



Burnside State  
High School

Smaller Smarter Safer

# **Year 10 Curriculum Guide 2026**

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## Foundation for Senior Studies

Foundation for Senior is an **introduction** to Senior studies that enables students to commence Year 11 and 12 with the confidence that they will succeed. From 2019, students in Queensland have engaged in a new senior assessment and tertiary entrance system.

The new systems include:

- A model that uses school-based assessment and external assessment
- Processes that strengthen the quality and comparability of school-based assessment
- Introducing the Australian Tertiary Admission Rank (ATAR).

These changes will improve the validity and reliability of subject assessments and increase confidence in the Queensland Certificate of Education (QCE). The curriculum development and assessment processes described here are primarily for senior subjects that include an external assessment component. Subjects developed from Subject Area Syllabuses and Vocational Education Training (VET) will remain a feature of senior schooling from 2020. These subjects will have an alternative assessment program and are likely to contribute differently towards tertiary entrance.

The Foundation Senior Year assists students to make appropriate choices and prepare a clear pathway to a future career. The desired outcomes of these FOUNDATION units are that students:

- Understand the demands and expectations of the related Senior courses.
- Have a clear understanding of the prior knowledge and skills necessary to commence the particular Senior course of study.
- Be provided with the necessary learning experiences and assessment to demonstrate the exit outcomes for Year 10 which are the preconditions for a confident start to Senior and a life-long learning journey.
- Understand and be able to meet the expectations outlined in the Senior School Student Management Policy.

Units may cover outcomes across two or more subjects. This will assist in the transition to Senior and show the relationships between subjects and enable students to make a better subject selection later in the year. The units will be in semester blocks, however students may be able to change a unit at the end of semester one if it is not suited to them. This will depend on the other Foundation units available on that line as well as the number of students already enrolled in that unit.

Year 10 students at Burnside State High School will study seven subjects. Three subject areas are compulsory - Foundation for Senior English, Foundation for Senior Mathematics and Foundation for Senior Science. Health and Physical Education is a core subject area in Year 10. Students will also select three subjects from the remaining elective options. Their selections should be in line with the subjects they feel they would like to study in their Senior years. This is an opportunity to sample subjects before making a final commitment to their Senior subjects. It may not be possible for students to study in Year 11 all of the introductory subjects they have sampled. The final composition of lines in Year 11 will depend on the numbers of students selecting each subject.

In the following pages there is an outline of each of the subjects on offer. It is possible that not all these subjects will eventually be timetabled. The final subject choice will depend on the number of students wishing to study particular subjects and if there are insufficient student selections then some subjects may not continue.

Burnside State High School will provide you with many opportunities to build the foundations to your future, but ultimately the responsibility for your success rests with you. Our key values of care, consideration and co-operation will provide you with the environment to achieve your personal best. Set clear goals and be committed to working hard to achieve them.

I trust that you will enjoy the challenges of foundation schooling and that you will reap the benefits for your future. If we work together, you will gain that “competitive edge” that you need and find your “Pathway to Success”. Burnside State High School has had 100% of students leave with an ATAR, QCE, QCIA or VET qualification from 2017 to 2021.

Smaller, Smarter, Safer. That’s Burnside State High School.

Paul Fitzgerald  
Principal

# Queensland Certificate of Education

Queensland introduced a new Queensland Certificate of Education (QCE) system starting with Year 11 students in 2019. These changes will impact your student with Year 10 subjects at Burnside State High School being designed to prepare students, and provide a foundation, for Year 11 and 12.

## Subjects and Courses

Students in the new QCE system will choose what to study from a wide range of subjects and courses:

- QCAA subjects (General subjects, Applied subjects and Short Courses)
- Vocational education and training (VET) courses offered by schools and external providers
- School-based apprenticeships and traineeships
- Other courses, e.g. university subjects completed while at school and/or certificates and awards such as those issued by the Australian Music Examinations

## Assessment

How students are assessed in Years 11 and 12 in the new QCE system depends on what they are studying.

### General Subjects

In General subjects, students' final results are based on their achievement in three internal assessments (set and marked by schools) and one external assessment (set and marked by the QCAA). In most subjects, internal assessment contributes 75% and external assessment 25% towards a student's final result. In Mathematics and Science subjects, internal assessment and external assessment each contribute 50%. Internal assessment results are not scaled by external assessment results when calculating students' final subject results. Final results in General subjects are reported to students as a mark out of 100 and a grade of A – E.

### Applied Subjects

In Applied subjects, students' final results are based on four internal assessments (set and marked by schools). In Essential English and Essential Mathematics, one of these internal assessments is a common internal assessment (developed by the QCAA and marked by Burnside High teachers). There is no external assessment in Applied subjects. Final results in Applied subjects are reported to students as a grade of A – E.

### External Assessment

Students studying General subjects will sit external assessments (set and marked by the QCAA) in Term 4 each year. Students in each subject will sit these pen and paper exams at the same time in schools across Queensland. Students will sit these exams when they are in Year 12.

Go to the QCAA website for the latest information on QCE - <https://www.qcaa.qld.edu.au>

# Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

## What you can study

The QCE lets you choose from a wide range of [subjects and courses](#) to suit your interests, further study and career goals.

## How the QCE works

To receive a QCE, you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

- **Set amount:** 20 credits from contributing courses of study, including:
  - QCAA-developed subjects or courses
  - vocational education and training (VET) qualifications
  - non-Queensland studies
  - recognised studies
- **Set standard:** satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.
- **Set pattern:** 12 credits from completed Core courses of study and 8 credits from any combination of:
  - Core
  - Preparatory (maximum 4 credits)
  - Complementary (maximum 8 credits)
- **Literacy and numeracy:** you must meet literacy and numeracy requirements through one of the available learning options. Most students will study and pass senior English and mathematics subjects and meet the requirements that way. For other students, there are other learning options available.

You are also required to have a learning account and achieve at least 1 credit of Core learning while enrolled in a Queensland school.

## Achieving your QCE

You will be awarded a QCE when you have met all the QCE requirements, either at the completion of Year 12, or after you have left school.

Go to the QCAA website for the latest information on QCE - <https://www.qcaa.qld.edu.au>

## Horizons Excellence Program

The Horizons Excellence Program continues the laptop ownership cycle for Year 10 students. As students enter Year 10, the structure of the program and some of the management details for students in the Horizons Excellence Program will change. The underpinning philosophy of the Horizons Excellence Program has been to provide a structure and a learning environment in which students become active, independent and ethical users of technology. The expectation, now that your child has entered the senior years, is that they become more independent in their use of technology across the school. The foundations for the ethical and independent usage of computers have been laid in Years 7, 8 and 9 and with guidance we believe students are ready to become more independent in their use of technology.

Students are requested to continue to bring their laptops to all Year 10 classes. Teachers are aware of the skills that the Horizons Excellence Program students bring to their classroom and will continue to ensure that technology is incorporated into lesson planning. The whole school, not just designated buildings, is “wireless”. This extended infrastructure will also assist the student’s usage of their laptop across the school campus.

In order to support Year 10 Horizons Excellence Program students in their continued usage of technology, the following support structures are in place.

- A **designated time (to be advertised at the beginning of each school year)** in which the computer technician will be available to meet with students to discuss and rectify technical issues. Students can access the technician in his workshop at this time.

It is envisaged that students will continue to make use of their laptops at Burnside State High School in the senior years. The emphasis for students in the Horizons Excellence Program in Year 10 and subsequent senior schooling years is that they become independent users of technology for their learning, responsibly and independently access Horizons Excellence Program processes and support structures should the need arise.

## Learning Support Program

|               |   |
|---------------|---|
| <p>Aim:</p>   | <p>To engender academic success in all students who attend the Learning Support Unit by:</p> <ul style="list-style-type: none"> <li>• Supporting growth in reading comprehension, spelling and writing skills identified in low level learners</li> <li>• Supporting growth in numeracy skills identified in low level learners</li> <li>• Identifying, accelerating and differentiating curriculum to maximise student learning outcomes and experiences</li> <li>• Supporting class teachers' ability to differentiate the curriculum and adjust assessments to cater for individual needs in the classroom</li> </ul> <p>Students with <i>learning difficulties</i> are supported through a whole school intervention approach which focuses on our school community providing intensive intervention based on State standards and school-based expectations.</p> <p>Intensive intervention involves classroom teachers, Learning Support teachers and teacher aides working together to ensure curriculum design, teaching practices and quality assessment is provided to students who are experiencing difficulty with the literacy and numeracy demands of the curriculum.</p> <p>Students with learning difficulties participate in classes with their same aged peers and have access to 'reasonable adjustments' to the curriculum in line with Education Queensland policy. Reasonable adjustments for students with learning difficulties are planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course study requirements.</p> <p>Each case must be considered on an individual basis and decisions reached through consultation. This consultation process involves the student and/or parent/guardian, class teachers and Learning Support teachers.</p> |
| <p>Model:</p> | <p>A whole school intervention approach which focuses on school communities providing evidence-based instruction, continuous data monitoring, timely identification of struggling students and use of response data to change the intensity or type of intervention. The whole school approach focuses on all students who do not meet national, state and school-based literacy and numeracy achievement standards and expectations.</p> <p>Strategies for support include:</p> <ul style="list-style-type: none"> <li>• Use of NAPLAN and state standards as well as school-based expectations in determining the need for intervention.</li> <li>• Use of classroom-based assessment tools in targeting areas for intervention.</li> <li>• Provision of support to teachers and teacher aides in making intervention decisions.</li> <li>• Use of student achievement data to measure the effectiveness of intervention.</li> <li>• Working collaboratively with the Head of Special Education Services to coordinate human and physical resources.</li> <li>• Conceptualising literacy and numeracy intervention within three layers (whole school intervention, targeted group interventions, intensive interventions).</li> </ul>   |

## Foundation for Senior Ancient History and Modern History

|                       |  |
|-----------------------|--|
| Code:                 | HIS  |
| Description:          | History is a foundation course for Ancient History and Modern History. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the ancient past. Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. Students develop knowledge, understanding and skills through their study of societies, events, movements and developments. There are opportunities to study the role of individuals and groups and their significance.   |
| Pre-requisites:       | Students who study Foundation for Ancient History and Modern History must also be studying English.  |
| Learning Experiences: | <p>Students will participate in a survey towards the end of Year 9 in order to <b>make some curriculum choices</b>, but options might include:</p> <p><b>Human Rights and Freedoms</b><br/>An in-depth look at the history of Human Rights and the impact of injustices on Australia's Indigenous population.</p> <p><b>Ancient Egypt</b><br/>A look at the Ancient world and the influence it has on modern society.</p> <p><b>World War II</b><br/>An insight into one of the world's most deadly conflicts and the impact it had on Australia.</p> <p><b>Ancient Greece</b><br/>An in-depth look into ancient civilisations and the impact they have on contemporary society.</p> <p><b>Terrorism</b><br/>An insight into the history of terrorism and the ideology behind extreme acts impacting the modern world.</p> |
| Assessment:           | Students will be assessed based on their understanding, analysis, evaluation, interpretation and communication of focus areas of study. This will be in response to inquiry questions, sources and knowledge gained throughout the unit of study. Students will participate in source analysis, exams, essays in response to historical sources, research assignments and multimodal presentations.  |
| Career Pathways:      | Students with an interest in Ancient History and Modern History have found themselves working in diverse fields including; archaeology, diplomatic service, advertising, cultural heritage, the mines, environmental protection, engineering, museums and libraries, tourism, research, education and government.  |

## Foundation for Senior Biology and Marine Science

|                            |  |
|----------------------------|--|
| Code:                      | BIM  |
| Description:               | <p>All students study core science in Year 10 but this elective aims to provide further foundation content and assessment techniques to prepare students for senior Biology and Marine Science.</p> <p><b>Students who intend to study Biology and Marine Science in Year 11 must choose this elective.</b></p> <p>These subjects are foundation subjects for many careers. Students who have chosen to study these subjects in Year 10 and beyond, to Year 11 and 12 have found themselves much better prepared for their tertiary studies.</p> <p>Selecting them in Year 10 is an opportunity to try the challenge without the penalties involved in changing subjects in Year 11 – in previous years students have surprised themselves by actually enjoying and mastering them!</p> <p>Semester 1 will cover Biology topics and Semester 2 Marine topics. Students may choose to do only one semester of the elective instead of both.</p> |
| Prerequisites:             | None   |
| Learning Experiences:      | <p><b>Biology</b><br/>Students will undertake studies for one semester in the following topics:</p> <ul style="list-style-type: none"> <li>Investigating Plants</li> <li>Understanding Body Systems</li> </ul> <p><b>Marine Science</b><br/>Students will undertake studies for one semester in the following topics:</p> <ul style="list-style-type: none"> <li>Adaptations of marine organisms</li> <li>Energy recycling in marine ecosystems and life cycles</li> <li>Aquarium construction and management</li> <li>Freshwater ecology and water quality parameters</li> </ul>  |
| Assessment:                | <p>Students will do 4 assessment items for the year.</p> <p>These will take the form of data test, student experiment, research investigation, and exam.</p>   |
| Pathway to Senior Subjects | This course provides a basis for students who intend to study Biology and/or Marine Science in Year 11 and 12.   |
| Career Pathways:           | Biology and Marine Science form the foundation for many careers in the areas of science, medicine and health, environmental studies and more.  |

## Foundation for Senior Business and Legal Studies

|                       |  |
|-----------------------|--|
| Code:                 | BUS  |
| Description:          | <p>Students will be taken on an interactive journey providing them with an awareness of business management and legal foundations.</p> <p>In Legal Studies, students will develop an understanding of the ways in which the legal system can affect the lives of Australian citizens.</p> <p>In Business, students investigate business concepts, theories, processes and strategies relevant to economics, leadership, management and entrepreneurship.</p> |
| Learning Experiences: | <p>Students will engage in a wide variety of learning experiences including:</p> <ul style="list-style-type: none"> <li>• Introductory Law</li> <li>• Negligence</li> <li>• Criminal Law</li> <li>• Introductory Economics</li> <li>• Marketing Strategies</li> <li>• Financial Management</li> <li>• Business Development</li> <li>• Business Life Cycle</li> <li>• Entrepreneurship</li> </ul>   |
| Assessment:           | <p>To assess student understanding of what has been covered in the course, students will undertake the following:</p> <ul style="list-style-type: none"> <li>• Examination</li> <li>• Research Assignment</li> <li>• Feasibility Report</li> </ul>   |
| Career Pathways:      | <p>Business management, human resources, marketing, economics, finance, legal assistant, barrister, clerk, solicitor.</p> <p>Students who enjoy this course should consider choosing Business and/or Legal Studies in Year 11.</p>   |

## Core Physical Education

|                       |  |
|-----------------------|--|
| Code:                 | HPE  |
| Description:          | This program aims to create student awareness of the benefits associated with involvement in regular physical activity and provides opportunities for students to engage in a variety of team sports as well as recreational pursuits. The subject also involves delivery of Health-related topics that focus upon personal and community risk, safety and wellbeing.  |
| Prerequisites:        | None – this subject operates over two lessons every week and is undertaken by all students in Year 10.   |
| Learning Experiences: | <p>Units undertaken include:</p> <ul style="list-style-type: none"> <li>• Health Education</li> <li>• Fitness</li> <li>• Skill Acquisition</li> <li>• Team Sports</li> <li>• Risk and Safety</li> <li>• Lifelong Activities</li> </ul>   |
| Assessment:           | Assessment procedures will include written reports and investigations, in-class examinations, physical performance observations and involvement ratings.   |
| Other:                | <p>Units and learning experiences have been designed to enable students to make informed decisions regarding Year 11 subject selections. The Health Education Unit provides exposure to the type of topics and assessment procedures that will be encountered in Senior Health while the Skill Acquisition unit replicates the types of work and subject matter associated with Senior Physical Education.</p> <p>The Fitness, Team Sports, and Lifelong Activities units present learning experiences similar to those that students would be involved in if enrolled in our Senior Recreation course of study.</p> |

## Foundation for Senior Dance

|                       |  |
|-----------------------|--|
| Code:                 | DAN  |
| Description:          | Dance provides opportunities for students to critically examine their experiences and understandings of dance and dance forms, exploring the interrelationship between practical and theoretical aspects of dance. As students study and participate in various dance contexts, genres and styles, students develop as creative, complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world. Students learn to make (choreograph and perform) and respond to danceworks.   |
| Prerequisites:        | Year 9 Dance suggested but not required.   |
| Learning Experiences: | <p>In Dance, students:</p> <ul style="list-style-type: none"> <li>• Extend the combinations of fundamental movement skills to include dance style-specific movement skills</li> <li>• Extend technical skills, increasing their confidence, accuracy, clarity of movement and projection</li> <li>• Draw on dances from a range of cultures, times and locations as they experience dance</li> <li>• Explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region</li> <li>• Reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography</li> <li>• Learn about sustainability through the arts and sustainability of practices in the arts</li> <li>• Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance</li> <li>• Evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform</li> </ul> |
| Assessment:           | <p><b>Breaking through Space</b></p> <ul style="list-style-type: none"> <li>• Musical Theatre performance</li> <li>• Site-specific written dance analysis</li> <li>• Site-specific choreography task in the contemporary dance genre</li> </ul> <p><b>Moving Tales</b></p> <ul style="list-style-type: none"> <li>• Dance Theatre choreography task</li> <li>• Public dance performance</li> <li>• Unseen written exam</li> </ul>  |
| Career Pathways:      | Professional dancer (company/solo artist), dance therapist, arts management, dance teacher, choreographer, community dance worker, dance notation writer, dance company director, recreational dance instructor, body conditioning instructor, personnel manager (dance company), grants specialist, arts council director, dance designer (costume, lights), ballet mistress/master   |

## Foundation for Senior Design and Technologies

|                       |  |
|-----------------------|--|
| Code:                 | DAT  |
| Description:          | Foundations for Senior Design and Technologies focusses on performing furnishing industry tasks such as reading plans, following procedures, and production processes with a variety of hand and power tools. Students develop transferable skills by engaging in manufacturing tasks related to industry and promote adaptable, competent, motivated individuals that can work in a team environment to complete practical tasks. |
| Prerequisites:        | A sound achievement (C) in Year 9 Design and Technologies would be an advantage.   |
| Learning Experiences: | <p>The course will be workshop based with related theory topics. During the two semesters students will construct projects such as:</p> <ul style="list-style-type: none"> <li>• Mantle clock</li> <li>• Bar stool</li> <li>• Acoustic speaker</li> <li>• Woodturning project</li> </ul>   |
| Assessment:           | <p>The program will be delivered through class-based tasks that will simulate a furnishing environment.</p> <p>A range of teaching and learning strategies will be used to deliver the program. These include:</p> <ul style="list-style-type: none"> <li>• Practical tasks/projects</li> <li>• Observations and questioning</li> <li>• Activities in simulated work</li> <li>• Written booklets</li> </ul>                        |
| Career Pathways:      | Students will develop skills that lead to entry-level employment in a wide range of furnishing services including carpentry, cabinet making, plumbing, electrical, and bricklaying.  |

## Foundation for Senior Digital Solutions

|                       |   |
|-----------------------|---|
| Code:                 | DIG   |
| Description:          | In the study of Digital Solutions, students develop and demonstrate the knowledge, practices and dispositions necessary to operate effectively in information-rich environments. They understand the transformation of data to information, of information to knowledge, as well as the interdependence of human and technological agencies that lead to these transformations.   |
| Prerequisites:        | None  |
| Learning Experiences: | <ul style="list-style-type: none"> <li>• Students will develop skills to enable them to manipulate a game-making package to help them design a working computer game and ultimately evaluate its effectiveness using established criteria.</li> <li>• Students will create combining Python and SQL that enable them to store and retrieve information for a particular purpose</li> <li>• Students program System-on-a-Chip devices using Python and Arduino C to create digital control systems and innovative portable technologies.</li> </ul>                  |
| Assessment:           | <p>Multimedia or single media presentations</p> <p>Product design, development and construction projects</p> <p>Case study reports</p> <p>The design–develop–evaluate cycle can be used as a method of inquiry. The cycle is used to enact and involves:</p> <p><b>Design</b> - identifying the problem, analysing tasks, specifying the solution/s, selecting and applying appropriate design methodology</p> <p><b>Develop</b> - applying the design and testing for errors</p> <p><b>Evaluate</b> - evaluating the contexts, inputs, processes and products.</p> |
| Career Pathways:      | Students would continue with Digital Solutions. They also could continue with TAFE, university or careers in Information Technology.  |

## Foundation for Senior Drama

|                       |  |
|-----------------------|--|
| Code:                 | DRA  |
| Description:          | <p>Students are introduced to the Senior Drama subject which contributes to an ATAR.</p> <p>Drama has an emotional and intellectual impact on both the participants and audience members. It holds up a mirror for us to examine ourselves, deepening our understanding of human motivation and behaviour. It broadens our perspective through stories that portray life from different points of views, culture and time periods.</p> <p>Drama education uses the art form of drama as an educational pedagogy for students of all ages. It incorporates elements of the actor's training to facilitate the students' physical, social, emotional, and cognitive development. It is a multisensory, kinaesthetic mode of learning used to increase awareness of self, improve clarity, creativity, and communication, and to deepen understanding of social and human behaviours.</p> |
| Prerequisites:        | Year 10 Foundation for Senior Drama requires a minimum of a C in Year 9 English as there is a strong focus on written comprehension and public speaking.   |
| Learning Experiences: | <p>Over the course of the drama program, students will:</p> <ul style="list-style-type: none"> <li>• Explore and gain experience in the various roles of the actor, director, writer, designer, and audience member.</li> <li>• Engage with a variety of dramatic styles such as Australian realism, commedia dell'arte, physical theatre, collage drama, epic theatre, and conventions associated. Through the art forms of pantomime, clowning, storytelling, melodrama, political protest, puppetry, improvisation, satire, mask theatre, public speaking, playwriting, directing, and play productions.</li> <li>• Understand and demonstrate the Elements of drama, different dramatic conventions and theatrical forms.</li> </ul>   |
| Assessment:           | <p><b>Forming</b></p> <ul style="list-style-type: none"> <li>• Students will devise scenes as part of an ensemble for a larger performance. Students will construct individual scripts within the framework of the dramatic styles studied within the unit.</li> </ul> <p><b>Presenting</b></p> <ul style="list-style-type: none"> <li>• Students will perform scripted and collaboratively devised theatre across a range of theatrical styles.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Students will deconstruct and critique live theatre performances and critically reflect upon their own performing and devising process.</li> </ul>   |
| Career Pathways:      | Actor (stage, film, television), arts administrator, choreographer, community artist, costume designer, dancer, dance/drama teacher, director, drama therapist, dramaturge, film editor, lighting designer, lighting technician, playwright, producer, set designer, singer, sound technician, speech pathologist, stage manager, stunt performer, presenter, theatre critic, voice coach, game designer, editor, journalist, lawyer, musician, production manager, radio announcer, biomechanical animator.   |

## Foundation for Senior Drones and Modern Flight

|                       |   |
|-----------------------|---|
| Code:                 | DMF   |
| Description:          | Drones and Modern Flight is a course of study that provides an opportunity for students to gain an understanding of the underlying principles and practical skills in unmanned flight (drones) and manned flight (aircraft). It is concerned with the theoretical concepts and practical applications related to drone flight, safety considerations, manned and unmanned aircraft engineering, flight planning, and airport management. Integrated throughout is the development of technical communication skills applicable to flight.   |
| Prerequisites:        | None  |
| Learning Experiences: | <p><b>Drone Flight</b></p> <p>Drone flight has become increasingly popular and is quickly becoming a requirement of modern-day jobs. Drones have also become the go to platform for aerial photography. The unit will cover a range of drone technologies including aerodynamics, avionics, electronics, propulsion, safety and CASA requirements.</p> <p>Students will research requirements for flight of drones, drone flying exercises and drone photography.</p> <p><b>Manned Flight (aircraft)</b></p> <p>Aerodynamics is the way air moves around things and critically, understanding aircraft aeronautics to explain how airplanes are able to fly. Land side and air side management knowledge is required to keep an airport running smoothly, understanding the fundamentals of aerospace operations, human factors, safety management is critical.</p> <p>Students will design, test, make a model fixed wing aircraft, research the requirements to operate an airport, and develop flying skills using a flight simulator.</p> |
| Assessment:           | Students are required to submit a folio and complete practical and theoretical tests for each of the units that are completed over the year.  |
| Career Pathways:      | For student's interests in a career in the fields such as drone pilot, aerial photography, aircraft engineering, pilot, flight attendants or cabin crew, customs after school life, learning the fundamentals of flight will be an important step.  |

## Foundation for Senior Early Childhood

|                       |   |
|-----------------------|---|
| Code:                 | EAR   |
| Description:          | Students will engage in a variety of learning experiences related to child development and care. The focus is on developing the students to be able to care and conduct engaging and educational learning experiences with children under 5.  |
| Prerequisites:        | None  |
| Learning Experiences: | <ul style="list-style-type: none"> <li>• Pregnancy and the development of the baby, basic human reproduction, contraception</li> <li>• Child development; areas and stages of development and the factors which influence these</li> <li>• Physical development; factors effecting the growth and development of children including food, physical activity and activities to encourage children to reach their full potential</li> <li>• Fine and gross motor development of children and factors that influence these</li> <li>• Play; types of play and its importance</li> <li>• Features of good play items and toys and their value to childhood development</li> <li>• Designing and constructing a handmade toy or play item for children under 5</li> <li>• Developing numeracy and literacy activities suitable for young children including sensory play activities in play dough, water and sand play</li> <li>• Experiencing and investigating creative and practical craft activities for young children</li> <li>• Picture book reading and investigation into the importance of reading</li> <li>• Producing a story/picture book suitable for children under 5</li> <li>• Childhood safety and the issues surrounding providing physically and mentally safe environments for children</li> <li>• Current issues in early childhood including: <ul style="list-style-type: none"> <li>○ The impact of television, technology and games on the development of children</li> <li>○ Advertising and young children</li> <li>○ Obesity in young children</li> <li>○ Immunisation debate</li> </ul> </li> <li>• Visits to childcare facilities and/or the primary school</li> </ul> |
| Assessment:           | <ul style="list-style-type: none"> <li>• Practical performances – Picture book reading task including prop construction. Designing and producing a practical craft/education activity. Both conducted with groups of small of children.</li> <li>• Written investigations – Development of young children and producing a suitable toy/game for the chosen age group. In-depth study into the current issues in early childhood including: obesity, the impact of technology, television and gaming on young children, immunisation etc.</li> <li>• Theory test</li> </ul>  |
| Career Pathways:      | Careers with children including childcare assistant, group leader, child-care director, education including primary school teacher, nanny/au pair, child care cook/nutritionist, after school care co-ordinator, baby sitter, community services, child care worker on cruise ship or holiday parks etc., specialisations in other professions e.g. medical, educating and working with people with special needs, parent or care giver   |

## Foundation for Senior Engineering Principles and Systems

|                       |   |
|-----------------------|---|
| Code:                 | TES   |
| Description:          | <p>The Year 10 Foundation for Senior Engineering Principles and Systems program is designed to further develop knowledge and practical skills, which utilises a range of hand tools and equipment associated with metal in readiness for those students who would like to continue the subject in Years 11 and 12.</p> <p>This subject could include these topics:</p> <ul style="list-style-type: none"> <li>• Workplace health and safety</li> <li>• Soldering</li> <li>• Sheet metal fabrication</li> <li>• Mechanical cutting</li> <li>• Use of hand and power tools</li> <li>• Resistance welding</li> <li>• Machining</li> <li>• Working on different types of material: mild steel, aluminum, brass, acrylic, zinc anneal sheet</li> </ul>   |
| Prerequisites:        | Engineering Principles in Year 9 would be an advantage but is not necessary.  |
| Learning Experiences: | <p><b>Toolbox (sheet metal)</b></p> <ul style="list-style-type: none"> <li>• Marking out procedures</li> <li>• Cutting out procedures</li> <li>• Joining and assembly procedures</li> <li>• Folding machine</li> <li>• Guillotine</li> <li>• Spot welding</li> <li>• Hand tools</li> </ul> <p><b>Brassier or Bar Stool</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Marking out procedures</li> <li>• Cutting out procedures</li> <li>• Joining and assembly procedures</li> <li>• Finishing procedures</li> <li>• Marking out</li> <li>• Hacksawing</li> <li>• Filing</li> <li>• Welding</li> </ul> <p><b>Metal Sculpture</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Cutting out procedures</li> <li>• Brazing</li> <li>• Welding</li> </ul> |
| Assessment:           | With each unit of work, students will be assessed on their practical work, workbook and a theory test.  |
| Career Pathways:      | In this subject, students have the opportunity to undertake tasks in the area of Engineering which will lead into various occupations in the metal trades and manufacturing industries e.g. fitting and turning, boiler making, machining and automotive industries.  |

## Foundation for Senior English

|                       |  |
|-----------------------|--|
| Code:                 | ENG  |
| Description:          | <p>English is a West Germanic language that was first spoken in early medieval England and is now the most widely used language in the world. English explores the ten years of previous study of English and delves beyond the basic mechanics of language. In junior school English, students learn to write, speak or sign, view, listen, and think. In Senior school students refine all of these skills and learn to do them critically.</p> <p>Students will study both literary and non-literary texts. Through creating their own texts, students will conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate. They are encouraged to enjoy and appreciate texts, and to understand the power texts have to influence, tell stories of a culture and promote shared understandings.</p> <p>Students intending to go to University must choose Foundation for English.</p>   |
| Pre-requisites:       | A sound level of achievement (C) or above in Year 9 English would be an advantage.   |
| Learning Experiences: | <p>All of the units are based around the Australian National Curriculum.</p> <p>The following units will be completed:</p> <p><b>Media Texts</b><br/>Students analyse and evaluate how human experience is represented in new media texts and documentaries, including the use of images.</p> <p><b>Contemporary Literature</b><br/>Students compare and contrast the social, moral and ethical themes in a range of contemporary literature texts, including the close study of a novel.</p> <p><b>A Critical Look at Television</b><br/>Students analyse and explain how language and images are created in television.</p> <p><b>The Classics</b><br/>Students investigate classic world literature, including a play by Shakespeare, to explore themes of human experience and cultural significance.</p> <p><b>Career Choices</b><br/>Students use their literacy skills to develop a resume, letter of introduction and career plan. The world of work is explored in this unit.</p> |
| Assessment:           | Assessment is both written and spoken/signed. Students complete three or four written tasks and two or three spoken/signed tasks in each year. Some assessment tasks are completed under test conditions whilst some use a combination of class and student time. The tasks range from writing short stories to analysing television shows, novels and advertisements.   |
| Career Pathways:      | The study of English will be an asset in all career pathways. Specific English related careers include the following work areas: advertising, marketing, education, media, politics, writing, publishing and public relations.   |

## Foundation for Senior Essential English

|                       |  |
|-----------------------|--|
| Code:                 | EEN  |
| Description:          | <p>Essential English is an alternate version of English that is suitable for students who are selecting a vocational pathway. The focus on Essential English is also on improving the students' basic literacy skills. All of the units are based around preparing students for the senior SATE subject of Essential English.</p> <p>The Year 10 Essential English course has been designed to encourage students to improve their reading, writing and speaking skills. It is similar to the English course but moves at a modified pace. Students will complete assessment tasks that will mirror the range and type of assessment tasks that will be encountered within the senior course.</p> <p>It is important to note that many University courses require English as a pre-requisite thus if the student is <b>intending on applying to University</b> they are <b>advised against choosing Essential English</b>. It is strongly suggested they choose Foundation for Senior English instead.</p> |
| Prerequisites:        | None   |
| Learning Experiences: | <p>Each Essential English course is designed around one of the following themes: work, community or leisure. The following units will be completed:</p> <p><b>My Generation</b><br/>Students analyse and evaluate the different generations comparing their lives with the lives of their parents and grandparents at the same age.</p> <p><b>Contemporary Literature</b><br/>Students read and review a novel written for young adolescents.</p> <p><b>A Critical Look at Television</b><br/>Students explore the world of television.</p> <p><b>The Classics</b><br/>Students investigate a play by Shakespeare, to explore themes of human experience.</p> <p><b>Career Choices</b><br/>Students use their literacy skills to develop a resume, letter of introduction and career plan. The world of work is explored in this unit.</p>   |
| Assessment:           | <p>Students will complete a range of assessment, including both written and spoken tasks. Each unit will have a minimum of one assessment task (most will have two). Students may complete some of the following tasks: book reviews, talks with demonstration, a television news report and short stories.</p>  |
| Career Pathways:      | <p>Many students who study Essential English go on to enjoy the following careers: trades, apprenticeships and traineeships in retail, building, mechanics, printing, computers, landscape and or beauty. The subject is highly diverse and the skills developed within this subject will be an asset to any career.</p>   |

## Foundation for Senior Essential Mathematics

|                       |  |
|-----------------------|--|
| Code:                 | EMA  |
| Description:          | Foundation for Senior Essential Mathematics is designed to help students improve their numeracy by building their confidence, and success in making meaning of mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.  |
| Prerequisites:        | None   |
| Learning Experiences: | <p>Students will be involved in many real-life applications of Mathematics to review basic concepts learned in Years 8 and 9, and to prepare them for Essential Mathematics. Students will study the basic concepts within the following topics:</p> <ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Real numbers</li> <li>• Money and financial mathematics</li> <li>• Patterns</li> <li>• Mathematical relationships</li> <li>• Using units of measurement</li> <li>• Geometry</li> <li>• Chance</li> <li>• Data representation and interpretation</li> </ul>                                     |
| Assessment:           | <p>Students will experience assessment tasks designed to give them familiarity with the styles of assessment that they will encounter in the senior version of this subject which could include:</p> <ul style="list-style-type: none"> <li>• Problem Solving and Model Tasks (PSMT) - students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics</li> <li>• Supervised tests (mini-tests and term tests) conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses</li> </ul> |
| Career Pathways:      | Students undertaking this course are likely to progress on to Senior Essential Mathematics (which is a non-general subject in Years 11 and 12). It is intended for those students who do not wish to continue on to Tertiary Education.  |

## Foundation for Food and Nutrition

|                       |   |
|-----------------------|---|
| Code:                 | FNN   |
| Description:          | <p>This subject aims to introduce students to topics that are studied in detail in Years 11 and 12 in the areas of Hospitality, Health, Social and Community Studies.</p> <p>Food and Nutrition focuses on the well-being of the individual and wider community. Students will gain knowledge and practical skills in the areas of food.</p>  |
| Prerequisites:        | <p>A study of Food and Fibre Production and/or Food Specialisations in earlier years would be an advantage.</p> <p>Students must provide the majority of their own ingredients to complete the practical components of the subject.</p>   |
| Learning Experiences: | <p>In studying Foundation for Food and Nutrition, students will engage in a wide variety of learning experiences including:</p> <ul style="list-style-type: none"> <li>• Selecting and preparing nutritious foods using correct techniques and time management</li> <li>• Investigating trends in eating behaviours e.g. food trucks</li> <li>• Understanding personal and social influences on actions related to food, nutrition and health</li> <li>• Applying decision-making strategies taking into consideration budget, nutrition, and resources available</li> <li>• Dietary analysis and food preparation for typical groups (vegetarians, athletes, heart disease, coeliac etc.)</li> <li>• Implementing healthy eating behaviours</li> <li>• Sustainable food options</li> </ul> |
| Assessment:           | <p>Students will be required to participate in the following assessment techniques:</p> <ul style="list-style-type: none"> <li>• Supervised written assessment</li> <li>• Written assignments</li> <li>• Practical projects, focusing on healthy food choices</li> </ul>  |
| Career Pathways:      | <p>This course provides students with the knowledge and skills suitable for pursuing pathways to:</p> <ul style="list-style-type: none"> <li>• Trades, apprenticeships and traineeships</li> <li>• Food technologies</li> <li>• Nutrition related careers</li> <li>• Teaching</li> <li>• Community work</li> <li>• Agencies related to health, housing and families</li> <li>• Armed Forces</li> </ul>  |

## Foundation for Senior Graphics

|                       |  |
|-----------------------|--|
| Code:                 | GPS  |
| Description:          | <p>Graphics is a course of study that provides an opportunity for students to gain an understanding of the underlying principles within a number of engineering and design fields. It is concerned with the theoretical concepts and practical applications related to modern technologies, industry and society, engineering materials, engineering mechanics, and control systems. Integrated throughout is the development of technical communication skills applicable to engineering i.e. CAD software such as Revit and Inventor. The course draws upon the fundamental principles of science, technology, engineering and mathematics (STEM). These conceptual ideas are reinforced through practical workshop activities.</p>  |
| Prerequisites:        | Graphics in Years 8 and 9 would be an advantage but is not necessary.  |
| Learning Experiences: | <p><b>Robotic Arm</b><br/>                     Robotic engineering is a requirement for modern day manufacturing. It involves a range of technologies including computer design, 3D printing, CNC manufacturing, materials engineering, and electronics. Students will research robotic arms and modern technologies to manufacture a prototype robotic arm.</p> <p><b>Built Environment Graphics</b><br/>                     Students will assume the role of an architect and develop a residential design house. The house will be designed using the environment to create a sustainable structure as we head into the future. The drawing portfolio will consist of concept sketches, a site plan, a floor plan, a furniture plan, four elevations, two external views and two internal views. The CAD program called Revit will be used to do this.</p> <p><b>Stable Structures</b><br/>                     Civil technology is the way that humans build structures. It is the application of resources to provide safe structures, and to control the environment. It involves studying methods of construction to successfully achieve stable structural design. With the continuing improvement in workplace safety.</p> <p>Students will design and make a controlled crane that could be used in a dangerous environment e.g. nuclear.</p> <p><b>Aerodynamics</b><br/>                     Aerodynamics is the way air moves around things. Aerodynamics explains how an airplane is able to fly. Anything that moves through air reacts to aerodynamics. A rocket blasting off the launch pad and a kite in the sky react to aerodynamics. Aerodynamics even acts on cars, since air flows around cars. With the use of digital technologies, testing can be undertaken in digital wind tunnels.</p> <p>Students will design, test, construct and race a propelled car.</p> |
| Assessment:           | Students are required to submit a design folio for each of the units that are completed over the year.   |
| Career Pathways:      | For student's interests in a career in the fields of design, engineering or new technologies after school life, learning the fundamentals of design will be an important step.   |

## Foundation for Senior Hospitality

|                       |  |
|-----------------------|--|
| Code:                 | HSP  |
| Description:          | <p>This subject aims to introduce students to topics that are studied in detail in Years 11 and 12 in Certificate II Hospitality.</p> <p>Students will have the opportunity to appreciate and understand the hospitality industry's workplace culture and practices and engage them in a variety of hospitality activities that will raise awareness of the personal attributes, knowledge and skills required to enhance employability in the hospitality industry.</p>   |
| Prerequisites:        | Students must provide the majority of their own ingredients to complete the practical components of the subject.   |
| Learning Experiences: | <p>In studying Foundation for Senior Hospitality, students will engage in a wide variety of learning experiences including:</p> <ul style="list-style-type: none"> <li>• Awareness of hospitality career options and desirable employment qualities needed in the industry</li> <li>• Job prospects in the industry</li> <li>• Catering for functions that require interaction with guests and/or customers</li> <li>• Preparing and serving a wide range of food; developing basic skills in the kitchen</li> <li>• Table setting, menu options, recipe costing and quantity cooking</li> </ul> |
| Assessment:           | <p>Students will be required to participate in the following assessment techniques:</p> <ul style="list-style-type: none"> <li>• Supervised written assessment</li> <li>• Written assignments</li> <li>• Practical projects</li> </ul>   |
| Career Pathways:      | <p>This course provides students with the knowledge and skills suitable for a pathway to:</p> <ul style="list-style-type: none"> <li>• Trades, apprenticeships and traineeships in hospitality</li> <li>• Hospitality management</li> <li>• Food technologies</li> <li>• Nutrition related careers</li> <li>• Armed Forces</li> </ul>  |

## Foundation for Senior Indonesian

|                       |   |
|-----------------------|---|
| Code:                 | IND   |
| Description:          | <p>Bahasa Indonesia, the official language of over 220 million people, is the fifth most spoken language in the world. As a unifying language, Bahasa Indonesia is the common link for over 300 culturally and ethnically diverse groups who inhabit over 3,600 islands across the archipelago.</p> <p>Geographically, Indonesia is our closest neighbour and plays a crucial role in Australia's future. Knowledge of Bahasa Indonesia will contribute to a greater understanding of the Indonesian culture and traditions for our mutual benefit.</p> <p>Bahasa Indonesia is used throughout the archipelago in all spheres of government and public life, including education, health, engineering, trade, commerce, law, foreign affairs and mass media. Currently our bilateral defence and border co-operation relies upon bi-lingual Australian and Indonesian employees.</p> <p>A range of learning experiences across the four language macro skills of listening, speaking, reading and writing are included in the program to develop students' skills in using Indonesian language in realistic situations.</p> |
| Learning Experiences: | <p>During the unit titled 'Pekerjaan' (Work), Kesehatan (Health) and Sejarah (History), students will study topics including occupations, places to work, personal aspirations, healthy eating and fitness, medicines/illnesses, traditional and modern medicine, the spice trade, proclamation of independence, Indonesian national heroes, Indonesian culture and Indonesian geography.</p>   |
| Assessment:           | <p>Students will be assessed through comprehension and composing tasks on all four macro skills:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul> <p>At the completion of the unit, it is optional for students to continue to study Indonesian at senior school (Units 1-4).</p>  |
| Career Pathways:      | <p>The study of Indonesian will be an asset in the following career pathways: international relations, law, environmental science, engineering, finance, journalism, mining, translating, tourism, diplomacy, media and education.</p>  |

## Foundation for Senior Japanese

|                       |  |
|-----------------------|--|
| Code:                 | JPS  |
| Description:          | <p>Japan and Australia share a close relationship as neighbours in the Asia-Pacific region. Japan is one of Australia's most important trading partners, and the two countries work together in areas like business, defence, and education.</p> <p>By studying Japanese students will be able to:</p> <ul style="list-style-type: none"> <li>• Widen their cultural understanding and experiences</li> <li>• Engage with students from Japan</li> <li>• Develop empathy and global perspectives</li> <li>• Gain a competitive edge in the job market</li> <li>• Consider opportunities to travel to Japan to extend language and cultural understanding</li> </ul> <p>A range of learning experiences across the four language macro skills of listening, speaking, reading and writing are included in the program to develop students' skills in using Japanese language in realistic situations.</p> |
| Prerequisites:        | Students, typically, will have studied Japanese for a continuous period throughout Years 7, 8 and 9.   |
| Learning Experiences: | <p>During the units titled 'Summer Holidays and Back to School', 'Housing and Homestay', 'Globe Trotter' and 'Fun &amp; Festivities' students will study topics including summer holidays, school life, Japanese housing, geography &amp; culture, as well as traditional customs and celebrations.</p> <p>Students can also host a Japanese student from one of the study tours that visit our school each year.</p>  |
| Assessment:           | <p>Students will be assessed through comprehension and composing tasks on all four macro skills:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul> <p>At the completion of the unit, it is then optional for students to continue to study Japanese at senior school (Year 11 and Year 12).</p>  |
| Career Pathways:      | The study of Japanese will be an asset in the following career pathways: International trade and relations, banking and finance, mining, translating and interpreting, tourism, diplomacy, media and education.  |

## Foundation for Senior Mathematical Methods

|                       |   |
|-----------------------|---|
| Code:                 | MMA   |
| Description:          | <p>Learning mathematics creates opportunities for and enriches the lives of all of our students.</p> <p>The Australian Mathematics Curriculum provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.</p> <p>It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.</p>   |
| Prerequisites:        | Students will require at least a high achievement (B) in Year 9 Mathematics.  |
| Learning Experiences: | <p>Students study the following topics including extension material:</p> <ul style="list-style-type: none"> <li>• Money and financial mathematics</li> <li>• Patterns and algebra</li> <li>• Linear and non-linear relationships</li> <li>• Using units of measurement</li> <li>• Geometric reasoning</li> <li>• Pythagoras and trigonometry</li> <li>• Chance</li> <li>• Data representation and interpretation</li> </ul>   |
| Assessment:           | <p>Students will experience assessment tasks designed to give them familiarity with the styles of assessment that they will encounter in the senior version of this subject which could include:</p> <ul style="list-style-type: none"> <li>• Extended modelling and problem-solving tasks - students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics</li> <li>• Supervised tests (term tests, semester tests) - conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses</li> </ul> |
| Career Pathways:      | Students undertaking this course are likely to progress on to Mathematical Methods or both Mathematical Methods and Specialist Mathematics in Year 11 and may intend to go on to mathematically intense tertiary studies.   |

## Foundation for Senior Mathematics

|                       |   |
|-----------------------|---|
| Code:                 | MAT   |
| Description:          | <p>Learning mathematics creates opportunities for and enriches the lives of all of our students.</p> <p>The Australian Mathematics Curriculum provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.</p> <p>It develops the numeracy capabilities that all students need in their personal, work and civic life.</p>   |
| Prerequisites:        | Students will require at least a sound achievement (C) in Year 9 Mathematics.   |
| Learning Experiences: | <p>Students study the following topics:</p> <ul style="list-style-type: none"> <li>• Money and financial mathematics</li> <li>• Patterns and algebra</li> <li>• Linear and non-linear relationships</li> <li>• Using units of measurement</li> <li>• Geometric reasoning</li> <li>• Pythagoras and trigonometry</li> <li>• Chance</li> <li>• Data representation and interpretation</li> </ul>  |
| Assessment:           | <p>Students will experience assessment tasks designed to give them familiarity with the styles of assessment that they will encounter in the senior version of this subject which could include:</p> <ul style="list-style-type: none"> <li>• Extended modelling and problem-solving tasks - students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics</li> <li>• Supervised tests (term tests, semester tests) - conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses</li> </ul> |
| Career Pathways:      | Students undertaking this unit are likely to progress on to Senior General Mathematics in Year 11 and do not intend to go on to mathematically intense tertiary studies.  |

## Foundation for Senior Media Arts

|                       |   |
|-----------------------|---|
| Code:                 | MED   |
| Description:          | <p>Media Arts is designed to introduce students to Film, TV and New Media with a range of audio and visual media. The comprehension of media is vital in a student's everyday life. This subject encourages students to derive meaning from the digital world around them and interact with it appropriately.</p> <p>Media Arts allows students to design, produce and critique a range of media products and manipulate technologies to create meaning. Working in groups and as an individual, students will be provided with opportunities to utilise devices and software within the media studies genre to produce their own work.</p>   |
| Prerequisites:        | A sound achievement (C) in Year 9 English   |
| Learning Experiences: | <p>Students will engage in a variety of learning experiences within the Film and TV industry. Some examples are listed below:</p> <ul style="list-style-type: none"> <li>• Work effectively in group projects that will co-ordinate planning, filming and editing; negotiating schedules, equity in work load, and technical issues</li> <li>• Complete a storyboard based on a film script identifying different shots, angles and transitions</li> <li>• Analysis of media texts within the classroom such as films and short movies</li> <li>• Make productions for real audiences such as peers and the school community</li> <li>• Use editing technologies to manipulate images produced by others to create new meaning</li> <li>• Understand how media constructs representations through products to appeal to target audiences</li> </ul> |
| Assessment:           | <p>The program assesses the three core elements of design, production and critical appraisal of film and television:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Students will complete tasks in the design criteria which can include using oral and written treatments, character outlines, character images, three-column scripts, film script/screenplay, shooting script/shot list and storyboard</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Students will create a complete video or sequences of a video, animation, camera footage, editing, soundtrack and advertisement</li> </ul> <p><b>Critique</b></p> <ul style="list-style-type: none"> <li>• Students will critique media texts through either extended writing or oral presentation</li> </ul>                             |
| Career Pathways:      | Some career pathways for Media Arts are advertising professional, film composer, producer, director, set designer, sound editor, film editor, visual effects coordinator, media industry specialist, post-production specialist, film critic, camera operator and screenwriter.   |

## Foundation for Senior Physics and Chemistry

|                       |  |
|-----------------------|--|
| Code:                 | PCY  |
| Description:          | <p>All students study core science in Year 10 but this elective aims to provide further foundation content and assessment techniques to prepare students for senior Physics and Chemistry.</p> <p><b>Students who intend to study Physics and Chemistry in Year 11 must choose this elective.</b></p> <p>These subjects are foundation subjects for many careers. Students who have chosen to study these subjects in Year 10 and beyond, to Year 11 and 12 have found themselves much better prepared for their tertiary studies.</p> <p>Selecting them in Year 10 is an opportunity to try the challenge without the penalties involved in changing subjects in Year 11 – in previous years students have surprised themselves by actually enjoying and mastering them!</p> <p>Physics and Chemistry topics will be alternated each term. This provides exposure to both subjects each semester.</p> |
| Prerequisites:        | None   |
| Learning Experiences: | <p><b>Physics</b><br/>Students will undertake studies for one semester in the following topics:</p> <ul style="list-style-type: none"> <li>• Projectile Motion</li> <li>• Wave Motion</li> <li>• Thermal Physics</li> <li>• Magnetism</li> </ul> <p><b>Chemistry</b><br/>Students will undertake studies for one semester in the following topics:</p> <ul style="list-style-type: none"> <li>• Chemical Reactions</li> <li>• Stoichiometry</li> <li>• Organic Chemistry</li> </ul>  |
| Assessment:           | Students will be assessed each semester. They will take the form of data test, experiment, research investigation, and exam.   |
| Career Pathways:      | Chemistry and Physics form the foundation for many careers in the areas of science, medicine and health, mining and engineering, building and technology, sport and exercise science, astronomy and beyond.  |

## Foundation for Senior Recreation

|                       |   |
|-----------------------|---|
| Code:                 | REC   |
| Description:          | <p>Aims of Year 10 Recreation include:</p> <ul style="list-style-type: none"> <li>• To educate students about the need for a balanced life style</li> <li>• To equip students with a variety of social and recreational skills to facilitate a balanced lifestyle</li> <li>• To have students appreciate the intrinsic worth of a lifestyle that includes regular recreational pursuits</li> <li>• To have students appreciate the environment needed to facilitate recreational pursuits (i.e. understand how to identify/minimise risks)</li> </ul> |
| Prerequisites:        | Willingness to involve self fully in all set physical AND classroom-based activities.   |
| Learning Experiences: | <p>Learning experiences will be based around the following Units:</p> <p>Indoor Hockey<br/> Surf Skills<br/> Ultimate<br/> Tennis<br/> Golf<br/> OzTag<br/> Fitness Activities<br/> Outdoor Recreation<br/> Archery<br/> Basic First Aid</p>  |
| Assessment:           | Assessment involves observation of performance and participation as well as written exams and assignment activities.  |
| Other:                | Because many sessions are conducted off-campus and require facility or instructor hire and bus travel, a subject levy has to be paid by students at the start of the year.  |

## Foundation for Science - Core

|                            |   |
|----------------------------|---|
| Code:                      | SCI   |
| Description:               | <p>Under the Australian Curriculum <b>all students must study core science.</b></p> <p>Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives.</p> <p>The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.</p>   |
| Prerequisites:             | None  |
| Learning Experiences:      | <p>Students will study the following units - Investigating Reactions, The Periodic Table, Road Science, Space Science, Inheritance, Evolution, Exploring the Universe, Earth Systems.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Analyse how the periodic table organises elements and use it to make predictions about the properties of elements</li> <li>Explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions</li> <li>Explain the concept of energy conservation and represent energy transfer and transformation within systems</li> <li>Apply relationships between force, mass and acceleration to predict changes in the motion of objects</li> <li>Describe and analyse interactions and cycles within and between Earth's spheres</li> <li>Evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth</li> <li>Explain the processes that underpin heredity and evolution</li> <li>Analyse models and theories that have developed over time and discuss the factors that prompted their review</li> <li>Develop questions and hypotheses and independently design and improve appropriate methods of investigation</li> <li>Identify alternative explanations for findings and explain any sources of uncertainty when analysing data</li> <li>Evaluate the validity and reliability of claims made in secondary sources</li> <li>Select appropriate representations and text types to communicate science ideas for specific purposes.</li> </ul> |
| Assessment:                | <ul style="list-style-type: none"> <li>Supervised assessment - data tests and exam</li> <li>Student experiment</li> <li>Research investigation</li> </ul>   |
| Pathway to Senior Subjects | <p>This course provides a basis for students who intend to study a science - Biology, Chemistry, Marine Science, and Physics, in Years 11 and 12.</p> <p><b>However, students planning to study these must choose the relevant semester subjects from the electives Foundation for Biology/Marine Science and/or Foundation for Chemistry/Physics.</b></p>  |
| Career Pathways:           | Science forms the foundation for many careers in the areas of science, medicine and health, mining and engineering, building and technology, sport and exercise science and teaching.   |

## Foundation for Senior Specialist Mathematics

|                       |   |
|-----------------------|---|
| Code:                 | MAS   |
| Description:          | <p>Specialist Mathematics is a powerful and interesting subject that helps us understand patterns, make sense of problems, and deal with uncertainty.</p> <p>Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, explore unfamiliar and unique areas of maths and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.</p>  |
| Prerequisites:        | Students will require at least a high achievement (B) in Year 9 Mathematics.  |
| Learning Experiences: | <p>Students study the following topics including extension material:</p> <ul style="list-style-type: none"> <li>• Matrices and their applications to sporting events and games</li> <li>• Combinatorics and probability and their applications to games of chance</li> <li>• Introduction to Complex and Imaginary numbers</li> <li>• Vectors and their application to positioning and motion</li> <li>• Introduction to logarithmic and exponential functions</li> </ul>   |
| Assessment:           | <p>Students will experience assessment tasks designed to give them familiarity with the styles of assessment that they will encounter in the senior version of this subject which could include:</p> <ul style="list-style-type: none"> <li>• Extended modelling and problem-solving tasks - students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics</li> <li>• Supervised tests (term tests, semester tests) - conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses</li> </ul> |
| Career Pathways:      | Students undertaking this course are likely to progress on to both Mathematical Methods and Specialist Mathematics in Year 11.  |

## Foundation for Senior Tourism

|                       |   |
|-----------------------|---|
| Code:                 | TSM   |
| Description:          | <p>Tourism has become the world's biggest industry and its potential impact on societies and their economic and ecological future is enormous. The tourism industry is one of Australia's fastest growing industries, and has assumed increasing importance in Australian society as a source of expanding employment opportunities.</p> <p>The tourism industry provides the context for students to understand the industry's workplace culture and practices, and also to develop the skills, processes and attitudes crucial for making valid decisions about career pathways. Students are also encouraged to investigate tourism as a source of leisure activity, life skills and as an avenue for further study.</p> |
| Prerequisites:        | Students will have to attend field trips/excursions that may involve assessment – at least one excursion per semester. There will be an added cost for each excursion.  |
| Learning Experiences: | <p>This course is designed to enable students to gain an understanding of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.</p> <p>The course will cover related topics involving the areas of:</p> <ul style="list-style-type: none"> <li>• The Nature of Tourism</li> <li>• Impact of Local Tourism on the Sunshine Coast</li> <li>• Queensland Tourism – Tourism Expo</li> <li>• Australian Tourism – Cultural diversity</li> <li>• International Tourism</li> </ul>   |
| Assessment:           | <p>Students will engage in and actively work with relevant software to further develop desirable presentation/display skills.</p> <p>Assessment may include:</p> <ul style="list-style-type: none"> <li>• Classwork portfolios</li> <li>• Project and practical work</li> <li>• Group work – Tourism Expo</li> <li>• Case studies</li> <li>• Non-written presentations</li> </ul>   |
| Career Pathways:      | This course would benefit those students who are considering choosing Certificate II in Tourism in Year 11.   |

## Foundation for Senior Visual Art

|                       |   |
|-----------------------|---|
| Code:                 | ART   |
| Description:          | <p>Foundation for Senior Visual Art allows students to develop visual literacy, thereby enhancing students' capacities to think, create and question. It provides skills to interpret and express and communicate ideas. While this unit addresses the necessary skills and processes that students will be required to exhibit in order to study the Senior Art course of Years 11 and 12, it also represents an excellent overview of artistic processes for students wishing to study Visual Arts in Practice in Year 11. Foundation for Senior Visual Art also promotes reflection and analysis of art experiences to develop an informed personal response which they can support and discuss.</p>   |
| Prerequisites:        | Year 9 Visual Arts is recommended but not compulsory.   |
| Learning Experiences: | <p>Students make a range of art images and objects that demonstrate their ability to work individually and collaboratively.</p> <ul style="list-style-type: none"> <li>• Students produce a visual journal recording ideas, processes, research, experiments and personal responses to a range of art experiences.</li> <li>• Students, through the framework of 20<sup>th</sup> century western art, explore major art movements and significant artists.</li> <li>• Students create a wide range of artworks, referencing techniques, media and styles of 20<sup>th</sup> century art movements and artists.</li> <li>• Students describe, analyse, interpret and judge art works in the study of art history and assignment writing.</li> </ul>  |
| Assessment:           | <p>Assessment within Foundation for Senior Visual Art is comprised of making and appraising tasks.</p> <ul style="list-style-type: none"> <li>• Making - is the production of artworks. Students will be assessed on their production of various images and objects, in a range of art forms (e.g. drawing, painting, digital imaging, sculpture) that encourage creative expression and work towards an exhibition of work for public viewing.</li> <li>• Appraising - is the appreciation of artworks. Students will be assessed on their ability to display knowledge through describing, analysing, interpreting and evaluating information related to art works.</li> </ul>  |
| Career Pathways:      | <p>Studying Visual Art can take you into tertiary visual art/design courses, industry training, training at TAFE or university level or straight into a visual arts/design job with on-site training. Many career pathways outside the obvious artist or graphic designer value the skills learnt in Visual Arts. Any career path that requires you to be creative and question the environment around you benefits from skills learnt in Visual Arts.</p> <p>Possible careers: animator, illustrator, web designer, graphic designer, artistic director, photographer, reviewer/critic, interior designer, hair dresser, landscape architect, industrial designer, film and television, textile designer, sign maker, jeweller, artist/craftsperson, potter, screen printer, cartoonist.</p> |

## Pursuit of Excellence Studies: Volleyball

|                             |   |
|-----------------------------|---|
| Code:                       | HVO   |
| Description:                | <p>The creation of the Pursuit of Excellence Studies: Volleyball course in 2003 has brought volleyball into the mainstream curriculum rather than have it operate solely as an extra-curricular element within the school (which it has been since 1991). This has given students the opportunity to pursue Sporting Excellence within a school environment.</p> <p>Through involvement in the Pursuit of Excellence Studies: Volleyball program, students will develop a strong set of values and virtues such as self-belief, discipline, leadership, responsibility, confidence, commitment, loyalty, integrity, courage and the ability to work as a team member. High expectation in each of these areas is the foundation of the Pursuit of Excellence Studies: Volleyball program.</p> |
| Prerequisites:              | Students enrolled in the Year 10 Pursuit of Excellence Studies: Volleyball class have usually completed the Year 8 and 9 Pursuit of Excellence Studies courses of study. Students can apply for entry to the Year 10 class if they have shown a commitment to the sport through prior extra-curricular involvement.   |
| Learning Experiences:       | <p>Learning experiences to be undertaken will be designed to enhance learning within the following Units:</p> <ul style="list-style-type: none"> <li>• Nutrition for Volleyball</li> <li>• Skill Analysis in Volleyball 1</li> <li>• Volleyball Level 1 Coaching Course</li> <li>• Fitness for Volleyball 2</li> <li>• Performance Analysis &amp; Player Evaluation in Volleyball</li> <li>• Team Training in Volleyball 2</li> <li>• Beach Volleyball</li> </ul>   |
| Assessment:                 | Assessment involves observation of physical performance as well as written exams, assignment activities and booklet completion.   |
| Significant Recent Results: | <ul style="list-style-type: none"> <li>• Overall Senior Champion School for Trish Buckley 2025</li> <li>• 12 Sunshine Coast regional representatives 2025</li> <li>• Year 11 Boys QVSC Honors - Silver 2024</li> <li>• Year 11 Boys AVSC Division 1 - Gold 2024</li> <li>• Overall Champion School for Sunshine Coast Schools Trish Buckley Tournament 2023</li> <li>• Burnside SHS has won this title 18 times</li> <li>• Consistently in top 10 of overall rankings for Queensland Volleyball Schools (with over 150 institutions involved each year)</li> </ul>  |



# **Queensland Curriculum and Assessment Authority**

## **VET Subjects**

***These subjects contain competency based vocational modules and may include “on the job” training***

### **VET DISCLAIMER**

“The school must have certain teachers and equipment to run the courses advertised in this section. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications but it may incur a fee. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements. Late enrolment in a VET course means that a training and assessment agreement is for the negotiated package of units, which will lead to a statement of attainment.”

***Information correct at time of publication but subject to change***

## Foundation for Senior Music

### CUA20220 Certificate II in Creative Industries (Music)

|                       |   |
|-----------------------|---|
| Code:                 | VCI   |
| RTO Details:          | Burnside State High School 30245  |
| Description:          | <p>The course is studied over a period of two (2) semesters in year 10. Students will be supplied with a student study guide and assessment outline giving details of all assessment items and lessons. The Core (C) and Elective (E) units covered in the course are listed below:</p> <ul style="list-style-type: none"> <li>• BSBTWK201 (C) Work effectively with others</li> <li>• CUAIND211 (C) Develop and apply creative arts industry knowledge</li> <li>• CUAWHS312 (C) Apply work health and safety practices</li> <li>• CUASOU213 (E) Assist with sound recordings</li> <li>• CUASOU211 (E) Develop basic audio skills and knowledge</li> <li>• CUASOU212 (E) Perform basic sound editing</li> <li>• CUAMPF111 (E) Develop skills to play or sing music</li> <li>• CUAMPF112 (E) Perform simple musical parts in ensembles</li> <li>• CUASTA211 (E) Develop basic staging skills</li> <li>• CUASTA212 (E) Assist with bump in and bump out of shows</li> </ul> |
| Prerequisites:        | <p>A sound achievement (C) in Year 9 Music is essential. Students must be able to play an instrument.</p> <p><b>N.B. If a student joins the course after it has commenced they will only be partly credited.</b></p>  |
| Learning Experiences: | <p>Music has attributes that help students gain many skills in their creative, academic and social development. This course allows students to develop a multiplicity of skills through the following experiences:</p> <ul style="list-style-type: none"> <li>• Learning and developing skills on a musical instrument</li> <li>• Developing and updating knowledge related to the contemporary music industry</li> <li>• Communicating and expressing musical ideas through song writing</li> <li>• Learning and developing performance skills</li> <li>• Developing safety awareness in the music industry</li> <li>• Expanding musical knowledge through listening</li> <li>• Recording own songs/compositions in a studio environment</li> <li>• Studying career opportunities in music</li> <li>• Developing and promoting their own image</li> <li>• Appreciating the relationship between music and technology</li> </ul>  |
| Assessment:           | <p>Assessment for the course is outlined in the student study guide and assessment outline booklet. Methods of assessment will vary with each module and may include:</p> <ol style="list-style-type: none"> <li>1. Practical assignments</li> <li>2. Formal tests</li> <li>3. Written assignments</li> <li>4. Homework tasks</li> <li>5. Oral presentations</li> <li>6. Online tests</li> <li>7. Log book</li> <li>8. Performances</li> <li>9. Recordings</li> </ol>   |
| Career Pathways:      | <p>Composer, performer, classroom music teacher, private instrumental teacher, sound engineer (live sound), studio engineer, artistic administrator, music journalist, musicologist.</p>  |

*Information correct at time of publication but subject to change*

## BSB10120 Certificate I in Workplace Skills

|                       |  |
|-----------------------|--|
| Code:                 | Core Course  |
| RTO Details:          | Burnside State High School 30245   |
| Description:          | This entry-level qualification allows individuals across a variety of industry sectors to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited. This qualification provides a range of introductory skills and knowledge to provide individuals with an understanding of the business environment.   |
| Prerequisites:        | There are no formal qualification entry requirements.<br><br>N.B. If a student joins the course after it has commenced they will only be partly credited.  |
| Learning Experiences: | To qualify for this certificate students will need to achieve competence in six (6) units. The Core (C) and Elective (E) units covered in the course are listed below.<br><br>Units of competency (core and elective): <ul style="list-style-type: none"> <li>• BSBOPS101 (C) Use Business Resources</li> <li>• BSBPEF101 (C) Plan and Prepare for Work Readiness</li> <li>• BSBWHS211 (E) Contribute to Health and Safety of Self and Others</li> <li>• BSBTEC101 (E) Operate Digital Devices</li> <li>• BSBCMM211 (E) Apply Communication Skills</li> <li>• BSBOPS201 (E) Work Effectively in Business Environments</li> </ul>   |
| Assessment:           | Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment.<br><br>Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Submission of work is based on the requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.<br><br>Assessment will include: <ul style="list-style-type: none"> <li>• Observation checklists</li> <li>• Completion of Student Work Booklets</li> <li>• Supervised Placement Student Booklet</li> </ul> |
| Career Pathways:      | This course will benefit students as they prepare for their senior phase of learning. It is also beneficial for students who wish to select Certificate III in Business, Certificate II in Tourism and/or Certificate II in Hospitality.<br><br>Alternatively, students could gain an entry level administrative position within a business. Forms part of the Year 10 career education program.   |

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