PALM BEACH CURRUMBIN STATE HIGH

YEAR 10
SUBJECT SELECTION GUIDE
2026

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
- Heads of Department
- Guidance Officer
- Deputy Principal

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

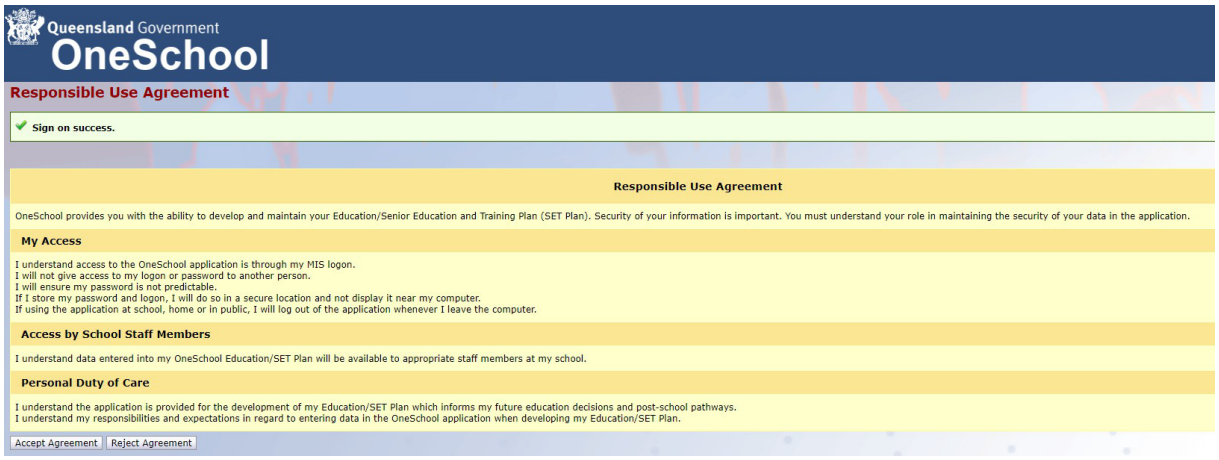
ONESCHOOL SUBJECT SELECTION Instructions

Instructions for Subject Selections in OneSchool:

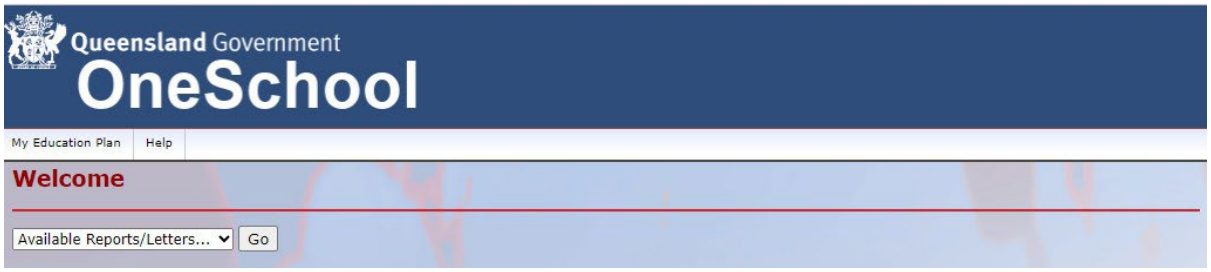
Go to http://oslp.eq.edu.au using your internet browser.

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

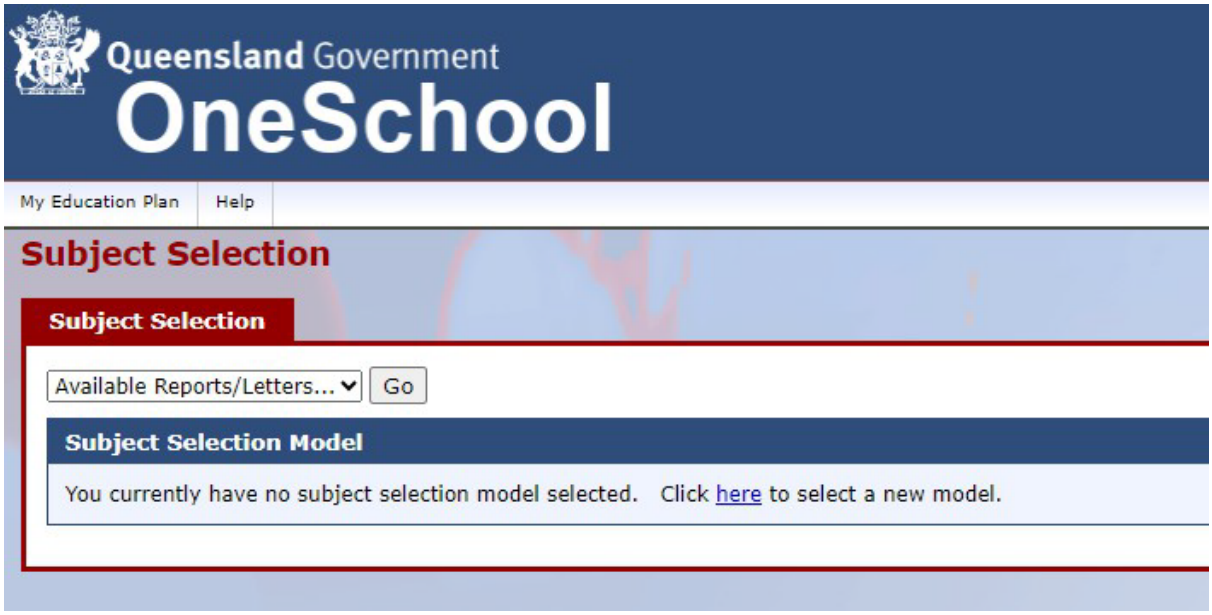
Accept Responsible Use Agreement.



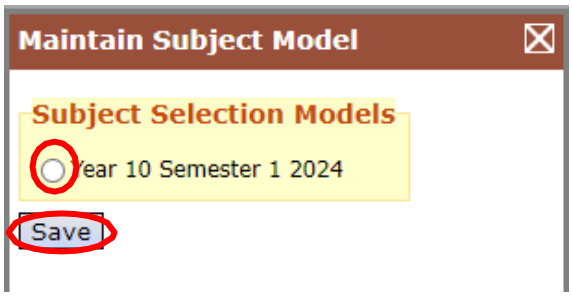
Select **My Education Plan**



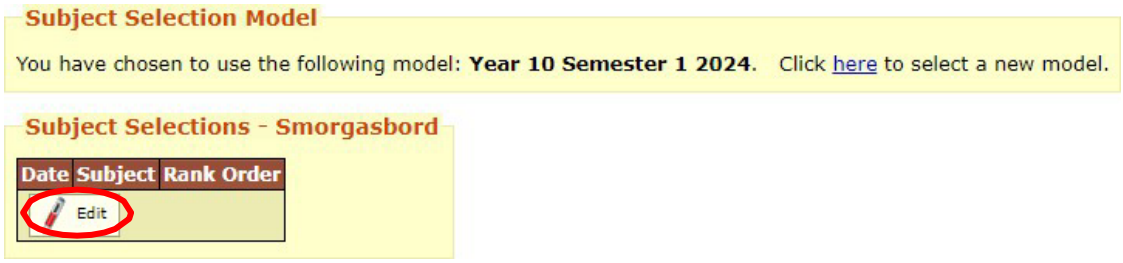
Under Subject Selection, click on the **here** button.



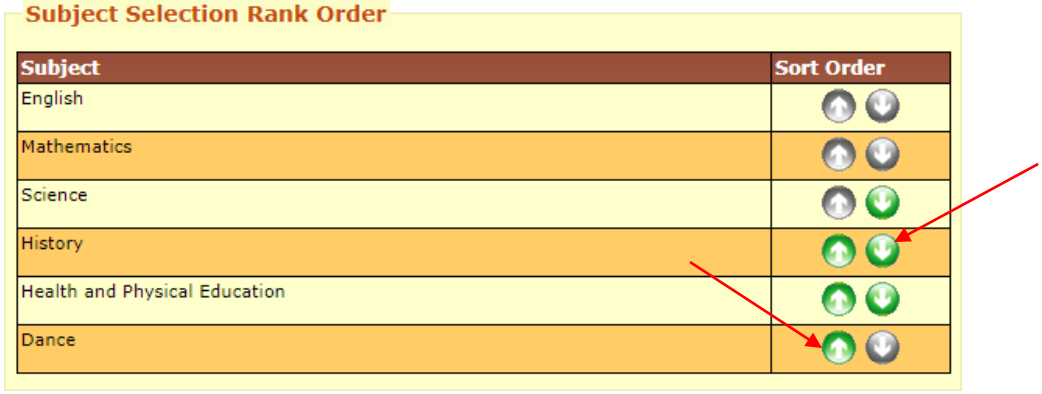
Select **Year 10 Semester 1 <u>2026</u>** and then **Save.**



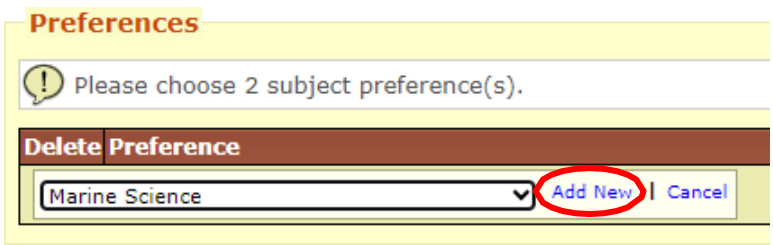
Click on the **Edit** button.



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 VETis 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
• Media • Novel study • Poetry • Shakespeare	• Analysis of Political Cartoon speech • Narrative • Poetry analysis • Macbeth Analytical Essay

Assessment Outline:

Students are required to complete a number of 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.

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 contemporary work texts • Creating texts for different professions • Responding to popular culture texts • Creating texts that explore the Australian Contexts • Responding to mass media texts • Creating texts about community, local and global issues.	• Analytical response • Short response exam • Persuasive multi modal presentation • Interpretive text examination • **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.

Advanced English and Literature Studies – ACX and 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 in the Academic Excellence Program or those 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 Senior 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 complete four assessment tasks: two analytical essays (one under exam conditions), a persuasive speech, and an imaginative horror narrative. Assessment conditions vary — some tasks are drafted, while others are completed under supervision without teacher guidance. Only one task receives formal written feedback; others involve verbal conferencing and peer review.

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.

Mathematics is specifically designed to prepare Year 10 students for enrolment into Senior Mathematics subjects. Some students will be invited into 10 Advanced Maths through Academic Excellence or by the HOD; the remaining students will be placed in 10 Mathematics.

Students in 10 Mathematics study concepts from the Australian Curriculum, Year 10 syllabus, in Semester 1 & 2.

Students studying the Year 10 Advanced Maths course study all concepts from the Australian Curriculum V9 syllabus, in Semester 1. They then study concepts that align with the Senior Mathematical Methods syllabus in Semester 2. The 10 Advanced Maths students will cover all pre-requisite knowledge for students who wish 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 have the option to choose Year 11 Mathematical Methods must do semester 2, Year 10 Extension Maths.
2. Students wishing to study Year 11 Specialist Mathematics must meet the same requirements as Mathematical Methods.

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

Course Units

Mathematics	Advanced Maths
Semester 1	
Unit 1	**Unit 1**
Probability Patterns and Algebra Linear Relationships	Pythagoras and Trigonometry Linear Relationships Real Numbers
Unit 2	**Unit 2**
Data Representation and Interpretation Using units of measurement	Data Representation and Interpretation Using units of measurement Geometric Reasoning
Semester 2	
Unit 3	**Unit 3**
Linear Relationships Geometric Reasoning	Solving Quadratics Non-Linear Relationships Polynomial Functions
Unit 4	**Unit 4**
Money and financial mathematics Trigonometry Introduction to matrices	Trigonometric Functions Chance Exponentials and Logarithms

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) is essential.

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	Preparing for sport performance • Measuring performance • Energy systems and thresholds • Strength and conditioning • Nutrition
Unit 3	**Unit 4**
Modified sports • Design a modified sport • Coach the class in the modified sport • Conduct and officiate games in the modified sport	International sports • Experiencing a range of emerging international sports

Assessment Outline:

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

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, Touch, and racquet sports. This is more than just playing sport, its 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:

Nil

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 Touch • Tactics and strategies within Touch	Body and movement concepts in a racquet sport

Assessment Outline:

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

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 the health needs of different groups and how communities can respond to increase health.
- Social-Emotional Health: Understand how identity, relationships, and self-awareness shape your health journey.

Prerequisites:

Nil

Course Units

Unit 1	**Unit 2**
Physical health: • Nutrition • Illness and disease	Mental Health: • Practices to build mental strength • Mental health concerns
Unit 3	**Unit 4**
Community health: • Cohort needs analysis	Social-emotional health: • Building identity

Assessment Outline

Unit 1	**Unit 2**
• Exam – multiple choice and short response	• Investigation: folio
Unit 3	**Unit 4**
• Report	• Exam – short response and extended response

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

Nil

Course Units

Unit 1	**Unit 2**
Aquatic Recreation: Paddling • Craft type and use • Safety • Rescue and retrieval	Sustainable Outdoor Recreation • Outdoor cooking • First aid
Unit 3	**Unit 4**
Fitness for the outdoors • Fitness components • Training to develop fitness components • Engaging in outdoor activities • Bushwalking	Challenge in the outdoors • Adventurous journey • Camping • Hiking

Assessment Outline:

Unit 1	**Unit 2**
• Workbook modules • Performance	• Exam – multiple choice and short response
Unit 3	**Unit 4**
• Assignment – session design • Performance	• Assignment – report • 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:

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

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, and 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, opportunity analysis, and workforce management. They also explore Australia's superannuation system and its influence on both financial wellbeing and employer obligations. Students investigate areas such as marketing, 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.

Unit 1: The Business World	**Unit 2: The World of Work**
Students explore how businesses operate at various stages of the business lifecycle and how they adapt to changing markets. **Key topics include:** • Business lifecycle (start-up to maturity) • Business ownership types (sole trader, partnership, company) • SWOT and STEEPLE analysis tools • Global expansion strategies • Case studies in industries such as fashion and fast food **Assessment: Business Report**	Students examine the relationship between business and the workforce, including how productivity is managed and improved. **Key topics include:** Human resource management and workplace culture The role of superannuation in employment and retirement planning Responsibilities of employers and employees Workforce planning and organisational productivity Decision-making using business data and trends **Assessment: Exam**
Unit 3: Financial Literacy and Money Management	**Unit 4: Innovation and Marketing in Business**
Students build core financial literacy skills that support both personal and business decision-making. Key topics include: Earning, saving, spending, and budgeting Managing debt and understanding credit Financial goal setting and decision-making The role of financial institutions and services Short- and long-term impacts of financial decisions **Assessment: Portfolio of Work**	This unit focuses on how businesses identify opportunities, respond to consumer needs, and use innovation and marketing to remain competitive. Key topics include: The role of innovation in product and service development Market research and customer profiling Marketing strategies: pricing, promotion, product, and place Social media and digital marketing Ethics in advertising and consumer protection **Assessment: Multimodal Business Pitch** **Assessment: Extended Written: ASX Share Portfolio**

Cost:

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

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.

Geography

Faculty: Humanities

Course Overview

Advanced 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.

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

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. • 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 come into contact with 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

Assessment Outline:

Predominantly written, some non-written based on involvement in activities – tests, assignments, class work, homework.

Cost:

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

Philosophy and Reasoning

Faculty: Humanities

Course Overview

We are all students of philosophy, whether we study it or not. In our lifetime, we will all consider pressing matters such as what are my rights, how should I be governed, how do we balance equality and freedom, the needs of the few and the needs of the many, what is 'right' or 'wrong'. If we must consider these concerns, we may as well be good at it.

Furthermore, studies support that the study of philosophy is beneficial for all other subjects undertaken which is why it is more often than not, integrated into any given course at University.

Philosophy analyses the truth behind principles and practises that construct our world. Students will study the fundamentals of logic and argument within the context of conspiracy theory; moral philosophy within the context of a contemporary issue; social and political philosophy and the philosophy of art. Students will develop high order thinking skills including analysis, synthesis and evaluation and the ability to respond to issues and arguments in a variety of contexts. Community of Inquiry is an integral part of this subject. Students will explore the big questions and will justify their own responses and logically evaluate the responses of others. The skills developed in this course can be applied across all high school subjects and prepare students for university courses in Law (Philosophy is an integral component of all Law courses), Science, including Medicine and Engineering, and across the Humanities.

This subject facilitates the study of Philosophy in Years 11 and 12.

Prerequisites: Students require at least mid B standard in both English and Maths for Year 9.

Course Units

Term 1	Term 2
Fundamentals of Argument: Conspiracy Theory Evaluate the strength of your chosen conspiracy using the skills of logic. Propositional Logic, correlation, causation & associated fallacies, standard argument form, hypothesis **Assessment: Analytical essay**	**Philosophy of Art: The Search for Beauty** Subjective and objective nature of art. The application of ancient Greek and contemporary philosophers to the idea that beauty is in the eye of the beholder. **Assessment: Analytical essay**
Term 3	**Term 4**
Social and Political Philosophy: Governance Human nature, the state of nature and the social contract. Individual rights and the greatest good. How should we be governed? Problems associated with governance. **Assessment: Extended response exam**	**Moral Philosophy: A Healthy Argument** Apply schools of philosophical thought to a student selected contemporary issue. **Assessment: Debate**

Problem Based Learning

Faculty: Humanities

Course Overview

To survive in today's workforce, individuals must know how to take care of their learning – to plan, develop, adapt and change in a digital, interactive and global society.

The Problem-Based Learning elective seeks to develop these skills to a high level by immersing students in deep learning projects where the focus is on the General Capabilities of the Australian Curriculum; turning the table where knowledge acquisition is a by-product of the development of;

- critical and creative thinking
- personal and social capability
- intercultural understanding
- ethical understanding
- ICT capability

Many students enjoy studying issues at a deep level, particularly when they have the option to choose an area of interest; this suits the capabilities of gifted and talented and highly able students. By applying self-direction, these learners empower themselves to take personal responsibility, choosing how they use information in the construction of meaning.

Students will immerse themselves in an area of study framed by a driving inquiry question. Initially they will decide as a group what that question will be and gradually they will be able to frame their own questions to follow an area of personal interest.

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.

Course Outline

Term	Topic	Assessment
1	Students new to the subject will engage in activities to build teamwork and respect of others and different learning styles before undertaking a project. As a class, 1 or 2 units from those presented (8-10 options) will be chosen to work on. Students will work in groups of 5-6 to complete the unit and present their findings.	Each student will be assessed individually against the ACARA General Capabilities Standards (Level 5 and Level 6) that apply to their unit of study. If students choose a curriculum-based unit, they can choose to also be assessed against subject-specific criteria, but reporting will be against achievement of the General Capabilities. Most units of study will involve a presentation (individual or group) of findings to others in the class.
2	Students work in smaller groups (3-4) to select a unit of work from those presented (up to 20 options).	
3	Students work in smaller groups (2-4) to select a unit of work from all available.	
4	Students can choose to work in a small group or individually on a project of interest. They can choose a course of study of a unit available, or design their own driving inquiry question and learning path with teacher assistance and guidance.	

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

Aspects of daily life are covered during the Year 10 course.

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.

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 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 Other 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, projects or problem-solving tasks.

Equipment:

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

SCIENCE

Marine 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.

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.

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, Sea Water, Ocean Cycles, tides and Weather patterns, Ocean Currents, 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**
Exam – short response (e.g. multiple choice, short response, calculations) and combination response (e.g. short response, responding to unseen data).	Research Investigation (RI) – Students research and analyse secondary evidence to form a justified conclusion about a claim; presented as an Analytical Report.
Term 2	**Term 4**
Student Experiment (SE) – Students modify an experiment to collect and analyse data to form justified conclusions; presented using scientific report structure.	Exam – short response (e.g. multiple choice, short response, calculations) and combination response (e.g. short response, responding to unseen data).

Cost:

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

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.

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.

Prerequisites

Students must have achieved at least a B standard in Year 9 Science to select Psychology in Year 10.

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. Students will participate in the Brain Bee competition, hosted by the Queensland Brain Institute.	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**
Research Investigation (RI) – Students research and analyse secondary evidence to form a justified conclusion about a claim; presented as an Analytical Report.	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).

Cost:

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

Science Extension

Faculty: Science

Course Overview

Science Extension is an elective offered by the Science Department to students in Year 10. Are you curious about how science really works beyond the classroom and into the future? Science Extension is designed for students who are passionate about science and want to dive deeper into real-world investigations and scientific thinking.

Science Extension further develops the understandings and skills necessary to participate in high level science. The course will focus on scientific concepts related to the disciplines of Biology, Chemistry and Physics. Science can be applied to nearly every aspect of everyday life.

This subject is suited to those students wanting to study one or more general science subjects in Years 11 and 12, leading towards a science-based career.

Prerequisites

Students must have achieved at least a B standard in Year 9 Science to select Extension Science in Year 10.

Course Units

Term 1 Future Frontiers	**Term 3 Scientific Investigation**
Investigate emerging technologies in science to develop a deeper understanding of the cutting-edge scientific innovations that are transforming our world.	Students work independently throughout the term on a scientific investigation of their choice. Students will have the opportunity of entering their project into the Gold Coast Science Competition and the Science Teacher's Association of Queensland awards.
Term 2 Biochemistry	**Term 4 Electrostatics and Electric Circuits**
Gain an insight into the chemical processes inside the human body.	Investigate how objects become charged and the effect those charges have on surrounding objects. Students use this knowledge to explore and analyse relationships within traditional electrical circuits.

Assessment Outline:

Term 1	**Term 3**
Data Test: Students apply, analyse and interpret data regarding brain function, based on provided data sets.	Student Choice: e.g. Multimodal presentation, Scientific report, model.
Term 2	**Term 4**
Research Investigation (RI) – Students research and analyse secondary evidence to form a justified conclusion about a claim; presented as an Analytical Report.	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).

Cost:

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

TECHNOLOGY

Digital Technology

Course Overview

The practical nature of Digital Technologies engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

Digital Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

Course Units

Term 1	**Term 2**
Network Security • Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems (across the internet). • Take account of future risks and sustainability of network security solutions.	Micro Electronics • Work collaboratively to create interactive electronic circuits • Investigate information online, consider safety, social contexts and legal responsibilities • Implement programs using Python and C++ programming language.
Term 3	**Term 4**
Object Oriented Coding • Learn the foundations of object-oriented code by: • designing algorithms represented diagrammatically and in structured English • validating algorithms and programs through tracing and test cases.	Game Design • Plan, develop and refine a basic video game Apply iterative development processes, testing and debugging • Present and evaluate the project against user needs and ethical considerations.

Assessment Outline

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

Assessment items in Terms 2 and 4 are project based and will address a range of skills in the use of software. Students are required to investigate, design, plan, manage, create and evaluate solutions for product development.

Assessment in Terms 1 and 3 are a supervised written assessments and examinations that will address the student's knowledge and understanding of the topic content.

Students will be required to comply with Workplace Health and Safety practices as explained by teachers.

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

Where to from here? Year 11&12 Digital Solutions.

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.)

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

None.

Course Units

Unit 1 – Australian Guide to Healthy Eating & Diet Related Diseases	Unit 2 – Indigenous Foods / Native Australian Foods
• Weekly Cooking • Explore healthy eating & foods that contribute to disease **Assessment:** Written folio & practical assessment	• Weekly Cooking • Students will explore indigenous foods and how to modify recipes • Opportunities to taste different indigenous herbs, fruits & meats • Investigate sustainable packaging options & learning requirements **Assessment:** Design & cook a pasta recipe + 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:

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

Where to from here?

Year 11&12 Hospitality Practices
Year 11&12 Food and Nutrition
Year 11&12 Certificate II Cookery and Certificate III Hospitality

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

None.

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.

Where to from here?

Year 11&12 Fashion

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

None.

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.

Certificate II in Engineering Pathways

VET Certificate Qualification	Y	QCE Points	4

Faculty: Technology

Qualification: MEM20143-Cert II in Engineering Pathways (Robotics)
RTO: Skills Generation (RTO 41008)
Duration: 1 Year

Course Overview

Build and code a robot
Skills Generation's offering of the Certificate II in Engineering Pathways is forward thinking and aims to educate students about emerging and increasingly more prominent technologies.

This course focuses not only on the future and ensuring students are prepared for the changing landscape of engineering and manufacturing fields, but also focuses on these disciplines' roots.
The Certificate II in Engineering Pathways qualification firstly lays the groundwork, introducing students to the foundations of engineering and manufacturing – correct use of hand and power tools, appropriate understanding of PPE, proper welding technique etc. – before having students then apply this foundational knowledge in a variety of projects including the construction of individual robots.
After successfully completing the Certificate II in Engineering Pathways students will start the Certificate III in Information Technology as a follow-on course. In this qualification students will learn how to code and program their robots as part of a broad introduction to the IT industry that provides them with the foundational skills and knowledge critical for pursuing a career in the IT industry. Some of the skills and knowledge a student will acquire from the course include critical thinking, technical analysis program administration and an introduction to a number of programming languages. It will also introduce students to some of the latest developments in IT, providing both theoretical understanding and practical experience with them.

Prerequisites

This course is only available to Year 10 Academic Excellence students that are studying Maths Methods in Year 10. Students must undertake LLN (language, literacy and numeracy) testing

Qualification Packaging Rules:	12 units total **Students access their VETis funding by completing this course. This means they will not be able to choose VETis funded subjects or courses in Year 11 or 12.**
Certificate II in Engineering Pathways Core units:	
MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE007A	Pull apart and re-assemble engineering mechanisms
MSAPMSUP106A	Work in a team

Assessment:	The course contains both theory and practical assessments on a unit-by-unit basis. Theory assessments are open-book, comprising of multiple choice and short answer questions.
Pathways:	Trade and Engineering industries.
Further information:	Contact the HOD of Technology on 07 5525 9333. For information regarding support services and other general VET information students will be provided with access to a VET Service Agreement prior to enrolment.
Service agreement:	The RTO and the partner organisation, Palm Beach Currumbin State High, guarantee that the student will be provided with every opportunity to complete the certificate. Late entry students to this course must catch up the units missed in order to complete the certificate. Those students who do not complete the Certificate but achieve at least one unit will receive a Statement of Attainment. This information is correct at time of publication but subject to change.

Subject Costs:

Certificate II in Engineering Pathways- VETis funded (free for students that have not accessed their VETis funding).

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, they'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 choreographic techniques, group work, and developing confidence and stage presence, while the theory explores Dance Appreciation — 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 also advisable students are achieving at a C standard in English.

Course Units

Term 1 – World Dance	**Term 2 – 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 style and perform.	Students learn about the history of commercial jazz and develop an understanding of the style and technique used.
Term 3 – Contemporary Foundations	**Term 4 – 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 techniques and characteristics used to communicate meaning through movement and styles.

Assessment Outline

Term 1 – World Dance	**Term 2 – Commercial Jazz**
• Creating: Choreography group task • Presenting: performance of world dance style • Responding: researching world dance and presenting to class via poster	• Presenting: performing a jazz routine that is taught by teacher/guest choreographer • Creating: Choreograph a commercial jazz routing in small groups
Term 3 – Contemporary Foundations	**Term 4 – Choreography**
• Creating: Choreography task • Presenting: Performance of contemporary work in small groups • Responding: Analytical response exam	• Creating: choreography task in small groups based on the theme 'Emotions'.

Cost:

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

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 Core English.

Course Units

Term 1 - Lights, Camera, Action - Acting for Screen	**Term 2 - The Play's The Thing - Shakespeare**
Students explore acting for screen and learn about specific techniques and processes used to deliver a performance for film and TV.	Shakespearean plays are an important part of all actors' repertoire and learnings. Through this unit, students have the opportunity to delve into the depth of Shakespeare's plays, comedic and tragic.
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 - Shakespeare**
• Presenting: performing a monologue • Responding – individual reflection on acting for screen	• Presenting: performance in a small group • Creating: forming – written interpretation of Shakespeare
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:

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

Media

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 Studies, 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!

If you're thinking of taking Film, Television and New Media in Years 11 and 12, this course sets you up with all the essential skills — and a creative portfolio to match.

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

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 – Australian Music**
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 music that is uniquely Australian. Australian music is both steeped in tradition, and at the forefront of innovation and experimentation.
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 – Australian Music**
• Creating: Composition task in small groups • Presenting: Performance in small groups	• Presenting: Performing an Australian song • Responding: Performance statement of intent
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

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 have the opportunity to 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:

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

EXCELLENCE PROGRAMS

Academic Excellence Overview

Excellence Programs

Course Overview

Access to the Senior Academic Excellence strand is through offer or application and examination.

The purpose of our Academic Excellence program is to assist able students to reach their potential and connect them to future pathways by providing an appropriately challenging and enriched curriculum.

Students enrolled in the Academic Excellence program will complete all subject work as well as taking part in special enrichment activities and programs. Studies in Mathematics, English and Science will be at an **advanced** level. The aim is to develop their potential as students and enhance their academic prospects. This will include completion of extension activities, mentoring and special seminars.

As with all Excellence Programs at PBC, student performance is monitored regularly. It is important that students maintain high academic achievement whilst in the program. The school reserves the right to withdraw students from the program at any time.

Please note:

Philosophy is an elective course that has been developed by the Academic Excellence department for Year 10 students and is best suited to highly able learners.

Certificate II in Engineering Pathways (Robotics) is an elective course that can be studied through the Technology department. This course is for Academic Excellence students only.

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.

Drama Excellence Year 10 will be provided in years where there are enough enrolments.

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.

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.

Studying this subject in Year 10 may lead to subjects such as Dance Excellence and Dance General in Senior.

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.

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.

Studying this subject in Year 10 may lead to subjects such as Drama Excellence and Drama General in Senior.

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 in order 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.

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 – Music for the Screen	**Term 2 – Recording**
Students study the world of film scoring, investigating the ways composers and music supervisors support screenplay in the film industry.	Students will explore recording techniques and make use of the recording studio. Students will record and arrange a song and respond explaining their intent.
Term 3 – Contemporary Music	**Term 4 – Classical Music**
Students will explore the landscape of the contemporary music industry. Students will study, arrange, and perform a piece of contemporary music.	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: Composition to a film scene • Presenting: Multimodal Presentation combining a scene from a film and original composition	• Creating: Performing in small groups or solo • Presenting: Performance will be presenting • Responding: Digital Recording Journal
Term 3	**Term 4**
• Creating: Performing in small groups • Responding: Rehearsal and performance journal with reflection	• Creating: Composing a contemporary 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.

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.

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 (Girls only)
- 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.