



ALBANY
CREEK
STATE
HIGH
SCHOOL



2026

YEAR 10

CURRICULUM COURSE GUIDE

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**ALBANY
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The *Curriculum Course Guide – Year 10* provides general information about the pathways available to students entering Year 10, as well as specific information about the course content in each of the subjects offered. The wide range of subjects available to students is indicative of our commitment to engaging students in their Senior Secondary education as well as preparing them for a range of career pathways. When choosing subjects it is important for students to consider building on their strengths and interests.

Throughout each semester students will be required to complete all assessment tasks and maintain high levels of attendance in order to receive credit for their subjects. We encourage students to select subjects wisely ensuring that choices enable them to meet career and personal goals, provide academic challenge and experiences necessary for their future success.

Derek Weeks

Principal

SCHOOL INFORMATION

Office Hours	8:00am to 4:00pm
Location	Albany Forest Drive, Albany Creek
Postal Address	PO Box 40, Albany Creek 4035
Telephone Number	3325 6333
Student Absence Number	3325 6360
Fax Number	3325 6300
Enrolment Email	enrolments@albanycreekshs.eq.edu.au
Email	principal@albanycreekshs.eq.edu.au
Web Address	www.albanycreekshs.eq.edu.au
Absences Email	studentabsence@albanycreekshs.eq.edu.au

At Albany Creek State High School, we believe that every member of our school community has a right to develop socially, emotionally and intellectually in a safe and supportive school environment. We believe that in respecting the rights of others, in enhancing confidence and esteem and by maintaining a safe and healthy environment, all learners will be supported in their educational progress and have opportunities for individual success.

OUR VISION

INNOVATIVE THINKERS
SUCCESSFUL LEARNERS
CONNECTED COMMUNITY

OUR MOTTO

KNOWLEDGE
PRIDE
TOLERANCE

OUR VALUES

INTEGRITY
CREATIVITY
COURAGE
CONTRIBUTION

These values drive and influence all our decisions.

- We provide a quality learning environment that meets diverse student and community needs
- We deliver quality teaching and professional development in all learning areas by promoting a community of learners
- We develop and embed a student centred learning framework within a futures orientated curriculum
- Resulting in maximising student potential, self-worth and personal growth

KEY PERSONNEL 2026 - SENIOR SECONDARY

Executive Team

	Staff Member	Telephone
Principal	Derek Weeks	3325 6333
Deputy Principal - Year 7		3325 6333
Deputy Principal - Year 8		3325 6333
Deputy Principal –Year 9		3325 6333
Deputy Principal –Year 10		
Deputy Principal – Year 11		3325 6333
Deputy Principal – Year 12		3325 6333

Year Level Coordinators

Year 10 Coordinator	3325 6333
Year 11 Coordinator	3325 6333
Year 12 Coordinator	3325 6333

Head of Student Services

Years 10	Charlie Rodger	3325 6373
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Heads of Department

English	Jessica McKinnon	3325 6388
Mathematics	Jane Irvin	3325 6334
Science	Kate Box	3325 6318
Humanities	Joe Daniels	3325 6384
Health and Physical Education / Sport	Adam Nicholson	3325 6372
Industrial Design and Technology	Alison Read-Marczak	3325 6379
Applied Technology	Natascha Counsell	3325 6357
The Arts & Programs of Excellence	Deb Ruellan	3325 6396
Information Technology, Business and Languages	Sue Swan	3325 6348

Subject Area Coordinators

Program of Excellence - Football	Kevin Swadling	3325 6374
Program of Excellence - Dance	Jayne Fien	3325 6398
Program of Excellence – Music	Marian Coe	3325 6398
Program of Excellence – Visual Art	Deb Ruellan	3325 6356
Program of Excellence – Media Arts	Deb Ruellan	3325 6356

Student Support and Services

Guidance Officer – Years 8, 10 & 12	Chloe Tarr	3325 6305
Guidance Officer – Years 7, 9 & 11	Lindsay Bartlett	3325 6304
Social Worker	Jessica Hornby	3325 6394
School Based Youth Health Nurse	Emma McNaughton	3325 6321
School Chaplain	David Hockey	3325 6328
Defence Transition Mentor	Beck Smith	3325 6383
Uniform Shop	Tuesday and Thursday 8.00 am -10.30 am	3325 6368

For a more detailed list of staff and their contact details, please refer to the [ACSHS website](#).

GLOSSARY OF TERMS

ATAR: THE AUSTRALIAN TERTIARY ADMISSION RANK: is the primary criterion for entry into most undergraduate-entry university programs in Australia. It was gradually introduced during 2009 and 2010 to replace the Universities Admission Index, Equivalent National Tertiary Entrance Rank and Tertiary Entrance Rank. The first Queensland students to receive an ATAR instead of an OP graduated from Year 12 in 2021.

COMPULSORY PARTICIPATION PHASE: When a young person completes Year 10 or turns 16, they enter the compulsory participation phase of learning. During this phase they must participate in an eligible option (approved education or training, paid employment or a combination of approved education, training and paid employment) for a further two years.

LEARNING ACCOUNT: The Learning Account is opened for each student with the Queensland Curriculum and Assessment Authority QCAA and records all learning achievements earned by the student during their Senior Phase of Learning. The achievements of students at school will be recorded by the school in their Learning Account. Achievements by students through other learning providers such as TAFE or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student's Learning Account with QCAA.

LUI: LEARNERS UNIQUE IDENTIFIER: The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students are able to use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.

QCAA: QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY: QCAA issues the Senior Education Profile showing a student's subject results.

QTAC: QUEENSLAND TERTIARY ADMISSIONS CENTRE: QTAC is responsible for the calculation of ATAR. This organization also handles tertiary-entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course, they do so through QTAC for most courses.

QCE: QUEENSLAND CERTIFICATE OF EDUCATION: The QCE will be awarded to all students completing the requirements. The QCE is Queensland's senior schooling qualification. It is internationally recognised and offers flexibility in what is learnt, as well as where and when learning occurs.

QCIA: QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT: The QCIA recognises the achievements of students who are on highly individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socio-economic, cultural or linguistic factors. The QCIA is an official record that students have completed at least twelve years of education, and provides students with a summary of their knowledge and skills that they can present to employers and training providers.

SAT: SCHOOL-BASED APPRENTICESHIP and TRAINEESHIP: If a student takes up a SAT, their week could include school classes, time working with an employer and/or time with a trainer.

SET: SENIOR EDUCATION AND TRAINING PLANS: A SET Plan will be worked through with all Year 10 students to ensure that all students are either "Learning or Earning" in the years immediately after the compulsory years of schooling. The aim of the SET Plan is to set out student's planned courses of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study after Year 10, they will still be flexible enough to allow students to make changes when and if needed.

SEP: SENIOR EDUCATION PROFILE: At the end of Year 12, all school students will receive a Senior Education Profile which will list all their learning achievements at school.

TAFE: TECHNICAL AND FURTHER EDUCATION: is part of the tertiary education sector which provides vocational education and training at certificate and diploma levels.

USI: UNIQUE STUDENT IDENTIFIER: From 1 January 2015, all students doing nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) in schools, at TAFE or through a traineeship or apprenticeship.

VET: VOCATIONAL EDUCATION AND TRAINING: VET is a national system designed to skill workers to work in particular industries eg. Business, childcare, computers and multimedia, hospitality, retail and creative arts. VET opportunities are available through school subjects, TAFE or school-based traineeships and apprenticeships.

HOW DOES THE QCE WORK?

To receive a QCE, you must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study.



Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.



WHAT CAN I STUDY?

The QCE lets you choose from a wide range of subjects and course. There are three categories of learning – Core, Preparatory and Complementary – and some subjects and course are worth more credit than others. The table below lists the types of courses, their QCE category, credit values and Australian Tertiary Admission Rank (ATAR) eligibility.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
Applied subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 General subjects
Short courses Short courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	Short courses do not contribute
Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	Only 1 may contribute at Certificate III or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	As recognised by the QCAA	Check with QTAC depends on course

Example Pathway Plans

Direct entry to University – ATAR

Students planning on seeking direct entrance to university via an ATAR are recommended to choose at least 5 general subjects and may also choose an applied or essential subject, or choose a Certificate III course or higher, delivered on campus at Albany Creek SHS. ATARs are calculated based on a student's five best scaled results. Therefore, it is important to have a minimum of five general subjects to have the best chance of achieving the ATAR required to gain entry into university. Students undertaking this pathway will have a focus on academic achievement in the courses they study and it is not recommended they undertake courses that require them to be off campus during the school day.

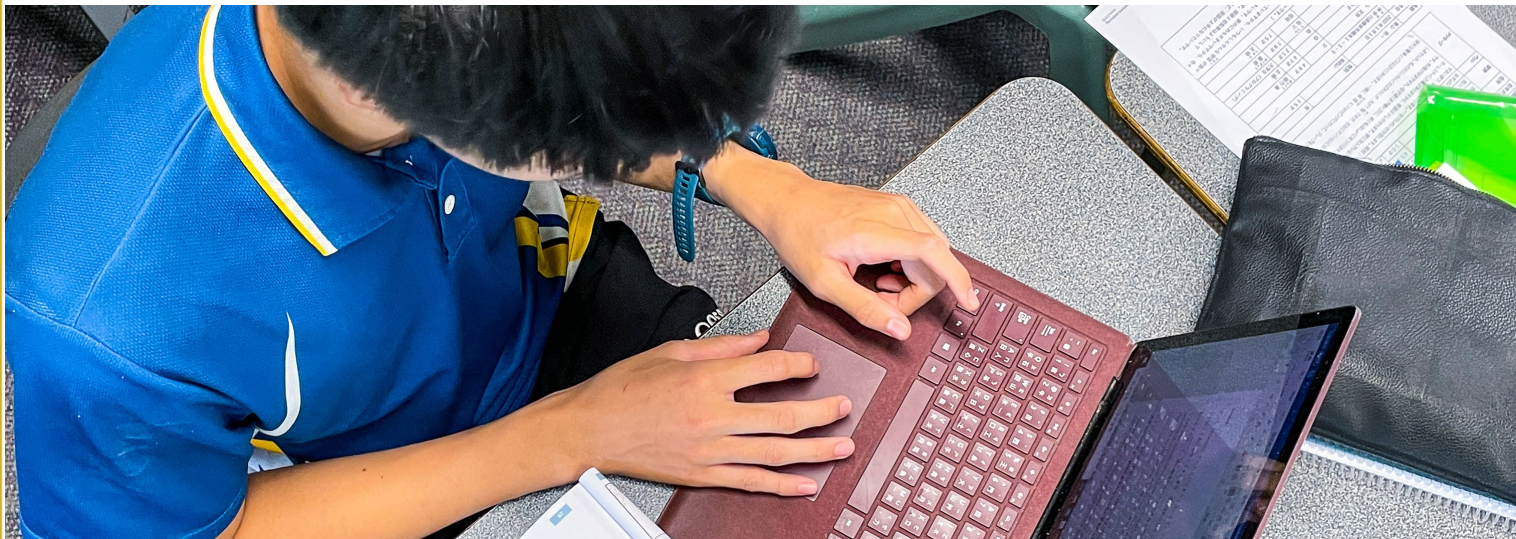
Alternative entry to Tertiary Studies – Certificate III or Higher

Students planning on seeking entry to university via a rank by achieving a Certificate III or higher are recommended to study up to 3 general subjects plus a Certificate III, IV or Diploma. Students choosing this pathway need to research the entry requirements to University and TAFE courses to ensure this pathway allows them entry into the courses they are intending on apply for at the end of Year 12. Students should study general subjects to meet university pre-requisites and recommendations such as English, Science, Mathematics or other subjects to meet entry requirements to courses and institutions.

Entry into the TAFE, Apprenticeships and Work

Students seeking entry into the workforce, TAFE, Traineeships and Apprenticeships directly after Year 12, should choose a course consisting of predominately Applied, Essential or Certificate courses. Students may choose 1 or 2 General subjects that are recommended or align to the industry they are seeking. For example, it is recommended that students entering the electrical trades have a background in General Mathematics. Students choosing this pathway may also choose courses that require them to be off campus during the school week such as TAFE courses and School Based Apprenticeship or Traineeships with the understanding that they will need to catch up on school work they have missed. Students choosing off campus courses may have a clash between their course and assessment at Albany Creek SHS and will need to ensure they meet assessment policy requirements.

Example 1 Direct entry to University – ATAR	Example 2 Alternative entry to Tertiary Studies – Certificate III or Higher	Example 3 Entry into the TAFE, Apprenticeships and Work
English	Essential English	Essential English
Mathematical Methods	General Mathematics	General Mathematics
Accounting	Certificate III Health Support Services	Certificate III Sport, Aquatics and Recreation
Modern History	Visual Arts in Practice	Science in Practice
Chemistry	Health	Engineering Skills
Dance	Sport and Recreation	SAT Certificate III in Carpentry 30% of certificate completed whilst at school



ASSESSMENT AND RESULTS

How you will be assessed in Years 11 and 12 depends on what you study:

QCAA General subjects

General subjects have three internal assessments (set and marked by schools) and one external assessment (set and marked by the QCAA). In most subjects, the external assessment contributes 25% to the final subject result. In Mathematics and Science subjects, the external assessment contributes 50%. Students in each subject will sit the external assessments at the same time in schools across Queensland.

QCAA Applied subjects

Applied subjects have four internal assessments (set and marked by schools). In Essential English and Essential Mathematics, one of the assessments is a common internal assessment (set by the QCAA and marked by schools). There is no external assessment in Applied subjects.

QCAA Short Courses

Short Courses have two internal assessments (set and marked by schools).

VET

VET assessment varies, depending on the type of course. It may include observation, written assessment, questioning, work samples or third-party feedback.

Other courses

Assessment in other courses varies, depending on the course.

Access arrangements and reasonable adjustments

Access arrangements and reasonable adjustments (AARA) are for students who may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. If you may need AARA to complete assessments, [contact the school](#).

Results and reporting

Your final subject results and QCE can be accessed in the Student Portal via the myQCE website in December — at the end of Year 12. You will need your 10-digit LUI to access the Student Portal.



TERTIARY ENTRANCE

ATAR

The Australian Tertiary Admission Rank (ATAR) will be used to select school leavers for tertiary entrance from 2020. It is used nationally and indicates a student's position relative to other ATAR-eligible students.

If you intend to go to university, your school can help you plan your senior studies to meet ATAR eligibility requirements and the QCE requirements.

The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for students at the end of Year 12. QTAC will calculate your ATAR based on a student's:

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

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

In addition, the following subject combination rules apply:

- only General English subjects or Applied English subjects can be included in the ATAR, but not both
- only General mathematics subjects or Essential Mathematics can be included in the ATAR, but not both
- if you complete the same Language subject (eg Chinese) as both an internally-assessed subject and a Senior External Examination, only one result can be included in your ATAR.

You will find more information on [QTAC's website](#).

Other tertiary entrance pathways

Each university has its own policies regarding school leavers without an ATAR.

If you are not eligible for an ATAR but wish to gain entry to a tertiary course, check with QTAC and/or the relevant university. Depending on the university, you may be able to gain entry with other qualifications.

The Albany Creek State High School Guidance Officers can also help you understand the different tertiary entrance pathways and the best options for you.

CHOOSING WHAT TO STUDY

Some of the most important decisions you make at school are choosing subjects to take in Years 8, 9 and 10, later leading to your selection of a course of study in Years 11 and 12.

These decisions are important since they may directly affect your success at school and how you feel about school. They may also impact on your career plans when you leave school.

Overall Plan

As an overall plan, it is suggested that you choose subjects which:

- you enjoy
- you have enjoyed some success in
- will help you achieve your chosen career goals or keep your career options open
- will develop skills, knowledge and attitudes useful throughout your life.

If you follow these guidelines and ask for help when you need it, you should come up with a study program that is appropriate for you and that you will enjoy.

Guidelines

Keep your options open

At the moment you may not know exactly what you want to do when you finish school. This is normal at this stage of your life and means that it's important for you to explore many options.

It is wise to keep your options open. This means choosing a selection of subjects that makes it possible for you to continue exploring your career options before making more specific decisions in the future.

In addition, you will be able to choose from a range of electives that are designed to develop your interests and practical skills.

Think about career options

It is helpful to have some ideas about possible career choices, even though these ideas may change when you learn more about yourself and the world of work.

Your school may have a program to help you with career exploration. If not, talk to your Guidance Officer and check the following sources of information on careers:

- myfuture – national career information service at <http://www.myfuture.edu.au>
- Career Information Service at <https://myqce.qcaa.qld.edu.au/>
- Look at the Guidance information on the school website at <https://albanycreekshs.eq.edu.au/support-and-resources/guidance-officer>
- Other career information such as brochures from industry groups which show the various pathways to jobs in these industries
- Google the industry you're interested in on the Internet to find current information

- Employers and other people who are working in the job you're interested in.

After checking through this information, it is likely that you will come up with a list of prerequisite subjects needed for courses and occupations that interest you. If you are still unsure, check with your Guidance Officer.

Find out about the subjects or units of study offered by your school

It is important to find out as much as possible about the subjects offered at your school.

The following ideas will help.

- Read the subject descriptions provided by your school.
- Talk to the Heads of Department and subject teachers at your school.
- Look at textbooks and resources used by students in the subjects.
- Talk to students who are already studying the subjects.
- Listen carefully at subject talks and subject selection nights.
- When investigating a subject to see if it is suitable for you, find out about the content (ie what topics are covered) and how it is taught and assessed. For example:
 - Does the subject mainly involve learning from a textbook?
 - Are there any excursions, practical work, or experiments?
 - How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?
 - Your choice of subjects may affect your choice of a study program in Years 11 and 12. For example:
 - It will be difficult in the future to take Mathematical Methods and Specialist Mathematics without a strong background in Years 8, 9 and 10 Mathematics.
 - Chemistry and Physics will be more manageable if good results are obtained in Years 8, 9 and 10 Mathematics and Science.
 - Music and Languages in the Senior years almost always prefer previous study in Years 8, 9 and 10.
 - Successful achievement in prerequisite subjects in Year 10 may be required to enrol in particular Year 11 and 12 subjects.

Make a decision about a combination of subjects or units that suits you

You are an individual, and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher
- you have heard that “all the boys or girls take that subject or unit”.


Be honest about your abilities and realistic with your occupational ideas. There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort.

Also, if your career choices require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help

If you need more help, then ask for it. Talk to your parents, teachers, Guidance Officer or Heads of Department. Make use of the school subject selection program.

QCAA Senior Syllabuses

<div>ALBANY CREEK STATE HIGH SCHOOL – 2026 CURRICULUM MAP</div>								
LEARNING AREA		7	8	9	10	11	12	
WAVE	TORCH ENRICHMENT PROGRAM	Wellbeing and Values Education	Wellbeing and Values Education	Wellbeing and Values Education	Wellbeing and Values Education	Wellbeing and Values Education	Wellbeing and Values Education	
ENGLISH		English	English	English	Essential English Preparation	Essential English	Essential English	
			English Extension*	English Extension*	General English Preparation	English	English	
				General Literature Preparation	Literature	Literature		
							Literacy Short Course*	Literacy Short Course*
MATHEMATICS		Mathematics	Mathematics	Mathematics	Essential Mathematics Preparation	Essential Mathematics	Essential Mathematics	
					General Mathematics Preparation	General Mathematics	General Mathematics	
					Mathematics Extension*			Mathematical Methods & Specialist Mathematics Preparation
						Specialist Mathematics	Specialist Mathematics	
					Numeracy Short Course*			
SCIENCE		Science	Science	Science	Science in Practice Preparation	Science in Practice	Science in Practice	
					Science Extension*	General Biology Preparation	Biology	Biology
						General Chemistry Preparation	Chemistry	Chemistry
						General Physics Preparation	Physics	Physics
						General Psychology Preparation	Psychology	Psychology

HUMANITIES		History	History	Legal Studies	General Legal Studies Preparation	Legal Studies	Legal Studies
		Geography	Geography	Geography	General Geography/Tourism Preparation	Geography	Geography
		Legal Studies	Legal Studies	History	General History Preparation	Ancient History	Ancient History
						Modern History	Modern History
					Humanities/Tourism Preparation	Social and Community Studies	Social and Community Studies
				Certificate III Tourism	Certificate III Tourism		
HPE	Health and Physical Education	Health and Physical Education	Health and Physical Education	Sport & Recreation Preparation	Sport and Recreation	Sport and Recreation	
				General Health and Physical Education Preparation	Health	Health	
	Program of Excellence – Football*	Program of Excellence – Football*	Program of Excellence – Football*	Program of Excellence – Football*	Physical Education	Physical Education	
					Certificate III in Fitness	Certificate III in Fitness	
					Certificate III in Health Services Assistance	Certificate III in Health Services Assistance	
LANGUAGES	Japanese	Japanese	Japanese	General Japanese Preparation	Japanese	Japanese	
INFORMATION TECHNOLOGY	Digital Technologies (embedded in Science)	Digital Technologies	Digital Technologies	General Digital Solutions Preparation	Digital Solutions	Digital Solutions	
				Information & Communication Technology Preparation	Certificate III Information Technology	Certificate III Information Technology	
APPLIED TECHNOLOGY	Food and Fibre Production	Food and Fibre Production	Food and Fibre Production	General Food & Nutrition Preparation	Food and Nutrition	Food and Nutrition	
			Fashion	Hospitality Practices Preparation	Certificate II Hospitality	Certificate II Hospitality	
					Hospitality Practices	Hospitality Practices	
					Certificate III in Early Childhood Education and Care	Certificate III in Early Childhood Education and Care	
INDUSTRIAL DESIGN AND TECHNOLOGY	Materials and Technologies Specialisations	Materials and Technologies Specialisations	Materials and Technologies Specialisations	General Engineering Technology Preparation	Engineering	Engineering	
					Engineering Skills	Engineering Skills	
					Furnishing Skills	Furnishing Skills	

			Design and Technologies	General Design Preparation	Design	Design
				Materials and Technologies Specialisations	Industrial Graphics Skills	Industrial Graphics Skills
BUSINESS	Economics and Business	Economics and Business	Economics and Business	General Accounting Preparation	Accounting	Accounting
				General Business Preparation	Business	Business
				Business Studies Preparation	Diploma of Business	Diploma of Business
					Certificate III Business	Certificate III Business
THE ARTS	Dance	Dance	Dance	General Dance Preparation	Dance	Dance
					Certificate III/IV Elite Dance Performance	Certificate III/IV Elite Dance Performance
	Drama	Drama	Drama	General Drama Preparation	Drama	Drama
	Music	Music	Music	General Music Preparation	Music	Music
	Visual Arts	Visual Arts	Visual Arts	General Visual Art Preparation	Visual Art	Visual Art
					Visual Arts in Practice	Visual Arts in Practice
	Media Arts	Media Arts	Media Arts	General Film, Television & New Media Preparation	Film, Television and New Media	Film, Television and New Media
				The Arts Production and Performance Preparation	Media Arts in Practice	Media Arts in Practice
^ Subject offered as both Program of Excellence – Football and stand-alone subject * By application/ invitation only General Subject Applied Subject				Career Education Short Course		

LEARNING CONNECTIONS SUPPORT

In Senior Secondary, SET Plans (Senior Education and Training Plans) with a transition focus are developed with students and parents in Year 10. These plans outline goals across areas of academic learning, personal dimensions and work-related areas. The SET Plan interviews are facilitated with experienced special education teachers with the support of the Guidance Officer with extensive knowledge of a range of pathways available to students with a disability. Additional support and expertise can be accessed through disability specific support personnel. Students leaving Year 12 aim to graduate having achieved these goals and be prepared for post-school life, with independence being an overall aim for students with disabilities.

Students have opportunities to study school-based subjects as well as subjects at university and TAFE and can undertake traineeships based on their interests, abilities and work ethic. Students may also participate in work experience placements to develop work readiness skills prior to undertaking a school-based traineeship. Each pathway is individually planned through the SET Plan process.

In the last six months of senior schooling, students may sign with a Disability Employment Service (DES) who can provide additional support finding casual or part-time employment with supportive employers. On completion of twelve years of schooling, our students have the opportunity to achieve either the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) if they meet the required prerequisites.

All students engage in mainstream classes with their peers for all or part of their program, with varying levels of support. Support is offered to students based on individual need and may include literacy and numeracy intervention programs, in-class support, study line assistance (tutorials) and homework club. Students may also participate in mainstream classes with their peers and achieve individualised learning outcomes through a QCIA pathway.

Possible Special Education Programs: dependent on class sizes and available resources

- QCIA pathway
- Tutorials (as an elective choice) – support with homework and assessment tasks
- Structured Recess Program

WELLBEING AND VALUES EDUCATION

At Albany Creek State High School, we consider the social and emotional wellbeing of our students to be as important as their academic development. The WAVE (Wellbeing and Values Education) program is an integral part of our daily routine. Students are assigned to a WAVE class upon enrolment and they stay with that WAVE class and teacher for the duration of their time with us. WAVE takes place for the first ten minutes of every day, with one extended lesson per week on Fridays.

Four strands underpin the WAVE program:

1. Healthy Minds
2. Healthy Relationships
3. Healthy Bodies
4. Healthy Life.

The units are compiled based on the latest research, to ensure that our students are well-equipped socially, emotionally and academically for the world beyond school. External providers are used in the delivery of the program.

PREREQUISITES FOR SUCCESS IN SENIOR SUBJECTS

Prerequisites are requirements from each faculty for the successful completion of the subject. Student must complete a Preparation Course to a C level of achievement to be eligible to select the corresponding Senior Subject. (Example, a C in Year 10 General Chemistry Preparation Course is required to study General Chemistry in Year 11).

Senior Subject	Prerequisite
Accounting	C in Year 10 General Accounting and Business Preparation Course required
Ancient History	C in Year 10 General History Preparation Course required
Biology	C in Year 10 General Biology Preparation Course required
Business	C in Year 10 General Accounting and Business Preparation Course required
Chemistry	C in Year 10 General Chemistry Preparation Course required
Dance	C in Year 10 General Dance Preparation Course required
Design	C in Year 10 General Design Preparation Course required
Digital Solutions	C in Year 10 General Digital Solutions Preparation Course required
Drama	C in Year 10 a General English Preparation Course required
Engineering	C in Year 10 General Engineering Technology Preparation Course required
English	C in Year 10 General English Preparation Course required
Film, Television & New Media	C in Year 10 General Film, Television & New Media Preparation Course required
Food and Nutrition	C in Year 10 General Food and Nutrition Preparation Course required
General Mathematics	C in Year 10 a General Mathematics and Essential Mathematics Preparation Course required
Geography	C in Year 10 General Geography Preparation Course required
Health	C in Year 10 General Health and Physical Education Preparation Course required
Japanese	C in Year 10 General Japanese Preparation Course required
Legal Studies	C in Year 10 General Legal Studies Preparation Course required
Literature	C in Year 10 General Literature Preparation Course required
Mathematical Methods	C in Year 10 General Mathematical Methods and Specialist Mathematics Preparation Course required
Modern History	C in Year 10 General History Preparation Course required
Music	C in Year 10 General Music Preparation Course required
Physical Education	C in Year 10 General Health and Physical Education Preparation Course required
Physics	C in Year 10 General Physics Preparation Course required
Psychology	C in Year 10 General Psychology required
Specialist Mathematics	C in Year 10 General Mathematical Methods and Specialist Mathematics Preparation Course required
Visual Art	C in Year 10 General Visual Art Preparation Course required
Diploma of Business	C in Year 10 General English and General Mathematics Preparation Courses

YEAR 10 CURRICULUM OFFERINGS

Subjects offered at Albany Creek State High School are:

Mandatory subjects

These subjects are required to be studied by all students for the entire year; English and Mathematics

Elective subjects

Elective subjects are studied for 2 semesters (year-long)

Students should thoroughly read the descriptions of all subject offerings before completing the subject selection form. Particular note should be taken of the Senior subject prerequisites at the bottom of each subject description.

English Preparation Courses

- General English
- General Literature
- Essential English

Mathematics Preparation Courses

- General Mathematics
- Essential Mathematics
- General Mathematical Methods and Specialist Mathematics

Humanities Preparation Courses

- General History (Modern and Ancient)
- General Legal Studies
- General Geography/ Certificate III in Tourism
- Humanities/ Certificate III in Tourism

Science Preparation Courses

- General Biology
- General Chemistry
- General Physics
- General Psychology
- Science in Practice

Languages Preparation Course

- General Japanese

Health and Physical Education Preparation Courses

- General Health and Physical Education
- Sport and Recreation course

Applied Technology Preparation Courses

- General Food and Nutrition
- Hospitality Practices

The Arts Preparation Courses

- General Dance
- General Drama
- General Film, Television & New Media
- General Music
- General Visual Art
- The Arts – Production and Performance course

Business and Information Technology Preparation Courses

- General Business
- General Accounting
- General Digital Solutions
- Business Studies
- Information & Communication Technology

Industrial Design & Technology Preparation Courses

- General Design
- General Engineering Technology
- Materials & Technologies Specialisations

GENERAL LITERATURE PREPARATION COURSE

The study of Literature teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In Literature Preparation Course, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice. Students explore Shakespeare, Poetry, Classic Literature and Dramatic Performances.

In Literature students develop the following skills:

- Creativity and critical thinking through creation, evaluation and analysis of texts.
- They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers.
- They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.
- They create written and multimodal texts for a variety of audiences.

Students who engage successfully in this preparation course will be equipped with the foundation learning to engage in Literature and English as a Senior Subject.

Learning Experiences:

- Shakespeare
- Poetry
- Classic Literature
- Dramatic Performances

Assessment:

- Extended Response (Imaginative Spoken): Monologue
- Extended response (Imaginative Written): Short Story
- Extended response (Analytical): Academic Critique
- Extended response (Exam): Analytical Essay

Future pathways: Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway of Literature or English.

GENERAL ENGLISH PREPARATION COURSE

The study of English teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the English Preparation Course, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice. Students explore Shakespeare, Poetry, a Novel and representations in the Media.

In English, students develop the following skills:

- Critical thinking through evaluation and analysis of texts.
- They read, view and comprehend a range of texts created to inform, influence and engage audiences.
- They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers.
- They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.

Students who engage in this preparation course will be equipped with the foundation learning to engage in English as a Senior Subject.

Learning Experiences:

- Shakespeare
- Poetry
- Novel Study
- Representations in the Media

Assessment:

- Extended response (Imaginative written): Monologue
- Extended response (Analytical): Online Essay
- Extended Response (Exam): Analytical Essay
- Spoken Response: Persuasive Multimodal Presentation

Future pathways: Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway of English

ESSENTIAL ENGLISH PREPARATION COURSE

The study of Essential English teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the Essential English Preparation Course, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice. Students explore Shakespeare through structured analysis, Poetry deconstruction, a Film and representations in the Media.

In Essential English, students develop the following skills:

- Critical thinking through evaluation and analysis of texts.
- They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers.
- They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.

Students who engage in this preparation course will be equipped with the foundation learning to engage in Essential English as a Senior Subject.

Learning Experiences:

- Shakespeare
- Poetry
- Novel Study
- Representations in the Media

Assessment:

- Extended response: Written Monologue
- Short Response Exam
- Spoken Response: Representations in a novel
- Persuasive Multimodal Presentation

Future pathways Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway of Essential English.

GENERAL MATHEMATICAL METHODS/ SPECIALIST MATHEMATICS PREPARATION COURSE

The study of Mathematical Methods and Specialist Mathematics teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the Mathematical Methods / Specialist Mathematics Preparation Course, students use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear, quadratic and exponential functions as appropriate. Students make and test conjectures involving functions and relations using digital tools. Students interpret and use logarithmic scales and apply trigonometry to solve problems.

In the Mathematical Methods / Specialist Mathematics Preparation Course, students develop the following skills:

- algebraic manipulation and solving equations; mathematical modelling and problem solving.
- Students apply their mathematical understanding creatively and efficiently. Teachers help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences.

Students who engage in this preparation course will be equipped with the foundation learning to engage in Mathematical Methods and Specialist Mathematics.

Learning Experiences:

- Quadratic and Exponential Functions
- Trigonometry
- Logarithms
- Algebra

Assessment:

Three Exams and a written assignment

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subjects of Mathematical Methods and Specialist Mathematics.

GENERAL MATHEMATICS PREPARATION COURSE

The study of General Mathematics teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the General Mathematics Preparation Course, students develop the following skills:

- understanding measurement and spatial problems; financial literacy; statistical analysis; mathematical modelling and problem solving.
- Students apply their mathematical understanding efficiently. Teachers help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant experiences.

Students who engage in this preparation course will be equipped with the foundation learning to engage in General Mathematics.

Learning Experiences:

- Measurement
- Trigonometry
- Statistics
- Financial Mathematics
- Algebra

Assessment:

Three Exams and a written assignment

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject General Mathematics.

ESSENTIAL MATHEMATICS PREPARATION COURSE

The study of Essential Mathematics teaches students practical mathematical skills that are useful in preparing them for productive citizenship.

In the General Mathematics / Essential Mathematics Preparation Course, students develop the following skills:

- understanding measurement and spatial problems; financial literacy; statistical analysis; mathematical modelling and problem solving.
- Students apply their mathematical understanding efficiently. Teachers help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant experiences.

Students who engage in this preparation course will be equipped with the foundation learning to engage in Essential Mathematics.

Learning Experiences:

- Measurement
- Trigonometry
- Statistics
- Financial Mathematics

Assessment:

Three Exams and a written assignment

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject Essential Mathematics.

Numeracy Short Course

Numeracy Short Course (selective offering Semester 2 Year 10).

Numeracy is considered integral to a person's ability to function effectively in society. To be numerate requires more than being able to operate with numbers: it requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

This Numeracy Short Course senior syllabus allows teachers to design courses of study that cater for the prior learning and specific numeracy needs of their students. This Short Course in Numeracy is a one-unit course of study, developed to meet a specific curriculum need.

The course focuses on aspects of numeracy and is informed by the Australian Core Skills Framework (ACSF).

In this course of study students will:

- learn a variety of strategies to develop and monitor their own learning
- identify and communicate mathematical information that is embedded in a range of texts and contexts from everyday life and work
- use mathematical processes and strategies to solve problems in a range of situations
- reflect on outcomes and the appropriateness of mathematical processes used.

This subject is suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services.

Results contribute to the award of a QCE and meet the Numeracy requirement for QCE attainment.

A Short Course uses two summative school-developed assessments to determine a student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: <ul style="list-style-type: none">• an extended response — oral mathematical presentation (Internal assessment 1A)• a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: <ul style="list-style-type: none">• an examination — short response (Internal assessment 2A)• a student learning journal (Internal assessment 2B).

GENERAL BIOLOGY PREPARATION COURSE

The study of Biology teaches students highly transferrable academic and practical skills that are useful in preparing them for future employment and study.

In the Biology Preparation Course, students will be given the opportunity to experience and prepare for Year 11 and 12 Biology.

Students will develop the following skills:

- critical thinking and scientific reasoning
- analysis and interpretation of biological data
- practical skills in conducting laboratory techniques and experimental design
- conduct scientific investigations
- scientific information communication (written form).

This course also emphasises the application of biological concepts to real-world situations, fostering a deeper understanding of the living world and its complexities

Learning Experiences:

- Cells and Multicellular organisms
- Disease and homeostasis
- Biodiversity and ecosystems
- Heredity

Assessment:

- Data test
- Student Experiment
- Research Report
- Exam

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject of Biology.

GENERAL CHEMISTRY PREPARATION COURSE

The study of Chemistry teaches students highly transferrable academic and practical skills that are useful in preparing them for future employment and study.

In the Chemistry Preparation Course, students will be given the opportunity to experience and prepare for Year 11 and 12 Chemistry.

Students will develop the following skills:

- critical thinking and scientific reasoning
- analysis and interpretation of chemical data
- practical skills in laboratory techniques and experimental design
- conduct scientific investigations
- scientific information communication (written form).

This course also emphasises the application of chemical concepts to real-world situations.

Learning Experiences:

- Chemical fundamentals, atomic structure and the Periodic Table
- Rates of reaction – Collision Theory
- Concentration, Yield and Solubility
- Types of reaction, simple hydrocarbons and pH

Assessment:

- Data test
- Student Experiment
- Research Report
- Exam

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject of Chemistry.

GENERAL PHYSICS PREPARATION COURSE

The study of Physics teaches students highly transferrable academic and practical skills that are useful in preparing them for future employment and study.

In the Physics Preparation Course, students will be given the opportunity to experience and prepare for Year 11 and 12 Physics.

Students will develop the following skills:

- critical thinking and scientific reasoning
- analysis and interpretation of physical data
- practical skills in laboratory techniques and experimental design
- conducting scientific investigations
- scientific information communication (written form).

This course also emphasises the application of physical concepts to real-world situations, fostering a deeper understanding of the living world and its complexities.

Learning Experiences:

- Energy and Motion
- Energy and Temperature
- Energy and Waves
- Energy and Electricity

Assessment:

- Data test
- Student Experiment
- Research Report
- Exam

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject of Physics.

GENERAL PSYCHOLOGY PREPARATION COURSE

The study of Psychology teaches students highly transferrable academic and practical skills that are useful in preparing them for future employment and study.

In the Psychology Preparation Course, students will be given the opportunity to experience and prepare for Year 11 and 12 Psychology.

Students will develop the following skills:

- critical thinking and scientific reasoning
- analysis and interpretation of biological data
- practical skills in laboratory techniques and experimental design
- conducting scientific investigations
- scientific information communication (written form).

This course also emphasises the application of biological concepts to real-world situations, fostering a deeper understanding of the living world and its complexities

Learning Experiences:

- Neuroscience and Data in Psychology
- Memory
- Forensic Psychology
- Perception and emotion

Assessment:

- Data test
- Student Experiment
- Research Report
- Exam

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject of Psychology.

SCIENCE IN PRACTICE PREPARATION COURSE

The study of Applied Science teaches students highly transferrable academic and practical skills that are useful in preparing them for future employment and study.

In the Applied Science Preparation Course, students will be given the opportunity to experience and prepare for Year 11 and 12 Science in Practice. In our Applied Science Preparation Course, students will develop practical and analytical skills essential for the Senior Science syllabus.

Students will develop the following skills:

- apply scientific principles to everyday contexts, enhancing problem-solving abilities and critical thinking
- engage in experiments and projects illustrating the real-world application of science
- develop skills in data collection, analysis, and presentation
- work collaboratively on scientific investigations.

This course prepares students for success in applied science studies and fosters an appreciation for the practical relevance of scientific knowledge.

Learning Experiences:

- Cosmetics (Chemistry)
- Road Safety (Physics)
- Beyond the stars (Earth Science)
- Genetics (Biology)

Assessment:

- Project
- Exam (with stimulus)
- Collection of work
- Investigation

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject of Science in Practice.

GENERAL HISTORY PREPARATION COURSE

The study of Year 10 General History teaches students foundational knowledge and skills for Years 11 and 12 General Ancient and Modern History.

During this course, students will study the role of religion in ancient civilisations (Egypt, Greece and Rome). They will also learn about the customs and importance of the Minoan and Mycenaean civilisations of Crete and mainland Greece. Students will also study the Second World War and the rise of rights and freedoms in Australia and internationally.

In General History, students will develop highly transferable academic skills including:

- application of knowledge, analysis and evaluation of primary and secondary sources
- investigation of artefacts
- essay writing
- research skills
- using online databases
- referencing
- exam skills.

Students who engage in this course will be equipped with the foundational knowledge and skills to engage in both Year 11 and 12 General Ancient and Modern History courses.

Learning Experiences:

- Comparative study of Ancient Religions (Egypt, Greece and Rome)
- The societies of the Minoans and the Mycenaean with particular reference to societal structure, buildings, trade and warfare;
- The Second World War
- Rights and freedoms in a globalised world.

Assessment:

Students will complete four assessment items drawn from the following instrument types:

- Exam – short response to historical sources
- Exam – essay response to historical sources
- Investigation - historical research essay
- Investigation - an independent source investigation

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the General Ancient History and/ or Modern History.

A course of study in History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health, writing, academia and research.

GENERAL LEGAL STUDIES PREPARATION COURSE

The study of Year 10 General Legal Studies teaches students foundational knowledge and skills for Years 11 and 12 General Legal Studies.

During this course, students will study the origins and structure of Australia's system of government, criminal and civil law, and Australia's global roles and responsibilities under international and human rights law.

Students will develop highly transferable academic skills including:

- application of knowledge
- analysis and evaluation of information
- use of academic and legal sources
- essay and report writing
- research skills and using online databases
- referencing
- exam skills.

Students who engage in this course will be equipped with the foundational knowledge and skills to engage in both Year 11 and 12 General Legal Studies.

Learning Experiences:

- Australia's democracy and system of government – Where do our laws come from? Why do we have laws? What does parliament and the government do? What do other countries do?
- Criminal law - from crime to courts.
- Civil law – consumer rights.
- Human rights and international law - Australia's global roles and responsibilities.

Assessment:

Students will complete four assessment items drawn from the following instrument types:

- Exam – combination response exam (short response and extended response to stimulus)
- Investigation – independent research and inquiry report
- Investigation – independent research and analytical essay

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in General Legal Studies.

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways.

GENERAL GEOGRAPHY/ CERTIFICATE III TOURISM PREPARATION COURSE

The study of Year 10 General Geography/ Certificate III Tourism course teaches students foundational knowledge and skills for either Year 11 and 12 General Geography and/ or Year 11 and 12 Certificate III in Tourism.

During this course, students will study two strands:

- Certificate III Tourism Preparation: the geography of tourism and tourism marketing;
- General Geography Preparation: environmental change and management and geographies of wellbeing.

In General Geography/ Certificate III Tourism, students will develop highly transferable academic skills including:

- report writing
- data collection
- data analysis
- referencing
- research
- source evaluation
- exam preparation.

Students who engage in this course will be equipped with the foundational knowledge and skills to engage in Year 11 and 12 General Geography and/ or Year 11 and 12 Certificate III in Tourism.

Learning Experiences:

- Geography of tourism – examining the impacts of tourism and the push and pull factors influencing peoples' choices of destinations.
- Tourism marketing – the principles, concepts and practices used by those in the tourism industry.
- Geographies of Human Wellbeing – examining the differences in human wellbeing between places.
- Environmental Change and management – students will carry out a geographical inquiry to propose action in response to a geographical challenge.

Assessment:

Students will complete four assessment items drawn from the following instrument types:

- Investigation – research and reports/ presentations.
- Projects – develop a presentation/ package for a tourism topic.
- Investigation – A geographical inquiry report.
- Exam – data response exam.

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in Year 11 and 12 General Geography. Students are also encouraged to complete this course if they intend to choose the Certificate III Tourism course in Year 11.

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.

Completion of the Certificate III in Tourism has the potential to develop skills of individuals of a social, technical and personal nature. Many opportunities will be provided for the investigation of the numerous aspects of the industry as well as the development of skills in communication, presentation and the decision-making processes.

HUMANITIES/ CERTIFICATE III TOURISM PREPARATION COURSE

The study of Year 10 Applied Humanities/ Certificate III Tourism course teaches students foundational knowledge and skills for either Year 11 and 12 Applied Social and Community Studies and/ or Year 11 and 12 Certificate III in Tourism.

During this course, students will study social cohesion in Australia, geography of tourism, the globalising world and tourism marketing.

In Applied Humanities / Certificate III Tourism, students will develop highly transferable skills that will set them up for Year 11 and 12 Applied Social & Community Studies and/ or the Certificate III in Tourism.

These include:

- report writing and project management
- information collection
- referencing and research.

Students who engage in this course will be equipped with the foundational knowledge and skills to engage in Year 11 and 12 Applied Social & Community Studies and/ or Year 11 and 12 Certificate III in Tourism.

Learning Experiences:

- Geography of tourism – examining the impacts of tourism and the push and pull factors influencing peoples' choices of destinations.
- Tourism marketing – the principles, concepts and practices used by those in the tourism industry.
- Social cohesion in Australia – rights and responsibilities.
- The globalising world – global influences on Australia since the Second World War.

Assessment:

Students will complete four assessment items drawn from the following instrument types:

- Investigation – research and reports/ presentations.
- Projects – develop a presentation/ package for a tourism topic.

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in Year 11 and 12 Applied Social & Community Studies. Students who complete this subject can also choose to study a Certificate III Tourism course in Years 11 and 12.

Completion of the Certificate III in Tourism has the potential to develop skills of individuals of a social, technical and personal nature. Many opportunities will be provided for the investigation of the numerous aspects of the industry as well as the development of skills in communication, presentation and the decision-making processes.

GENERAL HEALTH AND PHYSICAL EDUCATION PREPARATION COURSE

The study of Health and Physical Education teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the Health and Physical Education Preparation Course, students will be given the opportunity to experience and prepare for Year 11 and 12 Physical Education and Health. Students will be provided with the foundations for learning and alignment to the Physical Education and Health senior syllabuses to build increasingly complex and developmental courses of study in the senior years.

In Health and Physical Education preparations, students develop the following skills:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Students who engage in this preparation course will be equipped with the foundation learning to engage in Year 11 and 12 Physical Education and Health.

Learning Experiences:

- Practical Activities:
 - Touch Football, AFL, Basketball, Netball, Volleyball, Athletics, Softball, Cricket and Football
- Theoretical Activities:
 - Safety
 - Biomechanics
 - Ethics and Integrity
 - Sport Psychology

Assessment:

- Performance (of their own and others' performances)
- Written (Examinations, Folios, Reports)
- Oral Presentations

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathways subjects Physical Education and Health.

The study of Health and Physical Education Preparation can lead to employment in the following industries:

- Exercise science
- Biomechanics
- Allied health professions
- Psychology
- Teaching
- Sport journalism
- Sport marketing and management
- Sport promotion
- Sport development
- Coaching
- Health science
- Public health
- Health education
- Nursing
- Medical professions

SPORT AND RECREATION PREPARATION COURSE

The study of Sport and Recreation teaches students highly transferrable academic and practical skills that are useful in preparing them for future employment and study.

In the Sport and Recreation Preparation Course, students will be given the opportunity to experience and prepare for Year 11 and 12 Sport and Recreation or Cert III Fitness. Students will be provided with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

In Sport and Recreation Preparation, students develop the following skills:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Students who engage in this preparation course will be equipped with the foundation learning to engage in Year 11 and 12 Sport and Recreation or Certificate III Fitness.

Learning Experiences

- Practical Activities:
 - Touch Football, AFL, Basketball, Netball, Volleyball, Athletics, Softball, Cricket and Football
- Theoretical Activities:
 - Effective Coaching (coaching peers and junior students)
 - Community recreation
 - Physical activity and fitness
 - Safety and managing risks

Assessment

- Performance assessment (evaluate own and others' performances)
- Written (Project Folio, Examination)
- Oral presentations

Future pathways Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subjects Sport and Recreation and Certificate III in Fitness.

The study of Sport and Recreation Preparation can lead to employment in the following industries:

- | | |
|---------------------|-------------------------|
| • Fitness | • Outdoor recreation |
| • Education | • Sports administration |
| • Community health | • Recreations |
| • Sport performance | |

GENERAL ACCOUNTING AND BUSINESS PREPARATION COURSE

The study of accounting and business teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the Accounting and Business Preparation Course, students will be given the opportunity to experience and prepare for Year 11 and 12 Accounting and Business. This integrated course allows students to learn key business and accounting knowledge and skills.

In accounting and business students develop the following skills:

- Describe, explain and apply accounting and business concepts, processes and principles
- Analyse and interpret financial data
- Evaluate business and accounting practices to make decisions and propose recommendations
- Comprehend business and accounting concepts and principles
- Use sources to select data

Students who engage in this preparation course will be equipped with the foundation learning to engage in Year 11 and 12 Accounting and/or Business.

Learning Experiences:

- Unit 1: Innovation
- Unit 2: The Accounting Process
- Unit 3: International Trade
- Unit 4: Personal Finance

Assessment:

- Multimodal response – Innovation
- Combination response exam – The Accounting Process
- Extended response – International Trade
- Multimodal response – Financial Performance

Future pathways Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subjects of Accounting and Business.

The study of accounting can lead to employment in the following industries:

- | | | |
|------------------------|------------------------|---------------------------|
| • Accounting | • Finance | • Business and Government |
| - Forensic accountant | - Financial advisor | - Business owner/manager |
| - Financial accountant | - Budget analyst | - Business analyst |
| - Bookkeeper | - Credit analyst | - Insurance analyst |
| - Tax accountant | - Financial management | - Credit analyst |
| | | - Office manager |
| | | - Business reporter |
| | | - Economic researcher |

GENERAL DIGITAL SOLUTIONS PREPARATION COURSE

The study of Digital Solutions teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the Digital Solutions Preparation Course, students will learn about algorithms, code and user interfaces by generating digital solutions to problems. This course allows students to learn key digital solutions knowledge and skills.

In digital solutions students develop the following skills:

- Describing and explaining data and interactions between users
- Synthesising information and ideas to generate components of digital solutions
- Questioning and problem solving to analyse simple and complex digital data problems

Students who engage in this preparation course will be equipped with the foundation learning to engage in Year 11 and 12 Digital Solutions.

Learning Experiences:

- Databases
- User stories & User Interface Design
- Object oriented languages
- Security

Assessment:

- Written and Practical Project – Database
- Written and Practical Project – Web Design
- Written and Practical Project – Coding Project
- Combination Response Exam – Security

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject Digital Solutions.

The study of Digital Solutions can lead to employment in the following industries:

- Cyber security analyst
- Information security auditor
- Software engineer
- Web developer
- Game developer
- Information systems and business analyst
- Network technician
- Development operations engineer

BUSINESS STUDIES PREPARATION COURSE

Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. These skills will provide students with exciting and challenging career opportunities which exist in a range of business contexts.

In the Business Studies course, students will be given the opportunity to experience and prepare for Year 11 and 12 Certificate III in Business and the Diploma of Business.

Students will develop their business knowledge and understanding through applying common business practices in business contexts, such as retail, entertainment, tourism and travel. Students will be provided with opportunities to develop skills which are important in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills.

Learning Experiences:

- Working in Events
- International Business
- Entrepreneurship
- Business Administration

Assessment:

- Assessment will be project based

Future pathways:

Successful completion of this course can lead to a diverse range of pathways including studying the Certificate III in Business, the Diploma or Business in Years 11 and 12 and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

INFORMATION AND COMMUNICATION TECHNOLOGY PREPARATION COURSE

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce.

In the Information Technology course, students will be given the opportunity to experience and prepare for Year 11 and 12 Certificate III in Information Technology.

Students will develop knowledge, understanding and skills across multiple platforms and operating systems, and will be ethical and responsible users and advocates of IT, aware of the social, environmental and legal impacts of their actions. Students will be provided with opportunities to develop skills important in the workplace to successfully participate in future employment.

Students who study Information Technology will develop skills in applying knowledge of IT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. They will gain knowledge, understanding and skills relating to hardware, software and IT in society.

Learning Experiences:

- Website Production
- Game Development
- Digital Imaging and Modelling
- Python coding

Assessment:

- Assessment will be project based

Future pathways:

Successful completion of this course can lead to a diverse range of pathways including studying the Certificate III in Information Technology in Years 11 and 12 and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centers.

GENERAL FOOD AND NUTRITION PREPARATION COURSE

The study of Food and Nutrition teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the Food and Nutrition Preparation Course, students study:

- food science, nutrition and food technologies.
- chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values.
- development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life.
- problems solving processes to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

In Food and Nutrition students develop the following skills:

- understanding of the chemical and functional properties of vitamins, minerals and protein-based food,
- sensory profiling,
- food safety, spoilage and preservation skills
- construct consumer food drivers, sensory profiling, labelling and food safety, in the development of food formulations.
- knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage.
- investigation of problems for nutrition consumer markets and developing solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Students who engage in this preparation course will be equipped with the foundation learning to engage in General Food and Nutrition, Applied Hospitality Practices or Certificate II Hospitality.

Learning Experiences:

- Food Drivers and Emerging Trends
- KLAB (Kitchen Labs) Food Science and Technologies

Students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

Assessment:

- Written Exams
- Multimedia Folios

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject Food and Nutrition.

HOSPITALITY PRACTICES PREPARATION COURSE

The study of Hospitality teaches students highly transferrable academic skills that are useful in preparing them for tertiary study or employment in the Hospitality Industry

In the Hospitality Preparation Course, students:

- examine the food and beverage sector, which includes food and beverage production and service.
- study of industry practices and production processes through real-world related application in the hospitality industry context.

Students explore:

- the production skills and procedures required to implement hospitality events. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations.

In Hospitality Practices students develop the following skills:

- literacy and numeracy skills relevant to the hospitality industry and future employment opportunities.
- recognise and apply industry practices;
- interpret briefs and specifications;
- demonstrate and apply safe practical production processes;
- communicate using oral, written and spoken modes;
- personal attributes that contribute to employability;
- organise, plan, evaluate competent,
- self-motivation and safe individuals who can work with colleagues to solve problems and complete practical work.

Students who engage in this preparation course will be equipped with the foundation learning to engage in Applied Hospitality Practices or Certificate II Hospitality.

Learning Experiences:

- Food and Beverage Hygiene and Safety,
- Signature Dishes for Events,
- Food Businesses/Events – Food Trucks and Café/Restaurants
- Barista Basics

Assessment:

- Short Response Exams
- Folios

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subjects of Applied Hospitality Practices and the Certificate II in Hospitality.

GENERAL DESIGN PREPARATION COURSE

The study of Design teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the Design Preparation Course, students explore and explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures.

In Design students develop skills in the following two areas:

Knowledge and understanding of Technologies contexts

Processes and production skills including the following applications –

- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing

Everything we use in society to eat, sleep, live, rest and play is the result of an extensive iterative process from a humble idea through to production and use in the world. A knowledge of the iterative process and the ability to work through this process and apply to everyday lives, will prove invaluable for all students.

Students who engage in this preparation course will be equipped with the foundation learning to engage and be successful in Design for senior.

Learning Experiences:

- Students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities.
- Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability.
- They communicate design ideas, processes and solutions to a range of audiences, including using digital tools.
- Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary.
- They select and use technologies skilfully and safely to produce designed solutions.

Assessment:

Assessment techniques will include written Design Challenge/s (exam/s) and some extended response folio work as they work through the design process to solve a design problem.

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject Design.

This course will provide students with a strong foundation should they choose to undertake a course in any of the Design disciplines, including (but not limited to):

- architecture
- digital media design
- fashion design
- graphic design
- industrial design
- interior design
- landscape architecture

GENERAL ENGINEERING TECHNOLOGY PREPARATION COURSE

The study of Engineering Technology teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the Engineering Technology Preparation Course, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described.

The Engineering problem-solving process involves the practical application of Science, Technology, Engineering and Mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students explore and explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures.

In Engineering Technology students develop skills in the following two areas:

Knowledge and understanding of Technologies contexts

Processes and production skills including the following applications –

- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing

Students who engage in this preparation course will be equipped with the foundation learning to engage and be successful in Engineering Technology for senior.

Learning Experiences:

- Students learn to explore complex, open-ended problems and develop engineered solutions.
- Students will learn to recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate and evaluate prototype-solutions.
- Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions.
- Students use the Engineering problem-based learning framework to encourage them to become self-directed learners and develop beneficial collaboration, management and information and communication technology skills.

The following criteria summarises how you will be assessed in this course:

Retrieving and comprehending

Analysing

Synthesising and evaluating

Communicating

Engineering knowledge and problem-solving

Assessment:

Assessment techniques will include written Examination and some extended response folio work (multimodal).

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the General Senior pathway subject Engineering Technology.

This course will provide students with a strong foundation should they choose to undertake a course in any of the Engineering disciplines, including (but not limited to):

- Civil Engineering
- Mechanical Engineering
- Structural Engineering
- Electrical Engineering

MATERIALS AND TECHNOLOGIES SPECIALISATION COURSE

The study of Materials and Technologies Specialisations (TMT) focuses on creating solutions. Students develop projects and manage these projects by applying project management plans and using appropriate technologies skilfully and safely to produce high-quality solutions suitable for the client. Students manage projects taking into consideration time, cost, risk and production processes and investigate and make judgements on how the characteristics and properties of materials impact on the end result.

In TMT students develop skills in the following two areas:

Knowledge and understanding of Technologies contexts

Processes and production skills including the following applications –

- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing

Learning Experiences:

- Students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities.
- Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability.
- They communicate design ideas, processes and solutions to a range of audiences, including using digital tools.
- Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary.
- They select and use technologies skilfully and safely to produce designed solutions.

Assessment:

Assessment techniques will include written a combination of multimodal Assessment, practical work, theory exams and some extended response folio work across a variety of projects.

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subjects of Engineering Skills, Furnishing Skills, Industrial Graphics Skills or Certificate I in Construction in Year 11 and 12.

This course will provide students with a strong foundation should they choose to undertake a course in any of the following vocations including (but not limited to):

- | | | | |
|----------------------|------------------|--------------------------|-----------------------------|
| • Furniture maker | • Builder | • Architectural drafter | • Sheet metal worker |
| • Wood machinist | • Carpenter | • Estimator | • Metal fabricator |
| • Cabinet-maker | • Plumber | • Mechanical drafter | • Welder |
| • Polisher | • Concreter | • Electrical drafter | • Maintenance fitter |
| • Shopfitter | • Tiler | • Structural drafter | • Metal machinist |
| • Upholsterer | • Painter | • Civil drafter | • Locksmith |
| • Furniture restorer | • Glazier | • Survey drafter | • Air-conditioning mechanic |
| • Picture framer | • Floor finisher | • Refrigeration mechanic | • Automotive mechanic |
| • Landscaper | | | |

GENERAL JAPANESE PREPARATION COURSE

The study of Japanese teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the Japanese Preparation Course, students will be provided with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students explore the following units: My Neighbourhood; Milestones; Family, Friends and Work; Travel and Weather in Japan.

In Japanese, students develop the following skills: applying their mastery of hiragana and building their mastery in katakana. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words. Students will become more fluent and accurate in both spoken and written language production. They will gain more control of grammatical and textual elements

Students who engage in this preparation course will be equipped with the foundation learning to engage in General Japanese.

Learning Experiences:

My Neighbourhood; Milestones; Family, Friends and Work; Travel and Weather in Japan.

Assessment:

Students undertake a balance of composing (writing and speaking) and comprehending (listening and reading) summative tasks across the year. All summative assessment is done under exam conditions.

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject Japanese.

GENERAL DANCE PREPARATION COURSE

The study of Dance teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the Dance Preparation Course, students experience rich and innovative challenges through written and practical assessments as well as numerous performance opportunities. The dance units provide opportunities for both individual and group assessment and learning experiences across the learning area: Performance, Choreography and Responding to Dance works. Students explore a range of movement styles including contemporary, lyrical, musical theatre and jazz.

In Dance students develop the following skills: Contemporary dance technique, artistry, performance qualities, use of Dance terminology and a kinaesthetic awareness and understanding of movement.

Students who engage in this preparation course will be equipped with the foundation learning to engage in Senior General Dance and Certificate III/IV in Elite Dance Performance.

Learning Experiences:

Semester One

Contemporary Dance Journey

- Performance: An introduction to Contemporary Dance
- Choreography: Creating movement from stimulus and reflecting on choreographic intent
- Responding: Written response to professional works

Semester Two

Dance and Technology

- Performance: Professional repertoire
- Choreography: Response to professional stimulus including technology and choreographic intent
- Responding: Written response to professional works and peer/self-reflection

Assessment:

All units contain practical and theoretical components. Students are required to participate in all class activities, working individually, in pairs or groups. Students are assessed on their ability to choreograph, perform and respond to Dance. Assessment items include projects that incorporate:

Performance

- Perform developmentally appropriate movement sequences to develop technical and expressive skills.
- Perform extended sequences of both teacher and professional devised repertoire.

Choreography

- Responding to stimulus through creatively crafted movement sequences.
- Using dance knowledge to create symbolic representations of concepts and construct a written choreographic intent.

Responding

- Deciphering professional works in order to write a written analysis and evaluation of live and recorded performances.

All students must wear appropriate dance clothing for all dance classes.

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject Dance.

GENERAL DRAMA PREPARATION COURSE

The study of Drama teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In the Drama Preparation Course, students discover and explore the elements of drama, applying principles while making and responding to drama in various forms. Students develop a sense of inquiry and empathy through exploring the diversity of Drama in the contemporary world and in other times, traditions, place and cultures. In Drama students develop the following skills: to learn to think, move, speak and act with confidence and how to be focused, innovative and resourceful, and collaborative.

Students who engage in this preparation course will be equipped with the foundation learning to engage in the General course in Drama.

Learning Experiences:

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source for ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Through Drama, students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. Drama involves both making and responding to develop a practical and critical understanding of how the elements of drama can be used to shape and structure drama, engaging audiences and communicating meaning.

Assessment:

- Exploring and Responding
- Performing and Presenting
- Creating and Marking
- Community Performance opportunities:
 - AVEO
 - Industry Professional
 - Collaborative projects with local schools
 - Showcase – sharing evenings

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject General Drama.

GENERAL FILM, TELEVISION & NEW MEDIA PREPARATION COURSE

The study of Media Arts teaches students highly transferrable academic skills that are useful in preparing them for tertiary study.

In Media Arts students create representations of the world telling stories through communications technologies. Through the study of Media Arts, students develop enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them. Students explore imagery, text and sound to express ideas, concepts and stories for different audiences. This knowledge and understanding enables their active participation in existing and evolving local and global media cultures.

In Media Arts students develop the following skills: Creativity and critical thinking skills are developed by exploring perspectives in media as producers and consumers. Students also acquire aesthetic knowledge and a sense of curiosity and discovery which is essential for studies in the senior years. Students also develop time management, collaboration, communication and presentation skills, all of which are vital in to employers.

Students who engage in this preparation course will be equipped with the foundation learning to engage in General Film, Television and New Media or Media Arts in Practice.

Learning Experiences:

Semester 1 Unit: Ready For My Closeup

Genre film is the lifeblood of cinema. Genre conventions are instantly identifiable because they have become cultural touchstones after a century of refining genre languages and representations. Characters and their stories in genre films are constantly evolving to reflect the changing status and attitudes towards those traditionally marginalised by the media machine.

Semester 2 Unit: Hidden Agendas

Public trust in news content has diminished steadily over the last few decades. Concepts like 'fake news' and 'alternative facts', as well as a more fractured news landscape and an increasingly sensationalist journalistic approach, have all contributed to this issue. It is important for us to learn the language of news broadcasters and how this is manipulated to construct representations of the world that support institutional agendas.

Assessment:

Making and Responding - A 1–2-minute genre sequence and a case study investigation of the evolution of a representation of a chosen marginalised group in cinema.

Making and Responding - Two news reports with opposing positions on the same subject and an extended response examination. Exam – extended response analysing and appraising news reports.

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subjects Film, Television and New Media and Media Arts in Practice.

GENERAL MUSIC PREPARATION COURSE

The study of Music teaches students highly transferrable academic skills that are useful in preparing them for tertiary study. In Music students experience and develop their ability to read, write, listen to and perform a broad range of music. The course covers a variety of genres ranging from world music perspectives, to classical and contemporary popular music.

In the Music Preparation Course, students develop the following skills: Listening, Practical, Compositional and Theoretical activities. Students will have the opportunity to have 'hands on' experience with musical instruments such as keyboard and guitar as well as instruments that students currently play in the Instrumental Music Program and in private lessons outside of schools.

Students who choose to study Year 10 Music would have a distinct advantage if they were to complement the course by the study of an instrument or voice through the school Instrumental Music Program or by having private tuition.

Students who engage in and achieve a solid pass in this preparation course will be equipped with the foundation learning to engage in Senior General Music and Music Extension (Performance or Composition). The offer to study Music Extension in Year 12 will be based upon review of students' academic portfolios from Year 11 Music.

Learning Experiences:

Through music making and associated ensemble and solo performances, students develop social and co-ordination skills as well as artistic appreciation and self-discipline. It also helps to foster sound study skills, higher order thinking and reasoning skills. Students are expected to practice in their own time, as well as allocated time in class.

Assessment:

Students are assessed using a project that takes the form of written, listening, compositional and practical activities.

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject Music.

GENERAL VISUAL ART PREPARATION COURSE

The study of Visual Art teaches students highly transferrable academic skills that are useful in preparing them for tertiary study. Visual Art focuses on students making and responding to images and objects.

In the Visual Art Preparation Course, students develop a perceptual and conceptual understanding of visual language, enabling them to be visually literate in the symbol systems and visual communication of cultures and societies, past and present. Students explore a range of two-dimensional and three-dimensional forms such as Drawing, Painting, Printmaking, Ceramics, Sculpture, Design, Installation and Electronic Imaging. In Year 10 students will be encouraged to develop and expand their creative potential and to experiment with a range of materials and develop technical expertise in making processes. This subject is practically oriented and integrates theoretical components that are relevant to what students are making in Visual Art. Skills also include technical competence with materials, problem solving and analysis of Art.

Students who engage in this preparation course will be equipped with the foundation learning to engage in Senior General Visual Art and Visual Arts in Practice.

Learning Experiences:

In Visual Art students are encouraged to develop individual viewpoints, problem-solving skills and acquire a knowledge of materials and an understanding of cultures, both past and present.

Semester One

- Looking In/Out – Self Portraits with Drawing, Painting, Mixed Media and Printmaking
- Me, Myself and Something Else – Digital Imaging and Canvas Painting
- Go Figure – Metaphysical using Drawing, Sculpture and Mixed Media

Semester Two

- Text and Message – Photography and Digital Imaging
- Object of my Obsession

Assessment:

All units contain a project with practical and theoretical components. Students are required to participate in all class activities, working individually, in pairs or groups. Students are assessed on their ability to make and respond to artwork.

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathway subject Visual Art.

THE ARTS – PRODUCTION AND PERFORMANCE PREPARATION COURSE

The study of this multi-disciplinary arts subject teaches students highly transferrable skills that are useful to explore their creative potential to develop themselves as highly employable artists with skills to work across a range of fields.

In Production and Performance, students take on the role of performer and artist through studies in Visual and Media Arts, Dance and Drama. In this subject students' prior skills are acknowledged and used as an entry point to expand and explore their potential across The Arts.

Students explore concept-based learning in response to a range of stimulus and community arts events and practices. In Production and Performance, students develop the following skills: performing, creating, constructing, expressive communication skills to generate and apply new and creative solutions when problem solving in a range of contexts. All of which are valuable skills to prepare students for participation in the 21st century by fostering students to think in divergent ways and complement their schooling experience.

Students who engage in this preparation course will be equipped with the foundation learning to engage in Visual Arts in Practice, Media Arts in Practice and a range of Certificate courses.

Learning Experiences:

Making and Responding through a practical approach to learning in The Arts.

Assessment:

Arts Projects (integrating performance and products)

Future pathways:

Successful completion of this preparation course is the pre-requisite for future studies in the senior pathways subjects Visual Arts in Practice, Media Arts in Practice or Certificate courses.

PROGRAM OF EXCELLENCE - THE ARTS

The Arts provides an opportunity for students to create, reflect, challenge, critique and celebrate. Learning involves students developing personal skills in listening, effective communication and the ability to work collaboratively in groups.

Learning experiences

Dance, Music, Media and Visual Arts are offered as subjects. Students will engage in learning experiences that provide opportunities for making and responding in each Arts subject. Details of each Arts subject are provided under the subject headings in this handbook.

Assessment

Assessment in The Arts include performance and exhibition of artworks, the creation of artworks and responding to artwork and performance work in a range of social and cultural contexts.

PROGRAM OF EXCELLENCE – FOOTBALL

The program is aimed at students who have a strong interest in the game and demonstrate a recognised level of ability and a desire to achieve their full potential.

Students are provided with the opportunity to improve to an advanced level of performance through carefully designed and structured practical sessions and age appropriate competitions.

This course integrates theoretical elements within football practical units and covers similar theory topics as the Year 10 Health and Physical Education Pathways course. Study in POE-Football allows students to be prepared for future study in Senior Physical Education, Health Education and/ or Certificate III in Sport and Recreation (Football class).

Practical Course Outline

The program is underpinned by our football philosophy and style, which is based on the FFA Curriculum guidelines of proactive, effective possession-based football and intelligent, collective defending. During year 10, the students will continue working through 'The Game Based Training' phase. Here the students are prepared for the 'performance phase' of football through learning how to apply the fundamental core skills in a team/game setting. Year 10 sees the introduction of football specific conditioning sessions. All practical lessons are designed with a holistic approach to instruction that aims to develop the students' technical, perception and decision-making skills. The lessons are structured around the four main moments of the game: being in possession of the ball (BP), the transition time of losing the ball (BP>BPO), the transition time of winning the ball back (BPO>BP) and when the opposition have the ball (BPO). In addition, students will have the opportunity to recognise and explain concepts and principles in, about and through movement. Plus, demonstrate and apply body and movement concepts to movement sequences and movement strategies

Theory Course Outline

The course is based on the Health and Physical Education Australian Curriculum. In addition, preparing students who are considering studying Senior Health and/or Physical Education in Year 11 and 12 which offers students the opportunity to:

- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
- Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices
- Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time
- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences

Assessment

Practical assessment is structured around teacher observations of student performance in modified and 11 v 11 game formats. Theory assessments include an analytical exposition, exam under supervised conditions, interactive oral and multimodal presentations.

Senior Subject Prerequisites

Students who wish to select the Certificate III in Fitness (Program of Excellence - Football) in Year 11 should achieve a minimum of a C in the Year 10 Program of Excellence - Football.

Students who are considering studying Health and/or Physical Education as a subject in Years 11 and 12 are required to achieve a C in the corresponding Preparation Course.

SPECIAL EDUCATION PROGRAMS

Over the course of your child's education at Albany Creek State High School Students with Disability (SWD) will be supported by the Learning Connections Faculty. In Years 9 and 10, the following programs will be on offer in consultation with parents and students:

Year 9 and 10:

- In class support
- Co-teaching of some targeted Core classes in English, Mathematics, Science and Humanities for verified students with significant learning delays dependent on available resources and curriculum needs
- Tutorials – usually in place of an elective to provide assistance with homework, assignment tasks and individualised goals

Students may be assigned a case manager who has the responsibility of co-ordinating support for students, parents and class teachers. Case managers contact families at the start of the year to introduce themselves and establish a partnership that will be mutually productive in supporting the parents and student across their schooling at Albany Creek State High School.