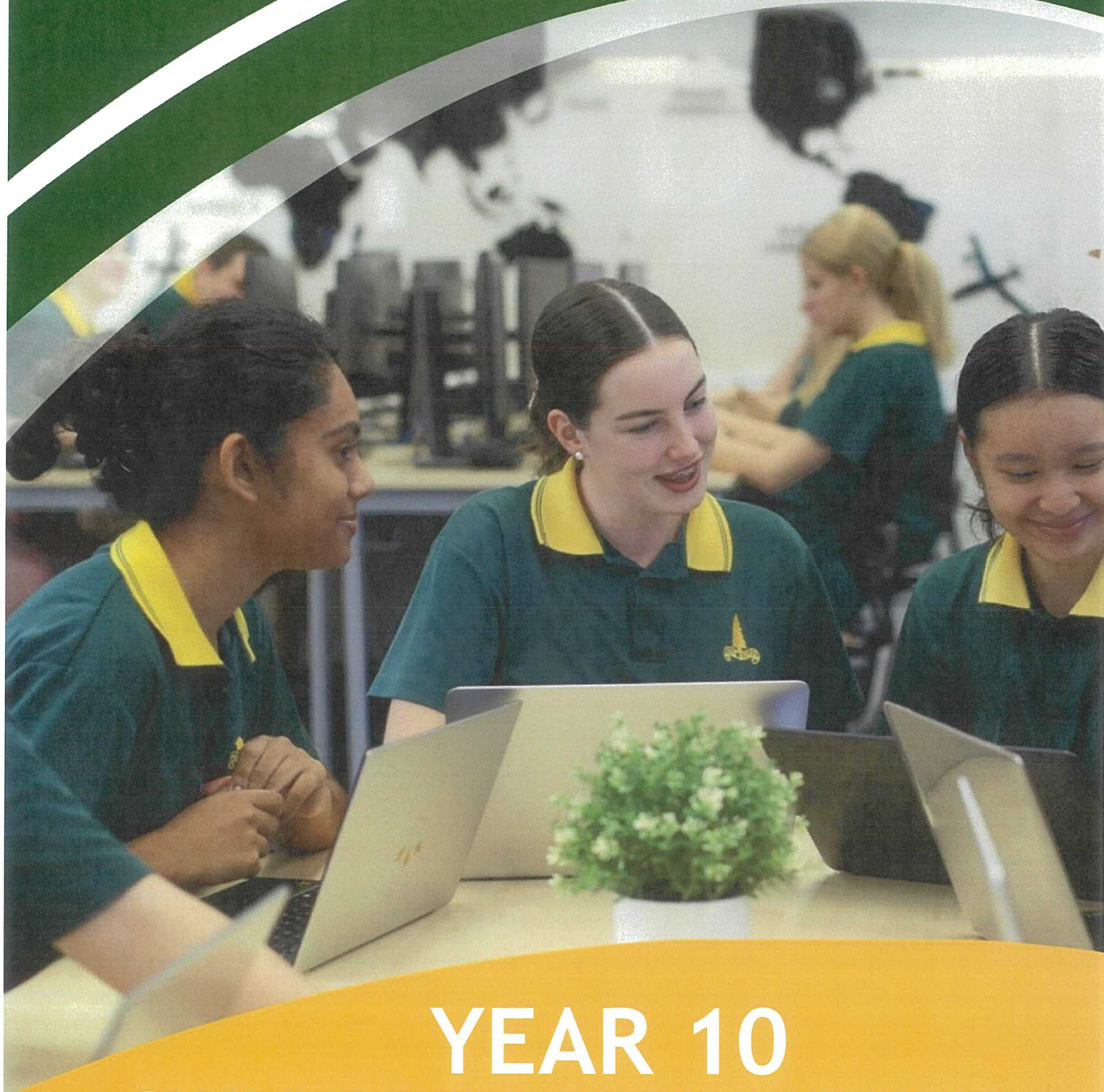


# 2026



## YEAR 10 SUBJECT SELECTION GUIDE





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## Principal's Welcome

As we embark on the journey into the Senior Years at Pine Rivers State High School, I extend a warm welcome to each and every one of you. This phase marks a significant milestone in your learning journey, where you will encounter greater autonomy and choice in shaping your educational path.

At Pine Rivers, our motto, "By Different Ways to Excellence," encapsulates our commitment to fostering individuality and diversity while striving for collective excellence. As you navigate through Year 10, 11, and 12, you'll discover a multitude of opportunities to explore your passions and interests, empowering you to pursue your unique pathways to success.

Embedded within our school community are core values that guide our actions and interactions every day. Perseverance, Integrity, Nurturing, and Excellence serve as the pillars upon which we build a supportive and inclusive environment. We encourage you to embrace challenges with resilience, uphold integrity in all endeavours, nurture kindness and compassion, and relentlessly pursue personal excellence.

Our vision at Pine Rivers is clear: to cultivate informed citizens who contribute to building harmonious communities. As educators, we are committed to equipping you with the skills and knowledge necessary to navigate the complexities of life and make meaningful contributions to society. We understand that education extends beyond the confines of the classroom, and we work in partnership with your parents and caregivers to provide holistic support and guidance throughout your journey.

As you embark on this next phase of your education, I encourage you to seize every opportunity, challenge yourself, and strive for your personal best. Together, let us create a vibrant and inclusive community where each individual is empowered to thrive and make a positive impact on the world.

I am excited to witness the growth and achievements that lie ahead for each of you.

Richard James



Principal, Pine Rivers State High School





# Year 9 into 10 Subject Selection Guide

## Selecting subjects

This Guide is a resource to support planning for your year 10, 11, and 12 pathways. It is designed to assist you with information regarding the next phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

Each student should choose those subjects which seem appropriate to their needs, interests, abilities, and future career plans. It should be noted that students are choosing a **full year** course of study.

Students at Pine Rivers State High School in Years 11 and 12, 2027 will each study:

- 6 subjects for 4 semesters
- Character and Citizenship Programs which are educational enrichment programs that explore a range of lifelong learning skills and practices.

The six subjects will be chosen from the list offered in the senior curriculum guide. Included in that list are subjects designed to cater for the full range of students' interests and abilities. There are academic subjects which will be chosen by students who plan to continue with tertiary studies. Other subjects are more practical and are designed for those students who intend to enter directly into employment and/ or training. All subjects offer the opportunity to develop important job and life skills.

## Categories of subjects

Senior subjects are grouped into three categories:

1. **General** - subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead to tertiary studies and to pathways for vocational education and training and work. They include Extension subjects.

Results in General subjects contribute to the award of a QCE and may contribute to an ATAR.

2. **Applied** – subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Results in Applied subjects contribute to the award of a QCE and one Applied subject result may contribute to an ATAR.

3. **Pathway Options** – is a flexible approach which allows students to embrace a number of different pathways to education and training while attending school. Some examples at The Pine can include:

- undertaking a school-based traineeship or apprenticeship
- undertake a Certificate or Diploma level course offered at school
- attend TAFE or other training provider to begin or complete a Certificate I- IV or Diploma course
- early entry – enrolling in subjects at university





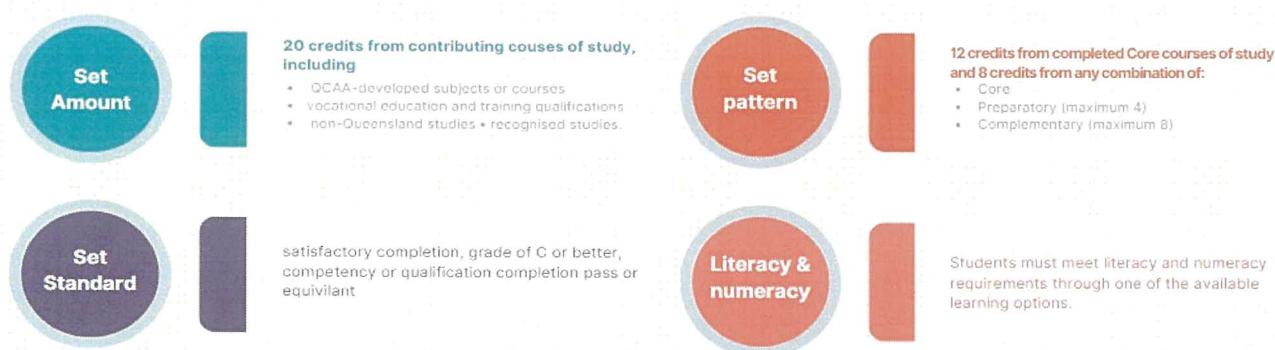
# Planning for Learning in Years 10, 11 and 12

## The Queensland Certificate of Education (QCE)

The QCE is Queensland's senior schooling qualification.

It is internationally recognised and a sign of academic and personal success. Students can bank learning towards their QCE from Year 10 onwards. It is flexible and allows students to design a pathway that's right for them – whether their goals after Year 10 are to:

- study at university
- find skilled work
- attend TAFE or other training



This approach supports engagement in learning and helps students to develop skills for success in the future. Students can choose from a wide range of subjects and courses, including Queensland Curriculum and Assessment Authority (QCAA) subjects, vocational education and training (VET), school-based apprenticeships and traineeships or other recognised courses.

## How does the QCE work?

To achieve a QCE, students need to complete a set amount of learning at a set standard, in the set pattern, and meet literacy and numeracy requirements. Each student must also successfully complete the Academic Integrity Course through their QCAA Learning Account. Your child will be awarded a QCE when they meet all these requirements. This usually occurs at the end of Year 12. Students who haven't achieved a QCE by then can continue to work towards one, after they leave school.

## Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Discussions about a QCIA learning pathway take place in Year 10 as part of the Senior Education and Training (SET) planning process. Schools identify students who are eligible for the QCIA and decide the best certification options for each student in consultation with their parents/carers.

Contact PRSHS Learning Connections for more information and support regarding QCIA.

# Subjects and courses

## Preparing for Year 11

A wide range of subjects and courses can contribute credits to a QCE.

Most students will study six subjects/courses in Years 11 and 12. Many choose to include VET courses as part of their QCE pathway and some choose to extend their learning with university subjects or other recognised courses.

The flexibility of the QCE means that students can choose a pathway to suit their goals.

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

### QCAA GENERAL SUBJECTS —

Core category of learning

General subjects prepare students for tertiary study, further education and training and work. They contribute up to four credits per subject to a QCE and also contribute to an Australian Tertiary Admission Rank (ATAR). Examples include English, General Mathematics, Ancient History, Biology and Music Extension.

### QCAA APPLIED SUBJECTS —

Core category of learning

Applied subjects focus on practical skills and prepare students for further education and training and work. They may contribute up to four credits per subject to a QCE, and one Applied subject may also contribute to an ATAR when combined with four General subjects. Examples include Essential English, Essential Mathematics, and Industrial Technology Skills.

### QCAA SHORT COURSES —

Preparatory or Complementary category of learning, depending on course

Short Courses are suited to students interested in pathways to vocational education and training or further education and employment. They may contribute one credit to a QCE, but do not contribute to an ATAR. Examples include Short Course in Literacy, Short Course in Numeracy and Short Course in Career Education.

### VOCATIONAL EDUCATION AND TRAINING (VET) —

Core, Preparatory or Complementary category of learning, depending on course

VET prepares students for work through practical learning and is an important part of senior schooling for many students. Approximately 60% of Queensland senior students achieve VET qualifications. In recent years the most popular courses have been in business, information & communication technology (ICT), hospitality, construction, fitness, and sport and recreation

The amount of credit will vary, depending on the type of qualification.

One VET qualification at Certificate III or above may also contribute to an ATAR.

### OTHER COURSES —

Core, Preparatory or Complementary category of learning, depending on course

Other courses allow students to study a particular area of interest, through recognised certificates and awards, or university subjects studied while at school. QCE credit and ATAR eligibility will vary, depending on the course. Non-Queensland studies such as the International Baccalaureate or courses completed interstate are also included in this category.



# Assessment

How students are assessed in Years 11 and 12 depends on what they 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).

## QCAA Short courses

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

## VET

VET assessment will vary, depending on the type of course. It may include observation, written assessment, questioning, work samples or third-party feedback. VET assessment is more flexible with students able to resit/reattempt tasks towards successful completion.

## Other courses

Assessment in other courses will vary, depending on the course.

# Access arrangements and reasonable adjustments

Access arrangements and reasonable adjustments (AARA) — formerly known as special provisions — 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. Contact PRSHS Senior Schooling for more information and support regarding AARAs.

# Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is used to select school leavers for tertiary entrance. The ATAR is used nationally and indicates a student's position relative to other ATAR-eligible students. Queensland ATARs are based on a student's:

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

To be eligible for an ATAR, students also need to pass an English subject, but their result will only contribute to their ATAR if it's one of their best five subject results.

The Queensland Tertiary Admissions Centre (QTAC) calculates and issue ATARs for Year 12 students.

Pine Rivers SHS recommends that students wanting to be ATAR eligible, also consider their ATAR goal. Their goal may have an impact on their subject selections. For example, although a student may be eligible for an ATAR with only 4 General subjects and an Applied subject, this is unlikely to result in a high (70 +) rank.



# LANGUAGES



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Japanese - Prep (JPP)	13

# English - Prep (EGP)

Course readiness criteria and pre-requisite  
C in Year 9 English and teacher recommendation

## What is the course about?

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

## What will students learn?

In studying English, students will learn about:

- Advertising
- Poetry
- Shakespeare
- Novel study

## What skills will I learn through English?

1. Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
2. Establish and maintain roles of the writer/speaker/designer and relationships with audiences.
3. Create and analyse perspectives and representations of concepts, identities, times and places.
4. Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions.
5. Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.
6. Select and synthesise subject matter to support perspectives.
7. Organise and sequence subject matter to achieve particular purposes.
8. Use cohesive devices to emphasise ideas and connect parts of texts.
9. Make language choices for particular purposes and contexts.
10. Use grammar and language structures for particular purposes.
11. Use mode-appropriate features to achieve particular purposes

## Course Content

Unit	Unit Description	
Year 10 Semester 1	Unit 1 <ul style="list-style-type: none"><li>• Advertising</li><li>• Analytical response</li></ul>	Unit 2 <ul style="list-style-type: none"><li>• Poetry for change</li><li>• Multimodal presentation</li></ul>
	Unit 3 <ul style="list-style-type: none"><li>• Shakespeare</li><li>• Analytical response</li></ul>	Unit 4 <ul style="list-style-type: none"><li>• Novel study</li><li>• Essay for a public audience</li></ul>





# Literature - Prep (LIP)

Course readiness criteria and pre-requisite  
B in year 9 English and teacher recommendation

## What is the course about?

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

## What will students learn?

In studying Literature, students will learn about:

- introduction to literary studies
- intertextuality
- literature and identity
- independent explorations

## What skills will I learn through Literature?

1. Use patterns and conventions of imaginative and/or analytical genres to achieve particular purposes in cultural contexts and social situations in relation to literary studies.
2. Establish and maintain roles of the writer/speaker/designer and relationships with audiences.
3. Create and/or analyse perspectives and representations of concepts, identities, times and places in a range of texts.
4. Make use of, in their own imaginative texts, the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions, and/or analyse these ways in literary texts created by others.
5. Use aesthetic features and stylistic devices to achieve purposes in their own imaginative texts and/or analyse their effects in literary texts.
6. Select and synthesise subject matter to support perspectives in imaginative and analytical texts.
7. Organise and sequence subject matter to achieve particular purposes in imaginative and analytical texts.
8. Use cohesive devices to emphasise ideas and connect parts of texts.
9. Make language choices for particular purposes and contexts.
10. Use grammar and language structures for particular purposes in written, spoken and/or multimodal texts.
11. Use mode-appropriate features to achieve particular purposes.

## Course Content

Unit	Unit Description	
Year 10 Semester 2	Unit 1 <ul style="list-style-type: none"><li>• Exploring texts</li><li>• Extended analytical response</li></ul>	Unit 2 <ul style="list-style-type: none"><li>• Creating texts</li><li>• Imaginative spoken/multimodal response</li></ul>
	Unit 1 <b>Introduction to Literary Studies</b> <ul style="list-style-type: none"><li>• Students develop knowledge and understanding of the ways literary styles and structures shape how texts are received and responded to by individual readers and audiences.</li></ul>	Unit 2 <b>Texts and culture</b> <ul style="list-style-type: none"><li>• Students develop knowledge and understanding of the ways literary texts connect with each other</li></ul>
Year 12	Unit 3 <ul style="list-style-type: none"><li>• students develop knowledge and understanding of the relationship between language, culture and identity in literary texts.</li></ul>	Unit 4 <ul style="list-style-type: none"><li>• students demonstrate increasing independence in exploring, interpreting, analysing and appreciating the aesthetic appeal of literary texts and the insights they offer.</li></ul>

## How will students be assessed?

Students will complete the following assessments:

- examination — extended analytical response (25%)
- extended response — Imaginative response (25%)
- extended response — Imaginative spoken/multimodal response (25%)
- examination — analytical response

# Essential English - Prep (EEP)

Course readiness criteria and pre-requisite  
Teacher recommendation

## What is the course about?

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students who select Essential English in year 10 will study the QCAA Literacy Short Course

## What will students learn?

In studying Essential English, students will learn about:

- language that works
- texts and human experiences
- language that influences
- representations and popular culture texts.

## What skills will I learn through Essential English?

1. Use patterns and conventions of a persuasive, reflective or imaginative spoken genre to influence audiences about community, local or global issues.
2. Use the appropriate role of the speaker and relationship with the audience.
3. Construct representations of identities, places, events and/or concepts.
4. Make use of opinions and/or ideas about community, local or global issues to influence meaning.
6. Select and use subject matter to support perspectives about community, local or global issues and influence audiences.
7. Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts.
8. Make language choices according to the register variables informed by purpose, audience and context.
9. Use mode-appropriate language features to persuade audiences.

## Course Content

Unit	Unit Description	
Year 10 Semester 1	Unit 1 <ul style="list-style-type: none"><li>• Advertising</li><li>• Short response</li></ul>	<ul style="list-style-type: none"><li>• Novel study</li><li>• Narrative intervention</li></ul>
Year 10 Semester 2	Literacy Short Course Topic 1 <ul style="list-style-type: none"><li>• Workplace Contexts</li><li>• Create a workplace induction</li><li>• Literacy Short Course</li></ul>	Literacy Short Course Topic 2 <ul style="list-style-type: none"><li>• Personal Identity</li><li>• Creating a multimodal text</li></ul>

## How will students be assessed?

Students will complete the following assessments:

- extended response — spoken response
- common internal assessment
- extended response — multimodal response
- extended response — written response.



# Japanese - Prep (JPP)

Course readiness criteria and pre-requisite  
C year 9 Japanese

## What is the course about?

Japanese provides students 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.

## What will students learn?

In studying Japanese, students will learn about:

- my world
- exploring our world
- our society
- my present; my future.

## What skills will I learn through Japanese?

1. Comprehend Japanese to understand information, ideas, opinions and experiences related to lifestyles and leisure.
2. Identify tone, purpose, context and audience to infer meaning in both English and Japanese related to lifestyles and leisure.
3. Analyse and evaluate information and ideas to draw conclusions related to lifestyles and leisure.
4. Apply knowledge of language elements of Japanese to construct meaning related to lifestyles and leisure.
5. Structure, sequence and synthesise information to justify opinions and perspectives related to lifestyles and leisure.
6. Communicate using contextually appropriate Japanese related to lifestyles and leisure

## Course Content

Unit	Unit Description	
Year 10 Sem 1	<ul style="list-style-type: none"><li>• Around Town</li><li>• Provide spoken instructions</li></ul>	<ul style="list-style-type: none"><li>• Resume writing</li><li>• Writing assignment</li></ul>
Year 10 Sem 2	<ul style="list-style-type: none"><li>• Homestay</li></ul> Reading and writing exam	<ul style="list-style-type: none"><li>• Careers and aspirations</li></ul> Listening exam

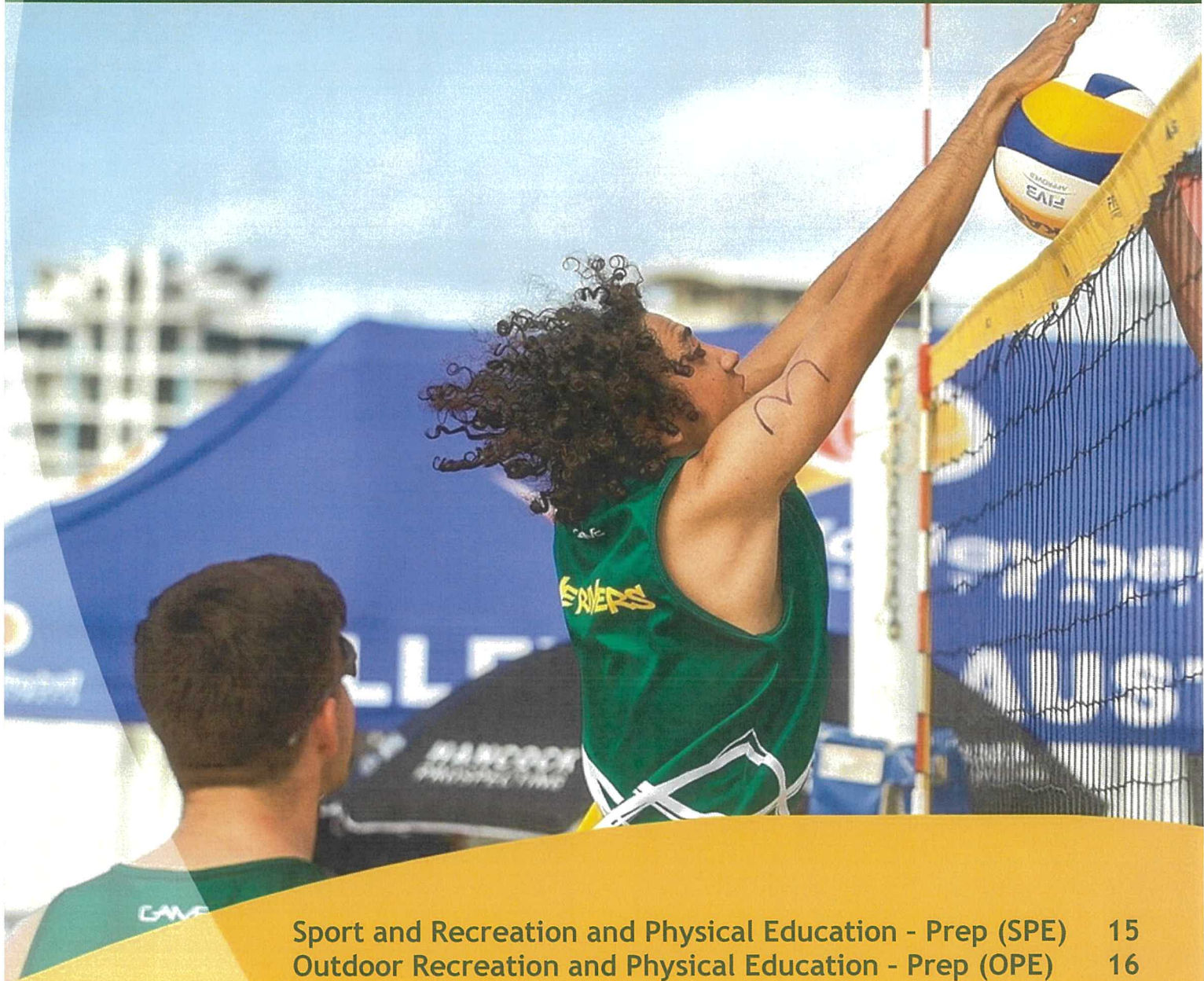
## How will students be assessed?

Students will complete the following assessments:

- examination — short response (20%)
- examination — extended response (25%)
- multimodal presentation and interview (30%)
- examination combination response (25%).



# HEALTH AND PHYSICAL EDUCATION



Sport and Recreation and Physical Education - Prep (SPE)	15
Outdoor Recreation and Physical Education - Prep (OPE)	16



# Sport and Recreation and Physical Education - Prep (SPE)

## Course readiness criteria and pre-requisite

Recommended B or higher in behaviour and effort in 9 HPE. \*Students cannot select both Sport and Recreation and Outdoor Recreation subjects for year 10 in 2026.

## What is the course about?

Prep Sport & Recreation provides students with opportunities to learn in, through and about sport, fitness and active recreation activities, examining their role in the lives of individuals and communities.

This subject is a combination of areas that lead to students selecting one or more of the following senior Health and Physical Education Subjects:

- General Physical Education in yr 11 and 12 (must have a B in English as a prerequisite)
- Applied Sport and Recreation in yr 11 and 12
- Certificate III Sport, Aquatics and Recreation

This year 10 preparatory program consists of elements of senior subjects but delivered at a year 10 standard. It will include one unit of General Physical Education in term 2 so that students wanting to select General Physical Education in senior, will have had some experience with the course work at a year 10 level.

## What will students learn?

In studying Sport and Recreation, students will learn about:

- Sport, fitness and recreation in the community
- sport, recreation and healthy living
- health and safety in sport and recreation activities
- personal and interpersonal skills in sport and recreation activities.

## What skills will I learn through Sport and Recreation?

- Investigate activities and strategies to enhance outcomes.
- Plan activities and strategies to enhance outcomes.
- Perform activities and strategies to enhance outcomes
- Evaluate activities and strategies to enhance outcomes

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1- Focussed on Fitness (Sport and Recreation Prep)</b> <ul style="list-style-type: none"> <li>• Performance – students plan, perform and evaluate activities and strategies to enhance outcomes in fitness activities</li> </ul>	<b>Unit 2–Understanding Sport Performance (Physical Education Prep) in Volleyball</b> <ul style="list-style-type: none"> <li>• Multimodal folio – Students will learn body and movement concepts and skills in volleyball and collect video evidence of their volleyball movement strategies and evaluate and justify the effectiveness of their personal performance</li> </ul>
Year 10 Semester 2	<b>Unit 3 - Sports Psychology and diversity and inclusion in sport (Sport and Recreation Prep)</b> <ul style="list-style-type: none"> <li>• Project/Performance – Students investigate, plan, perform and evaluate the effectiveness of utilising sports psychology in sports performance. Students will also investigate access, equity and equality with regards to diversity and inclusion in sport and recreation</li> </ul>	<b>Unit 4 - Games &amp; Sports Marketing (Sport and Recreation Prep)</b> <ul style="list-style-type: none"> <li>• Project – Students investigate, plan, perform and evaluate marketing in sport, fitness and recreation activities and strategies to enhance outcomes.</li> </ul>

## How will students be assessed?

Students will complete the following assessment types

- Performance
- Project
- Multimodal folio

# Outdoor Recreation and Physical Education - Prep (OPE)

## Course readiness criteria and pre-requisite

\*Students cannot select both Sport and Recreation and Outdoor Recreation subjects for year 10 in 2026

No academic pre-requisite and subject entry will be based on the below conditions being met. (Any student deemed to not meet the subject entry conditions will be placed in the Prep Sport and Recreation course where possible)

- Behaviour results from previous years
- Swimming results from year 7 and 8 (as well as effort)
- Financial eligibility (high-cost subject and must have no outstanding monies owing)

## What is the course about?

Prep Outdoor Recreation provides students with opportunities to learn in, through and about sport, fitness and outdoor recreation activities, examining their role in the lives of individuals and communities.

This subject is a combination of areas that lead to students selecting one or more of the following senior Health and Physical Education Subjects:

- General Physical Education in yr 11 and 12 (must have a B in English as a prerequisite)
- Applied Outdoor Recreation in yr 11 and 12 (must have B or higher behaviour, must have swimming ability, must have no monies owing)
- Certificate III Sport, Aquatics and Recreation

This year 10 preparatory program consists of elements of senior subjects but delivered at a year 10 standard. It will include one unit of General Physical Education in term 2 so that students wanting to select General Physical Education in senior, will have had some experience with the course work at a year 10 level.

## What will students learn?

In studying Outdoor Recreation, students will learn about:

- Sport, fitness and outdoor recreation in the community
- sport, outdoor recreation and healthy living
- health and safety in sport and outdoor recreation activities
- personal and interpersonal skills in sport and Outdoor recreation activities.

## What skills will I learn through Outdoor Recreation?

- Investigate activities and strategies to enhance outcomes.
- Plan activities and strategies to enhance outcomes.
- Perform activities and strategies to enhance outcomes.
- Evaluate activities and strategies to enhance outcomes

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1 - Community Coaching (Outdoor Recreation Prep)</b> <ul style="list-style-type: none"> <li>• Project – Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in community coaching in recreation with a focus on flag football.</li> </ul>	<b>Unit 2 – Understanding Sport Performance (Physical Education Prep) in Volleyball</b> <ul style="list-style-type: none"> <li>• Multimodal folio – Students will learn body and movement concepts and skills in volleyball and collect video evidence of their volleyball movement strategies and evaluate and justify the effectiveness of their personal performance</li> <li>• </li> </ul>
Year 10 Semester 2	<b>Unit 3 - Challenge in the outdoors (Outdoor Recreation Prep)</b> <ul style="list-style-type: none"> <li>• Project – Students investigate, plan, perform and evaluate activities (camp trip planning) and strategies to enhance outcomes in outdoor environments</li> </ul> <p>STUDENTS MUST ATTEND MAROON CAMP</p>	<b>Unit 4 - Aquatic Fitness (Outdoor Recreation Prep)</b> <ul style="list-style-type: none"> <li>• Performance – students plan, perform and evaluate activities and strategies to enhance outcomes in aquatic fitness</li> </ul>

## How will students be assessed?

Students will complete the following assessments:

- Performance
- Project
- Multimodal



# HUMANITIES AND BUSINESS



World Historical Studies - Prep (WHP)

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Society & Ethics - Prep (PSE)

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Business & Law - Prep (BLP)

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# World Historical Studies - Prep (WHP)

## Senior course readiness criteria and pre-requisite

B in Year 9 English, B in Year 9 History; Teacher Recommendation

## What is the course about?

World Historical Studies is a combination of areas that lead to students studying the General subjects Ancient History, and Modern History in years 11 and 12. The World Historical Studies program consists of elements and topics of both senior subjects but is delivered at a year 10 standard.

Ancient History, and Modern History as Senior subjects provide students with an exciting variety of historical eras and themes, whilst providing the academic rigour, investigative and analytical written skills that is sought by careers and tertiary study in Museum and archaeological studies, social advocacy, government, journalism, publishing, law, Science, Humanities, teaching, and communications.

## What will students learn?

In studying World Historical Studies, students will learn about:

- Investigating the Ancient and Modern Worlds
- Introduction to evolution and palaeoanthropology
- Revolutions and revolts
- People, Power and Authority.

## What skills will I learn through an Ancient Historical context?

1. Devise historical questions and conduct research.
2. Comprehend terms, concepts and issues
3. Analyse evidence from historical sources.
4. Evaluate evidence from historical sources.
5. Synthesise evidence from historical sources.
6. Communicate to suit purpose.

## Course Content

Unit	Unit Description	
Semester 1	Unit 1	Unit 2
	<ul style="list-style-type: none"> <li>• Digging up the Past; archaeological techniques; Historical research skills</li> </ul>	Ideas and Movements <ul style="list-style-type: none"> <li>• The French Revolution</li> </ul>
Semester 2	Unit 3	Unit 4
	Reconstructing the Ancient World <ul style="list-style-type: none"> <li>• The Persian Wars, Athens &amp; Sparta.</li> </ul>	<ul style="list-style-type: none"> <li>• The Age of Imperialism</li> </ul>

## How will students be assessed?

Students will complete the following assessments:

- examination — essay in response to historical sources (25%)
- investigation — independent source investigation (25%)
- investigation — historical essay based on research (25%)
- examination — short responses to historical sources (25%)



# Society & Ethics - Prep (PSE)

Senior course readiness criteria and pre-requisite  
C in Year 9 English, C in Year 9 Humanities

## What is the course about?

Society & Ethics combines areas that lead to students studying the two Applied subjects Social & Community Studies, and Religion & Ethics in Years 11 and 12. The program consists of elements of both senior applied subjects but delivered at a year 10 standard. Studying either Social & Community Studies, or Religion & Ethics in years 11 and 12 can provide students with opportunities to advance their investigative and written skills and allows them to develop an understanding of some the fundamental issues and motivations for today's society. Students are expected to study this subject for the whole year.

## What will students learn?

In studying Society & Ethics, students will learn about:

- Perspectives that form the human experience
- Motivations and psychology of behaviour
- Beliefs and values from around the world
- Interpersonal and community dynamics.

## What skills will I learn through Society & Ethics?

1. Devise questions and conduct research.
2. Comprehend terms, concepts and issues
3. Analyse evidence and develop questioning skills.
4. Evaluate perspectives and beliefs.
5. Synthesise evidence.
6. Communicate to suit purpose.

## Course Content

Unit	Unit Description	
Semester 1	<b>Unit 1</b> Social Justice Moral codes and guidelines Justice and its application	<b>Unit 2</b> Healthy choices Changing nature of recreation and culture Impacts of technology
Semester 2	<b>Unit 3</b> Arts and Identity How culture is communicated and transferred through the arts The role of the Arts	<b>Unit 4</b> Australian Identity How perspectives have changed Australia Role of social groups Role of the media and entertainment

## How will students be assessed?

Students will complete assessments such as:

- Investigations
- Projects
- Extended Response

# Business & Law - Prep (BLP)

## Pre-requisite

B achieved in Year 9 English or Year 9 Humanities Subject; and Humanities teacher recommendation. Desirable: C in Maths

## What is the course about?

This subject is a combination of areas that lead to students studying the General subject Legal Studies for ATAR bound students, and/or the VET Course Certificate III in Business in years 11 and 12.

The Introduction to Business & Law programme consists of elements of both senior subjects but delivered at a year 10 standard. Studying the Legal Studies in years 11 and 12 can lead to careers in Law, Law enforcement; advocacy and charity; teaching, business and other academic areas. The Certificate III in Business when chosen in Senior provides a formal qualification that reflects a variety of Business service roles, and leads to careers in finance, administration, clerical and other vocations that require technology and business skills.

This Introductory Year 10 course itself does not provide a formal qualification, but prepares students for both the Legal Studies, and Cert III Business pathways in the senior phase.

## What will students learn?

In studying Introduction to Business & Law, students will learn about:

- Financial Literacy
- Foundations of economics
- Foundations of the Australian and QLD legal systems
- Legal powers and responsibilities

## What skills will I learn through Legal Studies?

1. Comprehend legal and business concepts, principles and processes
2. Select legal information from sources
3. Analyse legal issues
4. Evaluate and propose business solutions
5. Create responses that communicate meaning

## Course Content

Unit	Unit Description	
Semester 1	Unit 1: Financial Literacy	Unit 2: Criminal Law
Semester 2	Unit 3: Entrepreneurship	Unit 4: Government and Democracy

## How will students be assessed?

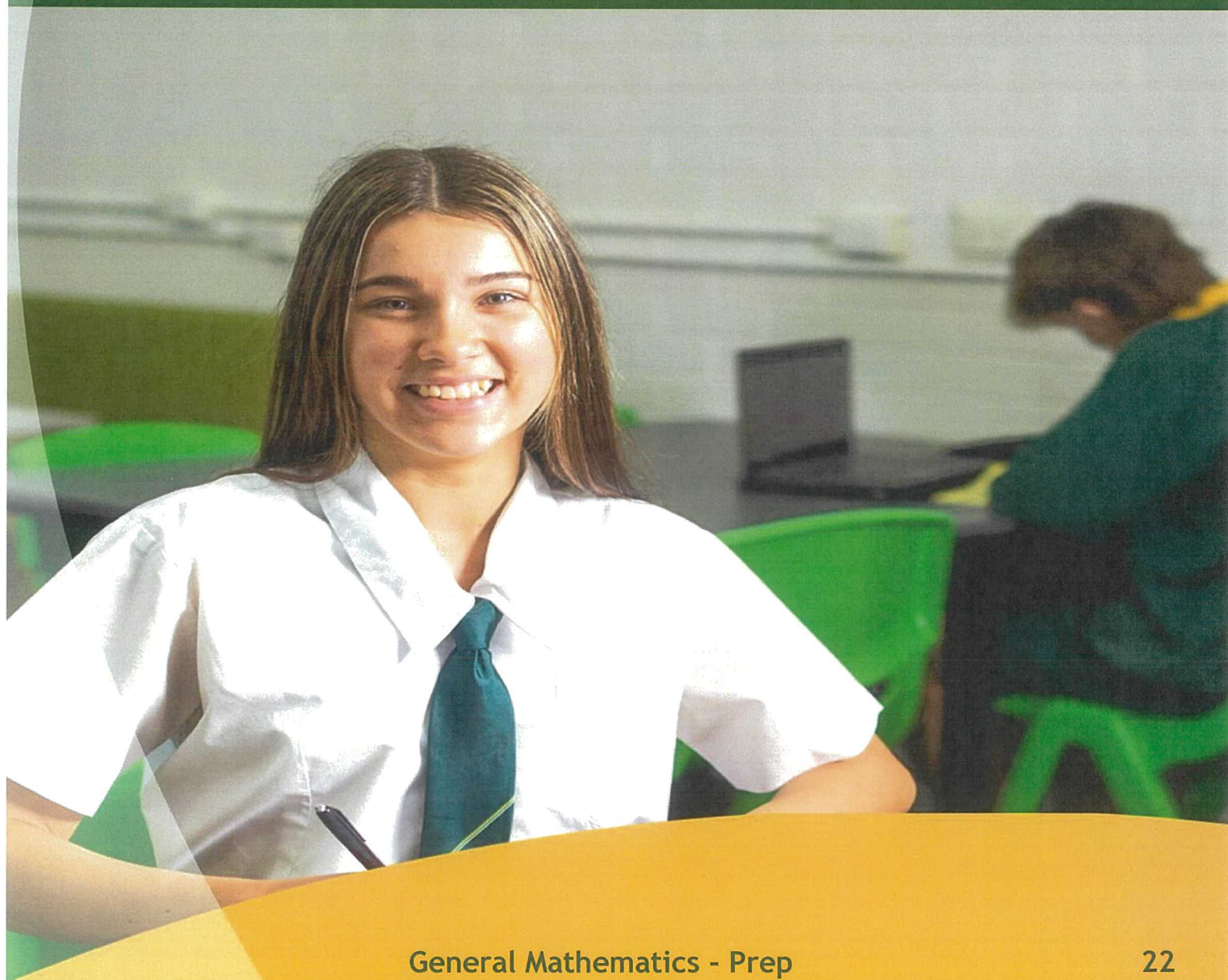
Students will complete the following assessments:

- Projects
- Investigation — inquiry report
- investigation — argumentative essay
- Presentation — combination response





# MATHEMATICS



General Mathematics - Prep	22
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# General Mathematics - Prep (GMP)

## Senior course readiness criteria and pre-requisite

C in Year 9 Mathematics and teacher recommendation

## What is the course about?

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P-10 Australian Curriculum. The Year 10 program consists of elements of the senior subject but is delivered at a year 10 standard. Studying General Mathematics in years 11 and 12 can lead to a vast array of careers including finance, data analysis and IT.

## What will students learn?

In studying General Mathematics, students will learn about:

- money, measurement, algebra and linear relations
- applications of linear equations and trigonometry, matrices and univariate data analysis
- bivariate data and time series analysis, sequences and Earth geometry
- investing and networking

## What skills will I learn through General Mathematics?

1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge
4. Evaluate the reasonableness of solutions
5. Justify procedures and decisions
6. Solve mathematical problems

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1 - Measurement</b> Surface area, volume, Pythagoras' theorem, Trigonometry, error, mathematical modelling	<b>Unit 2 - Number and Algebra</b> Linear functions with financial applications, problem solving with simultaneous linear equations and exponential functions
Year 10 Semester 2	<b>Unit 3 - Probability and Space</b> Conditional probability, networks, Venn diagrams, two-way tables, tree diagrams, geometry	<b>Unit 4 - Statistics</b> Collecting data, data displays, summary statistics, box plots, standard deviation, time series data, bivariate data and scatterplots

## How will students be assessed?

Students will complete the following assessments:

- 2 problem-solving and modelling tasks
- 2 examinations

## Parents can help students by:

- encouraging students to do their best and to be ready to learn
- being aware of the school's assessment policy
- being aware of the assessment schedule for each subject and assisting students to adhere to checkpoint and final submission dates.
- discussing results with students after each assessment item.
- being aware of the Term Planner for each subject. Term planners can inform parents of work requirements for each course and can be used to ensure students are up to date with course work.
- Informing the teacher of any student concerns.



# Mathematical Methods - Prep (MMP)

## Senior course readiness criteria and pre-requisite

B in Year 9 Maths Extension

### What is the course about?

Mathematical Methods' major domains are algebra, functions, relations and their graphs, calculus and statistics. The Year 10 program consists of elements of the senior subject but is delivered at a year 10 standard. Studying Mathematical Methods in years 11 and 12 can lead to a vast array of careers including finance, data analysis, engineering, technology and various scientific disciplines.

### What will students learn?

In studying Mathematical Methods, students will learn about:

- surds, algebra, functions and probability
- calculus and further functions
- further calculus and introduction to statistics
- further calculus, trigonometry and statistics

### What skills will I learn through Mathematical Methods?

1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge
4. Evaluate the reasonableness of solutions
5. Justify procedures and decisions
6. Solve mathematical problems

### Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1 - Measurement</b> Surface area, volume, Pythagoras' theorem, Trigonometry, error, mathematical modelling	<b>Unit 2 - Number and Algebra</b> Solving and graphing linear equations and inequalities with financial applications, problem solving with simultaneous linear equations, testing conjectures and mathematical modelling, surds
Year 10 Semester 2	<b>Unit 3 - Number and Algebra</b> Solving and graphing quadratic and exponential functions, logarithms	<b>Unit 4 - Probability and Statistics</b> Conditional probability, networks, Venn diagrams, two-way tables, tree diagrams, geometry, collecting data, data displays, summary statistics, box plots, standard deviation, time series data, bivariate data and scatterplots

### How will students be assessed?

Students will complete the following assessments:

- 2 problem-solving and modelling tasks
- 2 examinations

### Parents can help students by:

- encouraging students to do their best and to be ready to learn
- being aware of the school's assessment policy
- being aware of the assessment schedule for each subject and assisting students to adhere to checkpoint and final submission dates.
- discussing results with students after each assessment item.
- being aware of the Term Planner for each subject. Term planners can inform parents of work requirements for each course and can be used to ensure students are up to date with course work.
- Informing the teacher of any student concerns.



# Specialist Mathematics - Prep (SMP)

## Senior course readiness criteria and pre-requisite

B in Year 9 Maths Extension C in Year 10 Specialist Maths Prep  
Academic Co-requisite: Mathematical Methods

## What is the course about?

Specialist Mathematics' major domains are vectors and matrices, real and complex numbers, trigonometry, statistics and calculus. The Year 10 program consists of elements of the senior subject but is delivered at a year 10 standard. Studying Specialist Mathematics in years 11 and 12 can lead to a vast array of careers including finance, data analysis, engineering and computer science.

## What will students learn?

In studying Specialist Mathematics, students will learn about:

- combinatorics, proof, vectors and matrices
- complex numbers, further proof, trigonometry, functions and transformations
- further complex numbers, proof, vectors and matrices
- further calculus and statistical inference.

## What skills will I learn through Specialist Mathematics?

1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge
4. Evaluate the reasonableness of solutions
5. Justify procedures and decisions
6. Solve mathematical problems

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1 - Vectors in the plane</b> Representing vectors in the plane by directed line segments, algebra of vectors in the plane,	<b>Unit 2 - Matrices</b> Matrix arithmetic, transformations in the plane
Year 10 Semester 2	<b>Unit 3- Combinatorics and complex numbers</b> The inclusion-exclusion principle for the union of two sets and three sets, Permutations (ordered arrangements) and combinations (unordered selections), the pigeon-hole principle, the complex plane (the Argand plane), roots of equations	<b>Unit 4 - Introduction to proof and trigonometry and functions</b> The nature of proof, rational and irrational numbers, circle properties and their proofs, trigonometric functions, identities and reciprocal functions, modelling periodic phenomena

## How will students be assessed?

Students will complete the following assessments:

- 1 investigation
- 4 examinations

## Parents can help students by:

- encouraging students to do their best and to be ready to learn
- being aware of the school's assessment policy
- being aware of the assessment schedule for each subject and assisting students to adhere to checkpoint and final submission dates.
- discussing results with students after each assessment item.
- being aware of the Term Planner for each subject. Term planners can inform parents of work requirements for each course and can be used to ensure students are up to date with course work.
- Informing the teacher of any student concerns.



# Essential Mathematics - Prep (EMP)

## Senior course readiness criteria and pre-requisite

Nil – Students who do not want to follow an ATAR pathway should choose Essential Mathematics.

## What is the course about?

Essential Mathematics' major domains are number, data, location and time, measurement and finance. The Year 10 program consists of elements of the senior subject but is delivered at a year 10 standard. Studying Essential Mathematics in years 11 and 12 can lead to a vast array of careers, particularly those involving data analysis, problem-solving, and logical reasoning. *N.B. In Semester 2, Essential Mathematics students will be enrolled in the Numeracy short course.*

## What will students learn?

In studying Essential Mathematics, students will learn about:

- number, data and graphs
- money, travel and data
- measurement, scales and data
- graphs, chance and loans.

## What skills will I learn through Essential Mathematics?

1. Recall mathematical knowledge
2. Use mathematical knowledge
3. Communicate mathematical knowledge
4. Evaluate the reasonableness of solutions
5. Justify procedures and decisions
6. Solve mathematical problems

## Course Content

Unit	Unit Description		
Year 10 Semester 1	<b>Unit 1 – Measurement and Space</b> Surface area, volume, Pythagoras' theorem, Trigonometry, error, mathematical modelling	<b>Unit 2 – Statistics</b> Collecting data, data displays, summary statistics, box plots, time series data, bivariate data and scatterplots	<b>Unit 3 - Probability</b> Conditional probability, Venn diagrams, two-way tables, tree diagrams, geometry
Year 10 Semester 2	<b>Unit 4 - Short Course in Numeracy</b>  <b>Topic 1 - Personal Identity and Community</b> Numeracy skills and activities that relate to expressing personal identity, achieving personal goals, and understanding and interacting with the wider community.  <b>Topic 2 - Workplace and Employment</b> Numeracy skills that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment.		

## How will students be assessed?

Students will complete the following assessments:

- 2 projects
- 1 investigation
- 2 examinations.

## Parents can help students by:

- encouraging students to do their best and to be ready to learn
- being aware of the school's assessment policy
- being aware of the assessment schedule for each subject and assisting students to adhere to checkpoint and final submission dates.
- discussing results with students after each assessment item.
- being aware of the Term Planner for each subject. Term planners can inform parents of work requirements for each course and can be used to ensure students are up to date with course work.
- Informing the teacher of any student concerns.



# SCIENCE



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# Biology and Psychology- Prep (BPP)

## Course readiness criteria and pre-requisite

C in year 9 Science and teacher recommendation.

## What is the course about?

Biology provides opportunities for students to engage with living systems. Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

This subject is a combination of areas that lead to students studying biology and psychology in years 11 and 12. The program consists of elements of both senior subjects but delivered at a year 10 standard. Studying biology and psychology in years 11 and 12 can lead to careers in medicine, allied health, behavioural science, criminology and justice studies. Students are expected to study this subject for the whole year.

## In studying Psychology, students will learn about:

- cells and multicellular organisms
- heredity and continuity of life

## In studying Psychology, students will learn about:

- individual development
- individual thinking

## What skills will I learn through Biology and Psychology?

1. Describe ideas and findings
2. Apply understanding
3. Analyse evidence
4. Interpret evidence
5. Evaluate processes, claims and conclusions
6. Investigate phenomena

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1 Biology</b> <ul style="list-style-type: none"> <li>• Microscopy, cells, microbiology</li> <li>• Enzymes</li> </ul>	<b>Unit 2 Psychology</b> <ul style="list-style-type: none"> <li>• Ethics in Psychology</li> <li>• Brain, nervous system, neurons</li> <li>• Statistics and sampling</li> </ul>
Year 10 Semester 2	<b>Unit 3 Biology</b> <ul style="list-style-type: none"> <li>• Ecology</li> <li>• Genetics</li> </ul>	<b>Unit 4 Psychology</b> <ul style="list-style-type: none"> <li>• Memory</li> <li>• Brain injury and brain boosters</li> </ul>

## How will students be assessed?

Students will complete the following assessments:

- student experiment (20%)
- research investigation (20%)
- examination + data test (60%).



# Chemistry and Physics - Prep (CPP)

## Senior course readiness criteria and pre-requisite

C in year 9 Science and Mathematics, and teacher recommendation.

### What is the course about?

This subject is a combination of areas that lead to students studying chemistry and physics in years 11 and 12. The program consists of elements of both senior subjects but delivered at a year 10 standard. Studying chemistry and physics in years 11 and 12 can lead to careers in engineering, health, mining and environmental management. Students are expected to study this subject for the whole year. Chemistry is the study of materials, their properties and structure.

### In studying Chemistry, students will learn about:

- chemical bonding
- reactions - rates and types

### In studying Physics, students will learn about:

- forces and motion
- thermal and electrical physics

### What skills will I learn through Chemistry and Physics?

1. Describe ideas and findings
2. Apply understanding
3. Analyse evidence
4. Interpret evidence
5. Evaluate processes, claims and conclusions
6. Investigate phenomena

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1 Chemistry</b> <ul style="list-style-type: none"><li>• Properties of metals / non-metals</li><li>• Bohr Model, flame test</li><li>• Bonding, naming conventions, balancing equations</li></ul>	<b>Unit 2 Physics</b> <ul style="list-style-type: none"><li>• Distance, time, speed, force, acceleration, mass</li><li>• Newton's Laws</li><li>• Momentum – collisions</li></ul>
	<b>Unit 3 Chemistry</b> <ul style="list-style-type: none"><li>• Chemical reactions – types</li><li>• Rates of reaction – temperature, concentration, surface area, catalysts</li></ul>	<b>Unit 4 Physics</b> <ul style="list-style-type: none"><li>• Electricity</li><li>• Heat - calorimetry</li></ul>

### How will students be assessed?

Students will complete the following assessments:

- student experiment (20%)
- research investigation (20%)
- examination + data test (60%).





# Science in Practice - Prep (SEP)

## Course readiness criteria and pre-requisite

Nil.

### What is the course about?

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world. Students who complete Science in Practice can lead to careers in animal welfare, food technology, forensic science, health and medicine, recreation and tourism, research and the resources sector. Students are expected to study this subject for the whole year.

### What will students learn?

In studying Science in Practice, students will learn about:

- scientific literacy and working scientifically
- workplace health and safety
- communication and self-management.

### What skills will I learn through Science in Practice?

1. Describe ideas and phenomena.
2. Execute procedures
3. Analyse information
4. Interpret information
5. Evaluate conclusions and outcomes
6. Plan investigations and projects

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1 Transport</b> <ul style="list-style-type: none"><li>• energy transfer, motion, aerodynamics</li><li>• braking, stopping distance, reaction time</li><li>• safe vehicle design – seatbelts, crumple zone, airbags</li></ul>	<b>Unit 2 Consumer science - Cosmetics</b> <ul style="list-style-type: none"><li>• emulsions – hand lotion, body butter</li><li>• lip balm</li><li>• bath bombs</li></ul>
	<b>Unit 3 Consumer science - Food</b> <ul style="list-style-type: none"><li>• fermentation - ginger beer</li><li>• sour dough, yoghurt, pickles, lemon curd</li><li>• flavoured oil</li></ul>	<b>Unit 4 Disease</b> <ul style="list-style-type: none"><li>• parasites, disease transmission, prevention</li><li>• nutrition, supplements</li><li>• homeostasis, immune system, placebo effect</li></ul>

### How will students be assessed?

Students will complete the following assessments:

- applied investigation
- practical project

# THE ARTS



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# Dance - Prep (DAP)

## Senior course readiness criteria and pre-requisite

C in Year 9 English, C in Year 9 Dance (preferred) or 7 or 8 Dance

## What is the course about?

Dance is an exciting and universal mode of self-expression and communication that allows students to develop physical coordination, discipline and self-confidence. In Year 10, students work across three organisers – Performance, Choreography and Responding - to develop a range of subject specific and 21<sup>st</sup> Century skills. The study of Dance encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. Students will work collaboratively and independently to develop skills as they learn how movement can have cultural, social and artistic purposes across a range of dance genres.

## What will students learn?

In studying Year 10 Dance, students will learn about:

- Safe Dance Practice
- Dance genres including Contemporary Dance, Musical Theatre and fusion styles
- Performance skills
- How to choreograph for impact
- Analysing, interpreting, evaluating and justifying (higher order thinking skills)

## What skills will I learn through Dance?

- Applying technical and expressive skills in performance
- Creating dance to communicate meaning and engage audiences
- Analysing, interpreting and evaluating dance, justifying the use of dance concepts and skills.
- How to promote physical activity and minimise injury
- Manipulating technology to support your dance works
- Personal skills – teamwork, collaboration skills, problem solving, self-discipline, persistence, attention to detail, confidence

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1: The Art That Moves</b> An exploration of contemporary dance through a focus on technique. A study of the history of contemporary dance and its development through to current times. Performance – Contemporary technique exam Responding – Folio of written work	<b>Unit 2: Beyond the Dance</b> An exploration of the dance elements and how they are integrated with technology in choreographic works in order to communicate to an audience Choreography – Response to stimulus, own choice of style Responding - Folio continued
	<b>Unit 3: Dance Downunder</b> Dance in Australia's context with a focus exploration on Bangarra Dance Theatre Company, its fusion style and basis in storytelling. Performance - Adapted repertoire Choreography - Indigenous/Contemporary fusion Responding - Analysis Exam	<b>Unit 4: Bright Lights</b> A study of musical theatre and its place in entertaining and engaging audiences across the globe. Choreography – Musical Theatre

## How will students be assessed?

Students will complete the following assessments:

- performance
- choreography and choreographic statements
- folio of written work
- analysis under exam conditions

## Additional Information:

There will be an excursion to a live performance during the year (approx. \$30).

Students involved in Year 10 Dance will be involved in class pieces for Dance Night (October)

Costumes would be a necessary expense for public performances (Dance Night and possible school assembly performances) with costs kept to a minimum.

School sports uniform is appropriate class wear but students will require Dance blacks (singlet/fitted t-shirt, black pants/leggings) for assessment.



# Drama - Prep (DMP)

## Senior course readiness criteria and pre-requisite

C in Year 9 English, C in Junior Drama is Recommended.

## What is the course about?

Year 10 Drama is designed to build the creative, collaborative and critical thinking skills students need for success in the senior General Drama course. Through practical workshops and performance-making, students explore how drama reflects, challenges and reimagines the human experience. They engage with a range of theatrical styles, from physical comedy and contemporary realism to devised theatre and reimagined Shakespeare, developing their abilities to perform, create and respond critically to dramatic works.

Drama helps students become confident communicators, creative problem-solvers and thoughtful collaborators. The skills developed in this course; including empathy, teamwork, analysis, self-reflection and public speaking, are highly transferable to other subjects (like English, History and the Arts), and are valuable in real-world contexts such as leadership, media, education, and any career that involves people, performance or communication.

## What will students learn?

In studying Drama, students will learn about:

- how drama promotes shared understandings of the human experience
- how drama is shaped to reflect lived experience
- how drama can be used to challenge our understanding of humanity
- how dramatic practice can be transformed.

## What skills will I learn through Drama?

1. Demonstrate skills of drama
2. Apply literacy skills
3. Interpret purpose, context and text
4. Manipulate dramatic languages
5. Analyse dramatic languages
6. Evaluate dramatic languages

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1: Laughing at ourselves</b> This unit is all about bold characters, quick thinking, and sharp physical comedy. You'll explore the world of <i>Commedia dell'Arte</i> , where masked stock characters rule the stage and nothing goes quite to plan. Through practical workshops, you'll experiment with movement, improvisation, and comic timing to bring these classic characters to life. You'll finish the unit by devising and performing your own original Commedia scenes.	<b>Unit 2: Set the scene</b> In this unit, you'll bring a contemporary script to life through performance. You'll explore acting techniques used in styles like Realism, develop strong character work, and apply stagecraft to shape a polished production. From rehearsal to final performance, you'll build the skills needed to work with scripted text, making bold choices, working as an ensemble, and creating theatre that feels real, layered, and engaging. You will respond to a contemporary theatre performance through a written analysis.
	<b>Unit 3: Raw // Real // Relevant</b> In this unit, you'll become both theatre-maker and storyteller, devising original performances inspired by the world around you. Through collaborative workshops, you'll explore contemporary performance styles and techniques used to respond to real issues — from social movements and personal stories to current events. You'll experiment with form, structure and staging to create bold, relevant theatre that challenges, questions, and connects with an audience. This is performance with purpose.	<b>Unit 4: Transforming - The Old to the New</b> In this unit, you'll take on the challenge of transforming Shakespeare for a modern audience. Through practical workshops and performance tasks, you'll explore key conventions of both Shakespearean and contemporary theatre styles. You'll experiment with voice, movement, and staging as you reinterpret a classic scene into something bold, current and original. This is all about honouring the heart of Shakespeare's stories while making them speak to today. You will respond to a theatre performance through a written exam.

## How will students be assessed?

Students will complete the following assessments:

- Performance
- Devising (projects)
- Examination
- Written Response

## Additional Information:

There will be an excursion to a live performance during the year which will incur a cost and students will be expected to wear theatre blacks for performance tasks.





# Drama In Practice - Prep (DDP)

## Senior course readiness criteria and pre-requisite

C in Junior Drama is Recommended.

### What is the course about?

The Drama In Practice course offers students hands-on opportunities to create, perform, and respond to dramatic works and events. With a strong focus on practical skills and real-world applications, the course connects classroom learning to industry practices, preparing students to be agile, competent, and innovative practitioners. It supports future pathways into creative industries, community engagement, and a variety of careers requiring communication, teamwork, and creative problem-solving.

Students develop transferable skills including collaboration, project management, effective communication, confidence, and adaptability which are all valuable in further study, other subjects, and diverse workplaces.

### What will students learn?

- Explore the evolution of drama and its role in expressing personal and social perspectives.
- Engage with drama in school and community settings, connecting with practising artists and industry professionals.
- Understand drama's contribution to social and cultural life and use it to communicate meaningful ideas.
- Apply creative and technical processes from conception to performance, developing cooperation, creativity, problem-solving skills, and confidence.

### What skills will I learn through Drama in Practice?

1. Use drama practices confidently and creatively.
2. Plan and develop drama works from idea to performance.
3. Communicate ideas effectively to an audience.
4. Critically evaluate drama works and processes.

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1: Laughing at ourselves</b> Dive into the world of Commedia dell'Arte, a style packed with bold characters and physical comedy. Through practical workshops, develop skills in movement, improvisation, and comic timing. Devise and perform your own original scenes, experimenting with mask and character work.	<b>Unit 2: Set the scene</b> Bring a contemporary scripted play to life. Learn acting techniques used in styles such as Realism, build strong character work, and apply stagecraft to create a polished performance.
Year 10 Semester 2	<b>Unit 3: Raw // Real // Relevant</b> Become a theatre-maker and storyteller by devising original performances inspired by real-world issues. Explore contemporary performance styles and techniques through collaborative workshops, experimenting with form and staging to create bold, socially relevant theatre.	<b>Unit 4: Transforming - The Old to the New</b> Take on the challenge of transforming Shakespeare for today's audiences. Explore both Shakespearean and contemporary theatre conventions through workshops and performance tasks. Experiment with voice, movement, and staging to reinterpret classic scenes in fresh, original ways. You will work in the role of performer and director to make your vision come to life.

## How will students be assessed?

Students will complete the following assessments:

- Performance
- Devised (projects)
- Directorial (projects)

## Additional Information:

There will be an excursion to a live performance during the year which will incur a cost and students will be expected to wear theatre blacks for performance tasks.



# Film, Television and New Media - Prep (FTP)

## Senior course readiness criteria and pre-requisite

C in Year 9 English, recommended C in Junior Media Arts.

## What is the course about?

Studying Film, Television & New Media, allows students to investigate how cinematic techniques and media texts in general play an important part in their everyday life. They take part in practical activities related to the construction, production and interpretation of media forms and texts. Students actively investigate media languages, technologies, representations and institutions and their communication to audiences. By engaging in these processes, Film, Television and New Media students become more active and critical thinkers, able to make sense of what they see and experience in a world of ever-expanding media diversity.

## What will students learn?

In studying Year 10 Film, Television and New Media students will learn about:

- film, television and new media key concepts and their role in creating our primary sources of information and entertainment
- foundational skills including using cameras and editing software
- Analysing, interpreting, evaluating and justifying (higher order thinking skills)
- Forms and conventions across a variety of moving image media forms including music videos, movie trailers and genre films

## What skills will I learn through Film, Television and New Media?

1. Design moving-image media products
2. Create moving-image media products
3. Resolve film, television and new media ideas, elements and processes
4. Apply literacy skills
5. Analyse and evaluate moving-image media products

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1</b> <b>Climbing the T.R.A.I.L.</b> Through the introduction to the key concepts of Technologies, Audiences, Languages, Institutions and Representations, students will analyse and deconstruct a variety of film texts to determine how filmmakers create meaning and understanding for audiences watching	<b>Unit 2</b> <b>In a World of... Movie Trailers</b> Students explore the evolution of the movie trailer before applying design, production and distribution processes to produce and manipulate pre-existing film previews to 'flip'/reverse their original meaning
Year 10 Semester 2	<b>Unit 3</b> <b>When Weird Works</b> The most consistent and openly experimental of film forms - the music video - will provide the basis for students to put their foundational filmmaking skills into practice for the first time via the creation of their own music video production	<b>Unit 4</b> <b>Genre Games and the Auteur Truth</b> Students will examine the forms and conventions of a variety of popular genres in cinema. Combining this with the concept of the Auteur, students will re-imagine and re-use some of the stylistic elements of their music video to create a short genre film production

## How will students be assessed?

Students will complete the following assessments:

- Analysis under exam conditions
- Editing project - flipped feature film trailer
- Production and Storyboards - music video
- Treatment, Production and Storyboards - genre film

## Additional Information:

While the school provides students with access to cameras and editing software, students will need to purchase their own SD Cards to complete production assessments and lesson activities



# Music - Prep (MSP)

## Senior course readiness criteria and pre-requisite

C in Year 10 English, C standard in Junior Music or participation in Instrumental Music or private music tuition is recommended

## What is the course about?

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). General Music provides a pathway to study Music Extension in year 12.

## What will students learn?

In studying Music, students will learn about:

- performing
- composing
- musicology

## What skills will I learn through Music?

1. Demonstrate technical skills
2. Use music elements and concepts
3. Analyse music
4. Apply compositional devices
5. Apply literacy skills
6. Interpret music elements and concepts
7. Evaluate music
8. Realise music ideas
9. Resolve music ideas

## Course Content

Unit	Unit Description
Semester 1	<b>Unit 1</b> <b>Timeless Tunes: The Evolution of Music Styles</b> A study of eras in music, including contemporary and 20th Century styles and pre 1950s music, focusing on how genres and cultural shifts evolved in response to historical, social, and technological changes. Students will realise their understanding through a music performance and an original composition, alongside a musicology task.
Semester 2	<b>Unit 2</b> <b>Future Music</b> A study into the ways musicians and composers have looked to innovate, explore new ideas and create new music. Focus genres and styles will be determined through student interest and expand on the eras studied in semester 1. Students will complete a composition focused integrated project and perform innovative repertoire.

## How will students be assessed?

Students will complete the following assessments:

- performance 1
- composition 1
- responding1
- integrated project (responding 2 and composition 2)
- performance 2

## Expenses

There may be consumable costs such as headphones, USB-C memory stick, picks and leads for guitarists, drumsticks for drummers based on student individual performance choices.

Where possible excursions, depending on availability

# Music in Practice - Prep (MIP)

## Senior course readiness criteria and pre-requisite

C standard in Junior Music or participation in Instrumental Music or private music tuition is recommended

### What is the course about?

In Music in Practice, students actively engage in creating, performing, and responding to music within diverse contexts. The course fosters creativity, practical skills, and a comprehensive understanding of the music industry, emphasizing real-world practices. Music in Practice does not provide a pathway to study Music Extension in year 12.

### What will students learn?

In studying Music in Practice, students will learn about:

- Performance and composition skills
- Collaborate both individually and in groups for creative expression
- Gain insights into workplace health and safety in the music industry
- Acquire effective work practices, teamwork, and project management skills
- Develop a global perspective through exposure to authentic music practices
- Contribute to social and cultural communities through musical expression.

### What skills will I learn through Music in Practice?

1. Use music practices
2. Plan music works
3. Communicate ideas
4. Evaluate music works

## Course Content

Unit	Unit Description
Semester 1	<b>Unit 1</b> <b>Timeless Tunes: The Evolution of Music Styles</b> A study of eras in music, including contemporary and 20th Century styles, focusing on how artists build branding and reach audiences in response to society and technological changes. Students will realise their understanding through a music performance project for a community audience and an original composition.
Semester 2	<b>Unit 2</b> <b>Future Music</b> A study into the ways musicians and composers have looked to innovate, explore new ideas and create new music. Focus genres and styles will be determined through student interest and expand on the eras studied in semester 1. Students will complete a composition project for a community brief and perform innovative repertoire.

### How will students be assessed?

Students will complete the following assessments:

- performance project
- composition
- composition project
- performance

### Expenses

There may be consumable costs such as headphones, USB-C memory stick, picks and leads for guitarists, drumsticks for drummers based on student individual performance choices.

Where possible excursions, depending on availability



# Media Arts in Practice (Photography) - Prep (MPP)

## Course readiness criteria and pre-requisite

Recommended C in Junior Art or Media Arts

## What is the course about?

Students will explore the beginnings of photography, they will learn basic darkroom processes, techniques, image development and practices. Explore the workings of a digital camera.

## What will students learn?

- media technologies
- media communications
- media in society.

## What skills will I learn through Media Arts in Practice?

- Use media arts practices.
- Plan media artworks.
- Communicate ideas

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1</b> <ul style="list-style-type: none"> <li>• Drawing With Light</li> <li>• Darkroom techniques and processes</li> <li>• Workplace health and processes</li> </ul> <p>Folio of Skills Development</p>	<b>Unit 2</b> <b>Introduction to Black and White Photography</b> Darkroom Portfolio Booklet making) 1 of each from the list below <ul style="list-style-type: none"> <li>• Hand drawn Negative</li> <li>• Pinhole</li> <li>• Photogram</li> <li>• Stencil</li> <li>• Solarisation</li> <li>• Artist Statement (Responding)</li> </ul>
Year 10 Semester 2	<b>Unit 3</b> <b>Digital Photography</b> <ul style="list-style-type: none"> <li>• In this unit students will explore the workings of the DSLR Camera.</li> <li>• They will explore the manipulation of photography and investigate how to use computer programs e.g. Adobe Photoshop and Lightroom to edit photos.</li> <li>• Students will also research well known photographers from the fine arts and commercial world, analysing their techniques used and comparing their work. Folio of Skills Development</li> </ul>	<b>Unit 4</b> <b>Creative Photography</b> <ul style="list-style-type: none"> <li>• Digital Portfolio (making)</li> <li>• Folio of 10 images taken by yourself demonstrating the variety of techniques you have learned this term plus written annotations. Mode: Digital - PowerPoint</li> <li>• Theory Research investigation into given photographers Mode: written - 500 words</li> </ul>

## How will students be assessed?

Students will complete the following assessments:

- Technique Booklet
- Artist Statements
- Folio of Skills
- Research Investigation
- Digital Portfolio

## Other information:

Expenses: one-off course levy fee of \$35, one local excursion per year for photography opportunities at cost of public transport travel only.

They will explore the manipulation of photography and investigate how to use computer programs e.g. Adobe Photoshop, to edit photos.



# Visual and Fine Arts - Prep (VFP)

## Senior course readiness criteria and pre-requisite

Recommended – C in Visual Arts in Junior

## What is the course about?

Visual Arts and Fine Arts focus on building capacity for students to effectively engage in Visual Arts in Practice (Applied) or Certificate III in Visual Arts (vocational) as senior pathways. Visual and Fine Arts on students engaging in art-making processes and making visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs. students will have opportunities to construct knowledge and develop technical skills, through a range of different themes and media from both 2D and 3D practices.

## What will students learn?

In studying Visual and Fine Arts students will learn about:

- visual mediums, technologies and techniques
- visual literacies and contexts
- art history
- planning artworks and processes
- artwork realisation
- analysis and evaluation

## What skills will I learn through Visual and Fine Arts?

- Effective plan artworks and engage in the creative process
- How to create resolved artworks
- Communicate your ideas through art.
- How to Analyse and Evaluate artworks
- Explore and build Technical skills such as: drawing, painting and sculpture.

## Course Content

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1</b> <b>Skill building - 2D</b> Students create a folio of work through exploration of 2D media techniques using materials such as pencil, charcoal, pastels and various paint mediums. Making –process folio Responding – annotations	<b>Unit 2</b> <b>Characters and Creatures</b> Students explore character design as an artform, using symbolism and design theory to create an original character design for an existing fictional universe. Making – A3 character design sheet Responding – artist analysis
Year 10 Semester 2	<b>Unit 3</b> <b>Skill building - 3D</b> Students create a folio of work through exploration of 3D media techniques using both clay and found objects. Students also explore art history, in order to create a theory booklet. Making –process folio – sculpture Responding – theory booklet	<b>Unit 4</b> <b>Narratives</b> students explore a variety of artworks, techniques and skills in order to create an artwork that tells a story of a significant person. Making – narrative artwork – open media Responding – artist evaluation

## How will students be assessed?

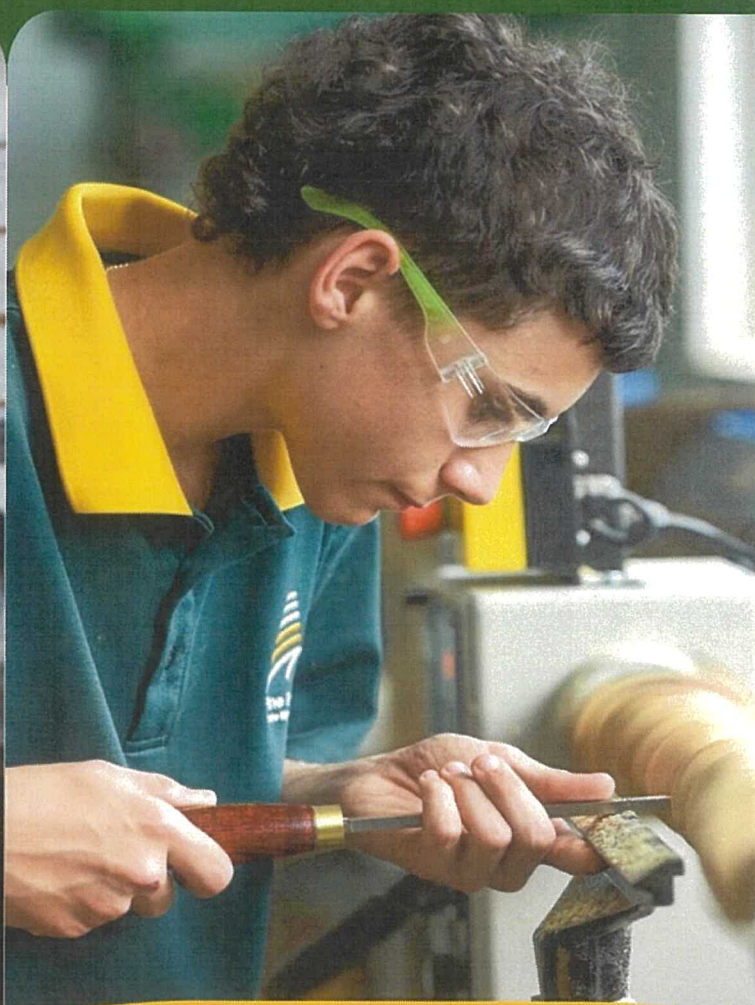
Students will complete the following assessments:

- resolved artworks
- process folio with annotations
- artist analysis
- artist evaluation





# TECHNOLOGIES



Industrial Technology Skills - Prep	40
Food and Fibre - Prep	41
Digital Technologies - Prep	42



# Industrial Technology Skills - Prep (ITP)

## Senior course readiness criteria and pre-requisite

Student must be able to demonstrate safe behaviour suitable for the industry as evidenced by satisfactory behaviour across all subjects.

## What is the course about?

This subject is a combination of Construction, Engineering Skills, and Industrial Technology Skills. The program aims to give students a sample of the skills and expectations for these Senior Subjects, delivered at a Year 10 standard. Students who complete Certificate II in Construction Pathways, Engineering Skills and Industrial Technology skills in years 11 and 12 can lead to careers in Construction Industry, Engineering (metal trades) Industry and the Manufacturing Industry. Students are expected to study this subject for the whole year.

## What will students learn?

Students will learn a range of manufacturing processes, many other skills which are very transferable

## Course Content:

Term1 – Construction project

Term 2 – Engineering Project

Term 3 – Industrial Skills Project

Term 4 - Industrial Skills Project

Unit	Unit Description	
Year 10 Semester 1	<b>Unit 1</b> <b>Skill building - 2D</b> Students create a folio of work through exploration of 2D media techniques using materials such as pencil, charcoal, pastels and various paint mediums. Making –process folio Responding – annotations	<b>Unit 2</b> <b>Characters and Creatures</b> Students explore character design as an artform, using symbolism and design theory to create an original character design for an existing fictional universe. Making – A3 character design sheet Responding – artist analysis
Year 10 Semester 2	<b>Unit 3</b> <b>Skill building - 3D</b> Students create a folio of work through exploration of 3D media techniques using both clay and found objects. Students also explore art history, in order to create a theory booklet. Making –process folio – sculpture Responding – theory booklet	<b>Unit 4</b> <b>Narratives</b> students explore a variety of artworks, techniques and skills in order to create an artwork that tells a story of a significant person. Making – narrative artwork – open media Responding – artist evaluation

## How will students be assessed?

Students will be assessed on the practical project and a Folio that goes along with the project.

A laptop is required to document their progress and complete coursework. A strong work ethic and maturity are required to complete projects safely and on time. Parents can help by encouraging their student to be on time to class with all items required for learning.



# Food and Fibre - Prep (FFP)

## Senior course readiness criteria and pre-requisite

Student must be able to demonstrate safe behaviour suitable for the industry as evidenced by satisfactory behaviour across all subjects

### What is the course about?

This subject is a combination of Hospitality Certificate II Prep and Fashion Prep. The program aims to give students a sample of the skills and expectations for these Senior Subjects, delivered at a Year 10 standard. Students are expected to study this subject for the whole year.

Students completing Certificate II in Hospitality in years 11 and 12 can lead to careers in Hospitality establishments such as Restaurants, Cafes and Take away establishments and this course includes undertaking The Responsible Service of Alcohol certificate.

Students completing Fashion in years 11 and 12 progress to further studies in the fashion industry and have learnt skills that are useful for exploring hobby crafting activities that can be incorporated into future wellbeing activities.

### What will students learn?

Students will learn a range of Sewing and Hospitality skills, along with many other skills which are very transferable.

### Course Content:

Unit	Unit Description	
Year 10 Semester 1	Unit 1 Introduction to sewing.	Unit 2 Introduction to hospitality – Café.
	Unit 3 Fibre project. Fashion collection project.	Unit 4 Hospitality Project. Major function and folio
Year 10 Semester 2		

Students will be assessed on the practical project and a Folio that goes along with the project. A laptop is required to document their progress and complete coursework. A strong work ethic and maturity are required to complete projects safely and on time.

Parents can help by encouraging their student to be on time to class with all items required for learning.

# Digital Technologies - Prep (DTP)

## Senior course readiness criteria and pre-requisite

Student must be able to demonstrate commitment to learning as evidenced by satisfactory behaviour across all subjects

## What is the course about?

Digital Technologies is a dynamic and future-focused subject that empowers students to become innovative problem solvers through the lens of computing and digital design. This course emphasises user-centric thinking, sustainable solution design, and hands-on experience with a wide range of browser-based and application-based tools.

## What will students learn?

Students will engage in real-world challenges that blend critical and creative thinking, using industry-standard software such as Adobe Creative Cloud and Visual Studio Code. Through these platforms, they will explore the fundamentals of coding, digital design, and interactive media, while developing transferable skills in logic, collaboration, and digital literacy.

Whether you're designing a website, prototyping an app, or creating digital artwork, this subject provides a strong foundation in both the technical and creative aspects of digital innovation.

This subject is ideal for students interested in careers such as:

- Graphic Design
- Web Development
- IT Support and Systems Administration
- PC building
- Software Engineering
- Game Development
- 3D Modelling and Animation
- Drone and system automation
- Cybersecurity
- App development
- Digital Publishing and Media Production

## Course Content:

Units that could be covered

- Introduction into computational, design and system
- The role of hardware and software to secure data
- Introduction to graphic design principles

Parents can help by encouraging their student to be on time to class with all items required for learning.



# Senior Pathway Programs

Pine Rivers State High School is committed to the school motto of "By different ways to excellence". To ensure all students have a maximized access to curriculum options to ensure their personal journey to excellence, students may also select from the following:

## Distance Education Subjects

General, Applied and Vocational Studies offered by Brisbane School of Distance Education, Cairns School of Distance Education, Capricornia School of Distance Education and Charters Towers School of Distance Education. These subjects are delivered online with students attending 2 - 3 classes a week. Lessons are completed on the school grounds using the student's own device, and are supervised by Senior Schooling. Students may choose subjects not already offered by PRSHS or those that they are unable to select to study at PRSHS due to timetable clashes.

For more details including 2026 subjects, contact Senior Schooling.

## TAFE In Schools

In partnership with TAFE in Schools- Greater Brisbane, student can select vocational qualifications to study one day a week, at a Greater Brisbane TAFE campus. Many of these options will be part of the Career Ready VETiS Funded options Enrolment in these vocational qualifications will be subject to final publication of the 2026 Career Ready VETiS Funded Qualifications list and any delivery restrictions determined by the Department of Trade, Employment and Training.

Students can only select to study one qualification under this funding model so it is important to make this decision carefully.

Students will be given access to the 2026 TAFE IN SCHOOL Handbook once published in late Term 2

## VET In Schools

Students are encouraged to explore potential VET in School options with other private RTOs. These should be courses which closely align with the students SET plan and pathway beyond Year 12. To identify qualifications offered to high school students, use the term "VET in Schools" as part of your search. Students in the past have utilized this option to study beauty, trade and even equestrian qualifications.

Many of these options will be part of the Career Ready VETiS Funded options Enrolment in these vocational qualifications will be subject to final publication of the 2026 Career Ready VETiS Funded Qualifications list and any delivery restrictions determined by the Department of Trade, Employment and Training.

Students can only select to study one qualification under this funding model so it is important to make this decision carefully.

For more details including the application process, contact Senior Schooling

## Tertiary Studies

As an enrichment opportunity and to provide students with a taste of university life, the University of Sunshine Course, University of Southern Queensland and the Queensland University of Technology offer high achieving Year 11 or 12 students the opportunity to commence their tertiary studies while still at school.

Students can use this option to commence their university study early or even to test the waters and find their preferred tertiary pathway. For more details including the application process, contact Senior Schooling.

Pathway to Health is a unique 3 year program which is a blending of multiple courses designed to provide a structured pathway for students interested in nursing or allied health. Allied health is defined by those occupations which support the medical, dental or nursing professions.



# Pathway to Health

The senior course criteria and pre-requisites: nil

QCE: Up to 12 QCE points including 10 points of core for the full program

RTO: Combined PRSHS RTO 30423 for FSK20119 + external RTO (tbc) pending changes to Career Ready funding arrangements HLT23221/HLT33115 (or similar) + University of Sunshine Coast for HLT103- HeadStart Program.

VETiS funded: Partially but details to be confirmed

## SUBJECT FEE

Yes, approx. \$350 for the delivery of the Certificate III portion of the program. Details to be confirmed.

## LOCATION

FSK20119 – Pine Rivers State High School

HLT23221/HLT33115 (or similar)- PRSHS + practical training days offsite, once per term

HLT103 – Face to face on campus at University of Sunshine Coast, Moreton Bay Campus

## DURATION:

Varied, see above scheduling for each year. Flexibility is the main benefit of this program. Students can choose which parts of the program they want to continue with. For example, some may choose to not complete the HeadStart portion and instead use more time to complete the certificate sections. Minimum engagement is the completion of the first qualification, FSK20119 Certificate II in Skills for Work and Vocational Pathways.

## MODE OF DELIVERY: Blended delivery with face to face and online

Topics include:

- Customer service and client support
- Transporting patients
- Providing first aid
- Infection prevention and control
- Body systems and healthy body assessments
- Communicating in health or community services industries

This program is designed to support students interested in nursing, paramedicine, community or allied health services but can also be of benefit to student interested in cosmetic procedures and beauty industry.

### Year 10

FSK20119 Certificate II in Skills for Work and Vocational Pathways (PRSHS RTO 30423) with a specific focus on careers associated with nursing and allied health

### Year 11

HLT23221 Certificate II in Health Support Services (details to be confirmed pending finalization of Career Ready funding)

HLT33115 Certificate III in Health Services Assistance (approx. \$350 with details to be confirmed pending finalization of Career Ready funding)

### Year 12

Uni Pathway  
UniSC HeadStart Program  
HLT103 Professional Health Communication

•UniSC Early Offer Guarantee - Bachelor Nursing Science

### Post Schooling

University study using Early Offer Guarantee, Cert III Selection Rank or ATAR if applicable.

or  
Further study with external RTO for completion of CHC32015 Cert III Community Services, CHC40413 Certificate IV Youth Work or CHC33015 Certificate III Individual Support for \$1 (pending finalization of changes to Career Start funding)





# SUMMARIES



## Perseverance

We embrace challenges and never give up



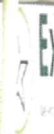
## Integrity

We do what is right no matter the circumstance



## Nurturing

We support a child's growth through  
a mix of activities and experiences



## Excellence

We strive for the best in everything we do



## SNAPSHOT

Faculty	Subject Name	Pg.	Subject type	Prerequisites
English and Languages	English	10	General	C in Year 9 English
	Literature	11	General	B in Year 9 English
	Essential English	12	Applied	Teacher recommendation
	Japanese	13	General	C in Year 9 Japanese
Health and Physical education	Sport and Recreation and Physical Education	15	Applied/ General	C in effort and behaviour across all subjects
	Outdoor Recreation and Physical Education	16	Applied/ General	At least B in behaviour and effort across all subjects; Strong Swimmer and fully up to date with school fees paid
Humanities and Business	World Historical Studies	18	General	B in Year 9 English or B in a Year 9 Humanities subject
	Business and Law	20	General	B in Year 9 English or B in a Year 9 Humanities subject
	Society and Ethics	19	Applied	Pass year 9 English
Mathematics	General Mathematics	22	General	C in Year 9 Mathematics
	Mathematical Methods	23	General	B in Year 9 Mathematics
	Specialist Mathematics	24	General	B in Year 9 Mathematics. Must do Mathematical Methods as well
	Essential Mathematics	25	Applied	Nil
Science	Biology and Psychology	27	General	C in year 9 Science or teacher recommendation.
	Chemistry and Physics	28	General	C in year 10 Science and C in year 9 Mathematics.
	Science in Practice	29	Applied	Nil.
The Arts	Dance	31	General	C in Year 9 English, C in Year 9 Dance (preferred) or 7 or 8 Dance
	Drama	32	General	C in Year 9 English, C in Junior Drama is recommended.
	Drama in Practice	33	Applied	Recommended C in Junior Drama
	Film, Television and New Media	34	General	C in Year 9 English, recommended C in Junior Media Arts.
	Music	35	General	C in Year 9 English, C standard in Junior Music or private music tuition is recommended
	Music in Practice	36	Applied	Recommended C standard in Junior Music or participation in Instrumental Music or private music tuition.
	Media Arts in Practice	37	Applied	Recommended C in Junior Art or Media Arts
	Visual and Fine Arts	38	Applied/Certificate	Recommended C in Visual Arts in Junior
Technologies	Industrial Technology Skills	40	Applied/ Certificate	Student must be able to demonstrate safe behaviour suitable for the industry as evidenced by satisfactory behaviour across all subjects
	Food and Fibre	41	Applied/Certificate	Student must be able to demonstrate safe behaviour suitable for the industry as evidenced by satisfactory behaviour across all subjects
	Digital Technologies	42	General/ Applied	Student must be able to demonstrate commitment to learning as evidenced by satisfactory effort across all subjects.
Pathway to Health		43	VET + Early entry uni	No prerequisite.