



Subject Selection Year 10

2026



PLEASE NOTE

**The College reserves the right to
not run a class if there is
insufficient demand or if staffing
is not available.**

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From the Principal

Dear Parents and Students,

As students move through secondary school, greater specialisation is required in relation to subject choices. The range of subjects offered to Year 10 students has been designed to allow students to experience specific subject disciplines they may not have previously encountered and to continue to consolidate the skills required for the Senior Phase.

Students will complete Core subjects in Year 10 and will be able to also select four (4) Specialisation subjects. Students are therefore advised to choose wisely from a more self-aware understanding of what may interest them as a future pathway.

The selection of 'Specialisation' subjects should employ the same messages that are provided to our Year 11 students who are considering choices for the Senior Phase of Learning:

- *Choose subjects that they are good at*
- *Choose subjects that they enjoy*

Implicit with this is an appreciation that 'good' choices are made when students consider their own strengths and avoid selections that are based on 'wrong' reasons, such as choosing a subject to be with a friend or that it is a 'bludge' subject. Our experience shows that when students follow their passion the outcomes are better. And there are no subjects that are 'bludge' subjects.

The most significant effort students can make in Year 10 is in better understanding their learning strengths and deliberately working on areas that do not come so naturally. This can be done through conscious focus during daily learning in the classroom and attentiveness to feedback. Students will come to understand when their learning is 'on target' and which areas require further work. Good routines and encouragement to persist with learning at home will support students in becoming more self-reliant and confident in their learning, and more accomplished in meeting the requirements of subject specific assessments.

The process of selecting subjects can be challenging. This Curriculum Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways and is intended to be used in conjunction with the subject selection process which occurs at home and at the College.

Our aim at Chisholm Catholic College is to provide multiple options and pathways for our students. This booklet provides additional information for parents and students when considering these options. Should you experience any difficulty with subject choices or seek clarification I ask that you contact staff at the College to assist with the selection process.

I wish you all the best with this process.



Damian Bottaccio
Principal

Curriculum Structures

In 2019, the Federal, State and Territory Education Ministers agreed upon a new national declaration on education goals for all Australians. Known as the [Alice Springs \(Mparntwe\) Education Declaration](#) (the Declaration), it sets out the national vision for education and the commitment of Australian Governments to improving educational outcomes.

The Alice Springs (Mparntwe) Education Declaration notes two goals.

1. That the Australian Education System promotes equity and excellence.
2. All young Australians become:
 - confident and creative individuals
 - successful lifelong learners
 - active and informed members of the community.

These goals sit within the Brisbane Catholic Education Vision and Learning and Teaching Framework that notes:

“As a Catholic Christian community, we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.”

The Vision for Learning at Chisholm Catholic College is founded on these goals, aiming to provide a holistic education. The curriculum offered consists of knowledge, thinking processes, skills and attitudes.

Learning Areas

The Curriculum is based around the Learning Areas managed by the Australian Curriculum Assessment Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA) together with Religious Education which is overseen by Brisbane Catholic Education. These are:

- Religious Education
- Mathematics
- English
- Health and Physical Education
- Science
- Humanities
- The Arts
- Technologies
- Cultural Literacy and Languages

Curriculum Overview

Year 7	Religion	English	Mathematics	Science	HPE	Humanities	Elective
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Year 8	Religion	English	Mathematics	Science	HPE	Humanities	Specialisation
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Year 9	Religion	English	Mathematics	Science	HPE	Specialisation 1	Specialisation 2
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Year 9	Religion	English	Mathematics	Science	History	Specialisation 3	Specialisation 4
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Year 10	Religion	English	Mathematics Streamed	Science Specialisation	HPE	Specialisation Humanities	Specialisation 1
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Year 10	Religion	English	Mathematics Streamed	Science Specialisation	HPE	Specialisation 2	Specialisation 3
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Year 11	Religion	English	Mathematics Specialisation	Specialisation 1	Specialisation 2	Specialisation 3	Specialisation 4
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Year 12	Religion	English	Mathematics Specialisation	Specialisation 1	Specialisation 2	Specialisation 3	Specialisation 4
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Specialisations in Year 10

These are courses for you to focus on specific skills, interests and abilities within Key Learning Areas and are designed for you to deepen your learning within a subject area and across the curriculum. Specializations may assist with future pathways and subject pre-requisites.

Specialisations are not a compulsory Core subject; you have a choice as to which Specialisation course you may study. It allows you to select subjects that interest you.

Year 10 Specialisations are semester-based courses of study. Pre-requisites may be used to determine eligibility for further study in particular areas. In Year 10, students must select a Humanities specialisation.

In Year 10, we acknowledge this is a transitions year. Therefore, students are given multiple options for the specialisations. In Maths, classes are streamed based on academic outcomes in Year 9. Whilst Science is core compulsory, students may elect a strand to focus on. Finally, they select 3 other specialisations based on interest, success and career pathways. Similarly, students elect their Humanities strand.

Specialisation Subjects

Year 10 Specialisation Subjects

HUMANITIES AND SOCIAL SCIENCES

- Accounting and Finance
- Business
- Civics and Citizenship
- Geography
- History

TECHNOLOGIES

- Food and Nutrition
- Hospitality
- Textile and Fashion
- Woodwork
- Engineering
- Graphics
- Digital Technologies

CREATIVE ARTS

- Dance
- Drama
- Media Arts
- Music
- Visual Art

LANGUAGES

- Japanese
- Spanish

SEDA

Sporting Excellence and
Development Academy

* By invitation ONLY

SCIENCE

- Biology
- Chemistry
- Physics
- Science in Practice

VET Opportunities

Students will be offered a trade taster
and a Certificate 1 in work readiness

SUBJECTS YEAR 10

CORE SUBJECTS

Religion
English
Health and Physical Education
Mathematics
Science
Stretch (Personal Development and Pathways)

SPECIALISATION

HUMANITIES AND SOCIAL SCIENCE

Accounting and Finance
Business
Civics and Citizenship
Geography
History

SELECT 1 SUBJECT
FROM THE LIST BELOW

SPECIALISATION TECHNOLOGIES

Dance
Design Technologies (Food and Nutrition)
Design Technologies (Hospitality)
Design Technologies (Manufacturing Woodwork)
Design Technologies (Textile and Fashion Technology)
Digital Technologies
Drama
Engineering Skills
Industrial Graphics
Japanese
Manufacturing (Woodwork)
Media
Music
SEDA (by invitation only)
Spanish
Visual Art

SELECT ANY 3 SUBJECTS FROM THE
LIST BELOW
A 2ND SUBJECT FROM THE LIST
ABOVE MAY ALSO BE INCLUDED IN
YOUR CHOICE

VET OPPORTUNITIES

Opportunity for TRADE TASTER open to students in year 10 -
Apply early limited places available

SUBJECTS SENIOR

CORE SUBJECTS

Religion

Study of Religion (General)
Religion and Ethics (Applied)

English

English (General)
Literature (General)
Essential English (Applied)

Mathematics

General Mathematics (General)
Mathematical Methods (General)
Specialist Mathematics (General)
Essential Mathematics (Applied)

GENERAL SUBJECTS

Accounting
Ancient History
Biology
Business
Chemistry
Dance
Design
Digital Solutions
Drama
Food and Nutrition
Japanese
Legal Studies
Modern History

SUBJECTS SENIOR

GENERAL SUBJECTS

Music
Physical Education
Physics
Psychology
Spanish
Visual Art

APPLIED SUBJECTS

Aquatic Practices
Engineering Skill
Furnishing Skills
Industrial Graphic Skills
Information & Communication Technologies
Sport and Recreation
Visual Arts in Practice

VET

Diploma of Business
Cert IV Justice Studies
Cert III Aviation
Cert III Fitness (Incorp Cert II Sport and Rec)
Cert III Health Services (Incorp Cert II Health Support Services)
Cert III Hospitality (Incorp Cert II Hospitality)

How to Choose Your Subjects

- ✓ Select Subjects you are interested in.
- ✓ Select Subjects you will do well in.
- ✓ Ensure you choose a broad range of subjects; this will keep your future options open.
- ✓ Check for any pre-requisite requirements you may need for tertiary courses.
- ✓ Use this year to explore your choices and interests before you need to limit your choice of subjects.
- ✓ Do your research, read the subject descriptions, talk to teachers and talk to older students who have experienced these subjects, find out as much as possible about the subject.
- ✓ Will I need to choose this subject as it is a prerequisite for Years 11 and 12
- ✓ Make your own choice, don't listen to your sibling or friend. Just because they thought it was boring or didn't like the teacher doesn't mean you will have the same experience.
- ✓ Be Honest about your abilities.
 - Do I have the ability to complete this subject?
 - Do I have the determination and will to work hard enough to achieve the necessary level achievement?
- ✓ Be realistic with your career aims.



CORE SUBJECTS

Brisbane Catholic Education Curriculum: Religion	<i>Future Pathway Options</i> 
<u>Course Overview</u> The purpose of Religious Education is to help students learn how to think critically and ethically, listen empathetically, speak thoughtfully, and write clearly—all skills that will be of great use, no matter what they go on to do in life. It will also help students to better live and work in our increasingly diverse society, as it supports them in developing, and reflecting upon, their values and correct moral judgement. In addition to the Christian tradition, the Year 10 course explores other World Religions and how they have attempted to answer life's big questions. The answers different religious traditions give to these important questions are many and varied and often contradictory. More importantly, the questions themselves are ones with which humans throughout time have grappled and probably will continue to grapple with into the indefinite future. The Year 10 Religious Education course builds upon previous studies and prepares students for the learning required in the Senior courses. There are four units Unit 1 – <i>Mystery of God</i> • Explore the question: Who and what is God? • Examine how God is revealed through Scripture. Unit 2 – <i>Moral Mindfulness</i> • Discuss moral decision-making and dilemmas • Analyse the Church's authority and beliefs in relation to moral dilemmas. Unit 3 – <i>Humans and the Environment</i> • Evaluate and draw conclusions about the ways that the church responds to human and environmental ecology. • Reflect on the impact of Laudato C and Catholic Social Teaching. (This style of assessment is based on the Religion and Ethics subject for Year 11) Unit 4 – <i>Introduction to World Religions</i> • Compare the beliefs of Christians with those of other World Religions. (This style assessment is based on the Study of Religion (SOR) subject for Year 11.)	Future Study Options in Years 11 and 12 • Study of Religion (General) • Religion and Ethics (Applied)
	Recommended Pre-requisites Nil
<u>Assessment Technique</u> Unit 1 Short answer response 400 – 600 words Unit 2 Analytical Essay Assignment, 700 – 800 words Unit 3 Pamphlet, Group Presentation in Melaleuca Unit 4 Analytical Essay Exam, 90 minutes, 600 - 700 words	

Australian Curriculum: English	Future Pathway Options 
<u>Course Overview</u> The Year 10 English course is designed to assist in the preparation for Senior English studies. Organised into four term units, each unit is guided by an overarching Essential question that has students engage with a range of media and literary texts. Assessment has been designed to reflect that of the Senior years, while addressing the Year 10 Achievement Standards, with students utilising analytical, persuasive, and imaginative genres. Unit 1 - <i>How do purpose, audience and context shape texts?</i> Students will explore how decisions around the purpose, context and intended audience shape representations of conflict in a range of texts. Unit 2 - <i>How does a writer's voice shape the understanding of the reader?</i> Students will consider how an author uses a variety of specific text structures and language features to position an audience. Unit 3 - <i>Is there really anything Shakespeare can teach us?</i> Students will explore representations of key themes in a Shakespearean play (e.g. <i>Romeo and Juliet</i> or <i>MacBeth</i>) and consider the relevancy of these representations for modern audiences. Unit 4 - <i>Why is comedy a successful tool for social commentary?</i> Students will consider why audiences respond positively to comedy and the importance of context and prior knowledge in understanding satire.	Future Study Options in Years 11 and 12 • English • Literature • Essential English Recommended Pre-requisites Nil
<u>Assessment Technique</u> Unit 1 Multimodal presentation Assignment, 5 - 7 minutes Unit 2 Written imaginative response Assignment, 700 - 1000 words Unit 3 Written analytical response Unseen exam, 600 - 800 words Unit 4 Written analytical/persuasive response Assignment, 600 - 800 words	

Australian Curriculum: Health & Physical Education

Future Pathway Options



Course Overview

In Year 10, Health and Physical Education students will participate in a variety of physical activities designed to enhance their movement sequences and strategies. The curriculum provides numerous opportunities for students to refine and consolidate their personal and social skills through leadership, teamwork, and collaboration across various units. These experiences aim to foster a positive influence on their health and wellbeing, equipping them with the skills to thrive as healthy, safe, active, and informed members of our community.

Unit 1 - *Tactics, strategies and game sense*

Students will develop, implement, and evaluate movement concepts and strategies for successful outcomes, while transferring understanding from previous experiences to create solutions to movement challenges.

Unit 2 - *Leadership and tournaments*

In this unit, students will develop their leadership skills and learn how to organise and manage sports tournaments. They will engage in activities that require them to demonstrate leadership, teamwork, and collaboration, which are essential skills for their personal and social development.

Unit 3 - *Energy and Fitness*

In this unit, students will explore the concepts of energy and fitness by engaging in various physical activities designed to enhance their understanding and application of these principles.

Unit 4 - *Challenges, risks and promoting healthy communities*

Students will evaluate strategies to manage personal, physical, and social changes as they grow older, including risks and drug education. They will access, synthesise, and apply health information from credible sources to propose and justify responses to health situations.

Future Study Options in Years 11 and 12

- Physical Education
- Health Education
- Sport and Recreation
- Certificate III in Fitness
- Certificate III in Health

Recommended Pre-requisites

Nil

Assessment Technique

- Project Folio
- Written responses, 600 - 800 words
- Spoken or multimodal responses, 3 - 4 minutes, 600 - 800 words
- Exam – Short response and extended response

Australian Curriculum: Mathematics	Future Pathway Options 
<u>Course Overview</u> In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Classes are determined by semester 2 Year 9 results. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Unit 1 - Statistics Students will use statistical analysis to evaluate claims, inferences, and conclusions. Through the consideration of the ethical considerations of using statistics, such as the potential for bias, and identifying potential sources of bias students will compare data distributions, construct scatterplots, two-way tables, plan and conduct statistical investigations, and evaluate and report findings. Unit 2 - Algebra Students will learn to use algebraic and graphical techniques to solve problems involving multiple variables and inequalities. Using graphs and equations students will learn to solve problems involving exponential growth and decay. As well as how to Formulate problems, choose and modify appropriate models, interpret solutions, and evaluate answers. Unit 3 - Measurement and Number Students will learn to solve problems involving surface area and volume of composite shapes, through the practical application of Pythagoras theorem and trigonometry. Using mathematical modelling students will formulate and evaluate problems with proportion and scale and identify the effects of measurement errors on accuracy. In preparation for senior mathematics and science students will investigate and interpret logarithmic scales. Unit 4 - Space and Probability Students will apply deductive reasoning to proofs involving shapes in the plane and use theorems to solve spatial problems. In preparation for senior mathematics, students will learn to interpret networks and use network diagrams to represent relationships in practical situations to demonstrate connectedness. Using the language of probability, students will learn to describe, conduct and interpret situations involving conditional probability using digital simulations.	Future Study Options in Years 11 and 12 • Specialist Mathematics • Mathematics Methods • General Mathematics • Essential Mathematics
<u>Assessment Technique</u> Unit 1 Problem-Solving and Modelling Task – 100-1500 words plus calculations. Unit 2 Exam two sections, 100 minutes Unit 3 Problem-Solving and Modelling Task – 100-1500 words plus calculations. Unit 4 Exam two sections, 100 minutes	Recommended Pre-requisites Nil

Australian Curriculum: Science - Biology/Chemistry Pathway	Future Pathway Options 
If a student opts to not study a specialist science in Yr 10 and instead chooses Science in Practice they must achieve a B grade in Maths and English to be able to Study science in Year 11 Biology – Chemistry Pathway This is the full year course with the continuous study of Biology in Semester 1 and Chemistry in Semester 2. Semester 1 - Biology In Year 10 Biology course students explore genetics and the theory of evolution. They study the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance. Students use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory. Semester 2 – Chemistry In Year 10 Chemistry course students study the structure and properties of atoms and develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect rates of chemical reactions.	Future Study Options in Years 11 and 12 • Biology • Chemistry • Physics • Psychology Recommended Pre-requisites Nil
<u>Assessment Technique</u> Biology • Term 1 Examination 50 minutes plus 5 minutes planning • Term 2 Research Investigation 1000 – 1200 words Chemistry • Term 3 Examination 50 minutes plus 5 minutes planning • Term 4 Experimental Investigation 1000 - 1200 words	

Australian Curriculum: Science - Chemistry/Physics Pathway	Future Pathway Options 
If a student opts to not study a specialist science in Yr 10 and instead chooses Science in Practice they must achieve a B grade in Maths and English to be able to Study science in Year 11 Chemistry - Physics Pathway This is the full year course with the continuous study of Chemistry in Semester 1 and Physics in Semester 2. Semester 1 – Chemistry In Year 10 Chemistry course students study the structure and properties of atoms and develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect rates of chemical reactions. Semester 2 – Physics In Year 10 Physics course students investigate Newton’s laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects. They learn that motion and forces are related by applying physical laws and can be modelled mathematically and experimentally.	Future Study Options in Years 11 and 12 • Biology • Chemistry • Physics • Psychology Recommended Pre-requisites Nil
<u>Assessment Technique</u> Chemistry • Term 1 Examination 50 minutes plus 5 minutes planning • Term 2 Experimental Investigation 1000 – 1200 words Physics • Term 3 Examination 50 minutes plus 5 minutes planning • Term 4 Experimental Investigation 1000 - 1200 words	

Australian Curriculum: Science - Physics / Biology Pathway	Future Pathway Options 
If a student opts to not study a specialist science in Yr 10 and instead chooses Science in Practice they must achieve a B grade in Maths and English to be able to Study science in Year 11 Physics - Biology Pathway This is the full year course with the continuous study of Physics in Semester 1 and Biology in Semester 2. Semester 1 – <i>Physics</i> In Year 10 Physics course students investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects. They learn that motion and forces are related by applying physical laws and can be modelled mathematically and experimentally. Semester 2 – <i>Biology</i> In Year 10 Biology course students explore genetics and the theory of evolution. They study the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance. Students use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory	Future Study Options in Years 11 and 12 • Biology • Chemistry • Physics • Psychology Recommended Pre-requisites Nil
<u>Assessment Technique</u> Biology • Term 1 Examination 50 minutes plus 5 minutes planning • Term 2 Experimental Investigation 1000 – 1200 words Chemistry • Term 3 Examination 50 minutes plus 5 minutes planning • Term 4 Research Investigation 1000 - 1200 words	

Australian Curriculum: Science in Practice Pathway	Future Pathway Options 
If a student opts to not study a specialist science in Yr 10 and instead chooses Science in Practice they must achieve a B grade in Maths and English to be able to Study science in Year 11 Science in Practice Pathway Science in Practice is the full year course which provides opportunities for students to explore, experience and learn concepts and practical skills Unit 1 – Forensic Science In this unit, students explore scientific processes used in the field of forensic science and execute relevant procedures, such as fingerprinting, casting and blood typing. They develop skills in observation, planning, data collection and data analysis of simulated crime scenes. Unit 2 – Consumer Science In this unit, students develop an understanding of the role and impact of biology and chemistry in the development of products. They learn about microbes in food, including types of microorganisms and the environmental conditions that affect their growth. Students also analyse the psychology behind different advertisements used to sell products. Unit 3 – Ecology In this unit, students examine the ecology of a selected species or group of organisms and their interactions with their environments. They test and determine factors in the ecosystem through water management and plan a field trip and collect, analyse and interpret data. Unit 4 – Diseases In this unit, students explore disease types and causes. They analyse and evaluate how scientific study has accelerated in the last century and has had major impacts on disease identification, diagnosis and management. Students learn that scientific advances can provide solutions to health and lifestyle challenges.	Future Study Options in Years 11 and 12 • Biology • Chemistry • Physics • Psychology Recommended Pre-requisites Nil
<u>Assessment Technique</u> Unit 1 Experimental Investigation 1000 – 1200 words Unit 2 Research Investigation 1000 - 1200 words Unit 3 Experimental Investigation 1000 – 1200 words Unit 4 Research Investigation 1000 – 1200 words	

HUMANITIES CHOICES

Students
select one *Humanities*
offering as a core
subject and
may select a second
***Humanities* as a**
specialisation subject

Australian Curriculum: Accounting and Finance

Future Pathway Options



Course Overview

This subject provides a foundational framework for students to engage with core financial concepts and practices, fostering financial literacy and informed decision-making in personal and business contexts.

Integrated with key mathematical principles, the subject offers students a choice of topics for in-depth study and supports future pathways in business and commerce. The subject matter and skills are drawn from Australian Curriculum Economics and Business, Mathematics and informed by skills and content in the QCAA Senior Syllabus for Accounting.

Unit 1 - Accounting Basics

Students explore the fundamentals of accounting, including principles and practices used in small business financial documentation. They investigate key concepts such as budgeting, financial products, and compound interest, analysing their role in financial decision-making. Students examine how accounting principles are applied in real-world scenarios, particularly in small business operations.

Unit 2 - Financial Advice

In Unit 2, students delve into the financial dimensions of personal and business planning, with a specific focus on superannuation and loans. They participate in a financial report assessment addressing pivotal questions related to financial products and services. Topics include the role of superannuation in long-term financial planning, the impact of loans on financial stability, and the evaluation of financial documents. This unit emphasises critical thinking, financial analysis, and the practical application of knowledge to contemporary financial issues.

Inquiry questions include:

How do financial products influence personal and business decision-making?
To what extent does superannuation support long-term financial wellbeing?
How can budgeting and compound interest be used to achieve financial goals?
What role do accounting principles play in evaluating financial documents?

Future Study Options in Years 11 and 12

- Accounting
- General Business

Recommended Pre- requisites

- Nil

Assessment Technique

- Exam - Small Business Financial Documents
- Financial Report – LSOA on Superannuation and Loan

Australian Curriculum: Business

Future Pathway Options



Course Overview

This subject is designed for students with an interest in leadership, innovation, and strategic thinking in business. It explores how businesses operate in dynamic macro environments and how they respond to challenges through strategic decision-making. Students will analyse real-world business scenarios and develop higher-order thinking skills. The subject matter and skills are drawn from Australian Curriculum Economics and Business and informed by skills and content in the QCAA Senior Syllabus for Business.

Unit 1 - The Business Environment & Consumer and Financial impacts

Students examine the business environment and the factors that influence consumer and financial decision-making. They explore how businesses respond to changing economic conditions, improve productivity, and manage their workforce.

Inquiry questions include:

Why is a continuing focus on workforce efficiency and productivity important for the success of business?

What factors influence decision-making within consumer and financial contexts, and how are participants impacted?

Unit 2 - The Seed Stage and Entrepreneurship

This unit immerses students in the entrepreneurial process of conceptualising and developing innovative products. Students explore the stages of entrepreneurship including market research, ideation, prototyping, and commercialisation.

They investigate how sustainability and ethical considerations are integrated into product development.

Inquiry questions include:

What are the critical steps involved in creating and launching an innovative product as an entrepreneur?

How can entrepreneurs effectively identify market gaps and consumer needs to drive product innovation and success?

Future Study Options in Years 11 and 12

- Business
- Diploma of Business
- Accounting

Recommended Pre-requisites

- Nil

Assessment Technique

- Analytical Business Report – students investigate a business environment and propose strategic responses.
- Entrepreneurial Feasibility Report - students develop and create their own business concept and draw conclusions about its viability

Australian Curriculum: Civics and Citizenship

Future Pathway Options



Course Overview

This subject provides a comprehensive framework for students to deeply engage with legal studies and civic responsibilities, fostering a nuanced understanding of rights, equality, and social justice in Australia's recent history and evolving legal landscape. Integrated with the Building Modern Australia unit of History, the subject offers students a choice of topics for in-depth study. This elective is particularly suitable for students who are considering studying senior Legal Studies in year 11.

Unit 1 - Rights and Freedoms: Building Modern Australia

Students explore transformative events and movements that have shaped Australian society since World War II, focusing on civil rights. They investigate key concepts such as immigration, women's rights, and Indigenous rights, analysing their significant contributions to contemporary rights and freedoms. Students examine how these events and individuals have advocated for change, particularly impacting marginalised groups.

Unit 2 - Legal Studies

In Unit 2, students delve into the legal dimensions of rights in Australia, with a specific focus on a specific area of their choice. They participate in a Q&A-style assessment forum addressing pivotal questions related to these rights. Topics include the legal protection of First Nations people, the advancement of women's rights in the workplace and society and the rights of migrants. Students explore diverse perspectives to gain a comprehensive understanding of current legal frameworks and their impact on marginalized groups. This unit emphasizes critical thinking, legal analysis, and the practical application of knowledge to contemporary issues of rights and citizenship in Australia.

Choices for inquiry include:

To what extent do current government policies promote a resilient democracy?

To what extent does the law protect the rights of First Nations people in Australia?

To what extent do Australian governments' policies adhere to international legal obligations and promote global solidarity?

To what extent is Australia responding to emerging global and local issues affecting young Australians?

Future Study Options in Years 11 and 12

- Legal Studies
- Modern History
- Study of Religion

Recommended Pre- requisites

- Nil

Assessment Technique

- Research essay
- Q&A Panel

Australian Curriculum: Geography

Future Pathway Options



Course Overview

The Year 10 Geography course examines some of the most pressing issues facing our world today – environmental change and human wellbeing. Students in Geography engage with these real-world issues and engage in problem solving for the future of our planet. It is expected that students who study Geography will become more informed, connected and conscious of their personal impact on the world.

There are a number of learning experiences in Geography that create strong links to other subjects and skills. There is a strong emphasis on literacy, numeracy and the use of digital technologies. Learning experiences may include creation and interpretation of a range of data (maps, charts, graphs etc.), use of Virtual Reality to experience and engage in different environments and practical skills like sketching and data collection.

Unit 1 - Environmental Change and Management

This unit examines environmental change on a local, regional, national, and global scale. Students investigate the nature and causes of changes and develop strategies to minimise the human impact on places.

Unit 2 - Human Wellbeing

This unit focuses on human wellbeing by investigating how wellbeing is measured using different indicators such as literacy rates, infant mortality rates and GDP. Students examine spatial inequality and the reasons for economic disparity between places in order to understand how to improve the lives of people globally.

Future Study Options in Years 11 and 12

- Modern History
- Ancient History
- Legal Studies
- Business
- Accounting
- Geography (online)

Recommended Pre- requisites

- Nil

Assessment Technique

Unit 1
News Segment – Video

Unit 2
Response to stimulus examination

Australian Curriculum: History

Future Pathway Options



Course Overview

This subject delves deeply into the Second World War and the globalising world, encompassing the Cold War and conflicts in the Asia Pacific. History serves as a foundational pathway to senior subjects, imparting essential, transferable skills crucial for academic success. Year 10 History is structured as a semester-based course where students undertake two units.

The course offers a comprehensive study of global and Australian history from 1918 to the present, emphasising Australia's role in a global context during the 20th century. This period was pivotal in shaping Australia's social, political, economic, cultural, and environmental landscape.

Inquiry questions guide students in developing their knowledge, understanding, and skills:
What were the perspectives of individuals during historical events, and how did these perspectives evolve?

What are the contested debates and varied historical interpretations?

Unit 1 - The Second World War

Students explore the causes and consequences of the Second World War and analyse how these consequences shaped the modern world. They critically examine the use of the Atomic Bomb as a military action.

Unit 2 - The Globalizing World

This unit investigates how global conflicts evolved throughout the 20th century and explores their impact on Australian society. Students analyse significant global events and transformations during this period.

Future Study Options in Years 11 and 12

- Modern History
- Ancient History
- Legal Studies
- Study of Religion

Recommended Pre- requisites

- Nil

Assessment Technique

Unit 1

Extended response essay

Unit 2

Short response examination

SPECIALISATION

Subject Descriptions

Australian Curriculum: Dance	Future Pathway Options 
<u>Course Overview</u> Dance is a unique and intellectually engaging subject that offers practical and theoretical experiences often overlooked in private dance institutions. The study of Dance is enriched by hands-on experiences in choreography, performance, and critical response to dance works. Students will have the opportunity to engage with professional dance practitioners and experience innovative live dance productions that will inspire and ignite their imagination. A diverse range of skills are taught through the study of Dance. Students are encouraged to think critically and creatively when choreographing their own work and evaluating the work of others. Additionally, students develop personal and social skills such as collaboration, time management, self-awareness, and resilience throughout the course. Year 10 Dance is an expressive and rigorous subject that provides highly transferable skills, preparing students for a future filled with unimagined possibilities. Unit 1 - <i>It's Hip to be Hop</i> Students will review their knowledge of dance elements and choreographic devices while exploring the unique technical skills associated with the style of Hip Hop. They will investigate the origins of the style and immerse themselves in the purpose and context which makes Hip-Hop a popular dance genre today. Unit 2 – <i>Identity in motion</i> Students will build on their previous knowledge of the modern yet progressive style of Contemporary Dance. Students will partake in various workshops designed to develop their technical and expressive skills as dance performers as well as the purpose, context and meaning that can be communicated through Contemporary Dance. They evaluate how dance is used to celebrate and challenge perspectives of Australian identity	Future Study Options in Years 11 and 12 Dance (General)
	Recommended Pre-requisites Must be achieving 'at standard' in Dance at school or in a studio setting.
<u>Assessment Technique</u> Task 1: Performance and Choreography (<i>3 minutes</i>) - Students will perform a Hip-Hop routine which encompasses a expert-taught routine and their own choreography. Task 2: Dance Project (<i>1½ - 2 minutes, 300 - 400 words</i>) - Students will choreograph and perform their own dance work based on a given stimulus and write an accompanying choreographic & evaluative statement which reflects on the rehearsal process that is accompanied with still images or video excerpt. Task 3: Performance Analysis (<i>600 - 800 words</i>) - Students analyse and evaluate the use of production and dance elements within a live recorded dance work.	

Australian Curriculum: Design and Technologies (Food and Nutrition)	Future Pathway Options 
<u>Course Overview</u> This unit provides an introduction to the content of the Senior General subject: Food and Nutrition, while adhering to the Year 10 Design and Technologies standard. The students will develop their understanding of the chemical, physical and functional properties of food and apply this knowledge to develop food solutions to problems, using the design and problem-solving processes. Unit - Food & Nutrition Students explore sectors of the food system and the nutrient elements that make up our food. They explore fundamentals of food science through practical investigation of the nutritional and scientific properties of vitamins, minerals and protein in foods	Future Study Options in Years 11 and 12 • Food & Nutrition • Certificate III Hospitality
	Recommended Pre-requisites • Nil
<u>Assessment Technique</u> • Design Task • Examination	

Australian Curriculum: Design and Technologies (Hospitality)

Future
Pathway
Options



Course Overview

To produce a variety of food products using basic hospitality skills and processes from recipes from books or the internet, it is necessary to acquire a variety of cooking skills. These cooking skills are known specifically as cooking techniques. By producing a variety of recipes, a bank of skills will be developed, allowing for these skills to be applied in producing other recipes. To work in the Hospitality environment students will need to acquire safety and hygiene knowledge that will be applied in practical situations.

Unit - Hospitality

Students will gain an understanding of the Hospitality Industry by planning and organising functions according to customer requirements and specifications.

Future Study Options in Years 11 and 12

- Food & Nutrition
- Certificate III Hospitality

Recommended Pre-requisites

- Nil

Assessment Technique

- Design Tasks
- Practical Tasks

Australian Curriculum: Design and Technologies (Manufacturing – Woodwork)	Future Pathway Options 
<u>Course Overview</u> Year 10 Manufacturing is a semester-based course that incorporates a wide range of furniture making skills. Students will engage in activities, including learning to select and use appropriate tools, equipment and materials to produce simple pieces of furniture or furnishing components. They will use basic furniture making tools and machinery and will develop skills that reflect industry standards. Furnishing products can be manufactured from a range of materials such as textiles, timber, polymers, composites and metals. Unit 1 – <i>Keep safe Box project</i> In this unit, students will be introduced to processes and procedures involved in making a small piece of timber item such as a jewellery box, using a variety of tools and equipment. The focus in this unit is on preparing and finishing the timber surfaces effectively and safely Unit 2 – <i>Sustainable Game Entertainment</i> In this unit, students will apply previously developed skills, using advanced processes and procedures, to produce a timber item. They will also be introduced to a further range of tools and equipment in order to make timber joints safely and effectively for a sustainable board game.	Future Study Options in Years 11 and 12 • Engineering • Industrial Graphics
	Recommended Pre-requisites • Design Technology (Materials and Technologies)
<u>Assessment Technique</u> Unit 1: Design Folio - PowerPoint Practical Application (Project) Written Evaluation. Unit 2 Design Folio – Power Point Practical Application (Project) Written Evaluation	

Australian Curriculum: Design and Technologies (Textile and Fashion Technology)

Future
Pathway
Options



Course Overview

Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts. Students undertake group work and individual projects. They manage personal projects and are encouraged to work independently on some tasks.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Unit – *Fashion- History Repeating*

Introduction to fashion design through two main topics. Students will explore the history of fashion, examining the social, political, economic, cultural and historical impacts on fashion throughout the 20th century. Students will then examine current fashion design, focusing on prominent fashion designers. They will develop skills in fashion design including the application of the elements and principles of design to the creation of products to meet design constraints. The students will complete two design briefs where they will create designed solutions in response to design challenges.

Future Study Options in Years 11 and 12

- Design
- Fashion

Recommended Pre-requisites

- Nil

Assessment Technique

Unit 1:
Project

Unit 2
Assessment

Australian Curriculum: Digital Technologies	Future Pathway Options 
<u>Course Overview</u> This exciting semester-long course is designed to ignite your passion for problem-solving and digital innovation through two action-packed units. Get ready to embark on a journey of problem-based learning where you'll explore and develop groundbreaking ideas, create cutting-edge digital solutions, and evaluate their real-world impacts. Dive deep into the fascinating realm of computational thinkings, where you'll master the art of crafting modular solutions to tackle complex problems using powerful object-oriented programming languages. This course is not just about learning; it's about unleashing your creativity, enhancing your technical skills, and preparing you for the future of technology. Join us and discover the thrill of transforming ideas into reality in the ever-evolving digital landscape. Unit 1 – <i>Creating with Code</i> • Create interactive media solutions using Unity 3D software • Learn how to create user experience based upon user needs and accessibility Unit 2 – <i>Data-driven innovation</i> • Explore the future of technology and the social and ethical implications that might arise from them. • Delve into the world of data driven applications and investigate security implication of data	Future Study Options in Years 11 and 12 • Digital Solutions • Certificate III Aviation (Remote Pilot) Recommended Pre-requisites Nil
<u>Assessment Technique</u> Unit 1: Project Unit 2 Project	

Australian Curriculum: Drama	Future Pathway Options 
<u>Course Overview</u> A diverse range of skills are taught through the study of Drama as students are invited to think critically and creatively when devising their own work and evaluating the work of others. In addition, students develop personal and social skills of leadership, collaboration, time management, confidence and resilience throughout the course. Year 10 Drama is a unique and meaningful subject which empowers students to be the drivers of change in the world while preparing them for a future of unimagined possibilities. Unit - <i>How can we evoke change through theatre?</i> During this unit, students will lead investigations into social and political issues of their choice to explore how theatre can be used to provoke change in the world. Through exploring these topics in a practical and meaningful way, students are encouraged to empathise with and understand differences in society by appreciation for others around them. Across the semester, students will be immersed in a range of Theatre for Social Comment styles such as Forum Theatre, Image Theatre and Epic Theatre and their associated conventions and dramatic elements to create dramatic action and communicate ideas and perspectives. In addition, students will have the opportunity to engage with theatre practitioners and experience innovative live theatre productions that will ignite their curiosity and imagination.	Future Study Options in Years 11 and 12 • Drama (General) Recommended Pre-requisites • Must be achieving 'at standard' in Drama
<u>Assessment Technique</u> Devised performance, 2 - 3 minutes • In groups, students will devise a performance for their peers based on a social issue using given stimulus. Performance analysis, 600 - 800 words • Students analyse and evaluate the use of dramatic elements and conventions within a live recorded theatre work 	

Australian Curriculum: Engineering Skills	Future Pathway Options 
<u>Course Overview</u> Year 10 Engineering Skills is a semester-based course that looks at two core topics. These topics are Industry Practices and Production Processes. This subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering and manufacturing industry. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills. Unit 1 - <i>Industry Practices</i> - These practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials Unit 2 - <i>Production Processes</i> - These practices combine the production skills and procedures required to create products - Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.	Future Study Options in Years 11 and 12 - Engineering - Industrial Graphics Recommended Pre-requisites Nil
<u>Assessment Technique</u> Unit 1: Production and Folio Unit 2: Practical Demonstration Metal lathe and welding	

Australian Curriculum: Industrial Graphics	Future Pathway Options 
<u>Course Overview</u> Year 10 Industrial Graphics is a semester-based course. The subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including architectural and built-environment industries and product design. Students will draft illustrations using Autodesk industry standard software. Unit 1 – <i>Lego Man Project</i> • Presenting Design Processes in the Product Design Industries to show knowledge and understanding. • Creating Lego Man drawings for a themed Lego Person market • Using CAD software (Fusion 360) and Sketching • evaluation and reflection of the Design Process. Unit 2 – <i>Residential House Project</i> • Presenting Design Processes in the architectural and built-environment industries to show knowledge and understanding. • Creating house designs and floor plan drawings for a proposed building such as a 3-bedroom residential house. • To build an actual visually appealing 3D model of the residential house. • Using CAD software (Revit). • Undertaking evaluation and reflection of the Design Process.	Future Study Options in Years 11 and 12 • Industrial Graphics Recommended Pre-requisites Nil
<u>Assessment Technique</u> Unit 1: Project Folio Unit 2 Project Folio	

Australian Curriculum: Japanese	Future Pathway Options 
<u>Course Overview</u> Year 10 Japanese course is designed to expand upon material learnt in Junior Japanese and prepare student for Senior. Students who have studied Japanese in Year 9 are well prepared for the Year 10 course. Students who wish to study Japanese in Senior should study Year 10 Japanese. Unit 1 – <i>Fashion and Commerce</i> - Students will revise and consolidate the material that has been studied so far, providing the foundational basis for study in Year 10 Unit 2 – <i>Food, Culture and Homestay</i> - Students will explore the knowledge, culture and practices surrounding restaurants, food and hospitality in Japan	Future Study Options in Years 11 and 12 Japanese
	Recommended Pre-requisites Year 9 Japanese
<u>Assessment Technique</u> Unit 1: Listening Exam Writing Task Unit 2 Reading Exam Speaking Task	

Australian Curriculum: Media	Future Pathway Options 
<u>Course Overview</u> The Year 10 Media Arts is a semester-based course with students completing two units. The key concepts investigated in this subject are technologies, representations, audiences, institutions and languages which are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts. Unit 1 – <i>Who I am</i> - Students explore film styles and techniques related to documentary (and <i>mockumentary</i>) filmmaking. Unit 2 – <i>Unique Technique</i> - This unit is a culmination of the editing, filming, lighting and camera techniques that students have studied thus far. The key areas studied are institutions, audiences, representations.	Future Study Options in Years 11 and 12 - English - Visual Art (General) - Visual Art in Practice (Applied) Recommended Pre-requisites - Year 9 Media
<u>Assessment Technique</u> Unit 1: Short Film (Documentary) Treatment 200-400 words Production 2 – 5 mins Unit 2: Short Film Treatment 200-400 words Production 2 – 5 mins	

Australian Curriculum: Music	Future Pathway Options 
<u>Course Overview</u> In the study of Music, students acquire a variety of skills such as critical thinking and creativity, which they apply when composing and evaluating music. They also develop important personal and social skills, including self-management, cultural awareness, confidence, and leadership. Through regular performances, students gain valuable experience in stage presence, public speaking, and showcasing their musical talents. Year 10 Music is an exciting subject that stimulates the mind and fosters self-expression. It prepares students for a lifelong journey of learning and equips them to excel in the world of music performance. By regularly showcasing their skills on stage, students build confidence and poise, setting them up for success in future performances and beyond. This subject opens up endless possibilities for future musical endeavors. Semester Unit - <i>Music and Culture</i> - During this unit, students will enhance their capabilities and confidence in listening (aural), composing, and performing music. They will apply their music knowledge creatively, drawing inspiration from Australian and global musicians. - The unit celebrates diversity by exploring music from various cultures, historical periods, and locations, with a focus on the music of First Nations Australians. Students will develop self-evaluation skills, assessing their own practices and critically analyzing others' performances and compositions. - Throughout the semester, students will revisit essential elements of music, refining their performance style and advancing their abilities. They will have the unique opportunity to compose their own music, expressing their imagination, intellect, and emotions. - Students will present their performances to specific audiences, learning to engage with professional music practitioners and experiencing innovative live productions to spark their curiosity and imagination.	Future Study Options in Years 11 and 12 Music (General)
<u>Assessment Technique</u> Presenting and Performing - Students will perform a song from a specific culture, either individually or in groups. Creating and Making - Students will explore the art of composing simple melodies and graphic notation, incorporating elements of music inspired by the culture they have studied, either individually or in groups. Exploring and Responding: - Students will research music from a selected culture and create a multimedia presentation, supported by a 300–400-word music analysis. - They will aurally analyse and evaluate the use of music elements and concepts within a variety of genres using the provided stimulus materials in 600-800 word response.	Recommended Pre-requisites Prior music skill in either instrument, voice or application of music content creating (such as looping, Sony Acid, sound effects, etc.) is a requirement to study Music from Year 9 onwards. The College offers an Instrumental Music Program which is a recommended addition to the study of Music.

Brisbane Catholic Education: SEDA (By Invite Only)	Future Pathway Options 
<u>Course Overview</u> The Sporting Excellence & Development Academy (SEDA) allows our athletes to achieve a balance between their academic and sporting pursuits. SEDA provides our students with the opportunity to compete and perform at the highest level possible both on and off the sports field. Sports include Football, Netball m, Basketball and Rugby League. <u>Vision</u> The Sporting Excellence & Development Academy is committed to fostering an environment where athletes not only excel in their physical pursuits but also cultivate a strong moral compass. Ambition is the driving force behind our pursuit of excellence through sport, encouraging students to set lofty goals and work tirelessly towards achieving them. We believe in the power of commitment, not only to one's sport but to personal and academic growth. The Academy strives to instil pride in the College, our SEDA community and their team.	Future Study Options in Years 11 and 12 • Physical Education • Certificate III Fitness • Sport and Recreation
	Recommended Pre-requisites • Applicants must know the rules and have foundation skills • Playing in a club or at representative level will be beneficial
<u>Assessment Technique</u> Students will participate in a range of fitness and training or sport psychology strategies to enhance their understanding and ability in their chosen sport.	

Australian Curriculum: Spanish	Future Pathway Options 
<u>Course Overview</u> In Year 10, students further develop their proficiency in Spanish by building on prior learning across the key language modes of listening, speaking, reading, viewing, and writing. They refine their ability to communicate with greater fluency, accuracy, and confidence, engaging in meaningful interactions about personal, local, and global topics. Students are encouraged to use Spanish purposefully in a variety of authentic contexts, both face-to-face and online, and across formal and informal settings. Students access and create a wide range of spoken, written, and multimodal texts, drawing from both authentic sources and purpose-developed materials. These may include digital media, articles, films, short stories, podcasts, and social media content. With increasing independence, students choose and analyse materials suited to specific tasks, audiences, and purposes. Through language learning, students develop a deeper understanding of Spanish-speaking cultures and communities. They reflect on how cultural perspectives shape communication, identity, and worldview—both their own and others'. This intercultural awareness enhances their ability to interpret and express meaning appropriately and sensitively across languages and cultures.	Future Study Options in Years 11 and 12 Spanish
	Recommended Pre-requisites Year 9 Spanish
<u>Assessment Technique</u> Creating Texts: - Speaking - Writing Understanding Texts: - Listening - Reading	

Australian Curriculum: Visual Art	Future Pathway Options 
<u>Course Overview</u> During Year 10, students develop the skills necessary for successful completion of the senior Visual Arts course. Students refine and resolve their understanding, techniques and processes that extend their practice to reflect a personalised style and meaning. Students will find inspiration through personalised experiences and a focus on Australian identity to inform their artmaking practice. Students investigate and evaluate how artists from across time and cultures represent and challenge ideas and meaning as a basis for understanding. Unit 1 – Portraiture Throughout this unit, students will explore the history of portraiture by appropriating practices and processes from various art movements. They will create their own self-portraits, drawing inspiration from the techniques, styles, and processes of artists throughout history. This unit aims to deepen students' understanding of art history, enhance their technical skills, and encourage personal expression. Unit 2 - Structure & Texture Students will then explore various techniques and methods to manipulate clay, learning how to create intricate textures and surface designs that add depth and interest to their artmaking. They will study different architecture and surface textures to apply to their own sculptural artwork.	Future Study Options in Years 11 and 12 • Visual Arts (General) • Visual Arts in Practice (Applied) Recommended Pre-requisites • Must be achieving 'at standard' in Visual Art
<u>Assessment Technique:</u> Portraiture Essay • Students will analyse and evaluate portraiture techniques through artists studied in class and their own research to respond to a 400-600 word essay question. Resolved Portrait • Students explore different portraiture techniques to create a resolved self-portrait that communicates themes of identity. Their portrait must be accompanied by a 200-word artist statement that analyses and justifies meaning. Experimental Folio • Students engage in a range of workshops and activities in class and document and reflect on their learning in their Visual Diary for submission. Resolved Sculpture • Students manipulate clay techniques to create a resolved sculpture that explores elements of architecture and surface texture explored in class. Their sculpture must be accompanied by a 200-word artist statement that analyses and justifies meaning.	

How we support our students to make informed choices

In addition to these assessment tasks, students have also been exploring future pathways in their stretch classes through The Learning Dashboard (TLD). This platform encourages thoughtful reflection, helping students make informed choices about subjects that align with their aspirations and interests. Parents are invited to log in to their student's dashboard and select the TLD tile to view their students' responses to key questions around future pathways and goals. Engaging with The Learning Dashboard is a valuable step in guiding students towards subject selections that best support their individual ambitions and potential.

Student preview: Year 9 Mentor Meeting

Progress: Not Started

Goal category: Not selected

Teacher comment

Teacher comment section will only show for students when a staff member has added a comment.

Semester 1 Results - Strengths

What were your most successful Semester 1 subjects?

No Response Provided.

Semester 1 Results - Opportunities

What were some subjects or areas that you need to improve?

No Response Provided.

Numeracy

How are you travelling in Maths classes? Do you enjoy maths?

No Response Provided.

Literacy

What have been your most successful assessments? Why?

No Response Provided.

Science

What Science strands do you enjoy? Biology, Chemistry, Earth Science or Physics. Do you get good results in Science?

No Response Provided.

Specialisations

In Year 10, What are the electives you might need based on your future interest and pathways?

No Response Provided.

*All students must use the
Subject Selection Online
process for selecting subjects
for 2026.*

***No paper copies will be
accepted.***