PEREGIAN BEACH COLLEGE

• PRE-KINDY - YEAR 12 •

2027 YEAR 10 HANDBOOK

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Peregian Beach

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College Philosophy

Mission

"To enable each of our students to realise their full academic, social, cultural, sporting and community potential, and to assist them in becoming valued members of their communities."

Values

The following principles and values guide all we do at Peregian Beach College:

Reflective Practices
We encourage students, staff and families to reflect on the contemporary world in the light of social justice as the basis for individual and community growth.

Inclusivity
We are a friendly and inclusive College. We value each individual member and welcome all families.

Service of Others
We foster service of others by way of educational experiences that are based on justice and compassion.

Excellence
We encourage our students to be persons of integrity, who realise their potential, and strive for excellence.

Overview

This booklet has been compiled to assist students in understanding the requirements and possibilities for their education in Year 10 and to make informed decisions about their choice of subjects.

Students in Year 10 have a core and elective program. **All** students in Year 10 study:

- English (4 lessons a week)
- Mathematics (4 lessons a week)
- History (3 lessons a week, for one Semester)
- Business (3 lessons a week, for one Semester)
- Science (3 lessons a week)
- Health and Physical Education (3 lessons a week)
- The Resilience Project (1 lesson a week)

Students in Year 10 also choose **three** of the following **elective subjects** and study each one for 3 lessons a week over the period of Year 10:

- Geography
- STEAM
- Hospitality
- Digital Technologies
- Japanese
- Music
- Sport and Recreation
- Visual Art
- Certificate III Fitness

Making Choices

In making choices for your elective curriculum, it is important to consider subjects which:

- you enjoy
- reflect your ability and or aptitude
- reflect your interests
- provide appropriate challenge and engagement... to stretch your boundaries... to make the most of your capabilities
- develop skills, knowledge and attitudes useful throughout life.
  It is also important to keep in mind that the subjects you choose will not limit or affect your future career as the compulsory subjects you undertake keep your options open.

Career Planning

In Year 10, students need to consider their career aspirations and possibilities. They should explore pathways to achieve their goals and formulate their Senior Education and Training Plan (SET Plan). Students and parents formulate and develop their plan, which can be reviewed and revised during Senior Schooling within parameters of the QCE and other constraints. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Our school will help students develop their individual plan through SET plan meetings in Term 2.

Wellbeing

The Resilience Project

At our school, we believe that education is about academic achievement AND about developing well-rounded individuals who can navigate the complexities of life. We know that when young people have the skills of resilience and emotional literacy they will do better socially, academically and physically.

We are proud to implement The Resilience Project (TRP) at PBC, a well-being program designed to help students build mental resilience and emotional literacy. Grounded in the principles of **Gratitude, Empathy, and Mindfulness (GEM)**, the program uses engaging stories, practical activities, and reflective practices to support students in developing positive mental health strategies. Through regular classroom lessons and school-wide initiatives, *The Resilience Project* encourages a culture of kindness, emotional awareness, and connection—helping our students thrive both in and out of the classroom. Students participate in one TRP lesson each week. This lesson is with their homeroom teacher.

Homeroom Class

Each morning, students gather in Homeroom for roll call and announcements. This time also allows them to check their emails/notifications and connect with each other and their Homeroom teacher. The Homeroom teacher oversees the general welfare of the students in their group and serves as the primary point of contact for any issues related to academics, behaviour, social matters, family concerns, uniform standards, and more.

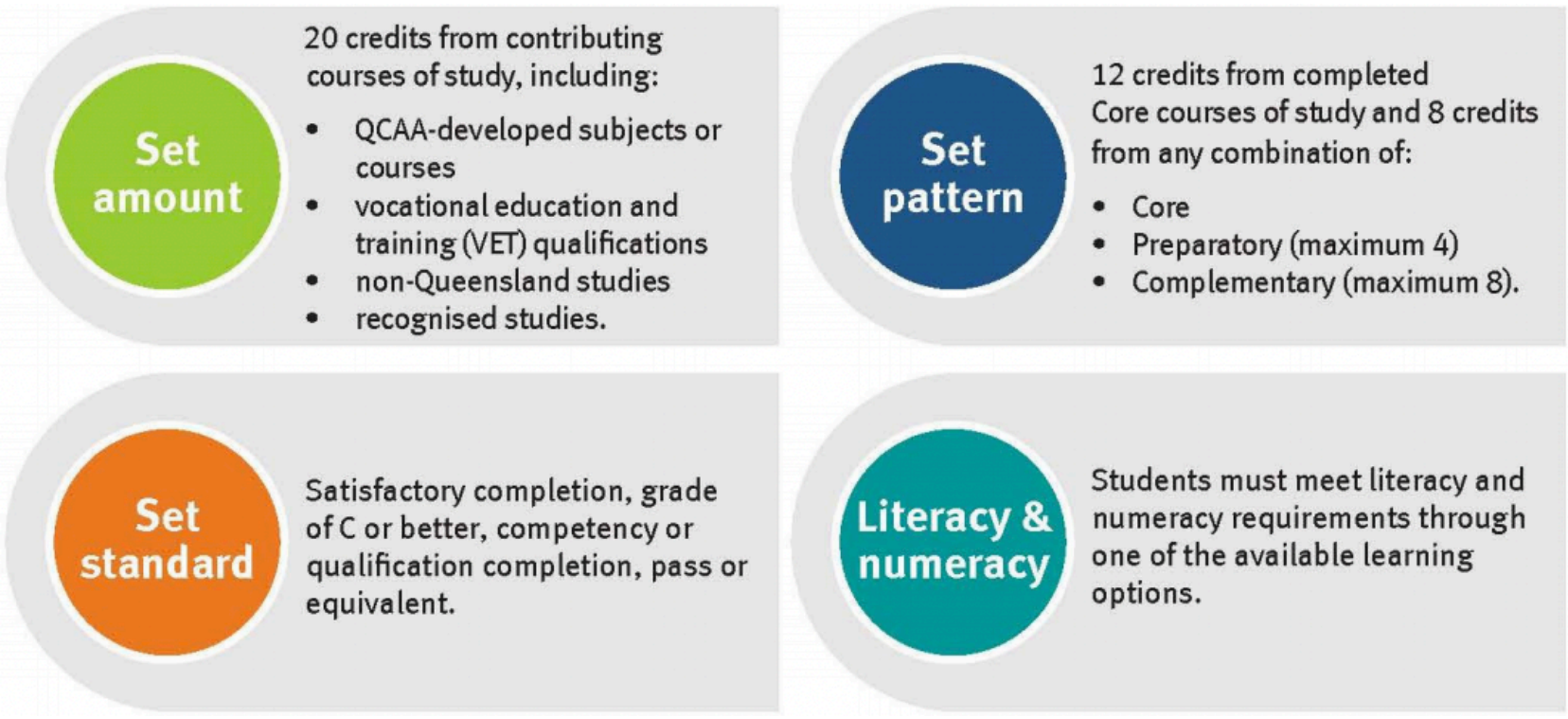
Student Education and Training Pathways

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. Students may be eligible for a QCE at the end of their senior schooling. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals.

QCE Requirements

To receive a QCE, students must achieve the *set amount of learning, at the set standard, in a set pattern*, while meeting literacy and numeracy requirements **and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.**



Australian Tertiary Admission Rank (ATAR) eligibility (Year 12 only)

This education pathway is suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies.

The ATAR is used nationally and indicates a student's position relative to other ATAR-eligible students. Queensland ATARs are based on a student's:

- best five General subject results, or
- best results in four General subjects, plus one Applied subject, or
- best results in four General subjects, plus one VET qualification at Certificate III or above.

To be eligible for an ATAR, students must successfully complete an English subject.

Business Studies

In the Year 10 curriculum, students analyse how economic indicators influence Australian Government decision-making. They explain ways that government intervenes to improve economic performance and living standards. Students explain processes that businesses use to manage the workforce and improve productivity. They explain the importance of Australia's superannuation system and its effect on consumer and financial decision-making. Students analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions.

Students develop and modify a range of questions to investigate an economic and business issue. They locate, select, and analyse relevant and reliable information and data from a range of sources. Students interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships and make predictions about consumer and financial impacts.

Examples of topics studied in Year 10 Business Studies include:

- Economics and Business concepts and skills:
  - Conducting research into indicators of economic performance.
  - Analysing a business case study.
  - Predicting the outcomes of economic and business decisions.
  - Preparing a budget.

- Economic performance and living standards.

- Consumer and financial decision-making.

- Civics and Citizenship concepts and skills:
  - Using the inquiry approach to research.
  - Using the deconstruct/reconstruct method.
  - Using and referencing quotes.
  - Writing essays.
  - Debating an issue.

- Regional government and global citizenship.

- The High Courts and Australia's international agreements.

- Sustaining democracy and social cohesion.

Certificate III Fitness

The Certificate III in Fitness (SIS30321) delivered through Fit Education is a nationally recognised vocational qualification designed to provide students with the foundational knowledge and practical skills required to begin a career in the fitness industry. The course combines theoretical learning with hands-on practical experience to develop confident, capable entry-level fitness professionals.
Students will engage in a structured program that explores key areas such as human anatomy and physiology, exercise science principles, program design, client screening, nutrition fundamentals, and fitness instruction. The course places a strong emphasis on real-world application, preparing students to work effectively in gym and fitness environments.

Learning is delivered through a blended format, including classroom instruction, online modules, and practical training sessions. Students will have opportunities to practice skills in simulated and real fitness settings, allowing them to build competence in instructing individuals and small groups.

Modules

- Maintain Sport, Fitness and Recreation Facilities
- Anatomy and Physiology
- Orientation, Health Screening and Fitness Assessments
- Healthy Eating
- Exercise Instruction
- Training Children
- Group Exercise

Assessment Structure

Each module within the course is competency-based and assessed through a combination of:

- Theory Assessments
- Logbook Completion
- Practical Assessments

Industry Focus

The course is aligned with current fitness industry standards and practices, ensuring that students graduate with job-ready skills. A strong focus is placed on:

- Safe exercise instruction and supervision
- Client communication and motivation
- Professional behaviour in a fitness environment
- Workplace health and safety compliance

Student Experience

The Certificate III in Fitness is well suited to students who:

- Enjoy physical activity and practical learning
- Are interested in health, sport, and wellbeing
- Prefer hands-on, applied learning rather than purely academic study

By the end of the course, students will have also completed a Certificate II Sports Coaching and First Aid qualifications.

Digital Technology

By the end of Year 10 students have had the opportunity to apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them, including in an object-oriented programming language.

Students use techniques, including interviewing stakeholders to develop user stories, to increase the precision of their problem definitions and solution specifications. They verify their solutions solve the problem by validating their algorithms, represented as flowcharts and pseudocode, and using test cases to confirm the correctness of their solutions.

Students develop their object-oriented programming skills, and apply them to develop, modify and debug programs. They explain the importance of abstraction by representing online documents in terms of content, structure and presentation, as well as exploring simple data compression techniques and comparing their effectiveness.

Students consolidate their skills in data acquisition and interpretation, cleaning and validating data to ensure it is accurate, consistent and domain appropriate. They model multidimensional data in more complex spreadsheets and relational databases, filtering and querying it to give insights into its meaning, and to pose further questions or make conclusions. They visualise this data in customisable ways, allowing greater exploration of trends and outliers to support or challenge their analyses.

Students apply design thinking by using divergent techniques to generate design ideas for user experiences and solutions. They filter and prototype these ideas, developing user stories and applying design criteria based on current and future needs and enterprising opportunities, as well as their created user stories, and revise and further develop their preferred ideas based on their analysis. Students extend on these design criteria and user stories to evaluate the enterprise opportunities and future impact of existing solutions.

Students consolidate their systems thinking by exploring how the hardware and software components of digital systems interact to manage, control and secure access to data.

They increasingly use advanced features of existing and emerging digital tools to create interactive content for a diverse audience. They explore simple tools that help plan tasks, timelines and responsibilities for individual and collaborative projects.

Students extend their knowledge of the importance of security by developing cyber security threat models and exploring an example of a supply chain vulnerability. They critique the digital footprint created by existing systems and their own solutions by applying the Australian Privacy Principles.

Examples of topics that may be covered in this subject are:

- Designing and coding user interfaces
- Working with data using relational databases and spreadsheets
- Collecting data using a micro:bit micro-controller and serial connection
- Data security and technology impacts

Drama

Drama is a practical and creative process that draws on life experiences to express thoughts, ideas and feelings. Drama is a dynamic practice that invites students to experience, reflect on, communicate and appreciate different perspectives of themselves and the world in which they live.

Students will:

- Explore and develop issues, ideas and themes.
- Take on and explore different personalities outside their own.
- Develop roles and characters.
- Understand how to create dramatic meaning.
- Develop and refine their expressive and public speaking skills.
- Analyse the historical and cultural significance of drama for entertainment, education and rebellion.

It is important students have a Willingness to participate and demonstrate respect to other people's points of view.

Example Course Outline & Assessment (Course may change due to cohort context)

Term 1	Term 2	Term 3	Term 4
Unit 1 - Introduction to the Elements **Assessment** Elements Exam (Short answer)	Unit 2 - What is Drama? How can the elements of drama be used to communicate the human context? *TV, Social Media, Theatre scripts with sensationalised roles.* **Assessment** Melodrama Project – Students develop and perform a role, tension, narrative structure.	Unit 3 - Children's Theatre - Students will study children's theatre and use popular children's picture books as stimulus to create a piece of children's theatre. **Assessment** Scripted and performed play for Prep/Year 1	Unit 4 - Mime – Action mime, character mime, dramatic mime. **Assessment** Mime Performance Unit 5 - Improvisation – Improvisation skills (spontaneity, making an offer, yielding, focus, extending and advancing) **Assessment** Improvised performance

Extra-Curricular Opportunities
Drama Club, Drama Troupe, PBC Fete Performance Crew

English

The Year 10 English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs at PBC balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.
(Source: QCAA)

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

English is a requirement for ATAR and QCE pathways, as well as a wide number of university courses.

Geography

By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.

In year 10, students will focus their studies on the study of 'Environmental change and management' which investigates environmental geography through an in-depth study of a specific environment. Students explore the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. 'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. The unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries and evaluated the differences from a variety of perspectives.

Students will study topics that will include:

- Geographical inquiry into the environmental change and management of one affected area in Australia and around the world.
- Self-directed learning - research and investigation of how environmental change and management relates to our local area.
- Geographies of human wellbeing.
- Skills based unit with a focus on topographical maps.

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science. These pathways draw on the skills acquired through understanding and using spatial technologies.

Health and Physical Education

Health and Physical Education provide students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education is organised into two content strands:

- Personal, Social and Community Health
- Movement and physical activity

Health and Physical Education offer Year 10 students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about each of the two strands. Students learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations. At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. Students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally.

The course involves both physical performance and theoretical work, with approximately equal time spent studying each. Students are required to submit a piece of theoretical work each term and participate in physical activities.

Course outline – 3 lessons a week

Term 1	Term 2	Term 3	Term 4
Theory Nutrition for Good Health *Practical* Golf	*Theory* Movement Concepts and Strategies *Practical* Athletics skills	*Theory* Strategies for a healthier community *Practical* Touch football and Ultimate Frisbee	*Theory* Physical activity plans or fitness, health and wellbeing *Practical* Badminton

Note: Course structure and sequence may change depending on resource availability.

Students will be given formative and summative assessment tasks throughout each unit of work, in order to demonstrate their ability and understanding. The methods of assessment include:

- physical performance observation
- coaching and peer evaluation
- written tasks – research and exams
- multi modal presentations
- spoken tasks

History

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia's social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

An overview of the study of the modern world and Australia requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1918, such as significant events and ideas during the inter-war years between the First World War and the Second World War, including the Great Depression, and events leading up to the Second World War, and its impact on the world including Cold War international relations. It also involves understanding related historical themes of the post-Second World War world and how they relate to Australia, such as the major rights and freedom movements globally, and the achievement of independence by former colonies, both of which contributed to Australia's migrant experience.

In Year 10, students are expected to study at least 2 sub-strands: the *Second World War* and *Building Modern Australia*. *The globalising world* is a sub-strand that will also be studied as an additional option.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills.

- 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?

Introduction to Hospitality

Rationale

This subject acts as an introduction to the hospitality career pathway and may prepare many students for those part time jobs in this industry. Although not mandatory, it is a useful basis for study in Certificate II/III in Hospitality in Years 11 and 12. Students will learn how to operate safely in a kitchen work environment along with preparing and serving food and beverages to customers.

Students will engage in the production of high quality design solutions to identified challenges for the hospitality industry. The subject offers a variety of learning experiences to develop skills that are transferable to family/home survival skills, leisure activities, community contribution and the world of work.

Course Outline

This course is derived from the Australian Curriculum and is structured around the two main strands of Knowledge and Understanding, and Processes and Production Skills. These strands provide students with knowledge, understanding and skills through which they can safely and ethically design, plan, manage, produce and evaluate food products. Students will continue to develop skills from the Food Technology course in Year 9, with a major focus on food and hospitality. Focus areas for units may include:

- Food Preparation (Hospitality) - safety and hygiene in the preparation of a variety of foods, development of skill in a variety of cooking techniques
- Menu Influences - nutrition, cultural influences, developments in food technology
- Design - use of design criteria to plan, manage, produce and evaluate food products

Senior Pathways

This course develops skills that will prepare students for Certificate II in Hospitality (VET subject) or Hospitality Practices (Applied Subject). It assists in developing foundation skills for specific hospitality career pathways (e.g. chef, barista) as well as skills that can be applied in everyday life.

Assessment

Students will be assessed four times per year. Assessment tasks will include design projects, practical tasks and exams.

Subject Levy and Costs

This subject has a subject levy which allows for the school to provide all the ingredients for class, aside from what your child has decided they want to add as extras, mainly during assessment. This will be their decision to vary the recipe. We will also do our best to cater for dietary issues that are medical requirements. Assessment practical cookery ingredients will be provided by you. Workplace Health and Safety require students to wear shoes with impervious uppers and always behave in a safe and responsible manner. Full participation I all activities is an essential requirement.

Japanese

In Year 10 Japanese, students develop their ability to communicate about themselves, their relationships, and their experiences while building greater intercultural understanding. Topics include family and friendships, lifestyle and wellbeing, future aspirations, travel and tourism, and contemporary Japanese culture. Students explore traditional and modern aspects of Japanese society, including media, technology, and cultural celebrations.

Students continue to expand their language skills through reading, writing, listening, and speaking tasks, using hiragana, katakana, and an increasing range of kanji. They develop greater confidence using more complex grammatical structures to express opinions, describe experiences, discuss future plans, and communicate effectively in a variety of real-world contexts.
Course Outline

Term 1: Travel and tourism

In the unit Travel and Tourism, students develop a travel proposal for places to visit in Japan for an upcoming school trip. Students explore the cultural significance of cities in Japan before recommending several places to visit. Students use this opportunity to demonstrate their understanding of Japan and to gain confidence in using more complex grammar structures to express their opinions and ideas in Japanese.

Term 2: Lifestyle and wellbeing

In the unit Lifestyle and wellbeing, students learn how to describe issues affecting high school students such as the environmental impacts of pollution and the stress faced by high school students in terms of exams and friendships. Students learn an increasing range of kanji and grammar patterns in order to locate key information in written text and respond in English to describe the purpose, tone, audience and context of the information presented.

Term 3: Future aspirations

In the unit Future aspirations, students describe their future goals and ambitions. Students develop and present a speech outlining their plans after high school. Students will initiate and sustain interactions on this topic to exchange ideas, experiences and opinions about their own and others' personal world

Term 4: Media and technology

In the unit, Let's Connect, students explore the impact of technology and digital communication in Japan, examining how young people connect, share information, and engage with contemporary culture. They develop language skills to discuss technology, express opinions, and compare communication practices across cultures.

Mathematics

The proficiency strands of Understanding, Fluency, Problem-Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments

- fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets

- problem-solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events

- reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of Business, Commerce, Education, Finance, IT, Social Science and the Arts.

Music

In Year 10 Music, students compose musical works by manipulating music elements to express meaning in different contexts. Students perform musical works to particular audiences for a specific purpose, style and function, using music techniques and skills on their chosen instrument. Students respond by analysing musical works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, analysing the manipulation of musical elements and languages. They reflect on learning, apply new understandings and justify future applications.

Students demonstrate evidence of their learning over time in relation to the following assessable dimensions: exploring and responding, creating and making and presenting and performing.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Tertiary studies, vocational education or work experience in music can lead to and benefit careers in diverse fields such as:

- arts administration and management, e.g. artist manager, arts administrator, booking agent, copyright/royalties manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager
- communication, e.g. music copyist, music editor, music librarian, print music manager, sound archivist
- education, e.g. arts educator, instrumental teacher, studio teacher, university music academic
- creative industries, e.g. backing musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, repetiteur, stage manager
- public relations, e.g. creative director, music lawyer, music merchandiser science and technology, e.g. music therapist, music video clip director, new media artist, producer, programmer, sound designer.

Term 1	Term 2	Term 3	Term 4
Rock since 1980 (In Tune with Music 3rd Ed) **ASSESSMENT** - **Composition**	Instrumental Music (In Tune with Music 3rd Ed) **ASSESSMENT** - **Performance** - **Analysis Exam**	Australian Art Music (In Tune with Music 3rd Ed) **ASSESSMENT** - **Research Assignment**	Exploring Film Music (Text – Exploring Film Music) **ASSESSMENT** - **Performance**

Science

In Year 10 students explore the biological, chemical, geological and astronomical evidence for different theories, such as the theory of natural selection and the big bang theory. Through investigating natural selection and processes of heredity they come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They appreciate how energy drives the Earth system and how climate models simulate the flow of energy and matter within and between Earth's spheres.

Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical laws and can be modelled mathematically. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.

Students are assessed using a student experiment report, a research investigation report and a summative exam at the end of each Semester.

Term	Topic
1	Chemical Sciences • The periodic table • Reaction types
2	Physical Sciences • Newtons laws of motion
3	Biological Sciences • Evolution • Genetics
4	Earth and Space Sciences • Climate change • The universe

Sport and Recreation

Sport and Recreation provides students with opportunities to extend their physical, social and cognitive development through active participation in a variety of sport and recreation contexts. The subject emphasises skill refinement, applied knowledge and engagement in lifelong physical activity.

Sport and Recreation is organised around the development of:

- advanced physical performance and skills
- application of fitness and training principles
- leadership, teamwork and communication
- understanding of contemporary sport and recreation environments

In Year 10, students refine specialised movement skills and apply them in both traditional and emerging sport settings. They explore emerging trends in sport in greater depth, analysing how participation, inclusivity and technology influence modern sporting experiences.

Students also participate in outdoor and challenge-based learning, where they demonstrate leadership, initiative and collaboration. These activities encourage students to apply problem-solving strategies, manage risk and reflect on their performance in dynamic environments.

Students will be given formative and summative assessment tasks throughout each unit of work, in order to demonstrate their ability and understanding. The methods of assessment can include:

- physical performance observation
- participation and leadership in challenge-based activities
- written tasks – research and exams
- multimodal presentations
- leadership and peer evaluation

Pathways

Sport and Recreation in Year 10 builds a strong foundation for future learning in senior HPE subjects, such as Physical Education or Sport and Recreation in Years 11 and 12. It also introduces skills useful for careers in fitness, coaching, outdoor education, sport administration and community health.

STEAM

STEAM in Year 10 is an exciting and hands-on subject that brings together Science, Technology, Engineering, the Arts, and Mathematics to solve real-world problems. Students will work both independently and in teams to design, build, test, and evaluate creative solutions, using an inquiry-based and project-focused approach.

This subject encourages **curiosity, innovation, collaboration and critical thinking**—essential skills for a future shaped by technology and global challenges. Through engaging projects, students explore how different disciplines connect and support each other to create new ideas, solve complex problems, and drive change in the world around them.

By the end of Year 10, students may:

- plan and manage design and inquiry-based projects using STEAM processes
- apply mathematical and scientific knowledge to test and refine ideas
- use technologies such as coding, robotics, 3D modelling, and digital media to create solutions
- develop and apply design thinking and problem-solving strategies
- reflect on the social, ethical and environmental impacts of their projects
- collaborate effectively in team environments, valuing different perspectives and roles
- communicate ideas clearly through visual, verbal, and digital formats
- evaluate project outcomes and suggest improvements

Pathways

Year 10 STEAM prepares students for further study in subjects such as Digital Technologies, Engineering, Design, Science, Visual Arts, and Mathematics in Years 10–12. It also helps develop transferable skills for future careers in science, design, computing, architecture, robotics, creative industries, and environmental innovation.

Visual Art

In Year 10 students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.

Students learn through:	
Exploring and responding Developing practices and skills Creating and making Presenting and performing	Experimental folios of artwork. The production of artworks (drawing, painting, design, sculpture, printmaking etc). Describing, analysing, interpreting and evaluating artworks (worksheets, written assignments and tests, PowerPoint presentations).

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject. The processes and practices of Visual Art, such as self-directed learning and creative problem solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.