



# YEAR 10 - 2026

## Subject Selection Handbook

# Contents

From The Head of School (Secondary Phases Focus) .....	4
The College Mission Statement.....	5
Student Faith Formation .....	5
Student Wellbeing.....	5
Information for Students and Parents.....	6
Overview of Elective Structure.....	6
Year 9 - 12 Subject Progressions and Pathways .....	7
QCE and Tertiary Entrance Systems .....	8
Senior Learning Pathways .....	8
Strategies for Choosing Subjects .....	9
My Year 10 Course Design.....	11

## **FULL YEAR MANDATORY CORE SUBJECTS**

Religion 10RE.....	12
English 10ENG .....	13
Mathematics 10MAT.....	14
Health and Physical Education (HPE) Core 10HPE.....	15

## **FULL YEAR ELECTIVES**

Japanese 10JPN .....	16
----------------------	----

## **SINGLE SEMESTER ELECTIVES**

### **SCIENCE**

Science: Biology 10SCIC2.....	17
Science: Chemistry 10SCIC3 .....	18
Science: Marine Studies 10SCIC4 .....	19
Science: Physics 10SCIC5.....	20
Science: Science in Practice 10SCIC6.....	21
Science: Applied Science 10SCIC7.....	22

### **HUMANITIES**

Geography 10GEO.....	23
History 10HIS.....	24
Big History: A Short Course in Big Ideas 10HISC2 .....	25
Civics and Citizenship 10CIV.....	26
Economics and Business 10ECBUS.....	27

# Contents

## THE ARTS

Dance 10DAN .....	28
Drama 10DRA .....	29
Music 10MUS .....	30
Visual Art 10VARTS .....	31
Media Arts 10MEDA .....	32

## HEALTH AND PHYSICAL EDUCATION

HPE: Sport Science 10HPEM .....	33
HPE: Sports Coaching 10HPEP .....	34

## TECHNOLOGY

Dit: Science Technology Engineering and Maths 10STEM .....	35
Design: Innovation 10DTC2 .....	36
Design: Food Specialisation 10DTFS .....	37
Design: Metal & Engineering 10DTENG .....	38
Design: Wood & Materials 10DTMAT .....	39

## VOCATIONAL EDUCATION AND TRAINING

Certificate I in Hospitality .....	40
VET information .....	42
Payment of Certificate Course Costs .....	44
Unity College Refund Policy .....	45

## SUBJECT SELECTION

Making Your Selections Online .....	46
Elective Subject Selection Process and Timeline Overview .....	47

## From The Head of School (Secondary Phases Focus)

Dear Parents and Students

Welcome to Year 10! This year presents many exciting learning and formation opportunities for students. Becoming more independent as learners and understanding more about their interests, strengths, aspirations, and possible career choices are the key priorities for Year 10. With the increased course specialisation available, students have multiple opportunities to consolidate the skills that will equip them to select and navigate the most appropriate pathway through Year 11 and 12.

Wellbeing strategies continue, with an emphasis on growing in an understanding of self in the context of the world, active team contribution and of making positive everyday choices. The Year 10 Pastoral Care Program focuses on service, knowing oneself and exploring future careers. Work Placement provides another formative avenue during which students can learn more about themselves. Faith Formation experiences strive to develop a more grounded sense of how each student lives their core values and strengthens their capacity to navigate the personal and moral complexities that come with their growing adolescent freedom.

Learning experiences are planned around the development of strong subject discipline knowledge and skills to serve as effective entry points to further learning. Literacy, numeracy and being able to present and hold an articulate point of view within a subject discipline underpin the curriculum experiences in Year 10.

This Handbook is an important resource to assist students in making informed choices around their pattern of study in Year 10. It is important to read the learning requirements of each course being offered to make these determinations.

During Term 3, Year 10 students will complete a Senior Education and Training Plan (SET Plan). The plan is finalised by the end of Year 10 and is agreed upon between the student, their parents, and the College. The SET Plan is a clear articulation of current pattern of learning, career aspirations, desired learning pathway and nominated subjects for study throughout Years 11 and 12. A key aspect of Year 10 is to explore whether students are drawn towards pursuing a university entrance pathway or seek the development of work readiness skills and further training through TAFE (or other RTOs). This second pathway can be done in conjunction with a Traineeship. This understanding will significantly assist in their SET Plan process.

Year 10 students are transitioning into the Senior Years which involves increased subject specificity and academic demand. Good routines, encouragement to persist with learning at home and regular targeted practice will support students in becoming more self-reliant and confident in their learning. This foundation will be an important preparation strategy for their Year 11 and 12 Senior pattern of study.

We welcome our young people to this exciting time of their Year 10 education as they seek to acquire worthwhile qualifications and skills that equip them for the future phase of their lives beyond school. As partners in your student's education, Unity College staff look forward to the ongoing learning journey of preparing dynamic young people with the skills to transform their future world.

Yours sincerely,



Jessica Lusk

Acting Head of College (Secondary Phases)



# The College Mission Statement

Unity College aims to be a welcoming and supportive community of people who respect ourselves, others, and the environment. This is evidenced through our Mission Statement:

“We are a learning community, inspiring, uniting and succeeding through Christ.”

## Student Faith Formation

As an Ecumenical College, Unity College seeks to provide a developmental experience of the wisdoms of both the Catholic and Uniting Churches for students and their families. Our college endeavours to be a place where all involved encounter the mission and outreach of both traditions through supportive pastoral care and the experience of a rich Christian community. The charism of Unity’s unique Celtic Christian Spirituality is based on our six virtues: Welcome, Prayer and Contemplation, Circle, Reverence for Nature, Hospitality, Wonder and Awe. The two core participating traditions journey together towards the unity Christ desires for all by identifying common Church teachings, while at the same time recognising and celebrating the differences that exist in each denomination.

## Student Wellbeing

Student wellbeing is an integral part of the College Mission. It is experienced whenever the people within our community interact to make positive choices. Pastoral Care draws together all aspects of student wellbeing – spiritual, academic, social, and physical. At its centre are meaningful relationships that are built on trust and compassion. Programs are in place to assist each student to develop into young men and women who can, and will, contribute to both the local and global communities. An underlying principle of Pastoral Care is that each student is an individual with particular needs; and it is the day-to-day care of each student and their needs that is paramount.

At Unity College, when your child is enrolled, they are placed into a Pastoral Care group and a House group. This Pastoral Care group meets daily, each morning, with their Pastoral Care teacher. Pastoral Care teachers come to know your child well. These relationships are particularly important at transition times in your son’s or daughter’s learning journey at Unity College. Your child’s Pastoral Care teacher and peer group can offer support and encouragement during challenging times, as well as celebrate the good times in life.

Each year level engages in a range of activities and programs to promote student wellbeing. This will include a mix of retreats, incursions, excursions, camps, and guest presenters.

As our Secondary Phase students grow and develop, our aim is to assist them to come to know and understand themselves more, so they are ready to face the challenges beyond school. Pastoral Care helps promote the wellbeing of all students.

# Information for Students and Parents

## Choosing Year 10 Areas of Study

The timetable for 2025 will take the format of a 10-day (two week) cycle consisting of 50 periods.

All students in Year 10 study the mandatory core subjects of Religion, English, Mathematics and Health & Physical Education. Students will also study a selection of semester long subjects from other Learning Areas to ensure that a breadth and depth of learning occurs. The selection requirements of elective subjects are outlined below.

## Overview of Elective Structure

### Year 10 Elective Subject Selection Requirements

Year 10 students must choose courses/subjects according to the following pattern of study:

- **1 semester of a science course** \*(see [points to note #2](#) below for those interested in an electrical apprenticeship or Defence Force trade pathway)
- **Up to 5 additional electives from any KLA**

A list of the proposed electives from each of the Learning Areas showing the possible pathway progressions are listed on the next page. In most cases it is helpful (but not a requirement) to have completed prior study in an elective subject leading into Year 10. Please read the subject descriptions carefully for any compulsory prerequisite study.

## Subject Progression and Pathways Points to Note

1. Student demand and College resourcing always determine whether a subject will be run in any particular year. This is especially relevant for new offerings in the College where the level of student interest is unknown at this stage.
2. If looking to pursue a school-based electrical apprenticeship or a Defence Force trade pathway, a year of Year 10 Science is required (including Physics). This means that students need to study two Science electives.

# Year 9 - 12 Subject Progressions and Pathways

Denotes: **Core Subject**

\*Denotes: **Applied Subject**

#Denotes: **Semester Course**

+Denotes: **Full Year Course**

Study Field	Year 9	Year 10	Senior
English	English	English	Essential English*
			English
			English Literature
Mathematics	Mathematics	Mathematics	Essential Mathematics*
			General Mathematics
		Mathematics Extension	Mathematical Methods
			Specialist Mathematics
Religion	Religious Education	Religious Education	Religion and Ethics*
			Study of Religion
			Certificate III in Christian Ministry
Science	Science	Chemistry	Chemistry
		Physics	Physics
		Biology	Biology
		Marine Science	Marine Science
		Science in Practice / Applied Science	
Humanities	History	History <sup>#</sup>	Ancient History
		Big History <sup>#</sup>	Modern History
		Geography <sup>#</sup>	Geography
		Civics and Citizenship <sup>#</sup>	Legal Studies
			Certificate IV in Justice Studies
	Economics and Business	Economics and Business	Business
			Social and Community Studies*
Arts + Media	Dance <sup>#</sup>	Dance <sup>#</sup>	Dance
			Dance in Practice*
	Drama <sup>#</sup>	Drama <sup>#</sup>	Drama
			Drama in Practice*
	Visual Art <sup>#</sup>	Visual Art <sup>#</sup>	Visual Art
	Music <sup>#</sup>	Music <sup>#</sup>	Music
	Media Arts <sup>#</sup>	Media Arts <sup>#</sup>	Certificate III in Visual Arts (Photography specialisation)
	Japanese <sup>#</sup>	Japanese <sup>+</sup>	Japanese
Physical Education	Health & Physical Education <sup>#</sup>	Health and Physical Education Core	Physical Education
			Certificate II in Health Support + Certificate III in Community Services
		Sport Science <sup>#</sup>	Physical Education
		Sports Coaching <sup>#</sup>	Certificate III in Fitness
Technologies and Design	Dit: Science Technology Engineering and Maths (STEM) <sup>#</sup>	Dit: Science Technology Engineering and Maths (STEM) <sup>#</sup>	Digital Solutions
	Design: Metal & Materials <sup>#</sup>	Design: Metal & Engineering <sup>#</sup>	Engineering Skills*
			Certificate III Engineering Technical
	Design: Wood & Materials <sup>#</sup>	Design: Wood & Materials <sup>#</sup>	Furnishing Skills*
			Certificate III Engineering Technical
	Design: Graphics <sup>#</sup>	Design: Innovation <sup>#</sup>	Certificate III Engineering Technical
	Design: Food and Materials <sup>#</sup>	Cert I in Hospitality <sup>#</sup>	Certificate II Hospitality
			Certificate III Events
	Design: Food and Materials <sup>#</sup>	Design: Food Specialisation <sup>#</sup>	Food & Nutrition

# QCE and Tertiary Entrance Systems

Students moving into Year 10 will be part of the Queensland Senior Schooling Structure leading to the Queensland Certificate of Education (QCE). It is internationally recognised and provides evidence of senior schooling achievements.

Senior pathway planning starts in Year 10, when schools work with students and their parents/carers to develop a Senior Education and Training (SET) plan or equivalent. A SET plan helps students structure their learning around their abilities, interests, and ambitions. It details what, where and how students will study in Years 11 and 12.

For more information on the Queensland Certificate of Education (QCE) and tertiary entrance systems, please visit the [QCAA \(Queensland Curriculum Assessment Authority\) website](http://www.qcaa.qld.edu.au).

## Senior Learning Pathways

In Year 11 and 12, students will have two broad pathways available to them:

University Entry Further Learning Pathway	Work Readiness and Further Training Pathway
Students who wish to move from school to university to acquire degree level or higher qualification(s) are advised to select a pattern of study that makes them eligible for university via an ATAR (Australian Tertiary Admission Rank) score at the end of their senior phase of school.	Students who are seeking to move to work or an apprenticeship and further training (through TAFE or other providers) after school are advised to select a study pattern with embedded work readiness skills to best equip them for this pathway. (NOTE: Further training may make students eligible to study at university at a future time upon successful completion of that training.)
<p>Students would study according to this pattern:</p> <ul style="list-style-type: none"> <li>A minimum of 5 General subjects</li> <li>The 6<sup>th</sup> subject may be: <ul style="list-style-type: none"> <li>a) another General Subject</li> <li>b) an Applied subject (Applied Subjects will not be weighted as highly as General Subjects in their contribution to the ATAR score.)</li> <li>c) a Certificate Course (Only Cert III or IV Courses will contribute to an ATAR score, and they will not be weighted as highly as General Subjects in their contribution.)</li> </ul> </li> </ul> <p>Please note:</p> <ol style="list-style-type: none"> <li>It is also possible to gain an ATAR score with 4 General subjects and an Applied or Certificate III or IV course; however, this is unlikely to achieve as high an ATAR score.</li> <li>There are additional ways for a student to enter some university courses and these are university specific. These will be explained to students in information sessions.</li> </ol>	<p>Students would study according to this pattern:</p> <ul style="list-style-type: none"> <li>A Traineeship with embedded training and a selection of other courses so the total study pattern comes to an equivalent of 6 subjects.</li> <li>Participation at the Trade Training Centre or enrolled in other full day programs and a selection of other courses so the total study pattern comes to an equivalent of 6 subjects.</li> <li>Any combination of Certificate, Applied and General subjects so that the total study pattern comes to an equivalent of 6 courses.</li> </ul> <p>Please note: As this is a very individual and flexible pattern of study, career guidance and advice on subject selection will be provided to each student according to their specific needs and aspirations within these broad guidelines.</p>

In either pathway, students are required to study a Religion, English and Mathematics subject along with three other subjects according to one of the above patterns of study. Keep this in mind when selecting subjects for Year 10, as this forms an integral preparation for continued study in the Senior Phase of Learning.



## Strategies for Choosing Subjects

Students are advised to select subjects and courses based on the following criteria:

- The subjects are of **interest**, **success happens** in them and there is a **willingness to work hard** in them. For example, Extension Mathematics requires hard work (even for a student who likes the subject) to be successful.
- What may interest them or may lead to **possible career directions**. For example, thinking about becoming a carpenter suggests that a course in Design: Wood is advantageous.
- The **match to the learning style** that happens within the subject area. For example, extensive reading and synthesis may suit some students, while designing and making may suit others.
- The **skills development** that will be built for Year 11 and 12 courses. For example, it is particularly important if Japanese is being considered in Year 11 and 12 that Japanese is studied in Year 10.

Students are advised to research each subject carefully by reading the outlines, looking at the texts and materials used, examining projects produced in those subjects, talking to current teachers of that subject, and asking students who may have studied it previously about their experiences.

**It is important to read the learning requirements of each course being offered to make these determinations.**

## Reflecting on your current evidence of learning

To assist in reflecting upon individual strengths, interests and career connections, students are asked to complete the following activities to prepare them for subject selection.

List your Year 9 Semester One subjects and results. Consider whether you worked to the best of your ability in these subjects and whether each subject is relevant to future directions.

Subject	Result	Does my result reflect my best effort? Explain your answer.	How does this link to future pathway options?
English			
Mathematics			
Religion			
Humanities			
Science			
HPE			

Visit the [Unity College Careers Website](#)

Information on career targets, careers, courses, and scholarships can be found on the interactive features of the home page.

Explore future career directions by taking this [explore careers quiz](#). Explore suggested occupations and their required skills and education. Record your results in the table below.

Area	Percentage	Industries and Occupations to explore

**Consider the links between these areas and available subjects:**

List 3 careers or occupations of interest. Identify subjects that relate to these fields. The [MyFuture](#) website is a reliable source of information (including educational requirements / tertiary courses) for a wide range of occupations.

Occupation / Industry	Related school subject areas

**Useful websites include:**

[TAFE QLD](#)

[QTAC](#) (Queensland Tertiary Admissions Centre)

[MyFuture](#)

[Good Universities Guide](#)

[School-based apprenticeships and traineeships](#)

[Unity College Pathways](#)

**Points to note:**

Before selecting subjects, students should carefully read the Course Outlines in this handbook. They should also note the following points:

- If insufficient students opt for a given subject, it may not be offered.
- The electives chosen for the curriculum each year will be arranged on lines and students will then be asked to select one subject from each line. It is quite likely that two subjects which a student wishes to take may occur on the same line. **A choice will then have to be made between the two subjects.**
- Lines are structured according to student needs. Students are asked to think through their preliminary selections carefully. They also need to understand that there may need to be some flexibility in making final subject choices.
- Quota restrictions apply to all subjects and **selection of an elective does not guarantee a place in the subject.**

# My Year 10 Course Design

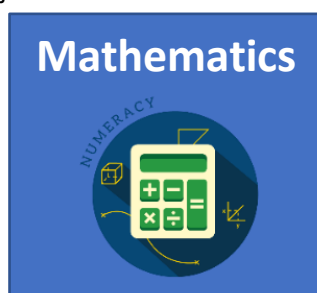
Use this page to plan your Year 10 subject selections in readiness for '[Subject Selection Online](#)'. All students will automatically be enrolled in the following mandatory core subjects.



## Religion



## English



## Mathematics



## Health & PE

### Step 1: Science

All students need to study at least one **Science** course in Year 10. Select your **one (1)** preferred '**Science**' course.

Science	
	Biology
	Chemistry
	Marine Science
	Physics
	Science Applied
	Science in Practice

### Step 2: Elective Selections

Please note the following before making your selections:

- Japanese **must** be studied as a full-year subject and will count as 2 elective choices.

Now select four (5) electives in order of preference from the following options:

	Japanese (*FULL YEAR)		Design: Food Specialisation
	Music		Certificate I in Hospitality
	Dance		History
	Drama		Economics and Business
	Media Arts		Geography
	Visual Art		Civics and Citizenship
	Sports Science		Big History
	Sports Coaching		Biology
	DIT: Science Technology Engineering & Maths		Chemistry
	Design: Metal & Engineering		Marine Science
	Design: Wood & Materials		Physics
	Design: Innovation		Science Applied
			Science in Practice

### Step 3: Reserve Science choice

Now select a reserve choice for Science.

Science (Biology, Chemistry, Marine, Physics, Science in Practice or Applied Science)	
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### Step 4: Reserve elective subject choices

Choose **two (2)** '**Reserve electives**' that you haven't already selected in the previous steps.

General Reserve 1:	General Reserve 2:
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# Religion 10RE



Subject Area	Religion	Length	2 semesters
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Year 10 Religion will prepare students for Year 11 and 12 pathways with appropriate content delivery and expectations. It seeks to develop the religious literacy of students in light of the Catholic/Uniting Church Christian traditions, so that they might participate critically and authentically in contemporary culture.

## Pathways to Senior Subjects

- Study of Religion
- Religion and Ethics
- Certificate III Christian Ministry and Theology

## Learning experiences

Students will:

- Analyse how the Church has responded to a range of emerging threats to both human ecology and environmental ecology
- Explore an understanding of community, symbol and meaning through an analysis of the Catholic and Uniting Church rituals of Eucharist
- Develop and justify personal responses to the Holocaust and environmental disaster using Catholic Social Teachings and reasoned judgments of conscience
- Use evidence from Old Testament and New Testament texts to explain different representations of the "Mystery" of God using the Arts
- Explore core beliefs and practices of the major religions (Christianity, Islam, Judaism, Hinduism, and Buddhism) and how these reflect the human understanding of God or the 'Other'
- Participate in a variety of personal and communal prayer experiences.

## Assessment

- Multimodal presentation
- Short response examinations / Response to stimulus examination
- Portfolio of written and created artwork
- Children's Storybook

## This subject caters to

This course explores the four strands of Sacred Texts - Christian Life - Beliefs - Church and will provide the basis for Religious Education subjects in Years 11 and 12.

## Career Aspirations

Communications, Teaching, Journalism, Sociology, Psychology, Archeology, History, Ministry, Health.

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.



# English 10ENG



Subject Area	English	Length	2 semesters
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During the year, students will have the opportunity to demonstrate Australian Curriculum criteria associated with the Learning Area of English. All students will be taught from the ACARA Year 10 syllabus embedding the criteria of Language, Literacy and Literature. They will develop a range of literacy practices to help them become active and informed citizens who are able to participate as lifelong learners in a rapidly changing world. The concepts or topics explored in the curriculum will complement and enhance other Learning Areas. In Semester 2, students will be invited to prepare for an ATAR English (university) or Essential English (vocational) pathway in Year 11 and 12; based on their results in Semester 1.

## Pathways to Senior Subjects

- General English
- English Literature
- Essential English

## Assessment

- Expository essays
- Creative writing
- End of term exams
- Multimodal presentations

## This subject caters to

Core subject (All students)

## Career Aspirations

Writer, Film and TV Editor, Law Clerk, Education Aide, Art Critic, Film Critic, Journalist, Interpreter, Lawyer, Librarian, Translator, Theatre Critic, Teacher, Speech Pathologist, Sociologist, Publisher, Secretary, Stage Manager, Tour Guide, Tourist Information Officer, Public Relation Officer, Project Administrator, Literature Critic, Media Presenter, Publicity Agent and many more!

## Resources required

Student supplies laptop and stationery.  
College supplies texts and study materials.

# Mathematics 10MAT



Subject Area	<b>Mathematics</b>	Length	<b>2 semesters</b>
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The organisation of the Year 10 Mathematics course has been designed to accommodate an increased scope for academic extension for students seeking to pursue Mathematics Methods and/or Specialist Mathematics in Year 11 and 12. This structure will allow entry and exit points after Term 1 for students achieving prerequisite grades for Extension Pathway Eligibility. All students will be taught from the ACARA Year 10 syllabus until the end of Semester 1 with the variation in extension pathway in both terms. In Semester 2, students will be invited to study Pre-Essential Mathematics, Pre-General Mathematics or Pre-Mathematical Methods based on results in Semester 1.

## Pathways to Senior Subjects

- Mathematical Methods
- Specialist Mathematics
- General Mathematics
- Essential Mathematics

## Learning experiences

- Apply number and algebra skills to describe simplify and solve algebraic expressions and equations. Explore linear and quadratic equations and functions in Pre-Mathematical Methods. Solve problems involving compound interest including the use of technology.
- Solve right angle triangle problems using trigonometric properties including angles of elevation and depression. Solve problems involving surface area, volume, and composite shapes. Formulate proofs and apply logical reasoning to congruency and similarity in Pre-General Mathematics.
- Critically evaluate statistical information including the use of box plots and develop intuitions about data including bivariate data. Use correct probability language and determine probabilities including two and three step experiments.

## Assessment

- End of term and semester exams
- An assignment during the course

## This subject caters to

Core subject (all students)  
Students will need to demonstrate a B standard or better to continue to study Pre-Mathematical Methods in semester 2.  
Students will need to demonstrate a C standard or better to study Pre-General Mathematics in semester 2.

## Career Aspirations

All careers involve some level of Mathematics. Science courses at a university level require a knowledge of Mathematical Methods. Engineering courses at a university level require a knowledge of Specialist Mathematics.

## Resources required

Student supplies laptop and stationery including a CASIO *fx-82AU PLUS II* scientific calculator. College supplies texts and study materials.

# Health and Physical Education (HPE) Core 10HPE



Subject Area	<b>Health &amp; Physical Education</b>	Length	<b>2 semesters</b>
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In Year 10 HPE, students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image, and behaviours associated with substance use. Whilst investigating, students recognise the importance of assertive communication, help-seeking strategies, and support services.

Throughout this year, students also explore the importance of positive and respectful relationships. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

In the practical physical education component, students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli, and challenges. Students refine and consolidate their leadership, teamwork, and collaborative skills through participation in a range of physical activities.

## Pathways to Senior Subjects

- Physical Education
- Social and Community Studies
- Certificate III in Fitness
- Certificate II in Health Support Services

## Learning experiences

Students will:

- Explore the importance of positive and respectful relationships and their role in maintaining these
- Investigate the importance of wellbeing and how this can be improved by positive lifestyle choices such as regular fitness, exercise, healthy eating and respectful relationships
- Use an inquiry approach to understand the role of leadership and how this can be developed in and outside of the classroom including practical sporting settings and within social groups
- Be involved in a variety of sporting contexts in which they will refine their movement sequences to solve challenging problems within a game or sport.

## Assessment

Students will demonstrate knowledge of learnt concepts through a variety of assessment types such as multimodal presentations, podcasts and a highlight reel of movement sequences.

## This subject caters to

Empowering students to make healthy choices in regard to their wellbeing which includes their physical, emotional, and social health.

## Career Aspirations

Exercise Science, Physiotherapist, Sports Medicine, Sports Administration, Exercise Physiology, Nutrition and Wellbeing, Nursing, Paramedic, Sports Coaching, Fitness and Functional Training, Physical Education, Primary Teaching.

## Resources required

Student supplies laptop stationery and sports uniform.  
College supplies learning materials.

# Japanese 10JPN



Subject Area	Japanese	Length	2 semesters
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The Year 10 Senior Japanese Foundation Course has been designed in line with the Australian National Curriculum and aims to give students the necessary grounding for continuing language studies in Senior Japanese. Learning experiences will be provided through media presentations, interactive resources, group work/pair work and teacher lead tutorials. Students will have the opportunity to explore Japanese traditional culture and cuisine on a restaurant/karaoke excursion and in-class cooking lessons.

## Pathways to Senior Subjects

- Japanese
- English

## Learning experiences

Students will:

- Develop grammatical knowledge and understanding to enable them to become independent linguists and develop the resources and skills to acquire further languages
- Learn the language of Japanese in functional, real-world context using role-play to acquire 'transactional' language such as eating out, shopping, and asking for information.

## Assessment

Listening, Reading, Speaking and Writing exams and assignments

## This subject caters to

This will appeal to students who have an interest in the wider world, the cultures of other countries and foreign travel. Students should have a good homework routine and be organized and methodical learners to experience success from ongoing language acquisition.

## Career Aspirations

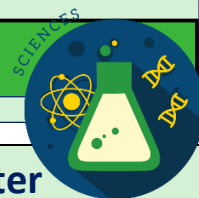
Linguist/Interpreter, Travel and Tourism, International Relations, International Business, Flight Attendant, Foreign Correspondent, Teacher

## Resources required

Student supplies laptop, iiTomo 3.4 Activity Book and stationery.  
College supplies course book and study materials.



# Science: Biology 10SCIC2



Subject Area	Science	Length	1 semester
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The first half of this unit investigates the basic science behind DNA, genetics and evolution, and the links between some of our closest relatives, and most distant ancestors, from the pre-Cambrian rangeomorphs to chimps and bonobo monkeys. How can animals and plants adjust to climate change?

In the second half of the unit, students will undertake a series of dissections, experiments and research investigating a specific organ system of the human body, comparing it to similar systems in other animals.

## Pathways to Senior Subjects

- Marine Science
- Biology

## Assessment

- Student Experiment
- Research Investigation
- End of Unit Exam

## Learning experiences

- Practical experiments
- Investigations
- Research Tasks

## This subject caters to

Students with an interest in science and who enjoy linking practical work to theory. Students should have good academic abilities in science, reading and writing.

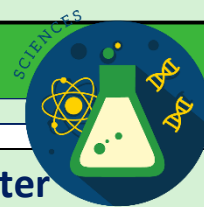
## Career Aspirations

Health Sciences, Science, Ranger, Zoologist, Teacher.

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.

# Science: Chemistry 10SCIC3



Subject Area	Science	Length	1 semester
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The course will be divided into two sections: basic organic chemistry (with a focus on hydrocarbons and fuels) and inorganic chemistry (with a focus on ions). The students will engage in a range of practical activities where they will utilise solubility rules to predict precipitates in various chemical reactions, become familiar with a range of commonly used chemicals in the laboratory and write balanced chemical equations. Students intending to study senior chemistry are advised to study Chemistry in Year 10.

## Pathways to Senior Subjects

- Chemistry
- Biology
- Marine Science
- Physics

## Assessment

- Student Experiment
- Research Investigation
- End of Unit Exam

## Learning experiences

- Practical experiments
- Investigations
- Research Tasks

## This subject caters to

Students with an interest in science and who enjoy linking practical work to theory. Students should have good academic abilities in science, reading and writing.

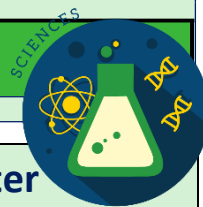
## Career Aspirations

Health Science, Engineering, Pharmacy, Science, Teaching

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.

# Science: Marine Studies 10SCIC4



Subject Area	Science	Length	1 semester
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Let's dive deep into the underwater world. Marine science combines all of the sciences together to focus on our oceans and their role in maintaining the balance of life on earth. Have you ever wondered what lies far beneath the waves - from dangerous marine creatures to weird and wonderful deep-sea aliens? This course will be focusing on the practical skill of snorkeling taught in a pool; climate change and its impacts on our oceans; marine classification and adaptations; dangerous marine creatures; the deep-sea floor; and the alien creatures that live in these depths.

## Pathways to Senior Subjects

- Marine Science
- Biology

## Assessment

- Marine Science Skill – Snorkeling
- Research investigation
- Student experiment
- End of unit exam

## Learning experiences

- Practical experiments
- Investigations
- Research Tasks

## This subject caters to

This course is an excellent introduction into Year 11 and 12 Marine Science. If you love the marine environment and have a strong interest in Environmental Sciences, then this is the course for you.

## Career Aspirations

Marine Biologist, Marine Tourism and Education Officer (SeaWorld and SeaLife), Park Ranger, Marine Tourism, Environmental Science, Zoologist, Ocean Engineering, Ocean Mapping, Fisheries Industry, Research etc.

## Resources required

Student supplies laptop and stationery.  
College supplies handouts, written materials, and guest speakers.

# Science: Physics 10SCIC5



Subject Area	Science	Length	1 semester
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The first half of this unit describes how the big bang theory models the origin and evolution of the universe. Students analyse the supporting evidence for various theories such as The Big Chill, The Big Crunch and Dark Matter. Students also investigate the different waves and their practical uses.

In the second half of the unit, students investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects. They will investigate how different factors influence momentum and relate these to the safe design of vehicles.

## Pathways to Senior Subjects

- Chemistry
- Physics

## Assessment

- Research Investigation
- End of Semester exam
- Student Experiment

## Learning experiences

- Practical experiments
- Investigations
- Research Tasks

## This subject caters to

This will appeal to students who enjoy science and math investigations and are interested in developing their science investigation and literacy skills. Students should have the ability to work independently and in teams and show initiative.

## Career Aspirations

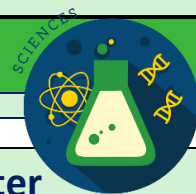
Engineer, Physicist, Climatologist.

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.



# Science: Science in Practice 10SCIC6



Subject Area	Science	Length	1 semester
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Science in Practice engages students in real-world applications of science through hands-on projects and investigations. It focuses on developing practical skills, scientific thinking, and an understanding of science-related careers. In Term 1, students explore the science of food, investigating how microbes are used in making yoghurt, cheese, bread, and ginger beer. They examine how different ingredients and techniques influence flavour and quality, culminating in a practical project on ginger beer. In Term 2, students study forensic science, learning techniques such as fingerprinting, chromatography, and DNA analysis. They apply these skills in a mock crime investigation, analysing evidence to help solve the case. The course emphasises inquiry-based learning and connects scientific theory with practical outcomes in everyday and workplace contexts.

## Pathways to Senior Subjects

- Science in Practice is for students who have a keen interest in science. Suitable for all students regardless of whether they wish to do General Science in Years 11 and 12.

## Assessment

- Practical project
- Applied investigation

## This subject caters to

This will appeal to students who like to work practically and are interested in learning about science in the real-world in a hands-on way. This subject will involve learning through practical application of science in a lab.

## Career Aspirations

Park Ranger, Forestry, Farm Management, Plant Nursery and Landscaping, Environmental Management, Water Management, Landscape Architecture, National Parks and Wildlife, Armed Forces and laboratory technician .

## Resources required

Student supplies laptop and stationery.  
College supplies handouts and written materials.

# Science: Applied Science 10SCIC7



Subject Area	Science	Length	1 semester
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The General Science program provides students with a broad range of scientific concepts across the disciplines of biology, chemistry, physics, and Earth and space sciences. Through inquiry-based learning and hands-on investigations, students develop a deep understanding of the natural world and the processes that underpin scientific discovery. Students explore topics such as heredity and genetic diversity, the theory of evolution, and the origin and evolution of the universe. They examine global climate change, identifying patterns and causal factors, and apply Newton's laws of motion to predict the behaviour of objects in systems. In chemistry, students investigate periodic table trends, predict chemical reactions and explore how changing conditions affect outcomes.

## Pathways to Senior Subjects

- Applied Science is for students who are unlikely to choose a General Science in Years 11 and 12.

## Assessment

- Practical project
- Applied Investigation
- Mini quizzes

## This subject caters to

This will appeal to students who like to work practically and are interested in learning about the role of scientific discoveries in a hands-on way. This subject will involve learning through practical application of science in a lab or in the real world.

## Career Aspirations

Park Ranger, Forestry, Farm Management, Plant Nursery and Landscaping, Environmental Management, Water Management, Landscape Architecture, National Parks and Wildlife, Armed Forces and laboratory technician .

## Resources required

Student supplies laptop and stationery.  
College supplies handouts and written materials.

# Geography 10GEO

Subject Area	Humanities	Length	1 semester
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This subject is designed to offer a wide range of topics to promote the student's awareness of the biophysical world they live in both nationally and globally, and the issues facing us in trying to protect our unique natural environments for the future. The course is designed to promote an inquiry approach to learning as students investigate issues and problems that stem from the relationships and interactions between people and their environment.

## Pathways to Senior Subjects

- Geography
- Marine Science
- Biology
- Study of Religion
- Modern History
- Ancient History
- English



## Assessment

- Field report – Pumicestone Passage
- Response to Stimulus Exam

## This subject caters to

This subject will appeal to students who want to explore and care for the world we live in. Students should have a strong ability to read for meaning and be interested in analysing and transforming data.

## Career Aspirations

Mining, Tourism/Travel Industry, Surveying Assistance, Draftsperson, Park Ranger, Forestry, Farm Management, Plant Nursery and Landscaping, Environmental Management, Water Management, Environmental Science, Marine Science, Landscape Architecture, Town Planning, National Parks and Wildlife, Zoology, Meteorology, Cartography, Foreign Affairs and Trade, Journalism, Anthropologist, Primary and Secondary Teaching.

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.

# History 10HIS



Subject Area	Humanities	Length	1 semester
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The Year 10 History course is an Australian Curriculum course entitled 'The Modern World and Australia' that focuses on the dramatic changes that happened in the 20<sup>th</sup> Century. The focus is on the study of history through the critical analysis and evaluation of evidence from a range of sources. The course contains two depth studies. The depth studies topics range from WWII Resistance to Nazism, to Indigenous Rights and Freedoms in Australia. The course enables students to extend both their historical knowledge and analytical skills as well as critical thinking skills before they move into their senior subjects.

## Pathways to Senior Subjects

- Ancient History
- Modern History
- Study of Religion

## Assessment

- Source interrogation
- Response to stimulus exam

## This subject caters to

This will appeal to students who enjoy history and are interested in developing their knowledge about the world, analysis, and research skills. Students should have a strong ability in research skills and ability to form opinions based on evidential reasoning.

## Career Aspirations

Critical and creative thinker, Diplomat, Historian, Teacher, Film Writer, Actor, Journalist, Travel Industry, Politics, Lawyer, Business, Analyst, Policy Advisor, Intelligence and Police, Armed Forces, Archaeologist, Museum Curator, Librarian, Archivist, International Humanitarian (NGO or government), Anthropologist and Blogger.

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.

# Big History: A Short Course in Big Ideas 10HISC2

Subject Area	<b>Humanities</b>	Length	<b>1 semester</b>
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Big History is an approach to the science and history of the universe from a wide lens. Students work collectively and independently to explore a range of topics from the Big Bang to the evolution of the earliest peoples. This subject involves the study of Physics, Chemistry and Biology in Semester 1, and Ancient and Modern History in Semester 2. Students explore how the history of our universe and the planet Earth has been one of cause and effect, with plenty of Goldilocks Moments along the way.

Big History is a two-semester elective course.

## Pathways to Senior Subjects

- Ancient History
- Modern History



## Assessment

- Folio of work, including creative presentations, examinations, museum exhibitions, source interrogations.

## This subject caters to

This will appeal to students who are able to work independently and are interested in learning about the role of scientific discoveries in social revolutions and in thinking about where the next big changes in society will come from.

## Career Aspirations

Futurologist, Diplomat, Historian, Teacher, Film Writer, Actor, Journalist, Travel Industry, Politics, Lawyer, Business, Analyst, Policy Advisor, Intelligence and Police, Armed Forces, Archaeologist, Museum Curator, Librarian, Archivist, International Humanitarian (NGO or government), Anthropologist, Tourism/Travel Industry, Foreign Affairs and Trade, Journalism, Primary and Secondary Teaching.

## Resources required

Student supplies laptop and stationery.  
College supplies handouts and written materials.

# Civics and Citizenship 10CIV



Subject Area	<b>Humanities</b>	Length	<b>1 semester</b>
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An Introduction to Legal Studies aims to provide you with solid foundation of knowledge and skills to enable you to develop an understanding of the Australian legal system and how it affects your basic rights, obligations, and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes. The Introduction to Legal Studies course enables you to learn through the investigation of legal issues, exploring Young People and the Law and the Concept of Justice.

## Pathways to Senior Subjects

- Legal Studies
- Certificate IV in Justice Studies

## Assessment

- Nature and Scope Report
- Response to Stimulus Exam

## This subject caters to

Students who study this course should have a general interest in the law surrounding our everyday lives. Students need a sound ability to communicate both written and verbally. Students should be keen to debate, discuss and be critical of the legal issues posed.

## Career Aspirations

Solicitor, Police Officer, Legal Secretary, Government justice department jobs  
Social Services e.g. Social Worker, Politician, Criminologist.

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.

# Economics and Business 10ECBUS

Subject Area	Humanities	Length	1 semester
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This subject is designed to promote an inquiry approach to learning as students investigate economics and business concepts by considering Australia's economic performance and standard of living. Furthermore, students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce. The course will cover different contexts (personal, local, national, regional, global).



## Pathways to Senior Subjects

- Business
- Certificate courses in Business

## Assessment

- Response to Stimulus Exam
- Investigation Report

## This subject caters to

Students who study this course should have a general interest in business and economics. Students need a sound ability to communicate both written and verbally. Students should be keen to debate, discuss and be critical of business issues posed.

## Career Aspirations

Accountant, Management Consultant, Business Development Manager, Entrepreneur, Information Technology Manager, Operations Manager, Project Manager, Social Media Manager, Financial Analyst, Corporate Attorney, Journalist, Police Officer, Government Departments, Politician, Small Business Owner.

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.



# Dance 10DAN



Subject Area	The Arts	Length	1 semester
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This course will engage the students in the dance genres of Contemporary Dance, Hip Hop and Commercial Jazz.

Throughout their study the students will learn how to communicate messages through dance, create choreography that conveys social, personal, and political messages and respond to dance works. The course places students with professional choreographers and performers when they participate in workshops. Students will learn through practical application and be given several opportunities to perform what they have learned for a live audience.

## Pathways to Senior Subjects

- Dance
- Drama
- Physical Education
- Certificate III in Fitness.

## Learning experiences

Students will:

- Refine their performance technique in Commercial Jazz, Hip Hop and Contemporary
- Extend their understanding and use space, time, dynamics, and relationships to expand their choreographic intentions
- Extend technical skills, increasing their confidence, accuracy, clarity of movement and projection
- Reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography
- Explore meaning and interpretation, forms and elements, and social, cultural, and historical contexts of dance as they make and respond to dance
- Evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform
- Understand that safe dance practices underlie all experiences in the study of dance
- Perform within their own body capabilities and work safely in groups.

## Assessment

Students will:

- Learn Hip Hop routine taught by an industry professional
- Create a Street, Commercial Jazz routine and create a dance film
- Create a Contemporary routine that conveys a message to the audience
- Analyse a contemporary Dance Routine.

## This subject caters to

Dance appeals to students who would rather be moving and creating in the space than sitting behind a desk; ideal for a kinesthetic and creative learner.

## Career Aspirations

Professional Dancer, Choreographer, Reviewer, Costume Designer, Actor, Director, Photographer, Events Manager.

## Resources required

Student supplies laptop with sound editing software (Power sound free editor or similar), iPod, MP3 player.

College supplies texts, tap shoes and study materials.

# Drama 10DRA



Subject Area	The Arts	Length	1 semester
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In Unit 1 students explore the Australian play text "X-Stacy". This is a topical, engaging, and thought-provoking play based on a true story exploring the complex and tumultuous world of teenage addiction. Students will explore appropriate staging conventions for this style of theatre through the roles of director and actor. In Unit 2 students will develop the knowledge and skills to explore significant political and social issues and develop and express their own voice through the medium of theatre.

## Pathways to Senior Subjects

- Dance
- Drama
- Music
- Visual Art
- Photography

## Learning experiences

Students will:

- Learn about themselves and their environment
- Develop awareness of topical and current issues facing young people
- Develop script writing skills
- Demonstrate and understand the key role of 'Director'
- Develop literacy skills in writing for stage and writing to provoke change
- Develop awareness of the conventions of style in realism and political theatre
- Demonstrate and activate the ensemble.

## Assessment

Students will:

- Students will pitch their directorial ideas on their vision after choosing a scene or extract from the play text.
- Students will then move into the role of actor to present a polished version of their own directorial ideas in role as actor in small groups.
- Students will write a piece of political theatre which will be performed to a live audience.
- Students will choose a script to present but take on chosen roles depending on student interest and skill set. These include the role of, Director, Actor or Stage Manager.

## This subject caters to

This will appeal to students who want to work in a practical space reading and performing texts that are relatable to young people. Please note: some of the topics covered can be confronting due to their realistic nature.

## Career Aspirations

Performer, Actor, Writer, Teacher, Media Worker, Creative Artist. Students will develop skills in literacy, communication, vocal modulation and awareness of voice and presentation that will support many career opportunities.

## Resources required

Student supplies laptop, stationery, and *Drama Blacks* (Black pants/tights and a black T Shirt of appropriate length).  
College supplies texts and study materials.

# Music 10MUS



Subject Area	The Arts	Length	1 semester
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Students investigate what it really means to engage an audience through performance and composition. Through this investigation students develop musicianship, i.e. the unique set of knowledge, understanding, skills, attitudes, and dispositions that allows students to engage in all forms of music making and music interaction. Music is sound, and any experience of music is essentially and fundamentally aural. Students develop their inner hearing, music skills, techniques, and artistry when they have opportunities to use their imagination, creativity, personal and social skills in music making. They explore various genres of music through the music elements of duration, expressive devices, pitch, structure, texture, and timbre. Units of work will include Jazz, Music through the Ages, Popular Music, Rock 'n' Roll, indie, alternative and Australian rap and pop Music.

## Pathways to Senior Subjects

- Music

## Learning experiences

Throughout the course, students will be expected to either play an instrument and/or sing. Students will have an opportunity to develop their music skills if their experience has been previously limited. Students will also explore the skills of composing & utilise software programs designed for this purpose. The higher order thinking skills of analysis, synthesis & evaluation will be taught and modeled in relation to musical repertoire.

## Assessment

Performing: Students choose and perform a song which is linked to relevant genres/styles covered in course work. Students will focus on how they can actively manipulate the music elements to ensure their performance is engaging.  
Composition: Students choose a tv or movie scene and compose a piece which further engages the audience and enhances the action on screen.  
Musicology: Analysis & evaluate how composers and performers use the music elements to engage audiences and communicate meaning.

## This subject caters to

This subject is suited to students with a strong interest in all styles of music and who are willing to develop and improve their compositional & performance skills. It is recommended that students can play a musical instrument, although basic skills are taught using the instruments of keyboard, guitar & voice.

## Career Aspirations

Performance, Teaching, Songwriter, Sound Production, Music Therapist, Recording Engineer, Music Journalist, Concert Promoter, Music Director, Conductor

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.

# Visual Art 10VARTS



Subject Area	The Arts	Length	1 semester
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During this semester course, students will have the opportunity to demonstrate specific learning in two areas in the Visual Arts that of *'Making'* and *'Responding'* through the concept of 'Objects.' Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes, and viewpoints. It is envisaged that the following approaches be explored through the Visual Arts Knowledge, Understanding and Skills of the Australian Curriculum: Critical and Creative thinking; Visual Art techniques, materials, processes, and technologies; Visual Art as social and cultural practices; Art Industry Artists and audiences. Skills to be explored: Sculpture; drawing; painting and mixed media.

## Pathways to Senior Subjects

- Visual Art
- Information and Communication Technology

## Learning experiences

Students will:

- Make representations of ideas and intended meaning in different forms both 2D and 3D
- Respond to developing practical and critical understanding of how artists use artworks to engage with audiences and communicate meaning.

## Assessment

- Object Drawing folio
- Visual Journal
- Written Assignment
- Object Sculpture folio

## This subject caters to

This course would suit a creative and visual thinker, eager to explore media, techniques, and processes to develop a finished artwork.

A student who is methodical in approaches to organisation and time management with assessment items.

## Career Aspirations

Further study Art courses: Diploma of Fine Arts; Bachelor of Arts; Diploma of Creative Arts  
Careers: Art Curator, Graphic Design, Art Teacher, Theatre/Set Design, Artist, Architecture, Fashion Design, Art Promoter, Advertising

## Resources required

Student supplies laptops and stationery including a Visual Journal.  
College supplies texts, study notes and art materials

# Media Arts 10MEDA



Subject Area	The Arts	Length	1 semester
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In today's visual world, photography is a powerful tool for storytelling, self-expression, and creativity. This subject introduces you to digital photography and image editing using DSLR cameras and professional software like Adobe Lightroom and Photoshop. You'll learn manual camera settings, composition techniques, and digital manipulation to create striking images. The subject combines creativity and technology, encouraging critical thinking about the images you create and consume. You'll explore influential photographers, understand how photography shapes culture, and develop your own unique style. Whether for digital content, storytelling, or media production, this subject equips you with skills and inspiration to produce impactful imagery.

## Pathways to Senior Subjects

- Visual Art
- Photography

## Learning experiences

Students will:

- Learn to use DSLR cameras with manual settings (aperture, shutter speed, ISO).
- Practice key compositional techniques.
- Use Adobe Lightroom and Photoshop to enhance, correct, and manipulate images.
- Explore how photography captures and communicates cultural, historical, and social ideas.
- Reflect on how media texts influence and shape audience perspectives.
- Develop a unique photographic style.
- Communicate meaning, mood or narrative through image choices.

## Assessment

- Digital portfolio showcasing photos that demonstrate your knowledge of manual camera settings, digital manipulation and key techniques learned in class.
- A themed photo series showcasing your knowledge of composition and camera skills.
- A photographic narrative inspired by the work of photographer Michael Cook, telling a story through images.
- An album Cover self-portrait that combines photography and text, showcasing your skills in composition, visual design, and digital manipulation using editing software.

## This subject caters to

This subject is ideal for anyone interested in photography, visual storytelling, digital media, or creative expression through images.

## Career Aspirations

Professional photographer, photojournalist, photo editor, graphic designer, visual content creator, multimedia artist, marketing and social media specialist, videographer, art director, and photography educator.

## Resources required

- Student supplies laptop and 32GB SD Card.
- College supplies Digital SLR cameras to use in class time

# HPE: Sport Science 10HPEM



Subject Area	<b>Health &amp; Physical Education</b>	Length	<b>1 semester</b>
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This subject focuses on exploring the role sport science plays in improving performance. It examines human anatomy, physiology and biomechanics specifically linked to the chosen practical components. Furthermore, this subject aims to provide students with the foundational skills and knowledge required to undertake Physical Education within Years 11 and 12. There is an equal allocation of time and grades to practical activities and theory in this subject.

## Pathways to Senior Subjects

- Senior Physical Education (main focus)
- Senior Health
- Biology
- Certificate III in Fitness

## Learning experiences

Students will:

- Develop foundational skills and knowledge that will benefit students in the Senior Physical Education Course (chosen in Years 11 and 12)
- Learn factors that affect performance in physical activity and sport such as biomechanics, and ethical practices
- Investigate sports physiology and anatomy and how these can improve sports performance
- Undertake practical learning experiences across a variety of physical activities to assist their understanding of key concepts.

## Assessment

Students will:

- Demonstrate knowledge of learnt concepts through a variety of assessment types such as a multimodal presentation on an ethical issue in sport and an investigation research report on how sport science can improve athletic performance.

## This subject caters to

Students looking to undertake Senior Physical Education. Students who are interested in sports technology, biomechanics, and sports medicine.

## Career Aspirations

Exercise Science, Physiotherapist, Sports Medicine, Sports Administration, Exercise Physiology, Nutrition and Wellbeing, Nursing, Paramedic, Sports Coaching, Fitness and Functional Training, Physical Education, Primary Teaching.

## Resources required

Student supplies laptop stationery and sports uniform.  
College supplies learning materials.

# HPE: Sports Coaching 10HPEP



Subject Area	<b>Health &amp; Physical Education</b>	Length	<b>1 semester</b>
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This subject aims to provide students with the opportunity to pursue their interest, knowledge and skills in an array of chosen sports. Students explore the central concept of 'what makes a good coach' and will investigate leadership concepts, coaching styles, programming and session planning. They will also learn how various athletes are best catered to from beginner to elite athletes using a variety of training, nutritional and health considerations. During practical lessons students will explore the role of a coach in authentic sporting contexts and develop group fitness instructor skills.

**Pathways to Senior Subjects**

- Certificate III in Fitness (main focus)
- Senior Physical Education

**Learning experiences** Students will:

- Design and create group fitness programs and a nutrition plan
- Develop effective leadership skills and communication in sporting contexts
- Explore individual characteristics and how these are met through successful planning
- Create coaching programs and sessions for a variety of athletes
- Investigate movement concepts and how these can improve performance
- Learn to respond effectively to challenging game scenarios through communication techniques or tactics and strategy

**Assessment** Students will:

- Create and deliver coaching sessions
- Plan a training schedule for specific athletes
- Create a strength and conditioning training program and nutritional plan.

**This subject caters to** Students who have a passion for exercise and sport and wish to learn more about coaching roles and fitness. This course aligns well to both Senior Physical Education and Certificate III in Fitness.

**Career Aspirations** Sports Coaching, Group Fitness Instructor, Health and Nutrition, Sports Officiating, Outdoor Recreation Instructor, Sports Administration, Sports First Aid.

**Resources required** Student supplies laptop, stationery, and sports uniform.  
College supplies learning materials.

# Dit: Science Technology Engineering and Maths 10STEM

Subject Area	Technology	Length	1 semester
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Students do not require any prior ICT skills or knowledge to engage with the content taught in this subject. Learning in STEM focuses on developing understanding and skills in computational thinking and problem solving.

Throughout this course, students will engage in open-ended problem-based learning, designed to develop engineering and coding skills. Students will have the opportunity to use a range of tech-based equipment to design, build, code and communicate creative solutions to real-world problems.

## Pathways to Senior Subjects

- Digital Solutions (General) FisherONE
- Information and Communication Technology (Applied)
- Design

## Learning experiences

- Engage in open ended problem-based learning
- Develop and design innovative solutions
- Develop fundamental to intermediate coding skills
- Improve strategic and creative thinking, engage in practical problem solving, information analysis, project management and production skills.
- Build enterprise skills to market, pitch and inform an audience of their solution.

## Assessment

Assignment task and in class projects.

## This subject caters to

This will appeal to students who enjoy computer programming, engineering, robotics and developing their higher-level problem-solving skills. Students should have a strong ability to work with others, read with understanding, and sound computer media skills.

## Career Aspirations

Mechanical and electrical engineering, IT, automation, systems, design, robotics, project management, software engineering and programming.

## Resources required

Student supplies digital device and stationery.  
College supplied texts and study materials.





# Design: Innovation 10DTC2



Subject Area	<b>Technology</b>	Length	<b>1 semester</b>
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Students engage in solving real world problems, using design thinking strategies to develop solutions to identified problems. This course involves students developing ideas, finding solutions, prototyping, designing and producing a final product with a heavy emphasis on CAD, CNC and 3D printing technology.

Please note: This elective is a lead up subject for further studies in senior Certificate 3 Engineering Technical. It is recommended that students study Design: Innovation at Year 10 level if they wish to complete the Certificate III in Years 11 and 12.

## Pathway to senior subjects

- Cert III Engineering Technical
- Engineering Skills
- Furnishing Skills

## Learning experiences

- Sketching and rendering techniques
- Affective use of CADD programs such as AutoCAD, Inventor
- Professional and Revit Architecture.
- Communicate thoughts and express ideas in relation to design problems
- Use correct drafting standards
- Develop skills and knowledge of CNC machines and software, including laser cutters and 3D printers.

## Assessment

Students will:

- Compile a design folio of drawings and sketches
- Complete supervised drawing tests
- Complete assignment tasks.

## This subject caters to

This subject will appeal to students who have an aptitude for sketching and drawing and communicating via the use of graphical representations.

## Career Aspirations

Graphic Designer, Industrial Design, Product Design, Mechanical Engineering, Architecture, Landscape Architecture, Civil Engineering, Interior Design, Urban and Regional Planning, Surveying and Building Trades.

## Resources required

Student supplies laptop, stationery.  
College supplies texts and practical materials.

# Design: Food Specialisation 10DTFS



Learning Area	Technology	Length	1 semester
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This course provides an opportunity for students to explore and experiment with key aspects of food cookery techniques and technologies that affect local and global food markets while designing food products to meet market needs and expectations. During the semester, students will explore what effects food in the wider community, investigate current food trends and practically create food items that reflect healthy and sustainable practices.

## Pathways to Senior Subjects

- Cert II Business
- Cert II Hospitality
- Design
- Food and nutrition

## Learning experiences

Students will:

- Learn to plan and organise foods to meet needs or opportunities
- Experiment with factors that impact on food design decisions
- Develop food solutions to meet requirements
- Develop an understanding of elements and principles of design
- Explore food for particular uses
- Develop effective time management and organisational skills

## Assessment

- Practical cooking sessions
- Design Portfolio
- Theory exam
- Written assignments to accompany practical tasks

## This subject caters to

This subject will appeal to students who have an interest in food, nutrition, cookery, design, Hospitality, Tourism and Retail industries.

## Career Aspirations

Nutritionist, Dietician, Food Technologist, Chef, Cook, Small Business Owner and Product Manufacturer.

## Resources required

Student supplies laptop, notebook and stationery, display folder, and cooking ingredients when required.

## Additional Course costs

Cooking ingredients are an additional cost.

# Design: Metal & Engineering 10DTENG



Subject Area	<b>Technology</b>	Length	<b>1 semester</b>
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Design Metal and Engineering is a project-driven subject which would suit students who enjoy using their practical and written skills to design and manufacture metal-based projects within a workshop learning environment. Students advance their knowledge and understanding of materials, machines, CNC laser and plasma cutters, lathes, hand tools and processes through a range of practical and theory-related topics. Completion of this subject will prepare students for more specialised learning in senior Engineering Skills and Certificate III Engineering Technical.

## Pathways to Senior Subjects

- Engineering Skills
- Cert III Engineering Technical

## Learning experiences

Students will:

- Solve design-based problems using a range of materials and techniques
- Learn to use tools effectively to manufacture a finished product
- Learn correct techniques for working with metal
- Develop safe work habits in an industrial workshop and with power tools
- Develop skills and knowledge of CNC machines and software, including laser cutters.

## Assessment

Assessment is undertaken throughout the course through practical projects, tests, and design portfolios.

## This subject caters to

This course caters to students who are practical and enjoy solving design challenges while working with their hands with various materials, machines, and cutting-edge industrial technology.

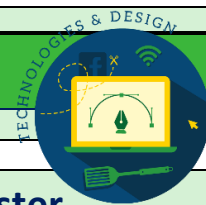
## Career Aspirations

Industrial Design, Product Design, Trades – Welding and Sheet Metal.

## Resources required

Student supplies laptop, stationery and will purchase an exam workbook.  
College supplies texts and practical materials.

# Design: Wood & Materials 10DTMAT



Subject Area	Technology	Length	1 semester
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Design Wood and Materials is a project-driven subject which would suit students who enjoy using their practical and written skills to design and manufacture wood-based projects within a workshop learning environment. Students advance their knowledge and understanding of materials, machines, design in CAD, laser cutters, hand tools and processes through a range of practical and theory-related topics. Completion of this subject will prepare students for more specialised learning in senior Furnishing Skills and Certificate III Engineering Technical.

## Pathways to Senior Subjects

- Furnishing Skills
- Cert III Engineering Technical

## Learning experiences

Students will:

- Solve design-based problems using a range of materials and techniques
- Learn to use tools effectively to manufacture a finished product
- Learn correct techniques for working with wood
- Develop safe work habits in an industrial workshop and with power tools
- Develop skills and knowledge of CNC machines and software, including laser cutters.

## Assessment

Assessment is undertaken throughout the course through practical projects, tests, and design portfolios.

## This subject caters to

This course caters to students who are practical and enjoy solving design challenges while working with their hands with various materials, machines, and cutting-edge industrial technology.

## Career Aspirations

Industrial Design, Product Design, Trades – Carpentry and Furnishings.

## Resources required

Student supplies laptop and stationery and will purchase an exam workbook.  
College supplies texts and practical materials.

# VET – SIT10222 Certificate I in Hospitality 10SIT222C1

Subject Area	Technology	Length	1 semester
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## Qualification: – SIT10222

(RTO – Unity College - 32123)

Delivered and assessed by Unity College staff



SIT10222 Certificate I in Hospitality is a nationally recognised qualification that complies with the Australian Qualification Framework. This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks.

## Entry Requirements

Academic - There are no entry requirements for this course.

Attitude – refer to [VET student roles and responsibilities](#).

## Learning experiences

Activities in real and simulated work environments reflecting industry standards. Students will gain food handling and safety skills in a café and commercial kitchen environments. Face to face instruction in commercial kitchen, team activities and event catering.

## Pathways

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes, and coffee shops. It leads to the Certificate II in Hospitality/Certificate III in Events dual qualification offered as a 2-year program in years 11 & 12

## Course Costs

The cost for this course is \$100 and covers training fees, Barista training and consumables.

## Qualification packaging rules

To attain this certificate, 6 units of competency (3 core and 3 elective) must be completed. Additional elective units listed and used at trainer discretion to suit learner cohorts.

## Structure

### Units of Competency delivered:

#### Core:

BSBTWK201	Work effectively with others
SITXCCS009	Provide customer information and assistance
SITXWHS005	Participate in safe work practices

#### Electives:

SITXFSA005	Use hygienic practices for food safety
SITHFAB025	Prepare and serve espresso coffee
SITXFIN007	Process financial transactions

## Assessment

The gathering of evidence to indicate competency may include the following. Online learning logs and tests, practical demonstrations, team tasks, observation checklists, knowledge tests, internet research, oral presentation, work simulations, and café work in the Unity Co-Op/Hospitality training spaces.

## Further information

This certificate requires students to participate in Structured Work Placement (SWP), which is a mandatory component of their assessment. SWP may take place outside normal school hours and regular classroom time and could include attending an industry-related work site or assisting at college events.

## Service Agreement

This is a 6-month course. Students are enrolled into a SIT10222 Certificate II in Hospitality course with Unity College. Should students choose the Certificate II in Hospitality for Year 11, then the successfully completed units of competency are credit transferred. Students exiting the course at the end of Year 10, will be issued with a SIT10222 Certificate I in Hospitality Qualification and record of results (if successfully achieving all qualification requirements). Students who achieve at least one unit (but not the full qualification), will receive a Statement of Attainment. The RTO guarantees that the student will be provided with every opportunity to complete the units of competency in the 6-month period (as per the rights and obligations outlined in the enrolment process and subject information handbook provided). This information is correct at the time of publication but subject to change (May 2024).



**QCE Credit  
Points  
Up to 2**

# Vocational Education and Training (VET)

VET refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning. Student involvement in subjects with vocational competencies receives credit for qualifications recognised nationally within the Vocational Quality Framework (VQF).

Participating in VET can:

- provide credit points towards the attainment of a Queensland Certificate of Education, and /or the attainment of a nationally recognised VET qualification
- receive an industry specific vocational Certificate or Statement of Attainment
- support students' transitions to employment, vocational and higher education pathways.

Other benefits of participating in VET include (but are not limited to):

- obtaining practical experience from work
- gaining familiarity with how a workplace operates
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue.

Students at Unity College can access VET in several ways. These include:

- enrolling in Unity College (32123) Registered Training Organisation (RTO) courses
- enrolling in courses with RTOs who have a partnership with Unity College
- through a School-Based Traineeship or Apprenticeship
- through courses offered by the Sunshine Coast Technical Trade Training Centre
- enrolling in TAFE Queensland and other RTO's offering VET in Schools programs.

VET in Schools allows students to remain at school while completing vocational training. There are several enrolment options.

## Enrolment Options

Most VET options are either timetabled within Unity College offerings or scheduled one full day or half day externally. The delivery model of specific VET courses is detailed in the individual subject information pages.

Access to the following VET courses generally requires one full or half day out of school. These courses are delivered by qualified trainers from external RTOs either at Unity College or at the RTOs location.

For example:

- Certificate II Health Support Services, Certificate II in Community Services and Certificate III in Health Services Assistance – Connect 'n' Grow
- Diploma of Business – Prestige Training Services
- Sunshine Coast Technical Trade Training Centre (SCTTTC)
- TAFE Queensland VET in Schools (VETiS) courses or short courses

Many of these courses require:

- attendance at information sessions
- applying
- receiving confirmation of a placement into the course
- supporting documentation from Unity College to validate student enrolment

There are limited numbers in many of these courses, so it is important that you complete an expression of interest by the dates given. Contact the VET Coordinator for further information.

## School-Based Apprenticeships and Traineeships

School-Based Apprenticeships and Traineeships (SATs) require one day out of school each week in the workplace. These opportunities are regularly promoted via School Portal notices and the Unity College Careers Facebook page. Contact the VET, Pathways and Transitions Officer for further information.

## Vet Student Handbook

Unity College will, prior to course commencement, give students all relevant information about the course curriculum, program of study, availability of learning resources and appropriate support services. Students will also be given access to a current copy of the curriculum associated with the qualification.

### Roles and Responsibilities

The College:

- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training.
- Will follow all human resource policies and regulations which may mean changes in modes of delivery and/or cancellation of courses if the required qualifications are not held by staff due to staff changes and transfers. All efforts will be taken to ensure course completion in line with the relevant VQF policy.
- Has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for vocational education competencies (refer to VET Student Handbook for further information)
- Has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide advice and guidance about the vocational education program.

### Complaints and Appeals Policy

Unity College has a complaints and appeals policy specific to the RTO operations. A complaint can be made to the college Registered Training Organisation (RTO) regarding the conduct of:

- Unity College, its trainers, assessors, or other school RTO staff
- students at Unity College
- any third parties providing services on behalf of Unity College (if relevant).

An appeal can be made to Unity College to request a review of a decision, including assessment decisions. Unity College will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process.

All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If Unity College considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested. Complaints or appeals should be directed to the Principal as CEO of Unity College [pscaloundra@bne.catholic.edu.au](mailto:pscaloundra@bne.catholic.edu.au) or [unityvet@bne.catholic.edu.au](mailto:unityvet@bne.catholic.edu.au)



# Vocational Education and Training (VET) continued

## Student Roles and Responsibilities

Students are asked to:

- make a serious commitment to studies undertaken
- attempt to complete all units of competency on the first attempt and agree to revisit competencies if not competent after the first attempt
- participate in structured workplace learning as arranged by the school
- meet the expectations and demands of the college in terms of participation, cooperation, punctuality, successful submission of work and high standards of behaviour and conduct
- meet all aspects of work health and safety requirements
- be willing to work in team environments
- demonstrate perseverance and persistence in all tasks
- maintain the high standard of reputation of Unity College when participating in courses delivered by external RTO's.
- have a suitable device (laptop) to be able to participate fully in the learning environments and activities offered by the Certificate courses.

## Enrolment and Admission

Access to VET Certificates is open to all students, regardless of race, gender, and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with VQF standards. Students must meet the minimum levels of achievement indicated for enrolment.

## Recognition of Prior Learning

Students may apply for Recognition of Prior Learning (RPL) for specific units of competency if current knowledge and skills can be provided and verified. Contact your Trainer and/or VET Co-ordinator for assistance with this process. Information on this process is also available from the RTO you are undertaking course work with or in the Unity College VET Student Handbook.

## Credit Transfer

All Registered Training Organisations can credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment. This means you will not need to do the unit of competency again. Contact your Trainer or VET Co-ordinator for assistance with this process. Information on this process is also available from the RTO you are undertaking course work with or in the Unity College VET Student Handbook.

## Payment of Certificate Course Costs

Certificate courses offered at Unity College come from a range of Registered Training Organisations (RTOs) including but not limited to Unity College. Costs will vary from course to course.

In most cases payments for Certificate courses will be collected via the invoicing on student levies and will be split over the semester or year of study. Unity College will also collect the payments for some of the external RTOs in this way. Some courses will require payment via the link on the Unity College website and in some cases, RTOs will invoice families individually. Please contact the RTO Manager should you require further information regarding this.

Once Unity College has been invoiced for your student's participation in the course, the external RTO's refund policy applies.

## Vocational Education and Training (VET) continued

Some courses will be eligible for Career ready funding. However, The Queensland Department of Trade, Employment and Training (DTET) is in the process of finalising the transition from the VET in Schools (VETiS) funding model to the new **Career Ready** and **Career Taster** funding frameworks, scheduled for implementation from **1 January 2026**. Details like eligibility, courses, and funding are still being finalised and may change. For the latest updates, visit the [Career Ready website](#), check the **Career Ready Provisional Qualification List** and speak with our school's VET coordinator or Pathways team for guidance.

All courses are subject to a minimum number of students participating in the course for the course to run. To ensure a smooth process of establishing class lists and class numbers to all RTO providers, it is necessary that subject selections due dates are met.

Please refer to individual Certificate course descriptions for a more detailed breakdown of course costs and how they are collected.

### Unity College Refund Policy

#### Refund Policy for course delivered where Unity College is the Registered Training Organisation

Refund for students exiting a certificate course is on a pro rata basis related to the costs incurred of the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or showing extreme personal hardship). Applications for a refund are made to the College Principal in writing and are at the discretion of the principal.

#### Refund Policy for course delivered where the provider is an external Registered Training Organisation (RTO)

Once Unity College has been invoiced for the student enrolment in the course, any refund for withdrawal from the course would be at the discretion of the external RTO provider. Usually, this is done on a pro-rata basis depending on units started. Most RTO's will refund the funds to the student via the school as the school will have paid the invoice. In these cases, Unity College will apply the credit to the student's school account. Students and parents should carefully read their refund policy as outlined by these providers. Please note: Some course costs are based on minimum numbers of students enrolling and withdrawals that put class size below the minimum will not be able to be refunded.

# Making Your Selections Online

## Year 10 Elective Subject Selection Requirements

Remember:

Year 10 students must study a minimum of:

- **1 semester of a science course**
- Refer to [My Year 10 Course Design](#) for remaining elective choices

Now that you have carefully read about all the subject options available to you, it is time to make your selections.

1. Use the table in [My Year 10 Course Design](#) on page 11 of this handbook to plan your selections: then
2. Log in to [Subject Selections Online](#) to complete the process.

Please note:

- You will require your personal login to access the online subject selection website. This will be sent to your school email address.
- Your selections are saved automatically. You are not required to click a submit button on completion.
- You do not need to print and return a selection report to us.



## Elective Subject Selection Process and Timeline Overview

Week 5  
Term 3

- Parents and students receive subject selection information and instructions.

Monday  
11 August

- Subject Selection Online (SSO) open for access

Friday  
29 August

- Subject Selection Online closes