PALM BEACH CURRUMBIN STATE HIGH

YEAR 10
SUBJECT SELECTION GUIDE
2027

Contents

Introduction

Purpose of Year 10

Year 10 continues to build essential Literacy and Numeracy skills while preparing students for the senior phase of schooling through subject sampling and pathway development.

Required Programs

All Year 10 students will study:

- English
- Maths
- Science

Students will be supported to engage in the level of English and Maths that best suits their individual strengths, needs and learning pathway.

Electives Program

- All students will study 6 subjects in total.
- Students will choose 3 electives.
- Students must be accepted into Academic, Creative Arts or Sports Excellence programs to enrol in those electives.

Subject Selection Advice

When choosing electives, students should consider:

- What subjects am I interested in or want to try before Years 11 and 12?
- Which subjects will I enjoy and stay motivated in?
- Do these subjects support my future goals (University, TAFE, or Work)?
- Should I focus on developing strengths in key areas for my pathway?
- Are my choices aligned with my career interests and personal strengths?

Support

Students and families are encouraged to seek support from:

- Subject Teachers
- Care Teachers
- Head of Years
- Heads of Department
- Guidance Officer
- Deputy Principal

Making thoughtful subject selections will support a successful transition into senior schooling.

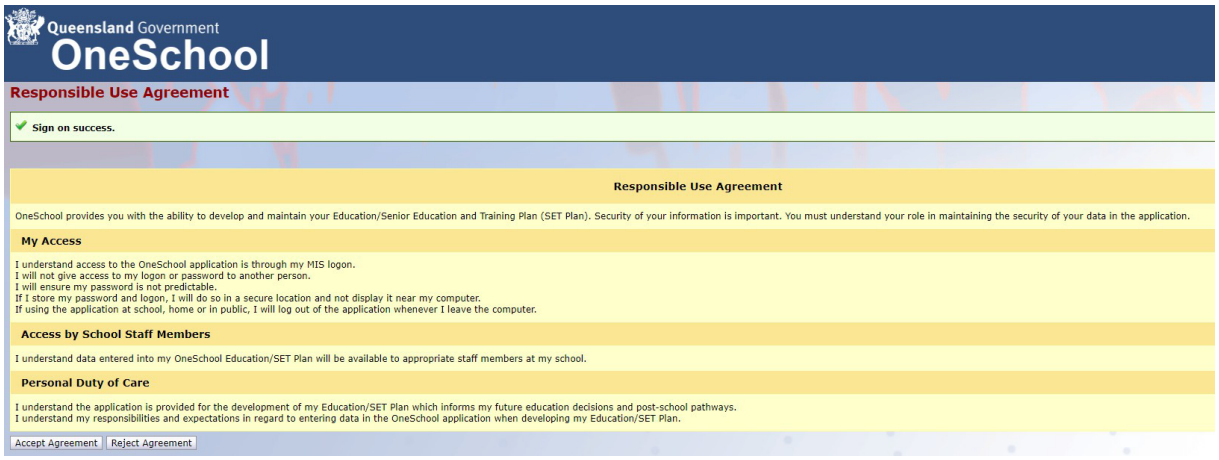
ONESCHOOL SUBJECT SELECTION Instructions

Instructions for Subject Selections in OneSchool:

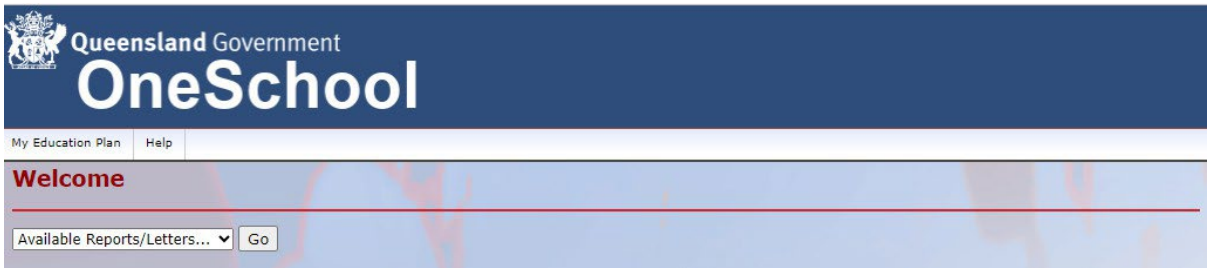
Go to http://oslp.eq.edu.au using your internet browser.

Students to log in using their school usernames and passwords (e.g. jsmit22).

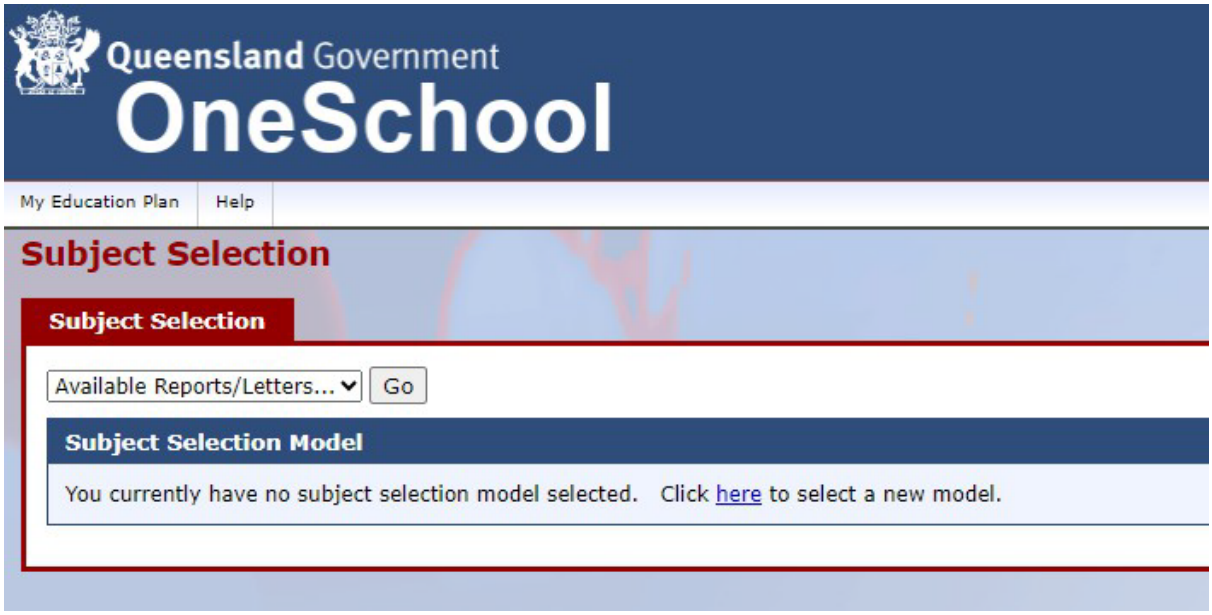
Accept Responsible Use Agreement.



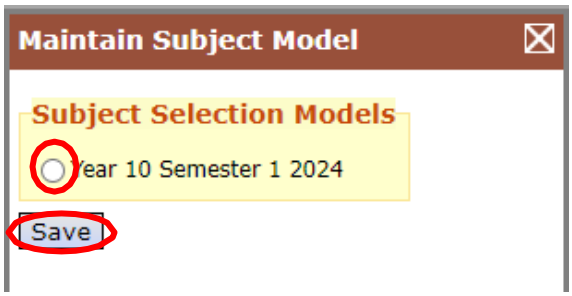
Select **My Education Plan**



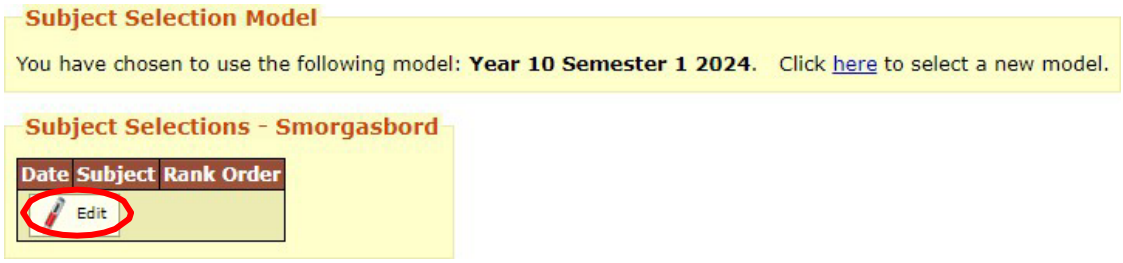
Under Subject Selection, click on the **here** button.



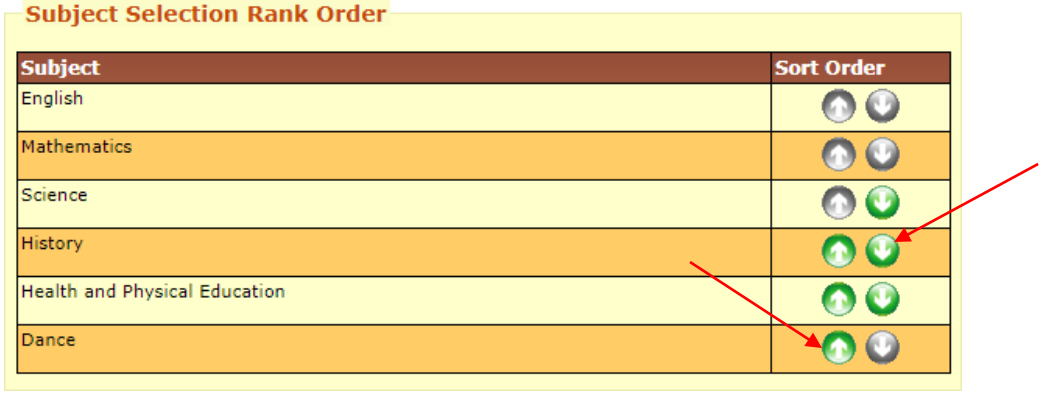
Select **Year 10 Semester 1 <u>2027</u>** and then **Save.**



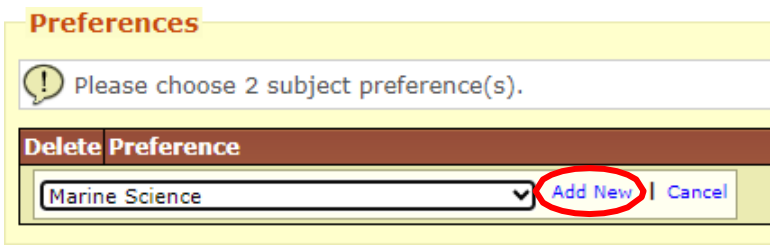
Click on the **Edit** button.



Read instructions at the top of the page.
Select your core subjects (English, Maths, Science), and then select **3 Electives**. Please note the pre-requisites for certain subjects.
Put your electives **in order** of preference using the arrows.



Select **2 additional preferences**. These are back up choices. Select the subject and select **Add New**.



Once the red cross appears, you have added the subjects successfully. Select **Save**.

Introduction to Year 11 and 12 Senior Pathways at PBC

At Palm Beach Currumbin SHS students have access to two pathways in Year 11 and 12 to achieve their Queensland Certificate of Education (QCE):

- ATAR
  or
- Personalised

Student results at the end of Semester 1 of Year 10 determine the pathway options available to them. In Term 3, each student will receive an individual SET Plan form indicating their pre-determined pathway.

ATAR Pathway

This pathway is for students who intend to study at University. The ATAR student is a diligent and dedicated academic student who aims to get the best possible result in each class. They are capable of independent study, revision and research. They are also willing to undertake 5 or more external examinations worth up to 50% of their subject result at the end of Year 12.

Criteria:

- Where a student has received their Senior Education and Training (SET Plan) form with the pathway ATAR indicated and they wish to undertake this pathway they must comply with the following rules:
- Students must select a total of 6 subjects
- Students must select 5 or 6 ATAR subjects
- Students must select General English (and/or Literature where applicable)
- For a student to select Mathematical Methods or Specialist Mathematics in Year 11 they should complete Mathematical Methods in Year 10
- Students can only complete one VETIS course at school (not including a school-based traineeship).

ATAR Eligibility

As a minimum students must achieve a B in English and B in Maths at the end of Semester 1 Year 10 to be ATAR Eligible in Years 11 & 12. All Academic Excellence students will also be ATAR Eligible.

Personalised Pathway

This pathway is personalised to meet the needs of the individual student and has a focus on building the student's levels of training and qualifications. This pathway will also provide students with an option to allow them to study some University courses, enter straight into the workforce or undertake further training post school.

Criteria:

Where a student has received their Senior Education and Training (SET Plan) form with the pathway 'Personalised' indicated they must comply with the following rules:

- Students must select a total of 6 subjects
- Students must study an English and a Math subject at the level recommended or below
- Students may enrol in a maximum of 3 General subjects
- Students should complete a VET course, preferably certificate III, IV or Diploma (this is likely to provide a pathway for tertiary study). While more than one VET Course may be undertaken students can only undertake one VET funded (government subsidised) course.
- Students should consider undertaking a school-based traineeship

REQUIRED SUBJECT OVERVIEWS

English

Course Overview

This is a core subject which aims to develop students' skills and abilities in using English as active and informed citizens. The course enhances language growth through reading, writing, listening, speaking and viewing. Students will compose and comprehend English for a wide range of personal and social purposes. They will experience and explore a variety of communication forms in various relevant social settings.

Prerequisites

Students in the Year 9 classes are not streamed; however, their Year 9 results dictate which level of English they will do in Year 10. This Year 10 level then dictates which English subject they are able to enter in Year 11.

Students are expected to participate in and pass spoken tasks.

Students who fail to pass their spoken tasks are deemed to have failed the subject regardless of their writing ability. This is a directive from Education Queensland. The school goes to great lengths to assist students who struggle to speak publicly.

Course Units

Units of Work	Year 10 Folios will contain
• Creative Writing • Poetry • Shakespeare (Macbeth) • Media	• Narrative • Poetry analysis • Analytical Essay • Multimodal Spoken Task

Assessment Outline:

Students are required to complete several written and spoken responses in each semester under a range of conditions.

Cost:

It is expected that students will attend several excursions during the course that may attract additional costs.

Pathway:

English, in one form or other, will continue in students' secondary education through to Year 12. A satisfactory achievement in Senior English is required for a student to gain their QCE (QLD Certificate of Education)

Results from Year 10 determine a student's ability to be enrolled in an ATAR course (Literature or General English) in their Snr schooling. If achievement and effort are low, students will complete Essential English (Applied pathway).

English Foundations – Invitation Only

Course Overview

The subject English Foundations develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future, and to enable them to accept or challenge the values and attitudes in these texts.

Prerequisites

There are no prerequisites for this subject as entrance to this subject is **INVITATION ONLY.** It is advised that students wishing to follow a highly academic pathway in Year 11 and 12 should study Year 10 English rather than Essential English.

Entry to this course is by invitation only- teachers nominate students for this class.

Course Units

Units of Work	Year 10 Folios will contain
• Responding to popular culture texts • Responding to mass media texts • Responding to contemporary work texts • Creating texts for different professions • Creating texts about personal wellbeing and identity, community, local and global issues.	• Persuasive multi modal presentation • Analytical response • Short Course in Literacy

Assessment Outline:

Students are required to complete a number of written and spoken responses in each semester under a range of conditions.

Students who fail to pass their spoken tasks are deemed to have failed the assessment regardless of their writing ability. This is a directive from Education Queensland. The school goes to great lengths to assist students who struggle to speak publicly.

Pathway:

On successful completion of this course, students will gain their literacy tick, a standard all students are required to achieve by the end of Year 11 to attain the QCE (QLD Certificate of Education).

Advanced English and Literature Studies – Invitation Only

Course Overview

Advanced English and Literature Studies (AEL) is designed to prepare high-performing students for success in Senior English and Literature. This course challenges learners to think critically, write with precision, and read with insight. It's ideal for students who are enthusiastic readers, confident communicators, and curious thinkers. With a focus on analytical, imaginative and persuasive work, students explore a wide range of literary and non-literary texts, examining how meaning is shaped by context, audience, purpose, and form. They learn to craft sophisticated arguments, develop layered interpretations, and write with voice and control. Students investigate how different reading strategies shape our understanding of texts, challenging fixed definitions of what literature is and why it matters. They engage with canonical texts and popular culture, reflecting on the values, assumptions, and cultural contexts that inform both the creation and reception of texts. Throughout the course, students are encouraged to build independence, confidence, and originality. AEL is a rigorous and rewarding subject for students who want to develop high-level skills in analysis, communication, and critical thinking, and who are ready to be challenged.

Prerequisites

This subject is best suited for:

- Students who are achieving an A in Year 9 English
- Learners who enjoy reading widely, writing creatively, and exploring complex ideas
- Independent thinkers who engage in class discussion and are open to feedback
- Students who are ready for a challenge and want to be well-prepared for ATAR English or Literature

Inclusion in the course will depend on recommendation of the HOD English. Students who don't enjoy reading or writing should not be selecting this subject.

Course Units

Unit 1	**Unit 3**
DIFFERENT CULTURES: Identity, Place and Culture This unit explores how poets from diverse cultures use language, form, and symbolism to express identity, challenge norms, and promote empathy, highlighting poetry's power as a tool for cultural dialogue and social change. **Assessment 1 – Analytical Essay (assignment)**	**MIXED MESSAGES: Perspectives and Meaning** This unit examines how *The Messenger* uses postmodern storytelling, narrative techniques, and characterisation to challenge universal truths, inviting students to explore diverse interpretations, moral complexity, and the cultural significance of literature. **Assessment 3 – Persuasive Speech (spoken)**
Unit 2	**Unit 4**
SOUND & FURY! MACBETH: Representations of Power This unit explores how *Macbeth* represents and critiques power in its many forms – ambition, masculinity, kingship, and the supernatural – revealing its corruptive impact on individuals and society through Shakespeare's work. **Assessment 2 – Analytical Essay (unseen exam)**	**STORIES & LIES WE TELL OURSELVES: Narrative Writing** This unit examines the horror genre's power to explore human nature, cultural fears, and societal norms, as students analyse subgenres, study master storytellers, and craft their own imaginative narratives using techniques of tension, suspense, and fear. **Assessment 4 – Narrative (written)**

Assessment Outline:

Students are required to complete several written and spoken responses in each semester under a range of conditions. Only one task receives formal written feedback; others involve verbal conferencing and peer review.

Pathway:

Students who achieve a B+ / A in this subject will have the opportunity to continue Literature Studies in Years 11 and 12. If they choose not to continue Literature in Snr English, but achieve a C+ or higher, students will go into General English (ATAR Pathway). If achievement and effort are low, students will complete Essential English (Applied pathway).

Mathematics

Course Overview

Mathematics is an integral part of a well-rounded education. It enhances students' understanding of a rapidly changing world and provides an international language for communicating ideas and concepts that has developed over thousands of years.

Year 10 Mathematics is designed to prepare students for senior mathematics subjects. Students who demonstrate strong academic achievement may be invited by the Head of Department (HOD) to study Year 10 Advanced Mathematics. All other students will study Year 10 Mathematics.

Students in Year 10 Mathematics study the concepts outlined in the Australian Curriculum: Year 10 Mathematics syllabus across Semesters 1 and 2.

Students studying Year 10 Advanced Mathematics **(Invite Only)** complete all concepts from the Australian Curriculum Version 9 Year 10 Mathematics syllabus during Semester 1. In Semester 2, they study concepts aligned with the Senior Mathematical Methods syllabus. This provides the prerequisite knowledge for students intending to study Specialist Mathematics in Years 11 and 12.

Prerequisites

Semester 1		Semester 2		Year 11
'C+' 10 Mathematics OR Study 10 Advanced Mathematics	→	Pass – 10 Mathematics OR Study 10 Advanced Mathematics	→	11 General Maths

Studying Mathematics in Year 10 may lead to subjects such as General Mathematics or Essential Mathematics in Year 11.

Semester 1		Semester 2		Year 11
'C' 10 Advanced Maths OR 'B+' 10 Mathematics	→	Pass - 10 Advanced Mathematics	→	Mathematical Methods

Note:

1. Students wishing to keep the option of studying Year 11 Mathematical Methods must complete Semester 2 of Year 10 Advanced Mathematics.
2. Students wishing to study Year 11 Specialist Mathematics must meet the same entry requirements as those for Mathematical Methods.

Studying Year 10 Advanced Mathematics may lead to Mathematical Methods, Specialist Mathematics or General Mathematics in Year 11.

Course Units

Mathematics	Advanced Maths
Semester 1	
Unit 1	**Unit 1**
Patterns and algebra Linear relationships Introduction to matrices	Patterns and algebra Linear relationships Simultaneous equations Real numbers
Unit 2	**Unit 2**
Univariate data Measure of central tendency Data representation and interpretation Using units of measurement Surface area and volume of 3D solids	Univariate and bivariate Data Data representation and interpretation Using units of measurement Geometric reasoning
Semester 2	
Unit 3	**Unit 3**
Statistics Bivariate data Linear relationships Probability Networks	Quadratics Non-Linear relationships Polynomial functions Pythagoras and trigonometry
Unit 4	**Unit 4**
Money and financial mathematics Pythagoras and Trigonometry Introduction to matrices Simultaneous equations	Trigonometric functions Logarithms Probability Exponentials

Assessment Outline:

Exam or in class assessment.

Assessments:

- Units 1 Exam – Week 10
- Units 2 Exam & Problem Solving and Modelling Task
- Units 3 Exam – Week 10
- Units 4 Exam – Week 8

Note: Unit 1 and 2 assessments may vary depending on the topics covered in the Problem Solving and Modelling Task.

Equipment:

A Scientific Calculator (Casio fx-82 AU Plus II or Casio fx-8200 AU) is essential.

Pathway:

Year 10 Mathematics provides students with a pathway into Year 11 Essential Mathematics or General Mathematics. Year 10 Advanced Mathematics provides students with a pathway into Year 11 General Mathematics, Mathematical Methods or Specialist Mathematics.

Science

Course Overview

The Year 10 Science program follows the Australian Curriculum which has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry. The Year 10 Science curriculum is described by the following sub-strands: Biological sciences, Chemical sciences, Physical sciences, and Earth and Space sciences. Together, these strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Prerequisites

None for Year 10 Science.

Note: Students wanting to study an Australian Tertiary Admission Rank (ATAR) subject in Years 11 and 12, must achieve at least a B standard in Year 10 Science.

Course Units

Term 1 Biology	**Term 3 Physics**
Processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection.	Explain how Newton's laws describe motion and apply them to predict motion of objects in a system.
Term 2 Chemistry	**Term 4 Global Systems**
Explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactant and reaction conditions.	Sequence key events in the origin and evolution of the universe and describe the supporting evidence for the big bang theory. Describe trends in patterns of global climate change and identify causal factors.

Assessment Outline:

Term 1	**Term 3**
Research Investigation (RI) – Students research and analyse secondary evidence to form a justified conclusion about a claim; presented as an Analytical Report.	*Student Experiment (SE)* – Students modify an experiment to collect and analyse data to form justified conclusions; presented using scientific report structure.
Term 2	**Term 4**
Exam – short response (e.g. multiple choice, short response, calculations) and combination response (e.g. short response, responding to unseen data &/or stimulus, paragraph responses).	*Data test* – short response questions responding to unseen data &/or stimulus.

ELECTIVE SUBJECT OVERVIEWS

HEALTH AND PHYSICAL EDUCATION

Fitness and Recreation

Faculty: Health and Physical Education

Course Overview

Fitness and Recreation (FAR) provides students with the opportunity to develop knowledge, understanding and skills in in fitness development and recreational participating. This subject develops skills and knowledge in preparation for further study in Physical Education, Fitness or Sport and Recreation.

Note: In year 10 students can enrol in only one of Fitness and Recreation **OR** Outdoor and Adventure Education.

Prerequisites: Nil

Course Units

Unit 1	**Unit 2**
Functional anatomy and fitness training • Bones and muscles • Describing movement • Improving movement • Fitness training techniques • Recovery from exercise	Modified sports • Design a modified sport • Coach the class in the modified sport • Conduct and officiate games in the modified sport
Unit 3	**Unit 4**
International sports • Experiencing a range of emerging international sports • Engage in a range of tournament structures	Training for strength and conditioning • Measuring performance • Designing a training programme • Strength and conditioning gym sessions

Assessment Outline:

Unit 1	**Unit 2**
• Workbook modules • Practical Performance • Exam	• Exam – multiple choice and short response • Performance
Unit 3	**Unit 4**
• Assignment – sport and session design • Performance	• Assignment – Training program • Performance

Uniform

HPE uniform (red shorts and polo shirt OR sports excellence uniform). It is required that students wear hats during lessons that are outside the classroom.

Cost: Nil.

Pathway:

Senior school pathways include Certificate III in Fitness and Sport and Recreation, leading to post-school opportunities as a gym or fitness instructor, health and wellbeing assistant or community fitness worker, as well as further study such as Certificate IV in Fitness.

Physical Education

Faculty: Health and Physical Education

Course Overview

Are you curious about how your body works when you move? Want to know what gives elite athletes their edge and how you can improve your own performance? This subject is your gateway to understanding the science behind sport and physical performance. In Physical Education, you'll study how the body functions during movement and apply that knowledge directly to your own performance in sports like aquathlon, AFL, basketball, Volleyball, and racquet sports. This is more than just playing sport, it's thinking about performance improvement.

Through a mix of classroom and performance sessions, you'll:

- discover how muscles, bones, and joints work together to power movement
- learn how energy systems and fitness components affect performance
- apply tactical thinking and movement strategies in real game situations
- Use data and reflection to improve your skills and decision-making

This subject is perfect for students who:

- are interested in the knowledge behind sport performance
- enjoy being active and want to understand the "why" behind performance
- are thinking about studying Physical Education in Year 11 and beyond

Prerequisites: Students must have achieved a B or higher on their end of semester academic report for year 9 Health and Physical Education to enrol in year 10 Physical Education.

Course Units

Unit 1	**Unit 2**
Functional anatomy of performance in aquathlon • Specific movement patterns • Understanding movement • Performing aquathlon (up to 3km run and up to 400 metre swim)	Understanding the influence of energy and fitness on performance: • Investigating energy systems and their influence on performance • Investigating components of fitness and their influence on performance • AFL and basketball
Unit 3	**Unit 4**
Tactical awareness of performance in Volleyball • Tactics and strategies within Volleyball	Body and movement concepts in a racquet sport

Assessment Outline:

Unit 1	**Unit 2**
• Investigation: project • Performance	• Folio (written response) • Performance
Unit 3	**Unit 4**
• Exam – multiple choice and short response • Performance	• Exam – multiple choice and short response • Performance

Uniform:

HPE uniform (red shorts and polo shirt OR sports excellence uniform). It is required that students wear hats during lessons that are outside the classroom.

Cost: Nil.

Pathway: Senior school pathways include Physical Education (ATAR), leading to post-school opportunities in exercise science and biomechanics, allied health, sport coaching and development, sport marketing and management, sport journalism, teaching and community health promotion.

Health

Faculty: Health and Physical Education

Course Overview

What does it really mean to be healthy? How do your choices today shape your future wellbeing? In Year 10 Health, you'll explore the real-world issues that affect your physical, mental, and social health—and learn how to make informed decisions that support a healthy, balanced life.

This subject is all about understanding the "why" behind health. You'll dive into topics like nutrition, mental health, illness prevention, and identity, while developing the thinking and research skills needed for senior Health studies and beyond.

What You'll Learn:

- Physical Health: Explore how food, lifestyle, and disease impact your body and long-term wellbeing.
- Mental Health: Learn strategies to build resilience, manage stress, and support yourself and others.
- Community Health: Investigate different disabilities, the barriers people face with disabilities and how the social model can promote inclusion in the community.

Prerequisites: Nil

Course Units

Unit 1	Unit 2
Addiction: • Brain Chemistry of addiction • Social and physical consequences • Social Cognitive theory and how it relates to addiction	**MEGA- An approach to positive psychology:** • Practices to build mental strength • Mental health concerns in adolescents • Creating and implementing an element of MEGA into daily life
Unit 3	**Unit 4**
Special Populations- Disability: • Investigate social, emotional, physical and environmental challenges • Promote inclusion • Volunteer at Currumbin Special School	**Food and Nutrition:** • Macro and Micronutrients • Understand daily recommended requirements as an adolescent • Barriers, enablers and resources to accessing nutritious meals

Assessment Outline

Unit 1	Unit 2
• Exam – multiple choice and short response	• Essay
Unit 3	**Unit 4**
• Research report • Personal reflection	• Project Folio

Cost: Nil.

Pathway: Senior school pathways include Health (ATAR), leading to post-school opportunities in nursing and midwifery, psychology and mental health, allied health, and community health and wellbeing.

Outdoor and Adventure Education

Faculty: Health and Physical Education

Course Overview

Outdoor and adventure education (OAE) provides students with the opportunity to develop knowledge, understanding and skills in a range of outdoor activities. This subject will develop knowledge and skills in preparation for further study in Physical Education, Fitness or Sport and Recreation.

Note: In year 10 students can enrol in only one of Fitness and Recreation **OR** Outdoor and Adventure Education.

Prerequisites

Students must have achieved a C or higher in effort and behaviour, in year 9 Outdoor Education and Adventure.

Course Units

Unit 1	Unit 2
Aquatic Recreation: Paddling • Craft type and use • Rescue and retrieval • Understanding coastal environments	**Adventure Preparation** • Navigation • Outdoor cooking • Shelter building
Unit 3	**Unit 4**
Team building and leadership • Team building activities • Leading teams • Engaging in outdoor activities	**Aquatic Recreation: Canoeing** • Paddling techniques • Rescue techniques • Understanding river systems

Assessment Outline:

Unit 1	Unit 2
• Workbook modules • Performance	• Research task • Performance
Unit 3	**Unit 4**
• Assignment – session design • Performance	• Assignment – session design • Performance

Uniform:

HPE uniform (red shorts and polo shirt OR sports excellence uniform). It is required that students wear hats during lessons that are outside the classroom. A PBC rash shirt is required for water activities (Term 1 and 4).

Cost:

There are opportunities for excursions throughout the year which will incur a small cost at the time.

Pathway:

Senior school pathways include Aquatic Practices, Sport and Recreation, and Duke of Edinburgh, leading to post-school opportunities in recreation leadership and junior development.

HUMANITIES

Business

Course Overview

The Year 10 Business course introduces students to the dynamic world of business operations, management, and entrepreneurship. Students will explore how businesses operate, grow, adapt and how decisions are made in real-world contexts. The course focuses on developing financial literacy, business strategy, and practical enterprise skills that prepare students for further study and participation in the business world.
Throughout the course, students examine key business concepts such as the business lifecycle, internal, external and macro environmental factors impacting business and workforce management. They also explore the world of work, including employer obligations, discrimination laws and Australia's superannuation system and its influence on both financial wellbeing. Students investigate business functions, such as marketing and human resources as well as concepts of product innovation, ethical business practices, and risk management, using real-world case studies and interactive tasks. These experiences help students understand the practical application of business theory and encourage entrepreneurial thinking.
Importantly, this course lays a strong foundation for success in Senior Business, equipping students with the analytical, problem-solving, and decision-making skills needed to engage confidently with senior topics.

Prerequisites: Students require at least a B standard in Year 9 English and Maths.

Course Units

Unit 1: The Business World	**Unit 2: Marketing and Business Differentiation**
Students explore how businesses operate at various stages of the business lifecycle, ownership structures, analytical tools and how they adapt to changing markets. **Key topics include:** • Business lifecycle (seed to post-maturity) • Business ownership types (sole trader, partnership, company) • SWOT and STEEPLE analytical tools • Global expansion strategies • Case studies in industries such as retail, fast food, entertainment and online businesses **Assessment:** Portfolio of Work throughout Term 1.	Students explore key marketing concepts including pricing strategies, the marketing mix, traditional and contemporary marketing strategies business use to differentiate themselves from competitors. **Key topics include:** • Marketing Objectives • The Marketing Mix • Contemporary and Traditional Marketing • Target Markets and Segmentation • USP Analysis and Competitive Advantage **Assessment:** Business Report.
Unit 3: Certificate II in Financial Services	**Unit 4: The World of Work**
Students complete assessments within a simulated workplace called 'Realstone Retailers Financial Sector' and focus on building knowledge and skills of basic workplace policies and procedures along with finance skills. **Key topics include:** • Project 1: Workplace Routines • Project 3: Using Visuals in the Workplace • Project 4: Budgeting and Finance • Project 5: Job Portfolio **Assessment:** Ongoing Quizzes and Folio Tasks.	Students explore the importance of Australia's superannuation system and the implications on decision making. They will also understand key workplace topics such as discrimination, national employment standards and HR strategies to motivate and retain employees: **Key topics include:** • Legislation (Fair Work and NES) • Motivational Theories and Employee Retention • Taxation • Superannuation **Assessment:** Short and Extended Response Exam

Cost:

It is expected that students may attend excursions during the course that may attract additional costs.

Pathway:

This course provides a strong foundation for further study in senior subjects such as Business, Economics, and Legal Studies, as well as vocational courses in business, finance, retail and entrepreneurship. The knowledge and skills developed can lead to a wide range of career pathways including business management, marketing, human resources, accounting, banking and finance, sales, retail management, project management, real estate, administration, e-commerce and entrepreneurship.

Business Life Skills

Faculty: Humanities

Course Overview

Business Life Skills introduces students to practical business knowledge and skills for use, participation and work in a range of business contexts. The course focuses on essential knowledge and skills for individuals to succeed in the workplace including communication, financial literacy, dispute resolution and risk management. Students will also develop an understanding of workplace laws, roles and responsibilities using practical, real-world examples.
Students will develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills.
This course is designed to prepare students for work beyond schooling, by promoting key knowledge and skills required in a variety of business contexts, such as retail, health services, entertainment, tourism and travel.

Course Units

Unit 1: Career Education	**Unit 2: Certificate II in Financial Services**
Students develop knowledge, skills, attributes and attitudes that will assist in making informed decisions to enable effective participation in their future study, work and careers. The course fosters the connection between school and post-school, as part of the lifelong process of managing life, learning and work. **Key Topics include:** • Understanding myself – personal attributes & management, relationships and concept of self • Understanding work – workforce needs and skills, conflict resolution, workplace conditions & communication skills **Assessment:** Presentation – interview or survey relevant to work.	Students complete assessments within a simulated workplace called 'Realstone Retailers Financial Sector' and focus on building knowledge and skills of basic workplace policies and procedures along with finance skills. **Key topics include:** • Project 1: Workplace Routines • Project 3: Using Visuals in the Workplace • Project 4: Budgeting and Finance • Project 5: Job Portfolio **Assessment:** Ongoing Quizzes and Folio Tasks.
Unit 3: Legal and Digital Citizenship	**Unit 4: Working in Events**
Students investigate aspects of Australia's legal system and its operation to be active and informed citizens. They explore key values that underpin the law, including responsible use of digital technology. They explore digital technology use, its impacts on wellbeing and implications for relationships and communities. **Key topics include:** • Features of Australia's legal system • Laws affecting individuals e.g drink driving, consumer contracts (e.g phones) • Legal support • Dispute resolution • Legal implications of digital technology (e.g privacy, cyberbullying, scams) **Assessment:** Extended Response – Law matters.	Students explore the fundamentals of event administration, including a range of event types, event management strategies and event stakeholders. Learning experiences can involve real-world activities and experiences in a range of business contexts. **Key topics include:** • Roles and Responsibilities • Event logistics, laws and regulations • Environmental considerations • Risk Management • Managing project teams **Assessment: Extended Response** – Event Administration.

Cost: It is expected that students may attend excursions during the course that may attract additional costs.

Pathway:

This course provides a practical foundation for further study in senior subjects such as Business Studies, Tourism, Social & Community Studies and other vocational education and training (VET) courses. The knowledge and skills developed can support pathways into employment, traineeships and apprenticeships in areas such as retail, administration, customer service, tourism, hospitality, events, finance and community services. Students develop transferable workplace skills including communication, teamwork, financial literacy, problem-solving, digital citizenship, risk management and career planning, helping prepare them for further training, employment and independent adult life.

Economics

Faculty: Humanities

Course Overview

The Economics course introduces students to the core principles of how individuals, businesses, governments, and global institutions make decisions that shape economic outcomes. Students engage with microeconomic and macroeconomic concepts to develop a deeper understanding of how markets function, how economies grow, and how financial decisions impact both individuals and the broader economy.
Throughout the course, students explore the operation of the Australian economy, the impact of government policy on economic performance and living standards, and the significance of financial decision-making for long-term wellbeing. Students investigate real-world issues such as productivity, superannuation, international trade, and financial market performance. They learn to interpret economic indicators such as GDP, inflation, and unemployment, and apply economic reasoning to evaluate competing policy options.
The course integrates practical financial literacy with economic theory. Students build essential skills in budgeting, investing, and evaluating risk. They apply this knowledge through engaging experiences, including participation in the ASX Sharemarket Game, economic simulations, and the analysis of current economic data.
The course is designed to prepare students for Senior Economics by promoting critical thinking, data interpretation, and the ability to justify decisions using economic models and reasoning.

Prerequisites

A minimum B standard in Year 9 English and Mathematics is required.

Unit 1: Microeconomics	**Unit 2: Macroeconomics**
Students develop an understanding of how consumers and businesses make decisions. They explore how the concepts of scarcity, demand and supply, opportunity cost, and price mechanisms affect individual and business behaviour in markets. Students analyse the role of competition, innovation and entrepreneurship in influencing consumer choice and business success. **Assessment:** Combination Response Exam	Students examine how the performance of the Australian economy is measured using indicators such as GDP, unemployment, and inflation. They investigate factors that influence economic growth and living standards, including productivity, international trade, and technological change. Using real-world case studies, students analyse how government economic policy influences national well-being. **Assessment**: Research Report
Unit 3: Superannuation and Economic Growth	**Unit 4: The Share market**
Students explore how long-term financial decisions impact economic wellbeing, particularly focusing on superannuation and retirement planning. They investigate how government policy shapes savings behaviour and financial independence. Students develop financial literacy by evaluating the effects of interest, compound growth, and risk management strategies over time. **Assessment:** Extended Written	Students investigate the function and role of financial markets in allocating resources and influencing economic growth. They learn about the Share market as a form of investment, the risks and benefits involved, and how financial markets are influenced by government fiscal policy, including taxation, spending, and welfare. Students evaluate the government's role in managing the economy and supporting economic priorities. **Assessment:** Analytical Essay – Extended Response Examination

Cost:

It is expected that students may attend excursions during the course that may attract additional costs.

Pathway:

This course provides a strong foundation for further study in senior subjects such as Economics, Business, and Legal Studies. as well as future university and vocational study in commerce, finance and related fields. The knowledge and skills developed can lead to career pathways in economics, banking, finance, accounting, investment, financial planning, business analysis, government and public policy, international trade, market research and entrepreneurship. Students also develop highly transferable skills in data interpretation, critical thinking, problem-solving and decision-making.

Geography

Faculty: Humanities

Course Overview

Geography is an engaging and dynamic subject that explores the complex interactions between human societies and the physical environment. As a discipline bridging both the natural and social sciences, Geography equips students with the tools to understand the processes that shape our world, ranging from natural systems to human activity and its consequences.
Through the study of environmental change, spatial patterns, global inequality, and sustainable development, students develop critical thinking, data analysis, decision-making, and fieldwork skills. These are essential for addressing real-world challenges in an increasingly interconnected and rapidly changing global environment.
Throughout the course, students will engage in fieldwork activities and data collection to support their inquiry skills. **A field excursion to the Southport Seaway and a local urban development** are integral to the program and support assessment requirements. Importantly, this course provides a strong foundation for success in Senior Geography by introducing students to the key concepts, inquiry methods, and geographic skills that underpin Units 1 and 2 of the senior syllabus.

Prerequisites: Students require at least a C standard in Year 9 English.

Course Units

Term 1: Geographies of Human Wellbeing	**Term 2: Environmental Change and Management**
Students investigate variations in human wellbeing at global, national, and local scales. This unit explores different measures of wellbeing, spatial variations between and within countries, and the multiple perspectives that shape how wellbeing is understood and addressed. • Explore global indicators of human development • Examine spatial inequalities in wellbeing • Evaluate development initiatives and their effectiveness **Assessment:** Data Response Exam	This unit focuses on the causes and consequences of environmental change, including both natural processes and human-induced impacts. Students examine different worldviews on sustainability, evaluate responses to environmental degradation, and assess the effectiveness of management strategies. • Investigate causes of environmental change • Apply environmental, social and economic criteria to evaluate responses • Consider Indigenous and Western perspectives on land management **Assessment**: Field Data Report
Term 3: Geography of Tourism	**Term 4: Australian Environments**
Students examine the nature, growth, and impacts of the tourism industry, with a focus on sustainability. Case studies include international destinations such as **Bali** and local areas like the **Gold Coast**. Emphasis is placed on analysing the environmental, economic, political, and cultural effects of tourism. • Identify tourism trends and spatial distribution • Analyse the environmental and socio-economic impacts of tourism • Evaluate tourism strategies for sustainable development **Assessment:** Multimodal Presentation	In this unit, students explore the diverse landscapes and environments of Australia, including deserts, rainforests, marine, and urban ecosystems. They investigate the climatic, geomorphic, and ecological processes that shape these environments and assess human impacts on natural systems. • Study landforms and climate patterns across Australian biomes • Examine the influence of human activity on ecosystems • Analyse environmental challenges and management strategies **Assessment:** Combination Response Exam

Cost: It is expected that students may attend excursions during the course that may attract additional costs.

Pathway:

This course provides a strong foundation for further study in senior subjects such as Geography, and Tourism, as well as future university and vocational study in environmental management, planning and related fields. The knowledge and skills developed can lead to career pathways in urban and regional planning, environmental management, sustainability, disaster management, surveying, geographic information systems (GIS), conservation, tourism, teaching, meteorology and government policy. Students also develop highly transferable skills in fieldwork, data analysis, mapping, spatial technologies, problem-solving and decision-making.

History

Faculty: Humanities

Course Overview

History provides students with the opportunity to explore significant events, achievements, and challenges that have shaped human civilisations from the ancient world through to the 20th century. Students develop higher-order thinking skills through inquiry-based learning, building strong foundations for senior History subjects and tertiary study. The subject fosters critical and reflective thinking through the investigation of historical evidence, the analysis of multiple perspectives, and the construction of evidence-based arguments. Literacy development is a key focus, with an emphasis on research, historical writing, and the use of disciplinary language. Students will build skills that are highly transferable across subject areas and career paths. Analytical thinking, decision-making, and synthesis are valuable in fields such as law, journalism, psychology, education, public service, and the health and social sciences. History is particularly useful for students considering research-based courses at university.
Opportunities for enrichment include participation in the **Australian History Competition which** allows students to benchmark their skills nationally **and a field trip to the museum in Brisbane**.

Prerequisites: Students require at least a C standard in Year 9 English.

Course Units

Term 1: Parallel Lives – Ancient Greece and Rome	**Term 2: Nazi Germany (1933–1939)**
Students compare key aspects of Ancient Greek and Roman civilisation, including governance, warfare, leadership, mythology, art, and social structure. Thematic comparison allows students to explore continuity and change over time and across cultures. Identify similarities and differences between the two societies. • Interpret archaeological and written sources • Construct comparative essays using historical reasoning **Assessment:** Exam – Essay in response to historical sources	Students study the rise and consolidation of Nazi power in Germany, exploring ideology, propaganda, policy-making, and social impacts. The unit includes a historiographical focus on the Holocaust, examining different perspectives and interpretations of this historical atrocity. • Examine how the Nazi regime gained and maintained control • Investigate the impacts of Nazi policies on various groups • Analyse competing historical interpretations of events **Assessment:** Research Essay
Term 3: The Cold War	**Term 4: Gold and Gods: Pharaonic Power in Ancient Egypt**
This unit explores the development of Cold War tensions following the Second World War, with particular focus on Soviet expansion and the global response. Students analyse key events and ideologies and evaluate historical sources to form reasoned judgements. • Understand causes and consequences of Cold War conflicts • Interpret historical sources with attention to context and bias • Build arguments supported by evidence **Assessment:** Short Response Exam (Source Analysis)	This unit investigates the concept of divine kingship in Ancient Egypt and the relationship between political power and religion. Students examine the ways in which pharaohs used religious authority to legitimise rule and influence society. Artefacts, monuments, and primary sources will be explored. • Understand the role of religion in Ancient Egyptian governance • Analyse sources such as hieroglyphics, tombs, and statues • Evaluate historical interpretations of Pharaonic leadership **Assessment:** Independent Source Investigation

Pathway:

This course provides a strong foundation for further study in senior subjects such as Ancient History, and Modern History, as well as future university study in the humanities and social sciences. The knowledge and skills developed can lead to career pathways in law, journalism, teaching, archaeology, museums and heritage, government and public service, research, psychology, international relations, politics and media. Students also develop highly transferable skills in research, source analysis, critical thinking, written communication and evidence-based argument.

Legal Studies

Faculty: Humanities

Course Overview

Have you ever wondered how forensic science helps solve crimes? Or what your rights are as a young person in Australia? In Year 10 Legal Studies, you'll step into the world of real-life law, where rules, justice, and rights shape everyday experiences. This course is designed to spark your curiosity about the legal system and give you the tools to think critically, form arguments, and solve real-world problems. You'll learn to analyse laws, evaluate justice in action, and build the skills needed for persuasive writing and argumentation, essential for success in senior schooling and beyond. Students will have the exciting opportunity to **visit the Supreme Court in Brisbane** and observe real courtroom proceedings. You'll also be able to test your legal reasoning in competitions like **mooting (mock trials)**, putting your learning into action.

Prerequisites: Students require at least a C standard in Year 9 English.

Course Units

Unit 1: Forensics and the Law	**Unit 2: Criminal Law**
Explore the fascinating world where science meets justice. In this unit, you'll examine how forensic evidence such as DNA, fingerprints, and digital data is used in court. You'll also investigate what happens when the evidence gets it wrong, and how the legal system addresses potential miscarriages of justice. **Key topics include:** • Types of forensic evidence (DNA, fingerprints, digital evidence, toxicology) • Chain of evidence and admissibility in court • Role of expert witnesses • Case studies involving wrongful convictions and forensic errors • Ethical and legal concerns around forensic practice **Assessment:** Portfolio of work	Why do some crimes result in jail time while others don't? You'll learn how the criminal justice system works by examining real-world offences, such as drug possession and traffic incidents. Develop your ability to apply legal principles, give legal advice, and understand how different circumstances can impact legal outcomes. **Key topics include:** • Elements of a crime (*actus reus* and *mens rea*) • Categories of offences (summary vs indictable) • Drug-related and motor vehicle offences • Defences to criminal charges • Sentencing and legal consequences • Providing basic legal advice based on legislation and precedent **Assessment:** Multimodal Presentation
Unit 3: Minors and the Law	**Unit 4: Human Rights**
Should a 10-year-old be sent to court? This unit looks at the laws that apply specifically to young people. You'll debate whether the age of criminal responsibility in Australia is fair and explore how the legal system supports or fails minors who encounter the law. • Legal rights of minors (employment, school, contracts, criminal law) • Age of criminal responsibility and the concept of *doli incapax* • Youth justice system in Queensland • Case studies involving youth offenders • Current debates about raising the minimum age of criminal responsibility **Assessment:** Inquiry Report	What rights do Australians really have? Investigate how international human rights laws impact Australia, and debate whether our country should adopt a formal Bill of Rights. You'll explore how these protections are applied or not applied in real situations involving freedom, discrimination, and justice. • Overview of international human rights instruments (e.g. UDHR, ICCPR, CRC) • Australia's obligations under international law • How human rights are protected in Australian law (e.g. Constitution, legislation) • Human rights issues in Australia (e.g. Indigenous rights, refugees, freedom of speech) • Arguments for and against a national Bill of Rights **Assessment:** Combination Response Exam

Cost: It is expected that students will attend several excursions during the course that may attract additional costs.

Pathway:

This course provides a strong foundation for further study in senior subjects such as Legal Studies, and Philosophy & Reasoning as well as future university study in law, justice and the social sciences. The knowledge and skills developed can lead to career pathways in law, policing, criminology, forensic science, government and public service, corrections, social work, journalism, international relations and policy development. Students also develop highly transferable skills in critical thinking, research, legal reasoning, source analysis, persuasive writing and evidence-based argument.

Philosophy and Reasoning

Faculty: Humanities

Course Overview

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Prerequisites: Students require at least a B standard in Year 9 English.

Course Units

Unit 1: Conspiracy	**Unit 2: Philosophy of Art**
Students will learn the fundamentals of logical reasoning and argument. They will apply these skills to a Conspiracy of their choice to determine the strength of the argument. **Key topics include:** • Deductive and Inductive arguments • Hidden premises – fallacies and bias • Correlation vs Causation • Ockham's Razor & Hypothesis • Hume's problem of induction **Assessment:** Extended response – Analytical essay responding to stimulus	Students will apply two philosophical theories to the question: is beauty in the eye of the beholder? **Key topics include:** • Beauty • Standard Argument Form – van Leeuwen • The Greeks – Golden Ratio, Socrates, Plato and Aristotle • Santayana, Schiller, Sartwell and Nehamas **Assessment:** Multimodal Presentation
Unit 3: Social and Political Philosophy	**Unit 4: Thinkers and Schools of Thought**
Students will apply the theory of human nature to a selected political philosophy **Key Topics include:** • Human Nature • Freedom, Equality & Justice • Work of Plato and Machiavelli • Systems of government including: socialism, liberalism, anarchism, communism and social democracy **Assessment:** Analytical Essay	Students will apply the theory of a selected school of thought and associated philosophers to a current issue relevant to an Australian audience. **Key topics include:** • Hedonism – analysis of, objections to, and debate • Marxism – concept, perception, objectives to and analysis • Objectivism – Egoism vs Altruism, analysis and objections to **Assessment:** Debate

Cost: It is expected that students will attend several excursions during the course that may attract additional costs.

Pathway:

This course provides a strong foundation for further study in senior subjects such as Philosophy & Reasoning, and Legal Studies, as well as future university study in the humanities, law and social sciences. The knowledge and skills developed can lead to career pathways in law, politics, government and public policy, journalism, teaching, research, psychology, ethics, international relations and academia. Students also develop highly transferable skills in critical thinking, logical reasoning, argument analysis, problem-solving, persuasive communication and evaluating different perspectives.

Problem Based Learning

Faculty: Humanities (Other)

Course Overview

What if your classroom felt more like a creative studio or an innovation lab than a typical lesson? Welcome to Problem-Based Learning (PBL) – where big questions drive real-world thinking. In this subject, you won't just learn facts, you'll tackle complex problems, collaborate with others, and create innovative solutions that matter. You'll work in teams on challenging projects built around an inquiry question that *you* design. You'll take charge of your own learning, diving deeper into topics that interest you and developing skills that future employers are crying out for.

Success in tomorrow's workforce depends on how well you can think, adapt, collaborate, and problem-solve. PBL gives you the chance to build these skills now, through exciting projects that matter to you. It's hands-on, minds-on learning for curious and thinkers and future changemakers. If you're someone who likes thinking outside the box, enjoys a challenge, asking big questions, and working toward meaningful outcomes – this is your subject.

- Explore real-world issues and ideas that matter
- Choose topics that connect with your interests
- Use digital tools and technology to research, create and communicate
- Work with others to solve problems and develop new ideas
- Take greater ownership of what, how and where your learning goes

Prerequisites: A high level of literacy skill is required, as is the ability to work with others and accept opposing opinions. Preference for entrance into this subject will be given to students who have already completed Yr 9 PBL, Academic Excellence students and then students from the general cohort. As your confidence grows, you'll begin creating your own inquiry questions, allowing you to explore ideas and issues that genuinely interest you.

Course Outline

Term	Topic	Assessment
1	Learning how to learn together. You'll begin by building the skills needed to work effectively with others, explore different ways of thinking and learning, and contribute positively to a team. You'll then put those skills into action through your first inquiry project.	Assessment in this subject is individual, even when you are working as part of a group. Each term, your learning will culminate in a project, where you will create a final product and present your work to an audience. Assessment will also recognise how you approach the learning process, respond to challenges and develop your skills along the way.
2	More choice, more independence. Working in a small group, you'll choose from a wide range of inquiry projects and decide how your group will approach the challenge. You'll investigate, question, create and problem-solve as you build your response.	
3	Taking greater ownership. You'll work in a smaller team and have greater freedom to choose the area you want to explore. You'll be expected to make more decisions about your direction, research and final product.	
4	Your inquiry. Your direction. You can work independently or with a small group, choose an existing area of study or develop a project around something that genuinely interests you. With teacher guidance, you can create your own driving inquiry question and design the learning pathway you'll follow.	

Spanish

Faculty: Humanities

Course Overview

The Year 10 Spanish course is designed to further develop students' skills in listening, speaking, reading, and writing, while building confidence to communicate effectively in a second language. Students will engage with practical and real-world topics, learning how to express themselves in Spanish across a range of everyday contexts.
Learning another language is not just about vocabulary and grammar—it strengthens problem-solving, critical thinking, and memory skills by teaching students to recognise patterns, negotiate meaning, and communicate across different systems. As General Peter Cosgrove once said, *"Language skills and cultural sensitivity will be the new currency of this world order."*
Spanish is an official language in 21 countries and spoken by over 500 million people worldwide. By learning Spanish, students also deepen their understanding of their own language and enhance their broader literacy and intercultural awareness.
This course provides a strong foundation for further Spanish study in senior years and is enriched through excursions and cultural experiences such as the **Spain trip.**

Prerequisites: Students require at least a C standard in Year 9 English.

Course Units

Unit 1: Health and Recreation	**Unit 2: The World of Work**
In this unit, students will learn how to talk about their preferred hobbies and leisure activities. They will also learn how to discuss what's good and bad for their health and provide recommendations to others. **Key topics include:** • Describing preferences in relation to leisure activities (sports, hobbies) • Explaining what is good and bad for your health • Giving health-related advice to others • Using regular verbs in the present tense **Assessment:** Written Examination - Short Response in English & Spanish.	Students explore vocabulary and expressions related to jobs and their personal abilities and skills. They'll learn to describe part-time jobs and their responsibilities at work and also describe what family members do for work. **Key topics include:** • Telling the time • Jobs and professions • Identifying places of work • Describing their skills and abilities • Describing responsibilities at work • Explaining what family members do for work and their responsibilities **Assessment:** Written Examination – Extended Response in Spanish.
Unit 3: Let's Celebrate!	**Unit 4: My Daily Routine**
Students will develop a cultural understanding of three common festivals in Spain. They will then create a multimodal presentation and discuss the events that take place during these celebrations. **Key topics include:** • Festivals of Spain • Discussing the cultural events and activities that take place at these festivals. • Using the present tense and past tense **Assessment:** Multimodal presentation and interview.	This unit focuses on describing personal habits and routines and learning how to discuss others' daily lives. **Key topics include:** • Parts of the body • Describing personal and others' daily routines • Using reflexive verbs in the present tense • Adverbs of frequency (e.g. always, sometimes, never) **Assessment:** Combination Response Exam.

Cost: It is expected that students will attend several excursions during the course that may attract additional costs.

Pathway:

This course provides a strong foundation for further study in Senior Spanish. The language and intercultural skills developed can lead to career pathways in tourism and travel, international business, diplomacy, government, education, translation and interpreting, aviation, journalism, hospitality and international relations. Students also develop highly transferable skills in communication, problem-solving, cultural awareness, literacy and collaboration, which are valuable for university, vocational training, employment and opportunities to work or travel internationally.

MATHEMATICS

Specialist Mathematics

Course Overview

Mathematics is an integral part of a general education. It enhances an understanding of a rapidly changing world. It is a truly international system for the communication of ideas and concepts and has been developed over many thousands of years.

Specialist Mathematics is specifically designed elective subject to prepare Year 10 students for enrolment into Senior Specialist Mathematics course and is suited to those students who are interested in pathways that lead to work in highly academic fields such as Engineering or Programming or for students that have a natural flair and love of mathematics. In the Year 10 Specialist Mathematics course, students are introduced to concepts from the Senior Specialist Mathematics syllabus in a fun, challenging and interesting way.

Prerequisites

- Students who study the Year 10 elective Specialist Mathematics must also study 10 Advanced Maths.
- This an elective subject that will assist if a student wishes to study Specialist Mathematics in Senior but is not a prerequisite.

Course Units

Unit 1	**Unit 2**
Introduction and Application of Matrices • Operations • Cypher/Decoding • Leslie Matrices • Dominance Matrices	Algebra Champion • All the tricks of solving! • Quadratics • Exponentials and logarithms • Trigonometric Functions
Unit 3	**Unit 4**
Complex Numbers • Simple Calculators • Mod-Arg Form Mathematics and Vectors • Standard and Polar Form • Operations • Applications	Trigonometric Identities and Proofs Trigonometric Functions All the Functions and Relations • Hyperbolic • Trigonometric • Polynomial

Assessment Outline:

Exam or in class assessment.

Assessments:

Assessment will vary throughout the year but will include examinations or problem-solving tasks.

Equipment:

A Scientific Calculator (Casio fx-82 AU Plus II or Casio fx-8200 AU) is essential.

Pathway:

Year 10 Specialist Mathematics develops advanced mathematical skills and provides valuable preparation for Year 11 Mathematical Methods and Specialist Mathematics. However, it is not a prerequisite for either subject.

SCIENCE

Marine Science

Faculty: Science

Course Overview

Marine Science is an elective offered by the Science Department to students in Year 10. Marine Science develops understanding of how science is applied to industry, research, management and conservation in the marine environment. This course examines the study of the marine environment through the following strands: Oceanography, Ecology and Conservation. Throughout the course, students will be presented with a wide range of learning activities, which focus on giving students real-life tasks through hands-on experiences such as experiments, dissections, aquaculture and field work.

Marine Science **does not** include activities such as snorkelling, boating, sailing and fishing as these are offered in Years 11 and 12 only. This course is designed to lead into the senior (Year 11 and 12) Australian Tertiary Admission Rank (ATAR) contributing subject Marine Science. Studying Year 10 Marine Science is not a pre-requisite for studying Marine Science in Years 11 and 12.

Prerequisites

Students must have achieved a C standard in Year 9 Science.

Course Units

Term 1: Oceanography	**Term 3: Marine Management**
The physical and chemical interactions between the ocean and the coast; (e.g. Ocean features and cycles, tides, weather patterns, ocean currents, and the effects of climate change on oceans).	Discusses the value of marine ecosystems, their biodiversity and connectedness, management, and ongoing threats to marine ecosystems and fisheries in terms of environmental and economic sustainability.
Term 2: Marine Invertebrates	**Term 4: Marine Vertebrates and Conservation**
Marine organisms are shaped by their environments and interactions. Marine environments support an abundance of diverse life, which is classified according to a range of characteristics.	Classification, structural, functional and behavioural adaptations of marine vertebrates including their conservation and management.

Assessment Outline:

Term 1	**Term 3**
Examination – Short response (e.g. multiple choice, short response, calculations) and combination response (e.g. responding to unseen data).	Research Investigation – Students research and analyse secondary evidence to form a justified conclusion about a claim.
Term 2	**Term 4**
Student Experiment – Students modify an experiment to collect and analyse data to form justified conclusions.	Exam – Short response (e.g. multiple choice, short response, calculations) and combination response (e.g. responding to unseen data).

Cost:

It is expected that students will attend several excursions during the course that may attract additional costs.

Pathway:

Year 10 Marine Science provides opportunities for those with an interest in marine education and those interested in careers in marine science or maritime studies, such as marine or environmental scientist, marine biologist, primary or secondary education, oceanographer, coastal management officer, coastal engineer or a naval career.

Psychology

Faculty: Science

Course Overview

Psychology is an elective subject offered by the Science Department to students in Year 10. Year 10 Psychology is ideal for students who are interested in the brain and human behaviour and want to have a better understanding of themselves and others. Studying Psychology will provide students with the opportunity to engage with neuroscience and increase their understanding of psychological processes. In Year 10 Psychology, students will learn to think critically, conduct small experiments, analyse case studies, and explore how psychological theories apply to everyday life.

Prerequisites

It is recommended that students have achieved at least a B standard in Year 9 Science.

Course Units

Term 1: The Brain	**Term 3: Have you been paying attention?**
The science of Psychology, including the role and function of the brain, nervous system, neurons and neurotransmitters. Students will participate in the Brain Bee competition hosted by the Queensland Brain Institute.	Investigate attention through examining how the mind processes information, with specific focus on the Stroop Effect, hypnosis and visual illusions.
Term 2: Psychological disorders	**Term 4: Forensic psychology**
Investigate the classification of psychological disorders, brain chemistry, brain injuries and protective factors for mental wellbeing.	Investigate the specialised area that applies psychological theory to the legal and criminal justice system, including memory, eye-witness testimonies and criminal profiling.

Assessment Outline:

Students are assessed using two criteria – Understanding and Skills.

Term 1	**Term 3**
Data Test: Students apply, analyse and interpret data regarding brain function, based on provided data sets.	Student Experiment – Students modify an experiment to collect and analyse data to form justified conclusions.
Term 2	**Term 4**
Research Investigation – Students research and analyse secondary evidence to form a justified conclusion about a claim.	Examination – short response (e.g. multiple choice, short response, calculations) and combination response (e.g. short response, responding to unseen data &/or stimulus, paragraph responses).

Cost:

It is expected that students will attend several excursions during the course that may attract additional costs.

Pathway:

This course is well suited to students interested in studying a senior general science, particularly Psychology and Biology. Undertaking this course will develop valuable analytical and research skills to build stronger foundations for the senior sciences.

TECHNOLOGY

Aerospace

Course Overview

Aerospace is a new elective designed for high-achieving Year 10 students with an interest in aviation, engineering, science and emerging technologies and forms part of the Aerospace Gateway to Industry Schools Program.

Students investigate how scientific, mathematical and technological concepts are applied within aircraft, aviation operations and the wider aerospace industry. Through practical investigations, research, simulation and design activities, students explore the principles of flight, aircraft systems, aviation operations, human factors, safety and future aerospace technologies.

The course develops students' problem-solving, analytical and technical communication skills. Students will interpret data and technical information, conduct investigations, evaluate evidence and communicate findings using appropriate aerospace terminology.

Prerequisites

Students must have achieved at least a B standard in Year 9 Mathematics and B standard in Year 9 Science to select Aerospace in year 10.

Course Units

Term 1 - The science of flight	**Term 2 - Aircraft and flight systems**
Students investigate the history and principles of flight, including lift, weight, thrust, drag, aerofoils, stability and control. They apply their learning through practical aerodynamics and model aircraft activities.	Students explore aircraft structures, materials, propulsion, flight controls and cockpit instruments. Practical activities and flight simulation demonstrate how aircraft systems work together.
Term 3 - Aviation Operations	**Term 4 - People, safety and the future of aerospace**
Students examine airport and airline operations, meteorology, navigation, communication, air traffic control and introductory flight planning, while exploring careers across the aerospace industry.	Students investigate human factors, aviation safety and introductory accident investigation. They also explore drones, autonomous systems, sustainable aviation and emerging aerospace technologies.

Assessment Outline

Term 1	**Term 2**
Practical investigation involving the design, testing and evaluation of a model or paper aircraft.	Exam covering the principles of flight and aircraft systems.
Term 3	**Term 4**
Investigation examining an aviation operation, career or technology.	Guided aerospace design project or aviation safety case study.

Cost:

It is expected that students will attend one or more aerospace or aviation-related excursions during the course, which may attract additional costs.

Pathway:

Year 10 Aerospace is the recommended foundational course for students intending to study Year 11 and 12 Aerospace Systems at PBC from 2028.
The subject also supports future study in: Physics, Engineering, Digital Solutions, Mathematical Methods, Specialist Mathematics, aviation and aerospace-related vocational qualifications.
Potential career pathways include piloting, aviation operations, remotely piloted aircraft systems, air traffic management, aerospace and aeronautical engineering, avionics, aircraft maintenance, meteorology, defence, space technologies and advanced manufacturing.

Digital Technologies

Course Overview

Digital Technologies is designed for students who enjoy mathematics, logical thinking, programming and solving complex problems. It is particularly suited to high-achieving students considering future study or careers in computer science, technology, engineering and mathematics.

Students apply mathematical and computational thinking to investigate how software, hardware, data and networks work together. Through programming, algorithms, microelectronics, cybersecurity and game design, students identify patterns, use variables and logical structures, interpret data, and design, test and evaluate digital solutions.

The course requires students to think independently, persist when solving unfamiliar problems and communicate technical ideas clearly. Students also consider the ethical, legal, social and environmental impacts of digital technologies.

Digital Technologies provides a strong foundation for **Year 11 and 12 Digital Solutions** and supports pathways into software development, cybersecurity, engineering, data science, artificial intelligence and other technology-related fields.

Prerequisites

Students must have achieved at least a B standard in Year 9 Mathematics to select Digital Technologies in Year 10.

Course Units

Term 1 – Network Security	**Term 2 – Micro Electronics**
Students investigate how hardware and software manage and secure data across networks and the internet. They consider future risks and the sustainability of network security solutions.	Students work collaboratively to create interactive electronic circuits. They investigate online information, safety, legal responsibilities and social impacts. They program solutions using Python and C++.
Term 3 – Object Oriented Coding	**Term 4 – Game Design**
Students learn the foundations of object-oriented programming and desk checking. They design algorithms using diagrams and structured English. They test and validate programs through tracing and test cases.	Students plan, develop and refine a basic video game. They use iterative development, testing and debugging. They present and evaluate their solution against user needs and ethical considerations.

Assessment Outline

Learning experiences include problem solving, collecting and analysing, communicating and collaborating.

Assessment in Terms 2 and 4 is project-based and addresses a range of software and development skills. Students investigate, design, plan, manage, create and evaluate digital solutions.

Assessment in Terms 1 and 3 consists of supervised written assessments or examinations addressing students' knowledge and understanding of the course content.

Cost: It is expected that students will attend an excursion during the course that may attract additional costs.

Pathway: Year 10 Digital Technologies provides a strong foundation for Year 11 and 12 Digital Solutions and supports further study in Engineering, Mathematics, Science and other STEM subjects.

Potential career pathways include software development, cybersecurity, game development, data science, artificial intelligence, robotics, engineering, networking and information technology.

Design and Engineering

Faculty: Technology

Course Overview

This subject is considered an extension course with a focus on Engineering and Design. It is aimed at developing students' problem solving and design skills as well as safe workshop practice and practical skills. Students will be required to design, make and appraise solutions to set problems using research and knowledge of fundamental engineering and design processes. A number of drawing techniques are used including pencil drawings, colour rendering, and computer aided drawing (CAD).

Throughout this subject, students will acquire the hand and machine skills necessary to safely work with a range of different materials, as well as the introduction to modern control system technology using computers and automation processes. The subject is a useful grounding in most careers of a technical nature and leads into the higher level courses of Engineering Technology and/or Design and/or Industrial Graphics in the senior school.

Course Units

Term 1	**Term 2**
• 2D & 3D House Design and Engineering Drawing • Sustainability in Design • Computer Aided Drawing (CAD) • Design folio and Construction project	• Engineering Fundamentals • The Design Process • Computer Aided Drawing (CAD) • Laser cutting systems
Term 3	**Term 4**
• 2D & 3D drawing systems • Computer Aided Drawing (CAD) • Design folio and Construction project	• 2D & 3D Design and Engineering Drawing • Computer Aided Drawing (CAD) • 3D Printing • Design folio and Construction project

Assessment Outline

Term 1	**Term 2**
• Design Folio • 3D house model construction Project & presentation	• Engineering Fundamentals Exam • Design Folio
Term 3	**Term 4**
• Engineering Folio • Recycled Cardboard Hydraulic Arm Project Construction	• Design Folio • Sports board game with 3D printed tokens

Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing safety glasses and face shields where necessary in the workshops, but these will be supplied by the school.)

Cost: It is expected that students will attend an excursion during the course that may attract additional costs.

Pathway:

Senior school pathways include Year 11 & 12 Design and Engineering, leading to post-school opportunities in engineering, architecture, product design and related industries.

Food Specialisations

Faculty: Technology

Course Overview

Food Specialisations is a practical subject that focuses upon kitchen operations, food preparation, cooking and food service. The Food Industry and Hospitality Sector have become increasingly important to Australian business as well as a source of expanding employment opportunities. Food Technology provides a basis and introduces students to studies of Food and Nutrition, and Hospitality in the senior years.

Prerequisites

Nil.

Course Units

Unit 1 – Food Specialisation	Unit 2 – Spices of the World	Unit 3 – Farm to Feast	Unit 4 – Food Trends
• Weekly Cooking • Explore healthy eating & foods that contribute to disease **Assessment:** Written folio & practical assessment	• Weekly Cooking • Students will explore herbs and spices **Assessment:** Design & practical cook + written folio	• Weekly cooking • Students explore the stages in production of foods from farm to table **Assessment**: Unseen Practical Cook **Assessment:** Design recipe and written folio	• Weekly Cooking • Students explore foods that are trending and impacts social media has on what we eat **Assessment**: Practical cook + written folio

Assessment Outline:

Each semester students are graded against knowledge and understanding as well as processes and production skills. Instruments include practical tasks, technique tests, tests and events.

They are required to keep a journal of collected research, class work and recipes, ideas and information on each topic.

Cost:

$100 Annual Technology Food Subject Fee - **($25 per term)**.

Pathway:

Senior school pathways include Year 11 & 12 Hospitality Practices, Food and Nutrition, Cookery and Hospitality, leading to post-school opportunities in hospitality, nutrition, food science and related industries.

Textile and Fashion Design

Faculty: Technology

Course Overview

Textiles have played a significant role throughout human history, satisfying both functional and aesthetic needs. Textiles and design provide students with broad knowledge of the properties, performance and uses of textiles in which sustainability and industry trends are explored. Students learn about the influence of culture on textiles and design and develop intermediate sewing techniques in garment construction.

Textiles and design students will be introduced to design process and concepts used in the textile industry. Students learn to design, produce and evaluate textile items across a range of focus areas. Project work gives students the opportunity to develop and refine skills to produce quality textile items.

Prerequisites

Nil.

Course Units

Term 1: Sustainability in Textiles	**Term 2: Industry Trends**
• Introduction to textiles and use of equipment • Environmental impact of textile production • Sustainable textile materials and manufacturing • Upcycling • Fast fashion vs slow fashion • Fibres and fabrics	• Introduction to current trends in the textiles and fashion industry • Analysis of fashion forecasting and trend prediction • Exploration of emerging technologies and innovations • Wearable technology • Dying and printing • Future trends
Term 3: Fashion designers	**Term 4: Influence of culture on design**
• Career pathways • Introduction to prominent fashion designers and their contributions • Historical overview of fashion movements • Elements and principles of design • Fashion illustrations and figure proportions • Intermediate sewing techniques and garment construction • Understanding patterns, sizing and garment fitting	• Exploration of the influence of culture on textiles and design aesthetics • Analysis of cultural motifs, patterns and symbols in textiles • Examination of traditional textile techniques and craftmanship from various cultures • Understanding cultural significance • Integration of culture into contemporary designs

Assessment Outline:

Each semester students are graded against knowledge and understanding as well as processes and production skills. Instruments include practical projects, technique tests and case studies. Students' projects are accompanied by a written folio that explains their designs and processors.

Equipment:

Students may wish to purchase specific fabrics or materials that will attract additional costs.

Cost: **$120** Annual cost **($30 per term)**.

Pathway:

Senior school pathways include Year 11 & 12 Fashion, leading to post-school opportunities in fashion, textiles and creative industries.

Industrial Technology Skills

Faculty: Technology

Course Overview

This subject is aimed at developing students' skills and knowledge in safe working with timber. It is a useful grounding in all trade disciplines, most careers of a technical nature, as well as life skills. The course will focus on developing the hand and machine skills of students working with a range of different materials. Projects will be predominantly set in advance, with little student design required.

Studying this subject in year 10 may lead to the following subject selection offers in Year 11.

This course gives the students experience and opportunity to select senior subjects which will further their skills and knowledge in our senior Technology subjects such as; Industrial Skills ISK course and Industrial Graphics.

This course also gives the students experience in the two subjects that are offered as Certificate subjects in our senior school:

- Building and construction
- Engineering

After gaining experience in Year 10, the students can make an informed judgement on what certificate subject to pursue in Senior School.

Prerequisites: Nil.

Course Units

Term 1	Term 2
• Workplace Health and Safety • Hand and Machine Skills • Furnishing Skills	• Workplace Health and Safety • Practical Projects • Materials • Engineering Skills
Term 3	**Term 4**
• Workplace Health and Safety • Practical Projects	• Workplace Health and Safety • Construction

Assessment Outline

Term 1	Term 2
• Workplace Health and Safety • Hand and Machine Skills • Furnishing Skills • Class Projects • Class/Homework Theory Notes • Theory Exam	• Workplace Health and Safety • Materials • Engineering Skills • Class Projects • Class/Homework Theory Notes • Theory Exam
Term 3	**Term 4**
• Workplace Health and Safety • Furnishing Skills • Class Projects • Class/Homework Theory Notes • Theory Exam	• Workplace Health and Safety • Construction • Class Projects • Class/Homework Theory Notes • Theory Exam

Cost: It is expected that students will attend several excursions during the course that may attract additional costs.

Pathway:

Senior school pathways include Industrial Skills, Industrial Graphics, Building and Construction, and Engineering, leading to post-school opportunities through apprenticeships, trades and technical careers.

Industrial Graphic Skills

Faculty: Technology

Course Overview

This subject is aimed at developing students' skills and knowledge in both Technical and presentation drawing techniques. This subject leads into the Yr11 and 12 Industrial Graphics Skills course and is a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

After gaining experience in Year 10, the students can make an informed judgement on what subject to pursue in Senior School.

Prerequisites: Nil.

Course Units

Term 1	Term 2
• Foundation Technical Drawing	• Building and Construction Drafting
Term 3	**Term 4**
• Manufacturing Drafting	• Engineering Drafting

Assessment Outline

Term 1	Term 2
• Class Projects • Class/Homework Theory Notes	• Class Projects • Class/Homework Theory Notes
Term 3	**Term 4**
• Class Projects • Class/Homework Theory Notes	• Class Projects • Class/Homework Theory Notes

Cost:

It is expected that students will attend several excursions during the course that may attract additional costs.

Pathway:

Senior school pathways include Year 11 & 12 Industrial Graphics Skills, leading to post-school opportunities in drafting, architecture, engineering design and related technical careers.

Certificate II in Engineering Pathways / Cert III ICT

VET Certificate Qualification	**Y**	QCE Points	**4/6**

Faculty: Technology

Qualifications

- **MEM20422 Certificate II in Engineering Pathways**
- with the opportunity to complete - **ICT30120 Certificate III in Information Technology**

Registered Training Organisation: Skills Generation (RTO 41008)

Duration: One year.

Course Overview

This course provides students with practical experience in engineering, manufacturing and information technology. Students initially work towards the MEM20422 Certificate II in Engineering Pathways, developing skills in workplace safety, teamwork and the use of hand tools, power tools and workshop equipment.

Students apply these skills through a range of practical engineering projects. Those who complete the Certificate II requirements within the available timeframe may commence units from the ICT30120 Certificate III in Information Technology. The amount completed will depend on each student's progress, attendance and successful completion of assessment requirements.

This course supports pathways into senior Engineering, Digital Solutions, Certificate III in Aviation (Remote Pilot), engineering trades, manufacturing and information technology.

Prerequisites

The course is designed for students intending to enter an ATAR pathway in Years 11 and 12. It allows eligible students to complete a nationally recognised engineering qualification in Year 10 while developing skills relevant to senior studies and future industry pathways.

Cost:

Eligible students access their VET in Schools funding entitlement through the MEM20422 Certificate II in Engineering Pathways.

Pathway:

This course supports pathways into senior Engineering, Digital Solutions, Certificate III in Aviation (Remote Pilot), engineering trades, manufacturing and information technology. It also provides a strong foundation for further study and careers in engineering, aviation, technology and related industries.

THE ARTS

Dance

Course Overview

Year 10 Dance is a high-energy, creative course for students who love to move, express themselves, and explore the world of dance from multiple angles. This subject is all about getting involved — not just physically, but mentally and creatively too.
In this course, students will dive into a range of dance styles and experiment with new ways of moving. Through both practical and theory work, you'll explore the art of choreography, develop performance skills, and build an appreciation for dance as a powerful form of expression and communication.
The practical component focuses on performance, choreographic techniques, group work, and developing confidence and stage presence, while the theory explores Dance Concepts and Skills— understanding how and why dance works, and how it connects to culture, history, and meaning. Whether you're an experienced dancer or just love to move, this course offers the chance to grow, challenge yourself, and be part of a creative and supportive dance environment.

Prerequisites: Students do not have to be experienced dancers. Instead, they should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have a desire to learn about the body and its movement capabilities.

It is advisable students are achieving at a C standard in English.

Course Units

Term 1 – Contemporary Foundations	**Term 2 – Your Story, Your Dance-Choreography**
This unit introduces students to the fundamentals of contemporary dance, exploring key pioneers and their contributions to the genre. The unit balances practical technique, theoretical understanding, and creative choreographic techniques through the study and analysis of relevant dance concepts and skills.	Students learn about the elements of dance through choreography. They study the techniques and characteristics used to communicate meaning through movement.
Term 3 – Popular Dance Through the Decades	**Term 4 – World Dance**
Students learn about the history of Popular dance through the decades with a focus on Commercial Jazz.	Students explore the vast diversity in dance across various cultures. Through their research, students work in small groups to choreograph a work that is based on a chosen country.

Assessment Outline

Term 1 – Contemporary Foundations	**Term 2 – Your Story, Your Dance-Choreography**
• Presenting-Performance of Lester Horton Technique exercises • Responding- Written exam on the Dance Concepts and Skills	• Creating- choreography task in small groups based on a chosen theme/stimulus.
Term 3 – Popular Dance Through the Decades	**Term 4 – World Dance**
• Presenting-perform a commercial jazz routine for Dance Night-choreographed by a guest choreographer	• Responding: researching world dance and presenting to class via PPT • Creating-a world dance from country of choice

Cost: It is expected that students will attend several live performances and participate in workshops during the course that may attract additional costs.

Pathway: Students studying Year 10 Dance will have the opportunity to study Dance General in Year 11 and 12. Dance is a creative subject of self-discovery and collaborative expression and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative and health industries. Additionally, there is an opportunity to perform at Dance Night at The Star. Potential opportunity for inclusion in Dance Excellence through invitation and audition process only.

This course is separate from Dance Excellence, so students can select both Dance subjects.

Drama

Faculty: The Arts

Course Overview

Year 10 Drama is a dynamic and creative course for students who enjoy performing, expressing themselves, and working as part of a team. This course builds confidence and communication skills while developing your understanding of how drama works — both on stage and behind the scenes.

Through a mix of practical and theory work, students will explore the core elements of dramatic form, character creation, storytelling, and expressive communication. You'll work on forming original drama, experimenting with scripts and ideas, and developing basic performance techniques that bring scenes to life.

The theory component focuses on Responding to Drama — learning how to reflect on performances, understand dramatic choices, and appreciate the power of theatre as an art form.

Whether you're new to drama or already love being on stage, this course offers a fun, supportive space to develop your skills, take creative risks, and grow as a performer and collaborator.

Prerequisites

Students do not have to be experienced performers. Instead, they should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have advanced literacy skills due to the weighting on written and spoken tasks. It is also advisable students are achieving at a C standard in English.

Course Units

Term 1 - Lights, Camera, Action - Acting for Screen	**Term 2 - The Play's The Thing**
Students explore acting for screen and learn about specific techniques and processes used to deliver a performance for film and TV.	Through this unit, students can delve into the depth of a published play text.
Term 3 - Keeping It Real – Documentary Drama	**Term 4 - We're All in This Together**
This unit students explore contemporary social issues and bring them to life through devising a documentary-style performance piece. Through the process of devising, students delve into the social issue and see how using drama can support key messages in our community.	Collaborating with each other in a drama setting is rewarding and provides an opportunity to learn new skills as an actor. Through this whole class production unit, students explore the various roles that go into rehearsing and producing a play.

Assessment Outline

Term 1 - Lights, Camera, Action - Acting for Screen	**Term 2 - The Play's The Thing**
• Presenting: performing a monologue • Responding – individual reflection on acting for screen	• Presenting: performance in a small group • Creating: forming – written interpretation of text
Term 3 - Keeping It Real – Documentary Drama	**Term 4 - We're All in This Together**
• Creating: forming – devised documentary drama in small groups	• Presenting: whole class performance • Responding – reflective Journal (Individual)

Cost: Students will have the opportunity to attend an excursion/live performance through the year, which will incur additional costs.

Pathway:

Students studying Year 10 Drama may have the opportunity to study Drama General in Year 11 and 12. Drama is a creative subject of self-discovery and independent and collaborative work and has many benefits for students including building strong communication skills, time management, self-expression and confidence. Skills developed through this subject transfer into creative industries, communication, media and marketing industries.
Potential opportunity for inclusion in Dance Excellence through invitation and audition process only.

This course is separate from **Drama Excellence**, so students can select both Drama subjects.

Media Arts

Faculty: The Arts

Course Overview

Ready to step behind the scenes and discover what really makes movies and TV shows tick? In Year 10 Media Arts, you'll dive into the world of film and television to learn how stories are crafted, told, and brought to life on screen.

This course is your launchpad into the exciting world of media production. You'll explore how narrative works in film — what grabs an audience, how characters are developed, and how editing, sound and camera work all come together to shape meaning. You'll become both a *critical viewer* and a *creative storyteller*.

You'll get hands-on experience in planning, scripting, and producing your own short films — but first, we build the foundations. You'll sharpen your analytical thinking through creative and engaging written tasks, helping you understand *why* great films work before you make your own. While you'll often work with others during production, all assessment pieces (written and practical) are submitted individually — so your final product is all yours to own and be proud of!

Prerequisites: This course is designed to give you creative freedom and independence — just like working on a real film set or media production. To get the most out of it, you'll need to be comfortable managing your own time, staying focused during independent tasks, and committing to work both in and outside of class.

Because a big part of Media is about thinking critically and expressing your ideas clearly, strong literacy skills are important. If you're currently achieving a C or above in General English, you're in a great position to succeed.

Course Units

Term 1 and 2 – Unit 1: Representations	Term 3 and 4 - Unit 2: Horror and Suspense
In this unit, we explore how media reflects and shapes the values of the time it's made. You'll take a deep dive into how certain people or groups are represented (or not!) in film, TV and online content, and how those portrayals influence the way we see the world around us. Then it's your turn to take the reins: you'll plan and produce a short documentary, learning hands-on skills like camera operation, recording interviews, and editing with titles, transitions, and sound. Get ready to tell stories that matter — and make your audience think.	What really makes a film *scary*? In this spine-tingling unit, we uncover how suspense is built through story, visuals, sound, and clever editing. You'll break down a short horror film to see how filmmakers create tension, then it's your turn to try it yourself. You'll craft your own suspenseful short film, learning hands-on production skills like lighting for mood, costume design, sound recording, camera movement, and editing tricks that heighten fear and tension. It's all about making your audience jump, in the best way.

Assessment Outline

Unit 1 – Representations	Unit 2 – Horror and Suspense
• Responding: Media analysis – explore how media representations have changed over time and why it matters. • Creating: Documentary treatment – plan your own short doco • Presenting: documentary film in small groups	• Responding: Film analysis where you will identify how suspense is built in a short horror film using story technical elements. • Creating: Film treatment and storyboard • Presenting: Horror Short Film in small groups

Cost: Students will have the opportunity to attend an excursion/live performance through the year, which will incur additional costs.

Pathway: Students studying Year 10 Media Arts will have the opportunity to study Film, TV New Media General or Media in Practice Year 11 and 12. Media is a creative subject of self-discovery, storytelling and provides student with opportunities to work independently and collaboratively. Skills developed through this subject have many benefits for students including building strong communication skills, time management and self-expression, along with a strong foundation in technology knowledge and application. Skills developed through this subject transfer into film making, content creation, creative industries, communication, media and marketing industries.

Music

Faculty: The Arts

Course Overview

Love music? This course gives you the chance to build your skills in performance, composition, and musicology (learning about music and how it works). You'll get to play, write, and understand music through a mix of practical and theory work.

You'll be performing throughout the course — including in front of an audience — so confidence and a willingness to give it a go are key! It's also super helpful if you have access to your instrument at home to practise for performances.

This subject is separate from Music Excellence, so if you're keen, you can do both. It is an important subject to choose as a prerequisite for Music General in Senior School.

Equipment

Students are required to have their own performance equipment. For some, this is simply just their instrument. However, drummers will have access to drum kits but must bring their own drumsticks. Guitarists can use guitars at school, however must bring their own lead and pick. For more information and clarification, please see the music teachers at school.
It is expected that students will attend several excursions during the course that may attract additional costs.

Course Units

Term 1 – Instruments of Rock and Pop	**Term 2 – Music and Me**
Students will explore rock and popular music. They will develop an understanding of the musical elements and apply their understanding in a performance and composition.	Students explore what music means to them in their life, performing a meaningful piece. Students delve further into prospective pathways for their music making through a guided study.
Term 3 – Music with a Message	**Term 4 – Core Musicianship**
Music is a powerful medium for communicating a message. In this unit students explore and examine musical works that convey intellectual and emotional messages.	Students develop core musicianship skills, including music reading, ear training, performance, composition, improvisation and transcription.

Assessment Outline

Term 1 – Instruments of Rock and Pop	**Term 2 – Music and Me**
• Creating: Composition task in small groups • Presenting: Performance in small groups	• Presenting: Performing a meaningful piece • Responding: Guided study on prospective pathway
Term 3 – Music with a Message	**Term 4 – Core Musicianship**
• Responding: Song analysis and evaluation • Presenting; performing as a soloist or in a small group.	• Responding: Practical exam • Creating: Individual composition task

Cost: Students will have the opportunity to attend an excursion/live performance through the year, which will incur additional costs.

Pathway: Students studying Year 9 Music will have the opportunity to study Year 10 Music and Music General or Music in Practice in Year 11 and Music Extension in year 12. Music is a creative subject of self-discovery and independent and collaborative work and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative industries, communication, media and marketing industries.

Potential opportunity for inclusion in Music Excellence through invitation and audition process only.

This course is separate from Music Excellence, so students can select both Music subjects.

Visual Art

Faculty: The Arts

Course Overview

Get hands-on with drawing, painting, mixed media, and ceramics as you develop your skills and techniques. This course is all about unleashing your creativity and imagination through practical art projects.
You'll also dive into art history and explore how artists today express ideas and challenge the world around them. Whether you want to refine your craft or experiment with new styles, this subject is your space to create and discover.

Prerequisites

Year 10 Art builds upon the experiences and skills learned in Year 9 Art. While having studied Art before is beneficial, it is not mandatory. Students selecting this subject should display an interest in Art and be willing to have a go and try their very best in each activity. Drawing is a core skill in Art.

Course Units

Term 1 – Mixed Media	**Term 2 – Painting**
Students will explore various techniques across drawing and collage with a variety of mediums to develop a folio of small works.	The Landscape painting unit allows students to develop a range of techniques through the application of paint on canvas.
Term 3 – Ceramics	**Term 4 – Printmaking**
In this unit, students will delve into the world of ceramics. This earthy medium is a wonderful way to discover the art of sculpting and expressing through 3D art making.	Printmaking is a creative process that allows students to explore visual representation in a unique way. Students will create a lino-print edition that has impact to an audience.

Assessment Outline

Term 1 – Mixed Media	**Term 2 – Painting**
• Creating and Presenting: Student folio of small works including 2 Mixed-media Artworks • Responding: Individual Visual Diary and Reflective Statement	• Creating and Presenting: Individual major Painting • Responding: Individual Visual Diary and evaluation
Term 3 – Ceramics	**Term 4 – Printmaking**
• Creating and Presenting: Ceramic Sculpture • Responding: Visual diary and short response	• Creating and Presenting: Lino-print Edition • Responding: Visual diary and written reflection

Cost:

Students will have the opportunity to attend an excursion/live performance through the year, which will incur additional costs.

Pathway:

Students studying Year 9 Visual Art will have the opportunity to study Year 10 Visual Art and Visual Art General or Applied in Year 11 and 12. Visual Arts is a creative subject of self-discovery and independent work and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative industries, communication, media and marketing industries.

This course is separate from **Visual Arts Excellence**, so students can select both Visual Art subjects.

EXCELLENCE PROGRAMS

Creative Arts Excellence Program

Excellence Programs

Course Overview

The Creative Arts Excellence Program offers passionate and talented students the opportunity to deepen their skills and experience in Dance, Music, Visual Arts (Years 7–12), and Drama (Years 9–12). Designed for students working at an advanced level, the program provides a dynamic and focused learning environment that extends beyond the standard curriculum.

With strong links to the arts and entertainment industries, this program supports students in refining their technical abilities, developing their creative voice, and preparing for future pathways in the arts. Learning experiences include specialised workshops, extended rehearsal or studio time, folio and audition preparation, and access to industry professionals and mentors.

Collaboration is a key feature of the Dance, Drama, and Music Excellence courses, where students work in ensemble and group-based projects that reflect real-world creative practice. Visual Art Excellence supports more independent, self-directed work, where students explore and refine their personal style. Across all disciplines, students have opportunities to showcase their work through school-based and community performances, exhibitions, and events—celebrating their achievements and creative growth throughout the year.

Entry into the program is by audition and/or interview, where students demonstrate both their current skills and their potential for growth in their chosen creative field.

Prerequisites

All eligible students will have demonstrated a high level of artistic ability. Students showing high proficiency in mainstream Arts class are encouraged to apply and may be invited to trial for the program.

The program is open to all students in Years 7 – 12 who complete a successful trial.

Students may only enrol in one Creative Arts Excellence subject.

Assessment Outline

Students will be expected to complete a variety of solo, small group and whole-class performance and production works, as well as critiques of industry standard works. As well as the development of curricular works, students will also be expected to contribute to both school extra-curricular and representative works, such as bands and choral groups, school Musical, Dance Teams, and regional/state/national showcases.

Excellence Expectations

Please refer to the Creative Arts Excellence Contract for details.

Cost:

Each Creative Arts Excellence subject incurs a fee. Please refer to CAX Contracts and subject fee structure on PBC website.

Dance Excellence

Excellence Programs

Course Overview

Year 10 Dance Excellence is an advanced course for committed dancers looking to further develop their performance, choreographic, and technical skills. As an extension of the mainstream Dance subject, this course offers deeper engagement with technique, creativity, and critical appreciation.
Students perform in both solo and ensemble works, participate in workshops with guest artists, and present at least two public performances throughout the year. Regular rehearsals and workshops outside of class time are required and reflect industry expectations.
While students may specialise in a preferred style or choreographic approach, they will also study a broad range of dance techniques. Specialisations should be indicated on the application form.
This course provides a supportive, challenging environment for passionate dancers wanting to extend their abilities and artistic voice.

Prerequisites: Prior dance experience is essential. Students must have achieved a minimum B standard in Year 9 Dance or Year 9 Dance Excellence. Entry is through a successful audition and application process, or continued enrolment from Year 9 Dance Excellence.

Course Units

Unit 1 – Performance Skills	**Unit 3 - Love is in the Air**
Students refine their technique in contemporary, ballet, and jazz through structured class routines and exercises. The focus is on precision, alignment, strength, and musicality, with an emphasis on performance quality in group work and solo tasks.	Building on earlier skills, students explore narrative and emotion through contemporary dance. They analyse the work of iconic artists and use this to inform their own expressive performance and movement choices in a group or class work.
Unit 2 – Contemporary Pioneers	**Unit 4 – Innovators**
Students explore influential contemporary choreographers and their unique movement philosophies. Through analysis and practical exploration, students create original choreography inspired by these pioneers.	Students respond to contemporary dance works that challenge tradition and push creative boundaries. They reflect on performance through critical writing and produce an original choreographic piece in a style of their choice.

Assessment Outline

Unit 1 – Performance Skills	**Term 3 -Love is in the Air**
• Presenting: performance - students demonstrate technical control and performance quality through class routines and exercises in contemporary, ballet, and/or jazz.	• Creating: choreograph – *a pas de deux* duet that represents the relationship of two famous lovers—historic or modern. • Presenting: performance - pas de deux with expressive connection and partner work. • Responding: statement and analytical essay.
Unit 2 – Contemporary Pioneers	**Term 4 – Innovators**
• Creating: choreograph – in pairs students create an original dance inspired by a selected contemporary pioneer's style or philosophy.	• Creating: choreograph – a solo exploring personal style and identity. • Presenting: performance – showcasing individuality and creativity.

Cost: It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases, these are covered by course fees, they may attract additional costs.

Pathway:

Students studying Year 10 Dance Excellence will have the opportunity to study Dance Excellence and Dance General in Year 11 and 12. Dance is a creative subject of self-discovery and collaborative expression and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative and health industries. This course is separate from **Dance**, so students can select both Dance subjects.

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au
Excellence Expectations: Please refer to the Creative Arts Excellence Contract for details.

Drama Excellence

Excellence Programs

Course Overview

Year 10 Drama Excellence is an advanced course for passionate performers ready to further develop their acting technique, creativity, and theatrical understanding. Building on the mainstream Drama subject, it offers greater depth in characterisation, script analysis, and ensemble performance.

Students will explore a range of dramatic styles and texts, rehearse and perform scripted scenes and monologues, and collaborate on an extended class production. The year concludes with a polished public performance aimed at a specific audience, showcasing students' growth as versatile performers.

Voice, movement, and stagecraft are refined throughout the course, with public performance and rehearsal commitment playing a key role. Students are expected to participate fully in all aspects of the creative process, including rehearsals outside of class time.

This course provides a supportive and challenging environment for emerging actors to build confidence, deepen their craft, and engage meaningfully with theatrical storytelling.

Prerequisites: Prior drama experience is essential. Entry is by invitation or through a successful audition and application process. **Please note: This subject will only run with sufficient enrolments and may be timetabled as a composite class.**

Course Units

Term 1 – Acting for film	**Term 2 – Australian Theatre**
Students will study the techniques of screen performance to produce their own short films using either provided, adapted or original text.	Students will study Australian Theatre as actors/directors, creating and presenting work for peers. Students will incorporate dramatic style and technique appropriate to the Australian theatrical landscape.
Term 3 – Class Production	**Term 4 – Theatre for Social Awareness**
Students will rehearse a devised/published play or selection of scenes, to be performed for a live audience.	Students will learn about the techniques of Political Theatre to create their own campaign to spread awareness of an issue of their choice.

Assessment Outline

Term 1 - Acting for film	**Term 2 – Australian Theatre**
• Creating: devising in groups • Presenting: performance in groups using camera equipment	• Creating: devising both individual and in small groups • Creating: performance in small groups • Responding: individual and group reflective journal
Term 3 – Class Production	**Term 4 – Theatre for Social Awareness**
• Creating: devising in groups • Responding: individual reflective statement	• Creating: devising in small groups • Presenting: performance to industry leaders

Cost: It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.

Pathway: Students studying Year 10 Drama Excellence will have the opportunity to study Drama Excellence and Drama General (minimum enrolments required) in Year 11 and 12.

Drama is a creative subject of self-discovery and collaborative expression and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative and performing arts industries. This course is separate from **Drama**, so students can select both Drama subjects.

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au

Excellence Expectations: Please refer to the Creative Arts Excellence Contract for details.

Music Excellence

Excellence Programs

Course Overview

Year 10 Music Excellence is an advanced course for passionate and dedicated musicians who are ready to further develop their performance skills, musical creativity, and understanding of music in a wide range of contexts. Building on the mainstream Music course, it offers greater depth in composition, analysis, ensemble performance, and music theory.

Students will perform in a variety of solo and group settings, compose original pieces, and explore a broad range of musical styles from different cultures and historical periods. The course also includes opportunities to engage in workshops with guest artists, providing valuable industry insights and inspiration.

Throughout the year, students will refine their technical and expressive skills, develop confidence as performers, and grow as creative, independent musicians. Public performance, rehearsal, and workshop commitment are key aspects of the course, and students are expected to participate fully, including attending rehearsals and events outside of class time when required. This course provides a supportive and challenging environment where emerging musicians can deepen their craft, expand their musical knowledge, and connect meaningfully with the art of music-making.

Prerequisites: Experience in music is essential, and students should be achieving at a B standard or higher in Year 9 Music. Entry is by successful audition and application, or by continued enrolment from Year 9 Music Excellence. It is strongly recommended that students have private instrumental or vocal tuition and are achieving at least a C standard in core English. It is advisable that students have private vocal/instrumental tuition to complement school learning. It is advisable for students to have a good grasp of language (both written and spoken), achieving at least a C standard in core English.

Course Units

Term 1 – Contemporary Music	**Term 2 – Music for the Screen**
Students will explore the landscape of the contemporary music industry. Students will study, arrange, and perform a piece of contemporary music.	Students study the world of film scoring, investigating the ways composers and music supervisors support screenplay in the film industry.
Term 3 – Recording Project	**Term 4 – Classical Music**
Students will explore recording techniques and make use of the recording studio. Students will record and arrange a song and respond explaining their intent.	Students study the historical and musical context of classical music from the Renaissance period to the Modern period and apply their knowledge in contemporary music making.

Assessment Outline

Term 1	**Term 2**
• Creating: Performing individually or in small groups • Responding: Rehearsal and performance journal with reflection	• Creating: Composition to a film scene • Presenting: Multimodal Presentation combining a scene from a film and original composition • Responding
Term 3	**Term 4**
• Creating: Performing in small groups • Presenting: Performance will be presenting • Responding: Recording Journal and Statement of Intent	• Creating: Composing a piece of music individually or in small groups based on knowledge of classical music characteristics • Responding: Composition statement

Cost: It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.

Pathway: Students studying Year 10 Music Excellence will have the opportunity to study Music Excellence in Year 11 (Applied) and General in Year 11 and 12 and Music Extension in Year 12.

Music is a creative subject of self-discovery and collaborative expression and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative and performing arts industries. This course is separate from **Music**, so students can select both Music subjects.

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au

Excellence Expectations: Please refer to the Creative Arts Excellence Contract for details.

Visual Arts Excellence

Excellence Programs

Course Overview

Year 10 Visual Arts Excellence is an advanced course designed for creative and committed art students who are ready to extend their technical skill, artistic voice, and visual storytelling. Building on the mainstream Visual Art subject, this course challenges students to produce bodies of work at a comprehensive and refined level.
Each unit is designed to support students in mastering their chosen art forms while encouraging exploration across a range of mediums and techniques. Students are nurtured in their areas of interest and guided to develop a personal style, while also being pushed creatively to produce folios that reflect future Arts pathways.
Throughout the year, students will engage in a range of studio practices, critical analysis, and creative problem-solving. They will build professional-level folios and have opportunities to present their work in public exhibitions, school showcases, and Arts Festivals.
A strong emphasis is placed on commitment, creative risk-taking, and artistic growth. Students are expected to participate fully in all aspects of the course, including exhibition preparation and potential out-of-class creative work.
This course provides a supportive and inspiring environment for emerging visual artists to refine their skills, express their ideas with confidence, and engage meaningfully with the wider artistic community.

Prerequisites: Experience in the area of Visual Art is preferred but not essential and students achieving a B standard or higher in mainstream Visual Art are encouraged to apply for Visual Art Excellence. Alternatively, students seeking to apply for the excellence program who have NOT had experience in the subject previously will be asked to submit examples of their own recreational work and participate in a selection process through Head of Department.

Course Units

Term 1 - Drawing	**Term 2 - Painting**
Students will create a folio of drawings/mixed media works that communicate meanings.	Students will create a folio of work based on a theme.
Term 3 – Body of Work	**Term 4 - Body of Work**
Students will create an experimental folio based on a concept and individual focus.	Students will create a resolved work based on a concept and individual focus.

Assessment Outline

Term 1 - Drawing	**Term 2 - Painting**
• Creating and Presenting: Resolved Work • Exploring and Responding: Visual Diary • Responding: Reflection Task	• Creating and Presenting: Resolved Work • Exploring and Responding: Visual Diary • Responding: Reflection Task
Term 3 – Body of Work	**Term 4 – Body of Work**
• Exploring and Responding: Visual Diary • Creating and Presenting: Experimental Works • Responding: Supportive Evidence	• Exploring and Responding: Visual Diary • Creating and Presenting: Resolved Work • Responding: Reflection Task

Cost: It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.

Pathway: Students studying Year 10 Visual Arts Excellence will have the opportunity to study Visual Art General in Year 11 and 12. Visual Arts is a creative subject of self-discovery and independent work and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative industries, communication, media and marketing industries.
This course is separate from **Visual Arts**, so students can select both Visual Art subjects.

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au

Excellence Expectations: Please refer to the Creative Arts Excellence Contract for details.

Sports Excellence

Excellence Programs

Course Overview

Sports Excellence is a selective program designed for gifted and talented students who demonstrate advanced ability or considerable potential in one of PBC's target sports. It is an opportunity for students to pursue sporting excellence in a supportive educational environment.

Targeted Sports

- AFL Boys and Girls
- Basketball
- Kayak and Surf League
- Netball
- Rugby League Boys and girls
- Soccer Boys and Girls
- Surfing
- Tennis
- Touch / NFL Flags (Boys and Girls)
- Track (sprints and distance)

Prerequisites

Students will only retain their position by continuing to meet the requirements of their chosen sport and their school subjects. Progression from Year 9 into Year 10 Sports Excellence is not automatic. To continue in the program, school and sport selection criteria must be met each year. New students must apply and / or trial and be accepted into program by the relevant program coach.

Course Units

Term 1 - Foundation	**Term 2 - Pre-Competition**
PRACTICAL – Term cycle may change from sport to sport	
• Key Skill and fitness indicators • Testing • Program Development	• Specialised • Skill and fitness development • Competition strategies
THEORY – 1 Well Being Module in both Term 1 and 2.	
• Time Management • Training and Conditioning Practice	• Injury Prevention • Skill development
Term 3 - Competition	**Term 4 - Transition**
PRACTICAL – Term cycle may change from sport to sport	
• Fitness peaking • Skill under pressure • Specialised tactics • Sports Psychology • Strategy	• Time for change • Major skill/fitness challenges addressed • Cross training • Performance evaluation • Athletic profile adjustment

Assessment Outline: Assessment is based on practical and theoretical work completed each term during the program.

- Sports specific fitness
- Skill
- Event/Game Strategy
- Training and Conditioning Practice

Uniform: Each sport has a compulsory specified uniform.

Cost: It is expected that students will attend several competitions during the course that may attract additional cost.

Pathway:

Participation in Sports Excellence programs can lead to a wide range of sporting and career pathways, including State and National representative teams, U.S. college scholarships, professional playing careers, Commonwealth and Olympic Games selection, coaching, strength and conditioning, player management, and athlete wellbeing. These are just some of the many opportunities available within a broad and diverse sporting industry.