State High School – RTO Code: 30433

## Rationale:

The intended purpose of this prevocational course is to maximise young people's employability potential in small, medium or large enterprises by equipping them with knowledge, skills and generic and specific competencies that enable them to meet the demands of the workplace as a proficient 'worker'. That is, one who manages their own work performance to meet the workplace standards expected of an entry level employee. The course will help develop the ability of students to exercise judgement and autonomy in the workplace and to take an appropriate level of responsibility for work outcomes.

## Course Structure:

Total Units = 14 (1 core unit + 13 elective units)

### Core Units

FSKLRG011 Use routine strategies for work-related learning

### Elective Units

FSKLRG009 Use strategies to respond to routine workplace problems  
FSKLRG010 Use routine strategies for career planning  
FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work  
FSKNUM015 Estimate, measure and calculate with routine metric measurements for work  
FSKNUM017 Use familiar and routine maps and plans for work  
FSKDIG002 Use digital technology for routine and simple workplace tasks  
FSKRDG002 Read and respond to short and simple workplace signs and symbols  
FSKRDG008 Read and respond to information in routine visual and graphic texts  
FSKWTG009 Write routine workplace texts  
FSKWTG008 Complete routine workplace formatted texts  
SIRXHWB001 Maintain personal health and wellbeing  
SIRXWHS002 Contribute to workplace health and safety  
ICPSUP2810 Use computer systems in the printing and graphic arts sectors

## Assessment:

Students are assessed using various forms of competency-based assessment including practical tasks, worksheets, observations, self and peer assessments, reports from workplace supervisors and online activities.

### **Pathways:**

Benefits students with skills for work and further study.  
Senior subjects: Nil – Qualification achieved.

### **Additional Cost to Student Resource Scheme:**

Nil

Subject Code	XBS
Towards	Employment
Core/Elective	ELECTIVE – Semester 1 and 2 (Full Year Course)
QCE	Completion contributes 4 credits towards a QCE
RTO	Binnacle Training – RTO Code: 31319

## HOW DOES IT WORK

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and activities within the school community.

An excellent work readiness program where students develop a range of essential workplace skills.

## SKILLS ACQUIRED

- › Personal effectiveness
- › Communication in the workplace
- › Using digital technologies in business environments
- › Critical thinking and problem solving
- › Time management
- › Teamwork
- › Self-awareness
- › Workplace health and safety
- › Sustainability

## CAREER PATHWAYS



## WHAT DO STUDENTS ACHIEVE?

- › BSB20120 Certificate II in Workplace Skills (max. 4 QCE Credits)
- › A range of career pathway options including pathway into BSB30120 Certificate III in Business

# BSB20120 CERTIFICATE II IN WORKPLACE SKILLS

Registered Training Organisation:  
Binnacle Training (RTO 31319)

**Delivery Format:**

1-Year Format

**Timetable Requirements:**

1-Timetabled Line

**Units of Competency:**

10 (5 Core Units, 5 Elective Units)

**Suitable Year Level(s):**

Year 10 (or Year 11 or 12)

**Study Mode:**

Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

**Cost (Fee-For-Service):**

\$225.00 per person

**QCE Outcome:**

Maximum 4 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

TERM 1	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Plan and Apply Time Management</li> <li>› Self-Awareness</li> </ul>
	<b>PROJECTS</b>
	<ul style="list-style-type: none"> <li>› Personal Effectiveness</li> </ul>

TERM 2	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Workplace Health and Safety</li> <li>› Sustainable Work Practices</li> <li>› Communication Skills</li> </ul>
	<b>PROJECTS</b>
	<ul style="list-style-type: none"> <li>› Operate Safely in the Work Environment (Incident Role Play)</li> <li>› WHS Audit of the Go! Travel Office Space</li> <li>› Communication in the Workplace</li> </ul>

TERM 3	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Using Business Software Applications</li> <li>› Using Digital Technologies</li> <li>› Working Effectively with Others</li> </ul>
	<b>PROJECTS</b>
	<ul style="list-style-type: none"> <li>› Travel Package Presentation</li> <li>› Travel Expert Team Games</li> </ul>

TERM 4	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Critical Thinking Skills</li> <li>› Problem Solving</li> </ul>
	<b>PROJECTS</b>
	<ul style="list-style-type: none"> <li>› Problem Solving at Go! Travel</li> </ul>

UNITS OF COMPETENCY	
BSBPEF202	Plan and apply time management
BSBPEF302	Develop self-awareness
BSBWHS211	Contribute to the health and safety of self and others
BSBSUS211	Participate in sustainable work practices
BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBOPS201	Work effectively in business environments
BSBTWK201	Work effectively with others
BSBCRT201	Develop and apply thinking and problem solving skills

**Pathways:**

Benefits students with skills for work and further study.

Senior subjects: Nil – Qualification achieved.

**Additional Cost to Student Resource Scheme:**

\$225.00 (Fee for Service)

# AHC10222 Certificate I in Agriculture



VET

Subject Code	AHC
Towards	Employment
Core/Elective	ELECTIVE – Semester 2
QCE	Completion contributes 2 credits towards a QCE
RTO	Sarina State High School – RTO Code: 30433

## Rationale:

This qualification is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision

## Course Structure:

Total Units = 6 (2 core units + 4 elective units)

### Core Units

AHCWHS102	Work safely
AHCWRK102	Maintain the workplace

### Elective Units

AHCCHM101	Follow basic chemical safety rules
AHCNSY102	Support nursery work
AHCPGD102	Support gardening work
AHCPHT102	Support horticultural production

## Assessment:

Students are assessed using various forms of competency-based assessment including practical tasks, booklet and observations.

## Pathways:

Senior subjects: Certificate II in Agriculture.

## Additional Cost to Student Resource Scheme:

\$50 Agriculture Shirt purchased through the Uniform Shop (optional). Student must wear PPE for practical assessment. Two excursions will be scheduled to assist with competencies being assessed. Cost for the bus to be paid per student.

# ACM10121 Certificate I in Animal Care Industry Pathways



VET

Subject Code	ACM
Towards	Employment
Core/Elective	ELECTIVE – Semester 1
QCE	Completion contributes 3 credits towards a QCE
RTO	Sarina State High School – RTO Code: 30433

## Rationale:

This is a course for students who want to gain experience in animal care. This qualification covers work activities undertaken by a cross-section of animal care and management enterprises. The course will help students to develop basic skills and knowledge required for the care and maintenance of animals in a variety of workplaces. Students will learn about animal care in industry and become aware of related job opportunities. By completing the course successfully students will be able to assist in the care of animals, work safely and communicate effectively in the workplace.

## Course Structure:

Total Units = 7 (5 core units + 2 elective units)

### Core Units

ACMGEN101	Explore job opportunities in animal care and related industries
ACMGEN102	Approach and handle a range of calm animals
ACMGEN103	Assist in the care of animals
ACMWHS201	Participate in workplace health and safety processes
FSKOCM002	Engage in short and simple spoken exchanges at work

### Elective Units

AHCMOM101	Assist with routine maintenance of machinery and equipment
AHCWRK103	Contribute to animal care

## Assessment:

Students are assessed using various forms of competency-based assessment including practical tasks, worksheets, observations, self and peer assessments and reports from workplace supervisors.

Students will need to meet minimum safety standards, including PPE (Personal Protective Equipment):

- Long blue jeans/blue cotton drill pants
- Agricultural shirt (Purchased through Uniform Shop)

## Pathways:

Senior subjects: Certificate II in Agriculture.

### Additional Cost to Student Resource Scheme:

\$50 Agriculture Shirt purchased through the Uniform Shop (optional). Student must wear PPE for practical assessment. Two excursions will be scheduled to assist with competencies being assessed. Cost for the bus to be paid per student.

# MSM10216 Certificate I in Manufacturing (Pathways)



Subject Code	XMP
Towards	Employment
Core/Elective	ELECTIVE – Semester 1 OR Semester 2
QCE	Completion contributes 3 credits towards a QCE
RTO	Sarina State High School – RTO Code: 30433

## Rationale:

This qualification provides an introduction to the manufacturing industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic manufacturing project unit that integrates the skills and embeds the facets of employability skills in context.

## Course Structure:

Total Units = 9 (3 core units + 6 elective units)

### Core Units

MSMPCI101	Adapt to work in industry
MSMPCI102	Apply effective work practices
MSMPCI103	Demonstrate care and apply safe practices at work

### Elective Units

MSMOPS100	Use equipment
MSMOPS101	Make measurements
MSMOPS102	Perform tasks to support production
MSMOPS244	Lay out and cut materials
MSMPCII298	Make an object from metal
PMBPROD236	Operate hand held air/power equipment for production processes

## Assessment:

Students will be assessed across practical projects, theory (safety) examinations and project logbooks. Students will need to meet minimum safety standards, including PPE (Personal Protective Equipment):

- Steel capped boots
- Long blue jeans/blue cotton drill pants
- Orange high visibility shirt (Purchased through Uniform Shop)
- Eye and hearing protection (Basic protection will be provided by the school).

### Pathways:

Senior subjects: Certificate II in Engineering (Pathways), Furnishing Skills and Building and Construction Skills.

### Additional Cost to Student Resource Scheme:

\$50 high visibility shirt purchased through the Uniform Shop (optional). Student must wear PPE for practical assessment.

Subject Fee - \$70.00 for project materials.

# 22476VIC Certificate I in General Education for Adults (Introductory)



# 22472VIC Certificate I in General Education for Adults

# 22473VIC Certificate II in General Education for Adults

Subject Code	XGE
Towards	Employment
Core/Elective	ELECTIVE – Semester 1 and 2 (Full Year Course)
QCE	Refer to each Qualification
RTO	Vocational Training Queensland – RTO Code: 45576

ACSF Level 2
22476VIC Certificate I in General Education for Adults (Introductory)



Students must successfully complete 16 units comprising:

Student Name:

ENGLISH

- Live Well**  
VU22360 Engage with simple texts for personal purposes  
VU22365 Create simple texts for personal purposes
- Play Fair**  
VU22363 Engage with simple texts to participate in the community  
VU22368 Create simple texts to participate in the community
- Work Hard**  
VU22362 Engage with simple texts for employment purposes  
VU22367 Create simple texts for employment purposes  
VU22364 Participate in simple spoken interactions
- Develop Goals**  
VU22358 Develop learning goals
- Make Plans**  
VU22359 Conduct a project with guidance

MATHS

- Number and Money**  
VU22369 Work with simple numbers and money in familiar situations  
VU22372 Work with and interpret simple numerical information in familiar texts
- Measurement**  
VU22370 Work with simple measurements in familiar situations
- Direction**  
VU22450 Work with and interpret simple directions in familiar situations
- Shape**  
VU22371 Work with simple design and shape in familiar situations
- Data**  
VU22373 Work with and interpret simple statistical information in familiar texts
- Create Budgets**  
VU22104 Prepare simple budgets

**Additional Cost to Student Resource Scheme:**  
\$240.00 total course fee.

Page | 37

# Certificate in General Education for Adults

## COURSE OVERVIEW

ACSF  
Level  
3



Students must successfully complete 16 units comprising:

Student Name:

### 22472VIC Certificate I in General Education for Adults

<p style="text-align: center; font-weight: bold; font-size: 1.5em; color: #0070C0;">ENGLISH</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Get Out There</b> VU22389 Engage with texts of limited complexity to participate in the community VU22394 Create texts of limited complexity to participate in the community</li> <li><input type="checkbox"/> <b>Get Working</b> VU22388 Engage with texts of limited complexity for employment purposes VU22393 Create texts of limited complexity to participate in the workplace</li> <li><input type="checkbox"/> <b>Get Moving</b> VU22386 Engage with texts of limited complexity for personal purposes VU22391 Create texts of limited complexity for personal purposes VU22410 Investigate driving and owning a car</li> <li><input type="checkbox"/> <b>Get Goals</b> VU22384 Develop and document a learning plan and portfolio</li> <li><input type="checkbox"/> <b>Get Planning</b> VU22385 Plan and undertake a project</li> <li><input type="checkbox"/> <b>Know Your Rights</b> VU22409 Investigate the legal system</li> </ul>	<p style="text-align: center; font-weight: bold; font-size: 1.5em; color: #0070C0;">MATHS</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Calculations</b> VU22395 Work with a range of numbers and money in familiar and routine contexts VU22400 Work with and interpret numerical information in familiar and routine texts</li> <li><input type="checkbox"/> <b>Shape &amp; Direction</b> VU22399 Work with design and shape in familiar and routine situations VU22396 Work with and interpret directions in familiar and routine situations</li> <li><input type="checkbox"/> <b>Sports Statistics</b> VU22398 Work with and interpret statistical information in familiar and routine texts</li> <li><input type="checkbox"/> <b>Measurement</b> VU22397 Work with measurement in familiar and routine situations</li> </ul>
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**Additional Cost to Student Resource Scheme:**  
\$250.00 total course fee.

ACSF  
Level  
4



Students must successfully complete 11 units comprising:

Student Name:

### 22473VIC Certificate II in General Education for Adults

<p style="text-align: center; font-weight: bold; font-size: 1.5em; color: #6A329F;">ENGLISH</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Connect with Text</b> VU22414 Engage with a range of complex texts for learning purposes</li> <li><input type="checkbox"/> <b>Constructing Text</b> VU22419 Create a range of complex texts for learning purposes</li> <li><input type="checkbox"/> <b>Street Art</b> VU22416 Engage with a range of complex texts to participate in the community VU22421 Create a range of complex texts to participate in the community</li> <li><input type="checkbox"/> <b>My Project</b> VU22412 Implement and review a project</li> <li><input type="checkbox"/> <b>Listen Up</b> VU22390 Participate in spoken interactions of limited complexity</li> </ul>	<p style="text-align: center; font-weight: bold; font-size: 1.5em; color: #6A329F;">MATHS</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Numbers &amp; Statistics</b> VU22423 Investigate numerical and statistical information</li> <li><input type="checkbox"/> <b>Shape &amp; Measurement</b> VU22422 Investigate and interpret shapes and measurements and related formulae</li> <li><input type="checkbox"/> <b>Write a Budget</b> FNSFLT201 Develop and use a personal budget</li> <li><input type="checkbox"/> <b>Save Money</b> FNSFLT202 Develop and use a savings plan</li> <li><input type="checkbox"/> <b>Pathways &amp; Plans*</b> VU22411 Research pathways and produce a learning plan and portfolio</li> </ul> <p style="font-size: 0.8em; margin-top: 10px;">*This unit can be delivered in either Maths or English</p>
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**Additional Cost to Student Resource Scheme:**  
\$165.00 total course fee.

# Civics and Citizenship – Social and Community Studies

Subject Code	CIV
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

**People interact in a variety of social, cultural, economic and environmental contexts.** It is therefore important for students to understand how their identities are shaped by life opportunities and influenced by factors such as culture, gender, race, class, belief systems and economic status. The Social and Community Studies applied syllabus deals with the skills students need to function efficiently, effectively and positively in current and future life roles. It encourages them to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole.

Social and Community Studies fosters personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future role in it.

Students will be engaged in a variety of learning activities including:

- group discussions which allow them to make observations and express personal views;
- teacher-guided activities to impart relevant background information;
- student-centered research activities in small groups, as a whole class, or individually;
- note-taking and critically evaluating sources, in written and spoken form;
- comparing and contrasting sources;
- planning and drafting written assessment tasks;
- writing in a number of different genre styles.

## Course Structure:

This course covers study on the following two topics for the duration of Semester Two:

**Unit 1: Term 3: Science and Technology:** This unit investigates some of the changes that technology has made to how we connect and communicate as a community and society. Students will examine how we use technology to manage and record our daily lives and experiences, and how technology impacts on the ways we can participate as global citizens.

**Unit 2: Term 4: Health, Recreation and Leisure:** This unit investigates the changing patterns and needs of recreation and leisure in people's lives. People have different and changing activity levels and nutritional needs throughout their lives. Recreation and leisure activities are important aspects of our lives and achieving a balance between family, work and leisure is essential for a healthy life.

## Assessment:

**Unit 1:** Investigation – collection of written responses

**Unit 2:** Investigation – independent investigation

## Pathways:

Senior subjects: Social and Community Studies

A 'C' Standard in English/Foundation English is a recommendation for students wishing to study Social and Community Studies.

## Additional Cost to Student Resource Scheme:

Nil

# Drama

Subject Code	DRA
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

## Course Structure:

This course covers study on the following topics:

- Improvisation
- Role play
- Stagecraft
- Theatre styles
- The study of scripts
- Dramatic language
- Responding to live theatre
- Devising concepts

## Assessment:

Year 10 Drama students are assessed in two main ways:

1. Practical assessment - including Performances
2. Assignments – including script writing and responding to live theatre

Assessment is conducted in class at least twice per term. Students are assessed on three criteria:

1. Presenting
2. Responding
3. Making (Forming)

## Pathways:

Senior Subjects: Drama

A 'C' Standard in English is a prerequisite for students wishing to enter Drama.

## Additional Cost to Student Resource Scheme:

Nil

# Early Years Program

Subject Code	VEY
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

Early Years Program provides basic skills and knowledge for an individual to be competent in routine tasks in various educational settings. This can include in Schools, Early Childcare Centre's and Long Day Care Centre's. As students will have the opportunity to complete a Certificate III in Early Childhood Education and Care across Years 11 and 12, this non-certificate subject provides students with a great opportunity to experience what the certificate subject involves.

## Course Structure:

This course covers study on the following topics:

**Topic 1:** Caring for Children

**Topic 2:** Children's Health and Safety

**Topic 3:** Developing Positive Relationships

**Topic 4:** Benefits of play and planning experiences to support play and learning

## Assessment:

Students are assessed using various forms of competency-based assessment including:

- Group projects
- Individual assignments

Students are assessed on two criteria:

- Knowledge and Understanding
- Performance and Practical Application

## Pathways:

Senior subjects: Certificate III in Early Childhood Education and Care

## Additional Cost to Student Resource Scheme:

Nil

# Economics and Business

Subject Code	ECB
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

Economics and Business encompasses three subject areas: Legal Studies (General), Business Studies (Applied) and Tourism (Applied) to give students an experience of what each of the subjects have to offer. Each subject area will be delivered over a six to eight week duration.

## Course Structure:

This course covers study on the following topics:

- 1. Introduction to the Legal System** – students are introduced to the Australian Legal System, the sources of law. The unit focuses on the legal principals and criteria such as just and equitable outcomes. Students will investigate civil and criminal law concepts which can be built upon in Senior Legal Studies.
- 2. Introduction to Tourism** – provides an overview of tourism as an activity and an industry in Australia, including the different tourism sectors and the sources of tourism information.
- 3. Customer Service** – explores the fundamentals of developing and providing effective customer service skills in a range of contexts (face-to-face, online and over the phone) and how these skills help to develop customer loyalty and increased sales.

## Assessment:

Legal Studies and Tourism will be assessed over the course of the semester. These will include a combination response exam and a project.

## Pathways:

Senior subjects: Legal Studies, Tourism and Business Studies.

A 'C' Standard in English is a prerequisite for students wishing to enter into Legal Studies.

## Additional Cost to Student Resource Scheme:

Nil

# Food Specialisations

Subject Code	TFD
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

Food Specialisations provides an introduction to the hospitality sector. This includes investigating hospitality settings such as restaurants, hotels, motels, catering operations, cafes and coffee shops. As students will have the opportunity to complete a Certificate II in Hospitality across Year 11 and 12, this non-certificate subject provides students with a great opportunity to experience what the Hospitality subject involves.

## Course Structure:

This course covers study on the following topics:

**Unit 1:** Let's Celebrate – Cake Decorating unit

**Unit 2:** Let's Innovate – Catering unit

## Assessment:

Students are assessed using various forms of competency-based assessment including:

- Group projects
- Individual assignments
- Exams
- Observations of Practical tasks

Students are assessed on two criteria:

- Knowledge and Understanding
- Performance and Practical Application

## Pathways:

Senior subjects: Certificate II in Hospitality

## Additional Cost to Student Resource Scheme:

Subject Fee - \$65.00 for ingredients.

# Geography

Subject Code	GEG
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

**Geography:** focuses on 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. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- How can the spatial variation between places and changes in environments be explained
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

## 'Environmental Impact of the Human Race – An Inconvenient Truth'

### Course Structure:

This course covers study on the following two topics for the duration of Semester Two:

1. **Human Well-Being:** Students will understand the many interdependent spheres in which they live, and make informed judgments to improve human wellbeing in their world. Human well-being refers to the quality of life of groups in society (case study). In this unit students will be analysing and predicting patterns of human wellbeing – they will create and evaluate proposals to help improve the well-being of a social group (student choice, for example, India, South Africa, Indonesia).
2. **Environmental Change and Management:** Environmental Impact of the Human Race – An Inconvenient Truth': investigating the causes and effects of an environmental change and how to manage it in a local region (e.g. one of the local beaches such as Cape Hillsborough; local islands).

### Assessment:

In Geography, students will complete tasks based around the units of study. Students will complete two (2) pieces of assessment over the course of the semester.

**Task 1:** Proposal on a country of their choice on how to improve the wellbeing.

**Task 2:** Investigative report on environmental change and management of an area in the local region.

### Pathways:

Senior subjects: Geography

A 'C' Standard in English is a recommendation for students wishing to study Geography.

### Additional Cost to Student Resource Scheme:

Nil

# History

Subject Code	HIS
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

In this unit, students will investigate the following key inquiry question: 'How was Australian society affected by other significant global events and changes in this period?'

In this unit, students will:

- explore the origin and significance of human rights as well as the background to the struggle of Aboriginal peoples and Torres Strait Islander peoples for rights and freedoms before 1965
- investigate the causes, effects and significance of the Stolen Generations
- investigate continuity and change in the civil rights for Aboriginal peoples and Torres Strait Islander peoples over time
- investigate methods used by civil rights activists to achieve change for Aboriginal peoples and Torres Strait Islander peoples
- examine the significance of the United Nations Declaration of the Rights of Indigenous Peoples to Aboriginal peoples and Torres Strait Islander peoples.

## Course Structure:

This course covers study on the following two topics for the duration of Semester Two:

**Unit 1: Term 3:** Investigating the Civil Rights Movement. Students analyse, select and organise information from a range of sources to develop a historical argument about the significance of the Civil Rights Movement in Australia.

**Unit 2: Term 4:** Researching Australian immigration experiences. Students will conduct an inquiry to analyse the causes and effects of events and developments related to a major wave of immigration and explain its relative importance in shaping aspects of Australian society.

**Focus:** The experiences of Asian / European (for example, Italian) immigrants in Post-war Australian society.

## Assessment:

**Unit 1:** Investigation – historical essay based on research

**Unit 2:** Investigation – independent source investigation

## Pathways:

Senior subjects: Ancient History and Modern History

A 'C' Standard in English is a prerequisite for students wishing study Ancient History or Modern History.

## Additional Cost to Student Resource Scheme:

Nil

# Japanese

Subject Code	JPS
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts. Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages.

This subject can lead students to:

- **Global business** – become employees who can communicate in Japanese and therefore become employees who are highly sought after.
- **Language** – having the ability to communicate in more than one language is a very attractive option when applying for courses, university and when seeking employment.
- **Travel** - having knowledge of Japanese language and culture makes travelling and living in Japan much easier and more enjoyable.
- **Opportunities** - to meet Japanese friends, go on short or long term exchanges to Japan, visit Japan on a school tour and opportunities to host Japanese students.

## Course Structure:

For the duration of the semester, the students will study topic areas:

- Daily Life
- Classroom Culture Shock

These units will help prepare the students for future study of Japanese in Year 11 and 12 providing the foundation skills for their future understanding.

## Assessment:

Students will need to complete one assessment per term.

**Task 1** - Responding in English to a Japanese Stimulus

**Task 2** - A combination response

## Pathways:

Senior Subjects: Japanese

A 'C' Standard in Year 10 Japanese is a prerequisite for students wishing to enter into Senior Japanese.

## Additional Cost to Student Resource Scheme:

Nil

# Materials and Technologies Specialisations

Subject Code	TMT
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

Year 10 Materials and Technologies Specialisations offers students the opportunity to develop work, life and/or leisure skills integrating the study area core of engineering, manufacturing, furnishing, building and construction, safety and technological processes within the selected units of study. The flexibility of this course is intended to allow students to gain some knowledge and skills in a number of different industry areas, rather than focus on one area.

## Course Structure:

A course in Materials and Technologies Specialisations may include elements of:

- Industry Safety
- Engineering
- Machining
- Fitting
- Electronics
- Fabrication
- Mechanics
- Building and Construction
- Plastics Furnishing
- Wood machining
- CNC laser process

## Assessment:

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. Students will be assessed through practical projects, theoretical examinations and project logbooks.

## Pathways:

Senior subjects: Building and Construction Skills, Certificate II in Engineering and Furnishing Skills.

## Additional Cost to Student Resource Scheme:

Subject Fee - \$30.00 cost of materials.

# Music

Subject Code	MUS
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students explain the use of music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. New skills are learnt and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.

## Course Structure:

This course covers study on the following two topics for the duration of Semester Two:

- Music of Stage and Screen
- Rock of Ages

## Assessment:

The students will be assessed in three main ways:

- Composition
- Performance
- Musicology

## Pathways:

Senior Subjects: Music

A 'C' Standard in English and Music is a prerequisite for students wishing to study Music.

## Additional Cost to Student Resource Scheme:

Nil

# Physical Education

Subject Code	YPE
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

In Physical Education, physical activity serves as both a source of content, data and the medium for learning. Learning is based on engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. The course allows students to develop and understand the relationships between the body and physical abilities.

## Course Structure:

This course covers study on the following topics:

- Unit 1: Biomechanics with Badminton
- Unit 2: Sports Psychology with Basketball

## Assessment:

Year 10 Physical Education students are assessed in three ways:

- Multi-modal Project
- Investigative Report
- Practical Performance

Theoretical assessments are conducted in class and are completed once per term. Students are assessed on the following criterion:

- Analysing
- Evaluating
- Justifying
- Communicating

Written assignments are contextually based. Class time will be provided but there is an expectation that some work be completed outside of class time.

## Pathways:

Senior subjects: Physical Education, Certificate III in Fitness, Sport and Recreation.  
A 'C' Standard in English is a prerequisite for entry into Senior Physical Education.

## Additional Cost to Student Resource Scheme:

Nil

# Recreation and Sport Program

Subject Code	XRP
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

Recreation and Sport Program focuses on the role sport and recreation has in the life of individuals and communities. It provides students with opportunities to learn in, through and about sport and recreation activities. Sport and recreation activities are those that require exertion and activity. They are engaged in for competition, relaxation or simply enjoyment. Recreation and sport activities include active play and minor games, challenge and adventure activities, games and sports, health-related physical activities, and rhythmic and expressive movement activities.

Students will experience the challenge and fun of active participation in physical activity whilst developing beneficial vocational and life skills. The skills developed in Recreation and Sport Program may help students in work, personal fitness, or general health and wellbeing. Students will develop interpersonal skills and be encouraged to appreciate and value involvement in physical activity.

## Course Structure:

This course covers study on the following topics:

**Unit 1:** Sports Nutrition

**Unit 2:** Sports Officiating and Community Engagement

## Assessment:

In Recreation and Sport Program, practical assessment takes place during class time with a focus on movement skills and the ability to work with others in a team environment. The theoretical component of the course will assess students through an individual assignment, individual and team practical performance and a group project. Each term students will receive a grade for their application and development in the physical activity undertaken.

## Pathways:

Senior subjects: Sport and Recreation

## Additional Cost to Student Resource Scheme:

Nil

# Short Course Literacy

Subject Code	SCL
Towards	Further Employment
Core/Elective	ELECTIVE – Semester 1 or 2

## Rationale:

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing. Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions. Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

## Course Objectives:

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

## Assessment:

Students will complete two assessment instruments.

**Topic 1: Personal identity and education:** One assessment consisting of two parts.

- Extended response – written
- Student learning journal

**Topic 2: The work environment:** One assessment consisting of two parts.

- Extended response – short response
- Reading comprehension task

## Pathways:

Fields of trade, industry, business, community services.

## Additional Cost to Student Resource Scheme:

Nil

# Short Course Numeracy

Subject Code	SCN
Towards	Further Employment
Core/Elective	ELECTIVE – Semester 1 or 2

## Rationale:

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used. Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

## Course Objectives:

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

## Assessment:

Students will complete two assessment instruments.

**Topic 1: Personal identity and education:** One assessment consisting of two parts.

- Extended response – oral mathematical presentation
- Student learning journal

**Topic 2: The work environment:** One assessment consisting of two parts.

- Extended response – short response
- Student learning journal

## Pathways:

Fields of trade, industry, business, community services.

## Additional Cost to Student Resource Scheme:

Nil

# Visual Arts

Subject Code	ART
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Semester 2

## Rationale:

Students will learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. Students will use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students will also develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

Students will be studying both the General and Applied Visual Art in the Year 10 Course to enable them to make an informed decision on their pathway for Year 11.

## Course Structure:

This course covers study on the following topics:

- Concept: Contemporary Art
- Focus: People, places and objects.
- Media: 2D (include Commercial Art and Graphic Design)
- Contexts: Personal and contemporary

## Assessment:

Year 10 Visual Art students are assessed in two main ways:

1. Folio of experimental work
2. Written booklet

Written assessments are usually contextually and conceptually based.

## Pathways:

Senior Subjects: Visual Arts in Practice and Visual Art

A 'C' Standard in English is a prerequisite for students wishing to enter into Visual Art.

## Additional Cost to Student Resource Scheme:

Subject Fee - \$9.00 for art supplies.

