St John Fisher College
BRACKEN RIDGE

SUBJECT GUIDE

Year 10

2026

Contents

Our Mission

The St John Fisher College Community
is inspired by God's Spirit and
the Catholic faith tradition
to live, to love and to learn
with respect for truth,
the courage to seek justice,
the gift of peace
and the grace to forgive
as we respond with equal dynamism
to society's challenges today and tomorrow.

MESSAGE FROM THE PRINCIPAL

The St John Fisher College learning community has very high expectations of our students and the first of these is that they work to the best of their ability. We expect that all our students will strive to do their best at all times in all they do in this wonderful community.

The John Fisher College learning and teaching framework encourages learners to connect, engage, innovate and reflect. These important approaches to learning will allow you to meet the challenge of an increasingly complex 21st century world. We recognise that members of our community need to be able to create, evaluate, effectively use information and manipulate technology. Your course of study will help you learn these skills.

While you are here in this place of learning, I encourage you to step out of your comfort zone, for it is here that you will have your greatest achievements. I also challenge you to become problem solvers and creative thinkers. As you move into your years of secondary education you also need to become more responsible for the outcomes in your life. Take the initiative and ask the staff at the College to help you with your concerns. Help is available in many forms from our staff.

Our school curriculum, described briefly in this booklet, is designed to enable you as a student to choose the course of study that will allow you to achieve your best, enjoy your learning and to lay the foundation for more extensive studies in the coming years. The emphasis is on each individual taking responsibility for one's own progress.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Goodness, Knowledge and Discipline.*

Ms Britt Gurnett
Principal

YEAR 10 SUBJECTS

All students will study four core subjects and three elective subjects for the duration of the year.

The Core subjects (and prerequisites) are:

- Religious Education
- English (C in Yr 9 English) / Literature (B in Yr 9 English) / Essential English
- General Mathematics (C in Yr 9 Maths) / Mathematical Methods (B in Yr 9 Maths) / Essential Mathematics
- Science

Students may choose **THREE** elective subjects from:

- Design & Technologies - Food and Materials
- Design & Technologies – Engineering and Materials
- Digital Technologies
- Drama
- Economics and Business
- French
- Geography
- Health & Physical Education
- History
- Legal Studies
- Music
- Visual Arts

Students in Year 10 may begin courses at a vocational educational provider. This must be negotiated through the school before enrolling in any program or course. Such courses may provide students with opportunities to bank credits towards their Queensland Certificate of Education (QCE).

SUBJECT SELECTION ONLINE (SSO)

In Term 3 the Year 9 students will gather information about the curriculum and requirements of each subject offered in Year 10, 2026. Students will be required to select their subjects through the online process:

1. Students will be emailed their SSO (Subject Selection Online) information. This will include a link to the SSO site, username and password. Please note this is the only method by which subject preferences will be received.
2. This instruction sheet will include an individual Student Access Code and Password.
3. **Students do have the opportunity to change their preferences once entered, but the final selection must be completed online by Friday 8th August at 11pm.**

If there are any difficulties with SSO please contact Mrs Rebecca England on 3269 8188 or rebecca.england@bne.catholic.edu.au

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Years 11 and 12

Senior schooling in Queensland gives students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

How do I plan my senior study?

In Year 10, your school and family will help you plan what to study in Years 11 and 12. You'll discuss what jobs or careers you are interested in and then choose the subjects and courses that will enable you to achieve a QCE and work towards your goals.

What subjects can I choose?

In the new QCE system, you can study a wide variety of subjects:

- General subjects
- Applied subjects
- Vocational Education and Training (VET) courses
- School-based Apprenticeships and Traineeships (SATs)
- University subjects completed while at school (e.g. Head Start programs)
- Workplace learning
- Certificates and awards such as those issued by the Australian Music Examinations Board or Duke of Edinburgh program.

How is senior assessment different?

Each General and Applied subject will require four assessments to count towards your final grade in that subject.

General subject results will be based on your achievement in three internal assessments (developed by your school), and one external assessment that is set and marked by the QCAA. In most General subjects your internal assessment results will count for 75% of your overall subject result. In maths and science subjects, your internal assessment results will generally count for 50% of your overall result.

Applied subject results will be based on your achievement in four internal assessments. Internal assessments might include in-class tests, assignments, essays or some other form. Your work will be marked by your school, and the QCAA will then review samples of student work for every subject in every school to ensure the quality and rigour of assessment and results.

External assessment for each subject will be held on the same day in all schools across the state. Your final subject result will be made up of your external assessment result, plus your three internal assessment results.

How does the QCE work?

Most students should achieve a QCE by the end of Year 12. If you need a bit longer, you can keep working towards it after you leave school.

How do I ensure I am eligible for tertiary entrance?

If you're eligible, you'll be ranked for university using the ATAR.

A broad range of courses can contribute to the ATAR:

- Five General subjects; or
- Four General subjects, and one VET qualification / Applied subject

To be eligible, you'll also need to pass an English subject, but your result will only contribute to your ATAR if it is scaled as one of your best five subject results.

Your ATAR will be calculated and issued by the Queensland Tertiary Admissions Centre. Visit its website for details: www.qtac.edu.au/for-schools/atar-information.

More information If you would like more information about the new QCE system, including a list of new and redeveloped syllabuses, please visit the QCAA website https://www.qcaa.qld.edu.au/senior

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

This certificate recognises the schooling achievement of students with difficulties in learning and who are on individualised learning programs.

The QCIA records educational achievement in two areas:

- **The Statement of Achievement** provides description of the student's demonstrated knowledge and skills in areas of study and learning.
- **The Statement of Participation** lists activities that a student has undertaken such as extra-curricular activities or work experiences.

The QCIA recognises the unique individual achievements that cannot generally be credited to a learning account for a QCE. It is an official record of completion of at least twelve years of education. It can be shown to employers as a summary of knowledge and skills gained. It can also be used by training providers to help them decide the best training options they can provide for a particular student.

Students or parents wishing to find out more about the QCIA should talk to the Middle Leader – Learning Enhancement, the Guidance Counsellors or the Deputy Principal. The QCAA website also has a section dealing with the certificate under Certificates and Qualifications.

SENIOR SUBJECTS @ SJFC

The following Senior subjects are in line with current offerings at SJFC. Additional subjects and VET certificates may be added to our list of offerings in the future.

General Subjects:

- Biology
- Business
- Chemistry
- Design
- Digital Solutions
- Drama
- English
- Food and Nutrition
- French
- French Extension
- General Mathematics
- Legal Studies
- Literature
- Mathematical Methods
- Modern History
- Music
- Physical Education
- Physics
- Psychology
- Specialist Mathematics
- Study of Religion
- Visual Art

Applied Registered Subjects:

- Drama in Practice
- Essential English
- Essential Mathematics
- Religion and Ethics
- Social & Community Studies
- Visual Arts in Practice

VET Certificate Courses:

- SIT30622 Certificate III in Hospitality (+ SIT20322 Certificate II in Hospitality)
- SIS30321 Certificate III in Fitness (+ SIS20122 Certificate II in Sport and Recreation)
- CHC30221Certificate III in Education School Based Support
- Certificate IV in Justice Studies (10971NAT)
- BSB50120 Diploma of Business

RECOMMENDED PRE-REQUISITES FOR SENIOR SCHOOLING

Yr. 11/12 Subject	Yr. 10 Subject	Minimum Yr. 10 Result
General Mathematics	Mathematics	C-
Mathematical Methods	Mathematical Methods	C-
Specialist Mathematics	Mathematical Methods	B-
Essential Mathematics	N/A	-
English	English	C-
Literature	English	B-
Essential English	N/A	-
Business	English OR Economics and Business	C- C-
Legal Studies	Civics and Citizenship OR History AND English	B- C-
Modern History	Civics and Citizenship OR History AND English	B- C-
Study of Religion	Religious Education AND English	C- C-
Social & Community Studies	N/A	-
Religion and Ethics	N/A	-
Design	English	C-
Digital Solutions	N/A	-
Food & Nutrition	English	C-
Physical Education	Health & Physical Education	B-
Biology	Science AND Mathematical Methods AND General Mathematics	B- C- C-
Chemistry	Science AND General Mathematics AND Mathematical Methods	B- C- C-
Physics	Science AND General Mathematics AND Mathematical Methods	B- B- B-
Psychology	Science AND General Mathematics AND Mathematical Methods AND English	B- C- C- C-
French	French AND English	B- C-
French Extension (Yr.12 Only)	French	B-
Drama	English AND Drama	C- C-
Music	English AND Music	C- B-
Visual Art	English AND Year 9 OR 10 Visual Arts	C- C-
Drama in Practice	Drama	C-
Visual Arts in Practice	Visual Arts	C-

- Students wanting to study Specialist Mathematics **must** also study Mathematical Methods.
- Students wanting to study Physics are **required** to study Mathematical Methods.
- Students wanting to study Chemistry are **encouraged** to study Mathematical Methods.

SUBJECT PATHWAYS YEARS 7 TO 12

(G) – General (A) – Applied (C) – Compulsory (V) – VET Certificate

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Religious Education (C)	Religious Education (C)	Religious Education (C)	Religious Education (C)	Study of Religion (C) (G) Religion and Ethics (C) (A)	Study of Religion (C) (G) Religion and Ethics (C) (A)
English (C)	English (C)	English (C)	English (C) Literature (C) Essential English (A)	English (C) (G) Literature (C) (G) Essential English (C) (A)	English (C) (G) Literature (C) (G) Essential English (C) (A)
Mathematics (C)	Mathematics (C)	Mathematics (C)	General Mathematics (C) (G) Mathematical Methods (C) (G) Essential Mathematics (C) (A)	General Mathematics (C) (G) Mathematical Methods (C) (G) Specialist Mathematics (C) (G) Essential Mathematics (C) (A)	General Mathematics (C) (G) Mathematical Methods (C) (G) Specialist Mathematics (C) (G) Essential Mathematics (C) (A)
Science (C)	Science (C)	Science (C)	Science (C)	Biology (G) Chemistry (G) Physics (G) Psychology (G)	Biology (G) Chemistry (G) Physics (G) Psychology (G)
History (C) Geography (C) Civics & Citizenship (C)	History (C) Geography (C) Civics & Citizenship (C)	History (C) Geography (C)	Geography Legal Studies History	Legal Studies (G) Modern History (G) Social & Community Studies (A) Cert IV in Justice Studies (V) Cert III in School Based Education Support	Legal Studies (G) Modern History (G) Social & Community Studies (A) Cert IV in Justice Studies (V) Cert III in School Based Education Support
Economics and Business (C)	Economics and Business	Economics and Business	Economics and Business	Business (G) Diploma in Business (V)	Business (G) Diploma in Business (V)
Digital Technologies (C)	Digital Technologies	Digital Technologies	Digital Technologies	Digital Solutions (G)	Digital Solutions (G)

SUBJECT PATHWAYS YEARS 7 TO 12

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Design & Technologies - Food and Materials (C) Design & Technologies – Engineering & Materials (C)	Design & Technologies - Food and Materials Design & Technologies – Engineering & Materials	Design & Technologies - Food and Materials Design & Technologies – Engineering & Materials	Design & Technologies - Food and Materials Design & Technologies – Engineering & Materials	Design (G) Food and Nutrition (G) Cert III in Hospitality (+ Cert II in Hospitality) (V)	Design (G) Food and Nutrition (G) Cert III in Hospitality (+ Cert II in Hospitality) (V)
Visual Arts (C) Drama (C) Music (C)	Visual Arts Drama Music	Visual Arts Drama Music	Visual Arts Drama Music	Visual Art (G) Drama (G) Music (G) Drama in Practice (A) Visual Arts in Practice (A)	Visual Art (G) Drama (G) Music (G) Drama in Practice (A) Visual Arts in Practice (A)
Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education	Physical Education (G) Cert III in Fitness (+ Cert II in Sport and Recreation)	Physical Education (G) Cert III in Fitness (+ Cert II in Sport and Recreation)
French (C)	French	French	French	French (G)	French (G) French Extension (G)

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DESIGN AND TECHNOLOGIES – ENGINEERING AND MATERIALS

Why study Design and Technologies – Engineering and Materials?

As students engage in design challenges, they have multiple opportunities of creative input and innovation, as well as the application of technical skill and conceptual understandings in solving a problem. Students will develop design skills, creativity, enterprise, problem solving, decision making, organisational skills and working independently and collaboratively. The skills developed in Design and Technologies – Engineering and Materials are essential in our ever-changing world.

The use of 3D printers and laser cutters is an integral part of the design units, along with upcycling and repurposing textile items which provides students with a great sense of accomplishment and lessons in perseverance and problem solving. Students work within a design process of exploring needs and wants; developing ideas; using drawing and practical construction skills, evaluating design ideas in order to develop design solutions.

Course Content

Semester One	Semester Two
Unit 1: The Denim Rethink Students recognise the increasing demands of fast fashion on our environment. They identify that at each stage of production, textiles are unsustainable and unethical, and the industry must move from a linear production to a closed the loop in the textile production cycle. Students design and construct a textile item upcycled from remnants and used textiles. **Unit 2: Wool4School design challenge** Students complete the Woolmark Company's Wool4School design project. Wool4School is an annual online student design project teaching and supporting skills in fashion design. It educates students about the natural benefits of Australian wool and the innovative applications it has in fashion design. The focus is on researching the theme (which changes yearly), developing end-user profiles, inspiration boards, drawing fashion croquis, incorporating sustainability elements into design, fashion drawing and writing a creative statement supporting the final design. The format is self-paced, thus promoting student responsibility for their learning, using independent or collaborative work modes. The 2025 design challenge encouraged students to innovatively design clothing inspired by botanicals, drawing on natures artistry to create plant inspired woollen designs.	**Unit 3: BIOMIMICRY** In this unit, students will explore biomimicry - the world of design inspired by nature. Students will be challenged to think creatively and solve real-world problems by looking at how animals, plants, and ecosystems have evolved clever solutions over time. Using the design process, students develop innovative ideas for a range of jewellery pieces. They will design in Adobe Illustrator to produce high fidelity prototypes on the laser cutter. Designs are evaluated to identify limitations and refined to make meaningful improvements. Students gain valuable skills in design thinking, digital design tools, and fabrication techniques, while creating nature-inspired jewellery that reflects personal creativity and innovation. **Unit 4: Industrial design** In this unit, students will respond to a real-world design challenge that requires the development of an innovative and creative design concept. To guide their thinking and problem-solving, they will apply the Double Diamond Design Process, a structured framework that involves discovering insights, defining the problem, developing ideas, and delivering a proposal. This process encourages both divergent and convergent thinking and helps students move from broad exploration to focused outcomes. Students will engage with low fidelity prototyping to quickly bring their ideas to life and test key features. Students will also develop their visual communication skills through design sketching and schematic sketching. These experiences not only support the successful completion of the unit's design challenge but also build the essential skills and design thinking processes that prepare students for Senior Design.

Assessment
Students' work will be assessed under the following dimensions: Exploring, Devising, Evaluating and Proposing, and Representing and Communicating. Students will engage in assessment tasks including Exams and Projects (written design journal, visual communication and practical components).

Note As a requirement of the course students are expected to provide fabric, patterns and sewing notions for practical textile items (requirements will be advised at the beginning of the unit). The cost is dependent on the student's choice of patterns and materials.

DESIGN AND TECHNOLOGIES – FOOD AND MATERIALS

Why study Design and Technologies - Food and Materials?

Design and Technologies - Food and Materials challenges students to think about, respond to, and create solutions for contemporary issues in food and nutrition. Students apply their food science, nutrition and technologies knowledge and skills to solve real world food with particular focus on emerging food trends, health and nutrition, and sustainability. Design and Technologies – Food and Materials develops skills in practical food preparation and food experimentation producing enterprising students who can make discerning decisions about food and the development of new food products.

Skills and knowledge attained in Design and Technologies - Food and Materials are useful for life. The units are also useful for career pathways into the areas of health (e.g. dietetics, nursing, nutrition, community health) or food science (e.g. food technologist, production manager, food chemist, nutritional therapist, food production designer) or hospitality (e.g. chef, function management, caterer).

Course Content

Semester One	Semester Two
UNIT 1: Carbohydrates The focus of this unit is the macronutrient, carbohydrate. Food sources of carbohydrate, GI and sensory properties are investigated. Students examine the classifications of carbohydrates as monosaccharides, disaccharides and polysaccharides and the varying functions each has. Students investigate the health impacts of over and under consumption of carbohydrate and the role of energy in maintaining weight, with chronic disease being a major public health issue. The functional properties of carbohydrates are investigated by experiments and practical food activities (e.g. gelatinisation - sauce, dextrinisation - biscuits, caramelisation - caramel slice, crystallisation – honeycomb). **UNIT 2: Food Trends** In this unit, students explore a range of contemporary food issues through both theoretical and practical learning. Key areas of focus are sustainability, food security, and future foods, with a strong focus on understanding how global and local factors influence food choices and availability. Students investigate international cuisines and analyse the cultural, nutritional, and functional aspects of different meals. Students design a range of ready-to-eat meals that are appealing, nutritious, and appropriate for the Australian consumer market. The design process involved researching consumer needs, testing ingredients and techniques, and evaluating product outcomes for quality, nutrition, and presentation. This unit enhances students creativity, critical thinking, and problem-solving skills, while also developing their understanding of ethical food production and innovative food solutions for the future.	**UNIT 3: McCormick Challenge** Students are presented with the food flavour forecasts identified by McCormick's. The food challenge set by McCormick's, requires students to develop a new formulation which puts the flavour trends identified as the hero of the dish. Students work within defined criteria that will enable a healthy, sustainable, modern food product to be developed. They will use the design process to investigate, generate, plan, manage, produce and evaluate to make a product that resolves the design brief. **UNIT 4: Protein** This unit introduces Australia's food system as it ensures safe, affordable, high quality and nutritious food supply is available to all consumers. Students investigate food and how it sustains life, with a focus on protein - an essential macronutrient. Students recognise the specific groups of people that require extra protein and investigate the role protein plays in good health. Food sources of proteins are explored with a particular focus on alternate sources of protein as traditional sources become unsustainable in today's world. Students experiment with the functional properties of protein (denaturation, coagulation and maillard browning). Students regularly engage in food experimentation and practical food lessons including high protein formulations (e.g. egg foam - meringue, lemon meringue pie, caramel meringue pie, aquafaba, buttermilk pancakes and muffins, meat free formulations and cooking with alternate protein sources).

Assessment

Students' work will be assessed using the following assessment objectives:

- Knowledge and Understanding
- Skills (production and project management)

Students will engage in a range of assessment tasks including:

- Exam
- Project-Folio (written, experimental and practical components)

Note: As a requirement of the course students are expected to provide ingredients, trays and containers for practical food preparation (list supplied at start of each unit). At times students will be required to choose their own recipes and thus cost of ingredients will vary.

DIGITAL TECHNOLOGIES

Why study Digital Technologies?
Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures. Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be global citizens capable of actively and ethically communicating and collaborating.

Course Content
Digital Technologies is largely practical but also incorporates theory elements. Communication is also an essential aspect of the study and involves the use and production of visual, audio and written texts.

Semester One	Semester Two
Designing Applications • Design a solution to a defined problem • Understand an apply accessibility & usability principles • Apply the principles and elements of visual design • Create low fidelity prototypes with sketches and wireframes • Conduct user testing • Create hi fidelity prototypes • Present a technical proposal of the solution • Learning HTML and CSS **Developing Web Applications** *Building on earlier experience with designing applications – incorporate data into the solution to create an interactive solution.* • Designing websites with sketches and wireframes • Website Template Development using HTML and CSS • Understanding Data - storing, searching and filtering data in JSON format • Using AI tools to help code and document a solution. • Presenting the final solution.	**Robotics and Engineering** *Explore the world of Mechatronics and Robotics* • Introduction to Robotics • Concepts and benefits of integrating robotics. • Sensors and actuators • Designing and constructing robots fit for purpose • Assessed by Robotic Challenges and a coded prototype robot designed for a specific purpose. **eSafety, Cryptography and AI** *Explore Digital Safety, and AI* • Introduction to AI • Introduction to Online Safety • Privacy and Data Protection • Cryptography, encryption and decryption • Applications of Cryptography • AI and Machine Learning • Training and Evaluation models • Computer Vision • Ethics and AI: ethical considerations and societal impacts of AI technology. • Mini project -Design an App that incorporates AI Machine learning and e-safety features.

Assessment
Students' work will be assessed in the following strands: Knowledge and Understanding, Processes and Production Skills. Results will be awarded on a balanced judgement of the student's assessment.
Note: Students considering studying Digital Solutions in Senior are encouraged to study Digital Technologies in Years Nine and Ten, however it is not a prerequisite.

DRAMA

Why study Drama?
Drama at St John Fisher College provides opportunities for students to express themselves creatively and develop skills which prepare them to be effective communicators and critical thinkers in the future.

The Year 10 Drama course has been designed to immerse students into a safe and supportive environment allowing students to develop their creativity, confidence, interpersonal skills and greater self-awareness and empathy for others. These skills serve students well beyond the classroom.

Course Content
The Year 10 course offers students the opportunity to create and perform drama. Students are given the opportunity to experience a range of Theatre styles, including Physical Theatre, Improvisation and Contemporary Theatre. The range of units chosen for Year 10 Drama encourages students to approach the subject with greater maturity and to examine how drama can relate to, inform, and educate about real events.

Topic One – Physical Theatre
- Learn physical theatre techniques e.g. Suzuki Walk, Cause and Effect
- Devise and present a performance utilising physical theatre techniques
- Respond to a live/recorded live theatre performance

Topic Two - The Scene Project
- Participation in an initiative run by Qld Theatre Company which involves students presenting a 15 min performance, for other participating schools, at the Bille Brown Studio.

Topic Three - Gothic Theatre
- Explore themes and dramatic conventions of Gothic Theatre
- Read examples of Gothic Theatre plays e.g. *Children of the Black Skirt*
- Create a dramatic concept for a Gothic Script extract

Assessment
Students' work will be assessed within three dimensions- Presenting & Performing (acting skills), Creating & Making (making and shaping drama) and Exploring & Responding (responding to drama, how and why it was created).

Students will engage with a range of assessment techniques throughout the course including: group performance, analytical essays and devising a dramatic concept. Although most assessment items require students to work as part of a group, they are marked individually.

Note:
To study Year 10 Drama, it is strongly recommended that students have studied Drama in Year 9. If students are considering choosing Senior Drama, it is a requirement that they study Drama in Year 10. Due to the physical nature of the subject, theatre blacks are required.

ECONOMICS AND BUSINESS

Why study Economics and Business?
Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. The level of skill required to become an effective businessperson influences jobs, incomes and opportunities for personal enterprise.

Economics and Business equips students with the knowledge and independence to manage finance and make informed decisions about goods and services, while developing effective evaluation and decision-making skills that enhance their economic, consumer, and financial literacy. It also builds students' understanding of key business functions including operations, human resources and management and develops their ability to locate, select, analyse and interpret information and data from a range of sources.

Course Content
The Year 10 course lets you explore the real world of money, marketing, operation and management through games, real-life business case studies, and creative challenges. You'll work individually and in teams like an office, use popular movies to unpack key ideas, and take on a hands-on project like buying your first car — learning how real decisions get made in business.

Semester One	Semester Two
Unit 1 – The Power of Productivity • Operational processes that businesses use to improve productivity, including the role of entrepreneurs. **Unit 2 – Unleashing Workforce Potential** • Human Resource processes that businesses use to manage the workforce and improve productivity.	**Unit 3 – Girl Math** • Factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions **Unit 4 – Behind the Federal Budget** • The ways that government intervenes in the economy to improve economic performance and living standards within Australian society

Assessment

Students complete a variety of engaging assessment tasks, including business reports based on real-world case studies, response to stimulus exams, and creative multimodal projects. Each task is designed to build practical skills in communication, analysis, and problem-solving — just like in real business environments.

Note: Students considering Business in Senior are encouraged to study Economics and Business in Year 10, however it is not a prerequisite.

ENGLISH

Why study English?
English at St John Fisher College provides a foundation for successful, lifelong learning and participation in the Australian community and equips students to face the challenges that will continue to shape their learning in the future.

The English course is designed to create confident communicators, imaginative thinkers and informed citizens and aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts. To become effective communicators in Australian society, secondary students need to learn to understand, analyse, and communicate and build relationships with others and with the world around them.

Course Content
In Year 10 students think critically about texts that provide comment on social issues and further develop their skills in preparation for Senior English.

Unit One *Never Stop Dreaming*	Students will investigate the development of a protagonist through a study of Melina Marchetta's novel, *Looking for Alibrandi,* and Gurinder Chadha's film, *Bend it Like Beckham*. Students will analyse how the two different texts convey particular attitudes, values and beliefs underpinning people, places and identities. Students will consider the two texts and draw conclusions about how the two authors make meaning, using evidence from the texts.
Unit Two *Voices of Assent and Dissent*	This unit continues an exploration of the relationship between texts and the context of the period in which they were written. Students will explore protest and issue-based poetry which they will use to inspire their own narrative. This leads into an exploration of how voice can be used to promote a cause and create change. Students craft and deliver their own 'protest' speech.
Unit Three *Macbeth*	Students engage in an in-depth study of Shakespeare's *Macbeth*, exploring the central themes, characters and language elements. They will examine the relevancy of the play's themes to those of their own lives and come to understand how Shakespeare still speaks to a 21st Century audience.

Assessment
Students' work will be assessed using the ACARA Australian Curriculum English Achievement Standard Descriptors under three modes – writing and creating; listening, speaking and creating; and reading and viewing – and across 4 assessment items.

Students will engage with a range of assessment tasks which have been designed to prepare them for the rigours of Years 11 and 12. They will present a persuasive speech, create a narrative literary transformation based on poetry and write two analytical essays (one under exam conditions).

ESSENTIAL ENGLISH

Why study English?
English at St John Fisher College provides a foundation for successful, lifelong learning and participation in the Australian community and equips students to face the challenges that will continue to shape their learning in the future. To become effective communicators in Australian society, secondary students need to learn to understand, interpret, and communicate and build relationships with others and with the world around them.

The **Essential English** course is designed to create competent communicators, reflective consumers of 'real world' texts and informed citizens and aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on workplace and every day spoken, written and multimodal texts.

Course Content
In Year 10 students are encouraged to being inquisitive about texts that provide comment on a range of human experiences and social issues and consider these texts' role in our day to day lives. They further develop their skills in preparation for Senior Essential English.

Unit One *Outsiders*	Students will reflect upon different perspectives and experiences through a study of short story and film. Students will analyse how two different texts convey attitudes, values and beliefs about people, places and identities. Students will draw conclusions about how the two authors make meaning, using evidence from the texts.
Unit Two *Voices of Assent and Dissent*	This unit continues an exploration of the relationship between texts and the context in which they are set. Students will explore issue-based poetry and/or song lyrics which they will use to inspire their own narrative. This leads into an exploration of how voice can be used to promote a cause and create change. Students craft and deliver their own 'protest' speech.
Unit Three *Get Real*	Students engage in a broad study of rich non-literary texts, exploring how they represent different beliefs and attitudes, and fulfil specific purposes. They will examine the relevance of different texts to their own lives and come to understand the role of communication for 21st century audiences.

Assessment
Students' work will be assessed using the ACARA Australian Curriculum English Achievement Standard Descriptors under three modes – writing and creating; listening, speaking and creating; and reading and viewing – and across 4 assessment items.

Students will engage with a range of assessment tasks which have been designed to prepare them for the rigours of Years 11 and 12 Essential English. They will write an analytical essay, present a persuasive speech, create a narrative literary transformation based on poetry, and complete a short response exam with seen and unseen elements.

SENIOR FRENCH (GENERAL SUBJECT)

Why study French?
French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will:

- comprehend French to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in French

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie **My world** • Family/carers and friends • Lifestyle and leisure • Education	**L'exploration du monde** **Exploring our world** • Travel • Technology and media • The contribution of French culture to the world	**Notre société** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Mon avenir** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

To study Senior French in Year 10, you must meet the following prerequisites:

- Year 9 French – B
- Year 9 English - B

GEOGRAPHY

Why study Geography?
Geography empowers students to explore, question and understand the complex relationships between people, places and environments. Through this subject, students develop multi-disciplinary skills in spatial thinking, data interpretation, critical analysis, and ethical decision-making. Geography students become informed global citizens who can evaluate environmental and social challenges, propose sustainable solutions, and engage with the world around them in meaningful ways.

Geography complements other humanities-related subjects such as History, Legal Studies, English, Study of Religion, Business, and Science. It helps students understand the interconnectedness of natural and human systems and how these shape the world we live in today.

Senior Geography can establish a foundation for further education and employment in fields such as urban planning, environmental science, sustainability, climatology, international development, tourism, education, law, journalism, and public policy. The skills developed in Geography are transferable to everyday life — including work — where students are required to interpret data, assess risk, understand diverse perspectives, make informed decisions, and reflect on the consequences of human actions.

Key inquiry questions to help guide the course of study are:

- What are the environmental, economic and social impacts of human-induced environmental change?
- How can geographical understanding inform sustainable management of environmental change?
- What are the causes and consequences of global interconnections?
- How do people's perceptions and values influence their responses to geographical challenges?

Unit 1 – Environmental Change and Management	Focuses on a specific environment (e.g. coastal, rainforest, desert) and examines the causes and consequences of environmental change, including Aboriginal and Torres Strait Islander Peoples' approaches to sustainability.
Unit 2 – Geographies of Human Wellbeing	Explores global, national and local differences in human wellbeing, the factors that influence it, and strategies to reduce inequality.

Assessment
Students will engage with a range of assessment techniques to cater for different learning styles, demonstrate progress, and prepare for Year 11 and 12 Geography. These may include data analysis tasks, fieldwork reports, multimodal presentations, research investigations, and short response or extended response exams.

Homework
Students are encouraged to stay informed about current global and environmental issues, read widely, and complete research and revision tasks in preparation for classwork and assessment.

HEALTH AND PHYSICAL EDUCATION

Why study Health and Physical Education?
Health and Physical Education provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. Students are encouraged to act, individually or collectively, in culturally appropriate ways, to enhance health and wellbeing and to promote structures in society which support their own and others' health and wellbeing.

Active engagement in physical activity is a major emphasis which recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning. A significant amount of time is allocated to learning experiences that actively engage students in physical activity.

Course Content:

Semester One	Semester Two
Unit 1 – Functional Anatomy & Training In this unit, students will gain knowledge and understanding of functional anatomy and fitness training concepts that will build toward the level of knowledge and understanding for Senior PE. Functional anatomy is a field of science that studies how muscles and bones in the body work together to produce movement. Students will learn about the structure and function of bones, joints, and muscles in order to understand how the skeletal system and the muscular system interact in order to produce movement. Components of fitness, training methods, and principles of training and how training strategies can be implemented to improve performance will also be covered. **Unit 2 – Motor Learning** In this unit, students will gain knowledge and understanding of motor learning concepts that will build toward the level of knowledge and understanding for Senior PE.	**Unit 2 – Motor Learning cont.** Students will learn about motor skills, motor learning theories, types of practice, types of feedback, and body and movement concepts in order to understand how motor learning strategies can be implemented to improve performance. The physical activity integrated in this unit is netball and other invasion games. **Unit 3 - Ethics and Integrity in Physical Activity** In this unit, students will study the role of ethics and integrity in sport. They will look into influences on ethics and integrity and ethical decision making through different scenarios. Again, this unit will prepare students for Senior PE. Integrated throughout the unit will be a range of physical activities to enable practical application of the subject matter in the unit.

Assessment
Students' work will be assessed across the following dimensions: Explaining, demonstrating, applying, analysing, evaluating, justifying and communicating.

Students will engage with a range of assessment tasks including:

- Practical performance
- Project - Folio
- Investigation – Report
- Exam – Combination response

Note: Students are required to wear their sports uniform and supportive cross trainers that are predominantly white in colour.

HISTORY

Why study History?
History provides students with the opportunity to inquire, investigate and question events which have shaped our modern world. The skills gained from this subject empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

History complements other humanities-related subjects such as Legal Studies, English, Geography, Study of Religion, Drama and Visual Art. It helps students understand the how and why of historical events and how this influences the world we live in today.

Senior History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

History
Key inquiry questions to help guide the course of study are: • How did the nature of global conflict change across the 20th century? • What were the causes and consequences of the Second World War? How did these consequences shape the modern world? • How was Australian society affected by other significant global events and changes in this period? • What were the perspectives of people at the time? How did these perspectives change? • What are the contested debates and reasons for different historical interpretations? **Depth Study –** Second World War **Depth Study –** Building Modern Australia (options include First Nations Australians' campaigns for rights and freedoms, Migration) **Depth Study -** Movements in the Modern World (options include Women's movement, Environmental movement, LGBTIQ civil rights movement) **Depth Study** - International experiences in the Modern World (Genocides and Ethnic Cleansing, Cultural Globalisation, Popular Culture)

Assessment
Students will engage with a range of assessment techniques to cater for students' different learning styles, to give students opportunities to demonstrate progress and to prepare students for Years 11 and 12 History. These may include short response source analysis exams, essay response to stimulus under exam conditions, research tasks and digital story presentations.

Homework
Students are encouraged to read widely in preparation for class and research work.

LEGAL STUDIES

Why study Legal Studies?
Law affects every member of society, and it regulates the wide range of political, administrative, business, economic and social activities in society.

Through Legal Studies, students acquire a general understanding of legal principles and an informed appreciation of our legal system and the cases before the courts. It helps them to know their rights and responsibilities for now and the future. Students will acquire knowledge and develop skills, values and attitudes that will enhance awareness of our democratic society, and allow them to participate as a more informed, critical and active member.

Students are encouraged to understand the impact of the law, the legal system and the legal processes and how this affects their daily life. This is achieved by studying a number of areas of law and giving students the choice to focus on topics of their interest. The focus is on inquiry, investigation and analysis of the law and the legal system. From here it is hoped they will make informed and constructive assessments of the law and society.

Course Content
In Year 10 Legal Studies, the units are designed as preparation for Legal Studies in Years 11 and 12:

Legal Studies
Overview – The Legal System **Depth Study options may include:** Depth Study: Civil Law and Torts Depth Study: Family and Relationships Law (Mooting) Depth Study: Criminal Law Depth Study: Juveniles and the law. Depth Study: Active Citizens within the Law Depth Study: Human Rights

Assessment
Students will be assessed according to the following dimensions: Knowing and Understanding the law, Investigating Legal Issues and Responding to the Law.

Students will engage with a range of assessment techniques to cater for students' different learning styles, to give students opportunities to demonstrate progress and prepare students for Years 11 and 12 Legal Studies. These may include short response and response to stimulus tests, extended response under exam conditions, research tasks and multimodal presentation.

Notes
An opportunity may arise for an excursion which will be relevant to the students' study. The cost of the excursion will be covered by levies and students will be required to attend.

Homework
Students are encouraged to read widely concerning current affairs and will spend their time revising concepts, resolving situations by applying the law and researching.

LITERATURE

Why study Literature?
English at St John Fisher College provides a foundation for successful, lifelong learning and participation in the Australian community and equips students to face the challenges that will continue to shape their learning in the future. To become effective communicators in Australian society, secondary students need to learn to understand, analyse, and communicate and build relationships with others and with the world around them.

The Literature course is designed to provide opportunities for avid readers and creators of texts, and to create confident communicators, imaginative thinkers and informed citizens that reflect on increasingly complex and sophisticated spoken, written and multimodal texts.

Course Content
In Year 10 students think critically about texts that provide comment on a range of human experiences and concepts and further develop their skills in preparation for Senior General English or Literature. They begin to consider how literary perspectives shape how we read and respond to texts.

Unit One *Outsiders*	Students will investigate the development of a protagonist through a study of Miles Franklin's novel, *My Brilliant Career,* and Greta Gerwig's film, *Little Women*. Students will analyse how the two different texts convey particular attitudes, values and beliefs underpinning people, places and identities. Students will compare the two texts and draw conclusions about how the two authors make meaning, using evidence from the texts and drawing on literary perspectives and criticism.
Unit Two *Voices of Assent and Dissent*	This unit continues an exploration of the relationship between texts and the context of the period in which they were written. Students will explore protest and issue-based poetry which they will use to inspire their own narrative. This leads into an exploration of how voice can be used to promote a cause and create change. Students craft and deliver their own 'protest' speech.
Unit Three *Macbeth*	Students engage in an in-depth study of Shakespeare's *Macbeth*, exploring the central themes, characters and language elements. They will examine the relevancy of the play's themes to those of their own lives and come to understand how Shakespeare still speaks to a 21st Century audience.

Assessment
Students' work will be assessed using the ACARA Australian Curriculum English Achievement Standard Descriptors under three modes – writing and creating; listening, speaking and creating; and reading and viewing – and across 4 assessment items.

Students will engage with a range of assessment tasks which have been designed to prepare them for the rigours of Years 11 and 12. They will present a persuasive speech, create a narrative literary transformation based on poetry and write two analytical essays (one under exam conditions).

MATHEMATICS

Why study Mathematics?
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Learning Mathematics provides all students with essential mathematical skills and knowledge. 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.

Course Content -
Essential Mathematics: is designed to prepare students for Year 11 study in Essential Mathematics. The course is based on the Year 10 Australian Curriculum – Mathematics.

General Mathematics: is a course that operates at a moderate academic level and therefore has a prerequisite of a C grade or above in Year 9 Mathematics. It is designed to prepare students for Year 11 study in General Mathematics. The course is based on the Year 10 Australian Curriculum – Mathematics.

Mathematical Methods: is a course that operates at a high academic level and therefore has a prerequisite of a B grade or above in Year 9 Mathematics. It is designed to prepare students for the study of Mathematical Methods and Specialist Mathematics in Year 11. The course is based on the Year 10 Australian Curriculum – Mathematics **AND** the Australian Curriculum optional content for post-Year 10 mathematics pathways.

Essential Mathematics – Semester One	Essential Mathematics – Semester Two
Topic 1: Measurement • Approximations of real numbers • Pythagoras' theorem and trigonometry of right-angled triangles • Measurement error • Surface area and volume • Mathematical modelling involving proportion and scale **Topic 2: Algebra** • Linear inequalities and simultaneous linear equations • Simplifying and solving equations • Exponential equations and graphs • Mathematical modelling involving growth and decay in financial contexts	**Topic 3: Statistics** • Statistical reports in the media and bias • Displays of continuous numerical data • Data distribution • Two-way tables and scatterplots • Statistical investigations involving bivariate data **Topic 4: Probability** • The language of probability • Chance experiments and simulations • Conditional probability **Topic 5: Space** • Deductive reasoning and proofs involving shapes in the plane • Spatial problems

General Mathematics – Semester One	General Mathematics – Semester Two
Topic 1: Number and Measurement • Approximations of real numbers • Pythagoras' theorem and trigonometry of right-angled triangles • Measurement error • Surface area and volume • Mathematical modelling involving proportion and scale • Logarithmic scales **Topic 2: Algebra** • Linear inequalities and simultaneous linear equations • Simplifying and solving equations • Exponential equations and graphs • Mathematical modelling involving growth and decay in financial contexts • Conjectures involving functions and relations	**Topic 3: Statistics** • Statistical reports in the media and bias • Displays of continuous numerical data • Data distribution • Two-way tables and scatterplots • Statistical investigations involving bivariate data **Topic 4: Probability** • The language of probability • Chance experiments and simulations • Conditional probability **Topic 5: Space** • Deductive reasoning and proofs involving shapes in the plane • Spatial problems • Networks
Mathematical Methods – Semester One	**Mathematical Methods – Semester Two**
Topic 1: Number and Measurement • Approximations of real numbers and error	**Topic 3: Statistics** • Statistical reports in the media and bias • Displays of continuous numerical data

• Pythagoras' theorem and trigonometry of right-angled triangles • Surface area and volume • Mathematical modelling involving proportion and scale • Indices and surds • Logarithmic scales • Average rates of change **Topic 2: Algebra, functions and relations** • Linear inequalities and simultaneous linear equations • Simplifying and solving equations • Algebraic fractions • Exponential equations, graphs, and logarithm laws • Mathematical modelling involving growth and decay in financial contexts • Quadratic equations • Conjectures involving functions and relations	• Data distribution • Measures of spread • Two-way tables and scatterplots • Statistical investigations involving bivariate data **Topic 4: Probability** • The language of probability • Chance experiments and simulations • Conditional probability • Counting principles **Topic 5: Space** • Deductive reasoning and proofs involving shapes in the plane • Spatial problems • Angles, tangents and chords in a circle

Assessment

Students' work will be assessed in the following dimensions: Understanding and Fluency and Problem-solving and Reasoning. Students will engage with a range of assessments which may include a mid-semester exam, end-semester exam and a problem-solving and modelling task.

FURTHER STUDY
Students undertake studies in Mathematics as part of their core subjects in Years 7 to 12.

In Years 11 and 12 there are four Senior subjects.

- **Essential Mathematics** (Applied subject).
  - Students will learn about number, data, graphs, money, travel, data, measurement, scales, chance and loans.
  - Studying Essential Mathematics can lead to trade, industry, business and community services.

- **General Mathematics** (General subject).
  - Students will learn about money, measurement, relations, applied trigonometry, algebra, matrices, data, sequences, Earth geometry, investing and networking.
  - Studying General Mathematics can lead to business, commerce, education, finance, IT, social science and the arts.

- **Mathematical Methods** (General subject).
  - Students will learn about algebra, statistics, functions and calculus.
  - Studying Mathematical Methods can lead to natural and physical sciences, mathematics and science education, medical and health sciences, engineering, computer science, psychology and business.

- **Specialist Mathematics** (General subject).
  - Students will learn about combinatorics, vectors, proofs, complex numbers, trigonometry, functions, matrices, mathematical induction, further calculus and statistical inference.
  - Studying Specialist Mathematics can lead to science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics

MUSIC

Why study Music?
Music is a vital part of human expression and culture, and it plays a significant role in shaping personal, social, and emotional development. In today's world, where creativity, collaboration, and communication are highly valued, studying music equips our students with essential life skills that extend far beyond the classroom. Year 10 Music offers students the opportunity to engage deeply with music through performance, composition, and analysis. Whether students are proficient musicians or simply passionate about music, this course provides a supportive and stimulating environment where they can grow in confidence, creativity and critical thinking. Participation in music enhances cognitive abilities such as memory, concentration, and coordination, whilst fostering emotional intelligence and resilience. These transferable skills benefit students across all areas of learning and future career pathways - not just in the Arts.

Course Content
The Year 10 Music curriculum is built around three core areas:

- **Creating** – Students will compose original music, explore digital music production, and develop their own musical ideas.
- **Presenting** – Students will perform individually and in ensembles, building technical skills and stage confidence.
- **Responding** – Students will listen to and analyse music from a wide range of genres, cultures, and historical periods, developing a deeper understanding of how music communicates meaning.

Topics covered include:

- Western Classical Tradition
- Musical Theatre
- Popular Songwriting Techniques
- Music Therapy and the role of music in wellbeing

By the end of the course, students will have a well-rounded understanding of music as an art form and a means of expression. They will be well-prepared to pursue Music in their future years, with a strong foundation in both practical and theoretical aspects of the subject.

Semester One	Semester Two
Topic 1 – Western Classical Tradition **Students will:** • Be re-introduced to the Music Elements • Explore and analyse Western Classical Music from the Baroque, Classical and Romantic eras • Examine and evaluate how musical styles and compositional techniques evolved across these historical periods • Compose an original piece in the style of one of the studied eras and justify their creative choices in a written statement of intent. **Topic 2 - Musical Theatre** **Students will:** • Investigate the history and development of musical theatre • Analyse a variety of musical theatre styles, including rock musicals, book musicals, Disney productions and adaptation • Study the work of leading composers and the musical devices used in different types of musical numbers • Perform a selected piece from a musical, either solo	**Topic 1 – Songwriting** **Students will:** • Examine the structure and stylistic features of popular music and the history of songwriting • Use digital tools (DAWs) to experiment with beat patterns, metre, and rhythmic grooves • Explore scales, chords, riffs and hooks, and understand their emotional and musical impact • Develop skills in composing and arranging songs using popular song forms • Compose an original popular song, applying compositional techniques to express a clear musical intention, justifying their choices in a written statement of intent. **Topic Two – Music Therapy** **Students will:** • Explore the field of music therapy, including its methods, purposes, and applications across different age groups and contexts • Investigate how music influences the mind and body, and its role in health and wellbeing • Analyse the characteristics of music therapy in settings such as aged care, special needs education, and mental health • Present an integrated project that includes both a performance and a written justification of how their chosen piece could be used in a therapeutic context.

Assessment
Students are assessed within three strands – Creating & Making (creating or arranging a musical piece), Presenting & Performing (musicianship skills), and Exploring & Responding (responding and analysing music and music history). Students may not have strength in all three areas; however, each strand is weighted equally.

Note
To be able to study Year 10 Music, it is strongly recommended that they have studied Music in Year 9.
If students are considering choosing Senior Music, it is a requirement that they study Music in Year 10.

RELIGIOUS EDUCATION

Why study Religious Education?

Religious Education plays a vital role in shaping well-rounded, thoughtful, and compassionate young people. It empowers students to appreciate the rich diversity of societies and cultures across history and the world, promoting respect and understanding of different worldviews and spiritual traditions. Through the study of religion, students gain deeper insights into historical events, social movements, and global challenges, learning to see the moral and ethical dimensions that influence human behaviour and decision-making.

In addition to its spiritual and cultural value, Religious Education develops essential academic skills. Students are taught to think critically, analyse complex ideas, and reflect ethically on concepts such as justice, equity, and the common good. These skills align closely with the goals of the Australian Curriculum, which aims to nurture active and informed citizens committed to improving society.

At its heart, Religious Education is holistic. It supports students' personal growth, social awareness, and academic development. By engaging with both religious and secular perspectives, students learn to navigate a diverse world with empathy, integrity, and purpose—qualities that are central to our Catholic tradition and essential for life beyond school.

Course Content

In Semester One, all Year 10 students will complete the same course of study in Religious Education. In Semester Two, students will have the option of choosing from one of two Religious Education subjects. The first, Global Religions, is designed to prepare students for the QCAA General subject Study of Religion. The second, Religious and Secular Ethics, is designed to prepare students for the QCAA Applied subject Religion and Ethics. Both subjects will explore concepts about the meaning and purpose of human existence through different religious, secular and ethical frameworks.

Semester One
Topic 1: Dharmic Religions In this unit, students will study the Dharmic religions of Hinduism, Buddhism, and Sikhism. They will learn about the key beliefs, values, and practices that shape each tradition. A central focus will be the concept of the transcendent—how these religions understand the divine or ultimate reality as something that goes beyond human language and explanation. Students will also explore how religious worldviews are shaped by the historical and cultural contexts in which they developed, and how these beliefs continue to evolve over time. By the end of the unit, students will have a deeper appreciation for how followers of these faiths live out their beliefs in the modern world. **Topic 2: Abrahamic Religions** In this unit, students will explore the Abrahamic religions of Judaism, Christianity, and Islam. They will learn about the core beliefs, values, and practices that shape each tradition. A key focus will be how these religions express their understanding of God through sacred texts. Students will examine how the Judeo-Christian God is represented in the Tanakh (Hebrew Scriptures) and the New Testament, and they will be introduced to methods of critical analysis to help interpret these texts. They will explore the Christian belief that God's unconditional love and mercy are revealed through the life and teachings of Jesus, as well as the Islamic belief that Jesus was one in a line of important prophets, culminating in the final prophet, Muhammad.

Semester Two	
Global Religions	**Religious and Secular Ethics**
Over the semester, students will explore how major world religions – specifically Buddhism, Hinduism, Christianity, Judaism, and Islam – help individuals and communities find meaning and purpose in life. They will examine how the religious teachings, values, and practices of these traditions shape identity and guide people through life's significant moments. Students will explore how the sacred texts from these religions express theological beliefs about the nature of human existence and how these beliefs influence individual understandings of the meaning and purpose of life for religious adherents. Students will consider how individuals seek connection and fulfilment within the framework of religious traditions, and how communities work together to pursue shared goals rooted in religious beliefs. By the end of the unit, students will have a greater appreciation for how religious beliefs continue to shape meaningful lives in today's world.	Over the semester, students will explore how people across cultures and communities seek meaning and purpose in life through religious, spiritual, and ethical expressions. They will explore how belief systems shape identity and guide individuals and communities in navigating life's significant moments. The unit also introduces students to psychological and ethical theories, including the work of Australian social researcher Hugh Mackay, to deepen their understanding of how values and identity are formed. Students will consider how relationships, sacred stories, and cultural traditions influence spiritual identity. Additionally, the unit explores broader perspectives, such as how individuals seek connection and how communities pursue unity, reconciliation, and equality. Students will reflect on how media shapes contemporary understandings of meaning and purpose. By the end of the unit, students will have a deeper appreciation of how both religious and secular belief systems continue to guide people in creating meaningful lives today.

Assessment

Students' work across the full year will be assessed in the following dimensions: Explaining, Analysing, Evaluating, and Communicating.

Students will engage with a range of assessment techniques including, but not limited to:

- extended response examination
- short answer examination
- inquiry investigation
- project

SCIENCE

Why study Science?

Humans are innately curious about their world. Science is a 'way of inquiring' used by people to explore and explain their experiences of phenomena of the world around them. Science is part of the human quest for understanding and wisdom and reflects human wonder about the world.

The study of Science can help students answer questions about the biological, physical and technological world. The Australian Science Curriculum provides opportunities for students to develop an understanding of important science concepts and processes. The curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions about local, national and global issues. Science prepares students for their future role in society and develops their understanding of the world around them.

Course Content

This course will cover the three strands of the Australian Science Curriculum: Science Understanding, Science Inquiry Skills and Science as a Human Endeavour.

In Year 10, the Science Understanding strand covers the five areas of:
Biological Sciences, Earth and Space Sciences, Physical Sciences, Chemical Sciences and either Forensic Sciences or Senior Science Preparation.

All students will cover Australian Science Curriculum content over the first three terms. During Term Four, students who are not proceeding with a Senior Science in Year 11 will continue with the Forensic Science topic. Students choosing a Senior Science in Year 11 will spend Term Four refining the skills required for the Senior Science subjects.

Terms 1 – 3	Term Four
Topic One - The Recipe of Life • DNA and Genetics • Natural Selection & Evolution • Global systems **Topic Two – Chemical Reactions Matter** • The Periodic Table - Atomic Structure • Chemical Reactions – Balancing **Topic Three - Galileo's New Science** • Motion – Velocity and Acceleration • Newton's Laws and Energy • The Universe - Stars and Galaxies	**Topic Four - Forensic Science** • Advances in technology and understanding • Analysis of evidence (fingerprinting, tracks, autopsy) • Evaluation of claims **OR** **Topic Four – Preparation for Senior Science** • Researching and interpreting scientific journals • Analysis of evidence (identifying trends, patterns, and relationships in data) • Evaluation of claims • Breaking down requirements for Senior Science assessment

Assessment

Students' work will be assessed under the two dimensions:

- Knowledge and Understanding (including Science Understanding and Science as a Human Endeavour strands)
- Skills (including Science Inquiry Skills)

Students will engage in a range of assessment tasks including Data Tests, Student Experiments, Research Investigations (assignments) and written exams.

VISUAL ARTS

Why study Visual Arts?
Through the arts, students learn to express their ideas, thoughts, questions, understandings and opinions. They develop aesthetic knowledge and learn that the creative and critical processes of each Arts subject are essential to learning in, about and through The Arts.

The arts are core to the development of creative, confident, compassionate and resilient individuals who can think and reflect critically, celebrate and challenge ideas, people and events, and work towards making a difference in sustaining and reimagining their own and their communities' futures.

Visual Arts aims for students to develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- personal expression through engagement with visual arts practice and ways of representing and communicating.

Course Content

Topic 1: Portrait as art - Project
- focus on challenging traditional portraiture
- explore the concept of self, others and connection to Brisbane
- Make work with 2D media: drawing and printmaking

Topic 2: Object as art – Project
- focus on objects as a symbolic form of communication
- explore historical and contemporary still life artworks
- Make work with 2D media: drawing and painting

Topic 3: Art as Place – Experimental folio
- focus on ephemeral art, nature art and land art to communicate identity and culture
- investigate how artists respond to the natural environment and connect to place emotionally, spiritually and personally
- explore the context of art in making and responding to art
- experiment with 2D and 3D media: drawing, sculpture, painting and mixed media

Assessment
Students' work will be assessed according to three dimensions – Exploring and Responding, Creating and Making, Presenting and Performing.

Students will engage with a range of assessment techniques, for example, Project folios, short response, extended response.

Note
Students considering Visual Art or Visual Arts in Practice in Year 11 and 12 are required to complete a minimum of two semesters of Visual Arts over the course of Year 9 and 10.