

YEAR 9

SUBJECT SELECTION HANDBOOK



2026

TABLE OF CONTENTS



General Information	3	<u>Languages</u>	32
BYOD Information	5	Chinese	33
<u>Core Subjects</u>		Chinese Extension	34
English	7	Spanish	35
Mathematics	8	Spanish Extension	36
Science	10		
Humanities and Social Science	12	Health and Physical Education	37
History	13	<u>Excellence Disciplines</u>	39
Geography	15	Dance Excellence	40
Economics & Business	16	Drama Excellence	41
Civics & Citizenship	17	Music Excellence	42
		Basketball Excellence	43
<u>Elective Subjects</u>		Football Excellence	44
The Arts	18	Girls Rugby League Excellence	45
Dance	19	Netball Excellence	46
Drama	20	Rugby League Excellence	47
Film, Television and Media Studies	21	Volleyball Excellence	48
Music	22		
Visual Arts	23		
<u>Design Technology</u>	24		
Design & Engineering Technology	25		
Fashion	26		
Food Studies	27		
Graphics	28		
<u>Digital Technology</u>	29		
eSports	30		
Robotics and Drones (Engineering & Aviation)	31		



Dear Parents, Caregivers and Students of Year 8,

Marsden State High School is committed to assisting you and your child in making informed decisions about subject selection and career pathways. The information provided in this Subject Information Booklet, our School Website and Facebook page together with your attendance at your child's Academic Coaching session will assist you in the subject selection process.

Students will be provided with opportunities through their Marsden Mako's Mentors program to reflect on their learning from Semester 1 and learn information about subject offerings for next year. To finalise their subject selection process, students and parents will have an Academic Coaching session on Wednesday 10th August with their MMM teacher.

The Academic Coaching session at Marsden State High School aims to:

- improve opportunities for students to openly discuss their overall academic performance,
- support students to understand the subject choices for the following year,
- MOAL reflection and goal setting,
- build student confidence and a positive attitude towards improved learning outcomes,
- provide opportunities for students to make informed decisions concerning their academic future with informative data to assist them in achieving their academic or learning goals,
- work closely with students, keeping academic achievement in perspective and assist them where necessary to work towards obtaining their desired academic goals,
- motivate and engage students in a process which maximises their potential so that they achieve the best possible academic outcomes,

In year 7 and 8, students begin their learning journey and exploration of elective subject choices offering at Marsden SHS. By the end of Year 8 students should have completed at least one semester elective in Technologies, The Arts and Languages. This means that subject choices in Year 9 should be based on students interest to either continue to explore elective choices in these areas, or make subject choices based on what they are more interested and passionate about learning.

Students in Year 9 complete the following subjects, with 4 semester elective choices over the course of the year.

Compulsory Subjects (Core)	Elective Subjects (Semester choices) <i>Students will choose 4 semester electives for the school year</i>
ENGLISH MATHEMATICS SCIENCE HISTORY (1 Semester) GEOGRAPHY (1 Semester) HEALTH AND PHYSICAL EDUCATION (1 Semester)	THE ARTS • DANCE • DRAMA • FILM, TELEVISION AND MEDIA STUDIES • MUSIC • VISUAL ARTS HEALTH AND PHYSICAL EDUCATION • HEALTH AND PHYSICAL EDUCATION (Elective) HUMANITIES • CIVICS AND CITIZENSHIP • ECONOMICS AND BUSINESS • GEOGRAPHY LANGUAGES • CHINESE • CHINESE EXTENSION TECHNOLOGIES • DESIGN TECHNOLOGY • ESPORTS AND INTERNET OF THINGS • FASHION • FOOD STUDIES • GIRLS IN TECH • GRAPHICS • ROBOTICS AND DRONES

EXCELLENCE PROGRAMS



Marsden State High School students also have the opportunity to be involved in many Excellence programs in the areas of :

Academic Excellence

Sports Excellence

Basketball

Football

Netball

Rugby League - Boy and Girls

Volleyball

Arts Excellence

Dance

Drama

Music

All Excellence Programs at Marsden SHS are 12 month programs and require students to apply and trial for acceptance into the Programs.

Guide to selecting subjects:

Subject choice for year 9 students is based around completion of all 8 learning area. However, there is still student choice within these learning areas.

- Identify which learning areas have already been studied.
- Electives must be chosen in the area of Technologies, The Arts and Languages.
- If you child has not yet completed a Semester elective from one of the above areas, they must choose this first.
- Choose subjects you will enjoy; you can do well in and find challenging; subjects that will increase your options for the future, and allow you to explore and understand all the options available for senior schooling. This will help you find your interests and passions in learning at school.

Technology Requirements:

It is expected that all students at Marsden SHS have their own technological devices. This allows students a seamless transition for learning from school to home and in between. It is also vital that all students check their email communications daily for important messages from the school and their teachers, subject selection information and timetable updates. BYOD information is provided on page 5.

Year 7—9 2027 BYOD iPad Program

New students entering Year 7 –9 at Marsden State High School in 2026 are required to participate in our schools BYOD iPad Program. All students must bring a compatible Apple iPad paired with a keyboard case, active stylus and a screen protector as their primary learning device.

iPad Program - Device requirements

A mandatory requirement for BYOD is the device must support dual band 5ghz wireless networking in order to successfully connect to the school wireless network. Other terminology used to identify dual band wireless capable devices includes: 802.11ac, and WiFi 6 (or better). The device must be Wifi enabled only

Devices should have a battery capacity to last 8 hours or more (a full school day).

Supported Devices

- To participate in the MSHS iPad Program the minimum requirement is that the device specifications are:
Apple iPad running iOS/iPadOS version 15.0 or later
- iOS with active stylus capability
- 10.2 inch screen
- Wifi only

For more Information, please visit: <https://marsdenshs.eq.edu.au/facilities/computers-and-technology>

... of the School	... of the Parent/s	... of the Student
provide suitable school Wi-Fi connection and filtering system	purchase and maintenance of device	bring device fully charged each day
provide a blended educational environment	purchase and maintenance of device	show respect for other devices, work and privacy
- provide a blended educational environment - model safe device and internet practices - printer services	- appropriate insurance and warranty - purchase, install and update applications - Sign the appropriate documents - appropriate insurance and warranty	- bring device fully charged each day - show respect for other devices, work and privacy - Sign the appropriate documents - access technology as a Responsible User
printer services	Sign the appropriate documents	Sign the appropriate documents

ENGLISH



Subject Structure

Term 1	Term 2	Term 3	Term 4
Worlds Beyond In this unit, you will listen to, read and view a variety of Speculative Fiction texts to explore how literary texts can explore about their own society and the future of humanity by creating a vision of the future, or an alternate world.	Play Study In this unit, you listen and read a play drama text. You will use comprehension strategies to construct meaning about characters, setting and themes represented in a drama text and examine the ways text creators manipulate language in order to influence audiences.	Perspectives in Media In this unit, students will interpret, evaluate and discuss how different groups respond to local issues. Students will read and view a range of persuasive speeches. They will explore techniques including language features and presentation strategies used to persuade an audience. Students will select a contemporary local issue and create a speech presenting their view. The unit of study will incorporate class and group discussions.	Novel Study In this unit, you will use comprehension strategies to construct meaning about characters, setting and themes represented in a novel and explore how authors use language and textual features to represent different perspectives of issues.
Assessment			
Term 1: Speculative Fiction Narrative 600-800 words		Term 3: Analytical Exam Short Response 400-600 words	
Term 2: Persuasive Speech 3—4 minutes		Term 4: Analytical Essay 600-800 words	

Costs: Nil

Achievement Standards:

By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.

MATHEMATICS



Subject Structure

Term 1	Term 2	Term 3	Term 4
-Index Laws -Scientific notation -Area, volume and surface area -Simple Interest	-Distance, gradient and mid-point -Sketch linear & non-linear equations. -Expand binomial expressions.	-Data -Probability	-Pythagoras' Theorem -Trigonometry -Ratio and Scale Factors -Similarity in triangles
Assessment			
Students complete a midterm assessment and an end of term assessment each term. These assessments are either an exam or assignment.			

Costs: Nil

Achievement Standards:

By the end of Year 9, students solve problems involving [simple interest](#). They interpret [ratio](#) and scale factors in similar figures. Students explain [similarity](#) of triangles. They recognise the connections between [similarity](#) and the [trigonometric ratios](#). Students compare techniques for collecting [data](#) from primary and secondary sources. They make sense of the position of the [mean](#) and [median](#) in skewed, symmetric and bi-modal displays to describe and interpret [data](#).

Students apply the [index laws](#) to numbers and express numbers in [scientific notation](#). They expand [binomial](#) expressions. They find the distance between two points on the [Cartesian plane](#) and the [gradient](#) and [midpoint](#) of a [line segment](#). They sketch linear and non-linear relations. Students calculate areas of shapes and the [volume](#) and surface [area](#) of right prisms and cylinders. They use Pythagoras' [Theorem](#) and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to [estimate](#) probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

SCIENCE



Subject Structure

Term 1	Term 2	Term 3	Term 4
BioEarth and Space Science —Earth's spheres and the carbon cycle. Biological Science —Reproduction.	Biological Science —Body systems responding to change.	Chemistry —Chemical processes, atomic structure, atom arrangement and atomic mass.	Physical Science —Energy conservation, energy transfer, waves and particle modes.
Assessment			
One/two pieces of assessment per term. Assessment types include exam, research task and experimental investigation.			

Costs: Nil

Achievement Standards:

By the end of Year 9 students explain how body systems provide a coordinated response to stimuli. They describe how the processes of sexual and asexual reproduction enable survival of the species. They explain how interactions within and between Earth's spheres affect the carbon cycle. They analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. They explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. Students explain the role of publication and peer review in the development of scientific knowledge and explain the relationship between science, technologies and engineering. They analyse the different ways in which science and society are interconnected.

Students plan and conduct safe, reproducible investigations to test or identify relationships and models. They describe how they have addressed any ethical and intercultural considerations when generating or using primary and secondary data. They select and use equipment to generate and record replicable data with precision. They select and construct appropriate representations to organise, process and summarise data and information. They analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies. They analyse the impact of assumptions and sources of error in methods and evaluate the validity of conclusions and claims. They construct logical arguments based on evidence to support conclusions and evaluate claims. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to specific audiences.

HUMANITIES AND SOCIAL SCIENCE



History (one semester—compulsory)

Learning Area: Humanities and Social Sciences

Subject Structure

Term 1	Term 2
Industrial Revolution (1750 - 1918) • Technological advancements and rapid change • Agricultural and Transport Revolution • Child labour and working conditions • Cottage and Factory Industry	World War 1 (1914-1918) • Causes of WW1 • Enlistment and conscription • ANZAC legend • The lasting impact of WW1
Assessment	
Collection of Work (finalised in week 8)	Assignment (Week 8)

Costs: Nil

Achievement Standards:

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgements about their importance. They explain the motives and actions of people at the time. Students explain the [significance](#) of these events and developments over the short and long [term](#). They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a [historical inquiry](#). They interpret, process, analyse and organise information from a range of primary and [secondary sources](#) and use it as [evidence](#) to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, [evidence](#) identified in sources, and they reference these sources.

HUMANITIES AND SOCIAL SCIENCE – ELECTIVES



Subject Structure

Term 3	Term 4
• Biomes and Food Security • Different Types of Biomes • Impact of Natural Hazards on Food Production • Human Alteration of Biomes • Agricultural Productivity in Australia • Sustainability	• Geographies of Interconnection • People and their connections to places throughout the world • Human activity and how it shapes environments • Social, Economic & Environmental Impacts of Tourism • Sustainability
Assessment	
Term 1: Collection of Work	
Term 2: Geographic Inquiry – Multimodal	

Costs: Nil

Achievement Standards:

By the end of Year 9, students explain how [geographical processes](#) change the [characteristics of places](#). They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the [characteristics of places](#) over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and [secondary sources](#) to select and collect relevant and reliable geographical information and [data](#). They record and represent multi-variable [data](#) in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, [data](#) and other information to propose explanations for patterns, trends, relationships and anomalies across time and [space](#), and to predict outcomes. Students synthesise [data](#) and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

Subject Structure

Term 3	Term 4
<u>The Global Economy</u> • Participants in the global economy • Supply and demand • Saving and investing money • Interdependence of countries in the global economy	<u>Future Anything</u> • Creating a business • Identifying competitors and points of difference • Marketing • Budgeting • Prototyping a product
Assessment	
Term 1: Portfolio of exams	
Term 2: Multimodal business pitch	

Costs: Nil

Achievement Standards:

By the end of Year 9, students explain the role of the Australian [economy](#) in allocating and distributing resources, and analyse the [interdependence](#) of participants in the global [economy](#). They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a [competitive advantage](#), including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.

When researching, students develop questions and simple hypotheses to frame an investigation of an economic or [business](#) issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use [cost-benefit analysis](#) and appropriate criteria to propose a course of action. They apply [economics](#) and [business](#) knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and [business](#) decisions and the potential consequences of alternative actions.

Subject Structure

Term 3	Term 4
Australia's Political System (Unit 1) • What is civics? • Rights & Responsibilities • Political influences on people's choice	Australia's Political and National Identity (Unit 2) • Australian identity & multiculturalism • Our place in the Asia-Pacific Region
Assessment	
Assessment for Unit 1 is an exam, where students' knowledge & understanding, and their ability to analyse the Australian political system will be tested. Unit 2 will be an assessment Report.	

Costs: Nil**Achievement Standards:**

By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to [civic life](#).

When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on [civics](#) and [citizenship](#) issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on [civics](#) and [citizenship](#) issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.

ARTS



Subject Structure

Term 1	Term 2
World Dance Fusion • Cultural and traditional dances • How different cultural dances have impacted Australian dance • Professional dance companies • Workshops with professional dance companies	World Dance Fusion • Identification of genre and style-specific technique and/or movement • Creative choreographic activities to fuse movement • Key choreographers—fusing dance genres
Assessment	
Responding: World dance genre Making—Performance Making—Choreography	

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 10, students analyse how and/or why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills are manipulated in dance they create and/or experience. They evaluate how dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how dance is used to celebrate and challenge perspectives of Australian identity.

Students select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning when performing dance for audiences.

Subject Structure

Term 1	Term 2
Fractured Fairy Tales - Drama activities and collaboration games - Deconstruct a range of fairy tale texts - Devise fractured fairy tale scene	Indigenous Perspectives - Investigate prior knowledge of Indigenous culture - Role of storytelling "Children of the Black Skirt" play - Backgrounds and histories of play - Perform Class Production
Assessment	
Forming (Devising) Responding (Analytical essay) Presenting (Group performance)	

Costs: Nil

Achievement Standards:

By the end of Year 10, students analyse the [elements of drama](#), [forms](#) and performance styles and evaluate meaning and [aesthetic](#) effect in drama they devise, interpret, perform and view. They use their experiences of drama [practices](#) from different cultures, places and times to evaluate drama from different [viewpoints](#).

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different [forms](#), styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the [elements of drama](#), narrative and structure in directing and acting to engage audiences. They refine performance and [expressive skills](#) in [voice](#) and [movement](#) to convey [dramatic action](#).

Subject Structure

Term 1	Term 2
Documenting Reality - Documentary: Introduction, techniques, points of view, - Documentary techniques - Social and cultural values of Documentary Film Making - Analysing a documentary - Technical codes in film making - Filming and editing mini project	Documenting Reality - Documentary: Introduction, techniques, points of view, - Documentary techniques - Social and cultural values of Documentary Film Making - Analysing a documentary - Technical codes in film making - Filming and editing mini project
Assessment	
Analytical & Evaluative Exam Documentary Production	

Costs: Nil

Achievement Standards:

By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media [conventions](#) and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media [conventions](#) and integrate and shape the technical and symbolic elements for specific purposes, meaning and [style](#). They collaboratively apply design, production and distribution processes.

Subject Structure

Term 1	Term 2
Feelin' Blue • extend technical and expressive skills • learn that over time there has been further development of different traditional and contemporary styles as they explore the Blues • reflect on the development of contemporary styles of music and how musicians can be identified through the style of their music • explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music • evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform • build on their understanding of the roles of artists and audiences as they engage with Blues music	R & B • study the genre RnB and how it has evolved over time • analyse and evaluate how the elements of music are manipulated differently to blues music • engage in learning/refining skills on an instrument.
Assessment	
Responding: Analysis Making: Notated blues composition Making: Performance	

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 10, students analyse ways composers and/or performers use the elements of music and compositional devices to engage audiences. They evaluate how music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how music is used to celebrate and challenge perspectives of Australian identity.

Students demonstrate listening and aural skills relevant to the styles and/or contexts in which they are working. Students manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation. They notate, document and/or record their music. They apply knowledge of styles and/or forms when performing their own and/or others' music. They demonstrate appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences.

Subject Structure

Term 1	Term 2
Superheroes and Villains - Evaluating changes in the History of Manga and western comic traditions, how this communicates artistic intentions and allow this to influence how students make and view their work. - Evaluate Manga artworks and displays from across Japan and other western illustration history.	Superheroes and Villains - Develop their two manga/western cartoon mixed media artworks to identify influences of other artists in their work through use of materials and techniques. - Students manipulate materials using a range of techniques and processes including drawing and painting to refine techniques in illustration of a Manga story board using mixed media.
Assessment	
Making Artist Statement	

Costs: Nil

Achievement Standards:

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between [visual conventions](#), [practices](#) and [viewpoints](#) that represent their own and others' ideas. They identify influences of other [artists](#) on their own artworks.

Students manipulate [materials](#), techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

DESIGN TECHNOLOGY



Subject Structure

Term 1	Term 2
Introduction to Industrial Technology practices and processes • Safety/Tool induction • Skill builders • Project • 1 Graded Quiz	Introduction to Design practices and processes • Prototypes • Project • Journal
Assessment	
• 1 Graded Quiz (Term 1) • 2 Projects (Term 1 and Term 2) • Journal of Design practices and processes (Term 2)	

Costs: \$30.00 per Semester

Achievement Standards:

By the end of Year 10, students explain how people working in design and [technologies](#) occupations consider factors that impact on design decisions and the [technologies](#) used to produce products, services and environments. They identify the changes necessary to designed solutions to realise [preferred futures](#) they have described. When [producing](#) designed solutions for identified needs or opportunities, students evaluate the [features](#) of [technologies](#) and their appropriateness for purpose for one or more of the [technologies contexts](#).

Students create designed solutions for one or more of the [technologies contexts](#) based on a critical evaluation of needs or opportunities. They establish detailed [criteria for success](#), including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when [producing](#) designed solutions, making adjustments to plans when necessary. They select and use appropriate [technologies](#) skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

Subject Structure

Term 1	Term 2
Sustainable and ethical practices within the fashion industry - Safety within a textiles room - Tool and equipment safety - Development of sewing skills - Portfolio development - Designing and Producing	Development of Design - Fashion terminology - Elements of design - Pattern symbols and measurements - Design Process - Designing and Producing
Assessment	
Term 1 - Students will investigate sustainable and ethical practices within the fashion industry to produce a product. Students will develop sewing skills to design and construct an ugly doll along with documenting the design process through a portfolio. Term 2 – Students will develop design process skills to design, document and produce a hoodie of their own design using pattern templates.	

Costs: Student will need to source their own fabric for term 2 for construction of Hoodie.

Achievement Standards:

By the end of Year 10, students explain how people working in design and [technologies](#) occupations consider factors that impact on design decisions and the [technologies](#) used to produce products, services and environments. They identify the changes necessary to designed solutions to realise [preferred futures](#) they have described. When [producing](#) designed solutions for identified needs or opportunities, students evaluate the [features](#) of [technologies](#) and their appropriateness for purpose for one or more of the [technologies contexts](#).

Students create designed solutions for one or more of the [technologies contexts](#) based on a critical evaluation of needs or opportunities. They establish detailed [criteria for success](#), including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when [producing](#) designed solutions, making adjustments to plans when necessary. They select and use appropriate [technologies](#) skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

Subject Structure

Term 1	Term 2
Social sustainability Safety within the kitchen • Hygiene practices • Food safety • Tool and equipment safety • Being a chef • Designing and producing recipes	Global Cuisines • Investigating foods from around the world • Identifying foods from different cultures • Cooking skills to produce different foods • Using different foods
Assessment	
Term 1—Students will design and produce a recipe from a personally designed recipe card. This will include identifying correct hygiene and safety procedures for success in the kitchen workspace. Term 2—Design and produce a recipe from a chosen culture with an accompanying visual article.	

Costs: : \$50 per term. *Includes supplying all ingredients. Food can be taken home at the end of the day if using own container brought from home.

Achievement Standards:

By the end of Year 10, students explain how people working in design and [technologies](#) occupations consider factors that impact on design decisions and the [technologies](#) used to produce products, services and environments. They identify the changes necessary to designed solutions to realise [preferred futures](#) they have described. When [producing](#) designed solutions for identified needs or opportunities, students evaluate the [features](#) of [technologies](#) and their appropriateness for purpose for one or more of the [technologies contexts](#).

Students create designed solutions for one or more of the [technologies contexts](#) based on a critical evaluation of needs or opportunities. They establish detailed [criteria for success](#), including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when [producing](#) designed solutions, making adjustments to plans when necessary. They select and use appropriate [technologies](#) skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

Subject Structure

Term 1	Term 2
Introduction to Drafting Industry practices and processes - Skill builders 2D and 3D sketching - Orthographic CAD drawings - Pictorial CAD drawings	Introduction to Design practices and processes - Prototypes 3D printing/Laser engraving - Design Folio
Assessment	
- Folio of sketches (term1) - Folio of CAD drawings (term1) - Design Folio (term2)	

Costs: Nil

Achievement Standards:

By the end of Year 10, students explain how people working in design and [technologies](#) occupations consider factors that impact on design decisions and the [technologies](#) used to produce products, services and environments. They identify the changes necessary to designed solutions to realise [preferred futures](#) they have described. When [producing](#) designed solutions for identified needs or opportunities, students evaluate the [features](#) of [technologies](#) and their appropriateness for purpose for one or more of the [technologies contexts](#).

Students create designed solutions for one or more of the [technologies contexts](#) based on a critical evaluation of needs or opportunities. They establish detailed [criteria for success](#), including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when [producing](#) designed solutions, making adjustments to plans when necessary. They select and use appropriate [technologies](#) skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

DIGITAL TECHNOLOGY



Subject Structure

Term 1	Term 2
Technical Proposal for Gaming Labs Investigations of Hardware / Software Writing of business proposals Sales pitch Networking infrastructure Presentation skills Cost analysis eSports industry analysis	Relational Database Development for Gameplay analysis Methods of identifying/recording game results Object role modelling Data types and database design Create searchable data Manipulate data sets Data compression methods to hold media Reporting User Centred Design
Assessment	
Written technical proposal and presentation	Project—Development of Relational Database

Costs: Nil

Achievement Standards:

By the end of Year 10, students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple [data compression](#), and why content [data](#) are separated from presentation.

Students plan and manage digital projects using an iterative approach. They define and [decompose](#) complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and [data](#) structures involving modular functions that reflect the relationships of real-world [data](#) and [data](#) entities. They take account of privacy and security requirements when selecting and validating [data](#). Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and [enterprise](#). They share and collaborate online, establishing protocols for the use, transmission and maintenance of [data](#) and projects.

Subject Structure

Term 1	Term 2
Robotics Industries Examining uses of robotics in everyday life User centred design Problem analysis and projections Designing and testing algorithms Evaluating failures through testing protocols to create success Use of Micro-controllers and sensors Designing solutions to every day problems	Drone Aviation and Engineering Pathways Algorithms and programming Investigation and design 3D Modelling and printing Aviation basics WHS in Engineering concepts Micro controllers and sensors Maintenance and troubleshooting
Assessment	
Portfolio of work—Robo Cup challenges	Project—Developing solutions to everyday problems

Costs: Nil

Achievement Standards:

By the end of Year 10, students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple [data compression](#), and why content [data](#) are separated from presentation.

Students plan and manage digital projects using an iterative approach. They define and [decompose](#) complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and [data](#) structures involving modular functions that reflect the relationships of real-world [data](#) and [data](#) entities. They take account of privacy and security requirements when selecting and validating [data](#). Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and [enterprise](#). They share and collaborate online, establishing protocols for the use, transmission and maintenance of [data](#) and projects.

LANGUAGES



Subject Structure

Term 1	Term 2
Health food and drink ◆ Name of the food and drink ◆ Price and currency ◆ Measure words ◆ Take order ◆ Bargain ◆ Taste of the food and drink ◆ Question for how much ◆ Using cohesive devices in Chinese language	My School ● Number 1-9999 ● School members ● School facilities ● Measure words ● Position, location and direction ● Question for where, how to go etc. ● Using cohesive devices in Chinese language
Assessment	
Projects involving writing and speaking skills Reading and listening exam.	

Costs: Nil

Achievement Standards:

By the end of Year 10, students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. They exchange information, ideas and opinions and enquire into the experiences and opinions of others, using [question](#) words such as 为什么, 怎么, 怎么样 to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts. Students observe how texts are created for different purposes and audiences. They respond to narratives, identifying [language features](#) that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting [language](#) use for different audiences. They justify their opinions with reasons and specific examples (比如), using [tone](#) and rhythm emphatically. Students respond to and [create](#) a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their [language](#) use for these different audiences. They use prepositions of time and place, and prepositions to show relationships with other people, for example, 给, 跟, 对. They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery. They use a range of cohesive devices (for example, 不但…而且; 除了…以外; 如果…就) with the support of models and [cues](#). In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候, 以前 and connectives, for example, 先…然后. They also indicate changes in tense with tense markers such as 了, 过, and use verbs to express modality (for example, 可以, 要, 会, 应该) or intention, for example, 希望, 想, 打算.

Students discern differences in patterns of sound (for example, 'qing', 'qin') and [tone](#) in extended speech for different contexts and audiences. They apply knowledge of [character components](#) and morphemes to assist their understanding of new [characters](#) and words encountered. They analyse grammatical rules, use [language](#) appropriate to the form of [communication](#), and compare textual features. Students recognise the key features of grammar and sentence structure that are distinctive to Chinese, such as measure words, and varied uses of verbs (是, 有 and attributive 的), and apply them in new contexts. They are aware of particular issues relating to translating between Chinese and English and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa. They are aware that [language](#) use varies according to [context](#), purpose and [mode](#). Students explain how [culture](#) and [language](#) shape their own and others' [communication](#) practices, and reflect on how their own cultural experience impacts on interactions with Chinese speakers.

Chinese Extension (Semester 2 only—must complete Chinese in Semester 1)

Learning Area: Languages

Subject Structure

Term 3	Term 4
Daily Routing • Time • Period of the day • Daily activities • School timetable • Transportation • Weather and seasons • Question: what time, how is the weather	My subject • Time duration • Name of the subject • Describe the subject • Feeling and reason • Talk about exam • Ask for permission • All the cohesive in junior level
Assessment	
Exam + projects	

Costs: Nil

Achievement Standards:

By the end of Year 10, students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. They exchange information, ideas and opinions and enquire into the experiences and opinions of others, using [question](#) words such as 为什么, 怎么, 怎么样 to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts. Students observe how texts are created for different purposes and audiences. They respond to narratives, identifying [language features](#) that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting [language](#) use for different audiences. They justify their opinions with reasons and specific examples (比如), using [tone](#) and rhythm emphatically. Students respond to and [create](#) a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their [language](#) use for these different audiences. They use prepositions of time and place, and prepositions to show relationships with other people, for example, 给, 跟, 对. They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery. They use a range of cohesive devices (for example, 不但...而且; 除了...以外; 如果...就) with the support of models and [cues](#). In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候, 以前 and connectives, for example, 先...然后. They also indicate changes in tense with tense markers such as 了, 过, and use verbs to express modality (for example, 可以, 要, 会, 应该) or intention, for example, 希望, 想, 打算.

Students discern differences in patterns of sound (for example, 'qing', 'qin') and [tone](#) in extended speech for different contexts and audiences. They apply knowledge of [character components](#) and morphemes to assist their understanding of new [characters](#) and words encountered. They analyse grammatical rules, use [language](#) appropriate to the form of [communication](#), and compare textual features. Students recognise the key features of grammar and sentence structure that are distinctive to Chinese, such as measure words, and varied uses of verbs (是, 有 and attributive 的), and apply them in new contexts. They are aware of particular issues relating to translating between Chinese and English and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa. They are aware that [language](#) use varies according to [context](#), purpose and [mode](#). Students explain how [culture](#) and [language](#) shape their own and others' [communication](#) practices, and reflect on how their own cultural experience impacts on interactions with Chinese speakers. Students use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很, 非常, 最. They reflect on their interactions when using and learning languages.

Students are aware of the key features of the Chinese writing system and its differences to the English writing system. They recognise the function of tone-syllables and Pinyin. They explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents. They recognise and describe diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family. They are aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience.

Subject Structure

Term 1	Term 2
Discovering Spanish This unit will provide students with an overview of those countries where Spanish is spoken as well as some of the highlights and attractions that can be found within. Students will also have the opportunity to learn how to discuss various topics of interest in Spanish including sport, hobbies, music and art. ¡A comer! Here students will explore the exciting world of Spanish foods, tapas and more. They will have the opportunity to learn about traditional dishes from across the Spanish speaking world as well as practical language that can be used to order food in a restaurant and buy groceries from the store.	Mi Insti Here students will look at the differences between schools across the Spanish speaking world and compare them to their own environment. Students will have the opportunity to learn a range of practical vocabulary based around the school environment. Mi Ciudad Students will have the opportunity to discover some of the spectacular cities that the Spanish speaking world has to offer. They will cover how to describe a city, talk about locations, local facilities and various shops as well as the climate in some of those locations.
Examples of Activities and Assessments	
Project include writing and speaking Reading and Listening exam	

Costs: Nil

Achievement Standards:

By the end of Year 10, students initiate and sustain Spanish language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Spanish or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Spanish to create texts.

Students apply features and conventions of spoken Spanish to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this learning influences their ideas and ways of communicating.

Spanish Extension

Learning Area: Languages

Subject Structure

Term 3	Term 4
Somos así Discuss the things that you like including films, parties and the activities that you like to do during the week. ¡Oriéntate! Here students will have the opportunity to discuss the things that happen at work, discuss their future career plans and discuss their future plans.	En forma Students will have the opportunity to learn vocabulary used to talk about healthy diets, exercise routines, healthy lifestyles, daily routines and visiting the doctor. Jóvenes en acción Here students will have the opportunity to analyse, explore, plan and take action on current political, social and environmental events taking place globally and in the Spanish speaking world.
Examples of Activities and Assessments	
Project include writing and speaking Reading and Listening exam	

Costs: Nil

Achievement Standards:

By the end of Year 10, students initiate and sustain Spanish language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Spanish or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Spanish to create texts.

Students apply features and conventions of spoken Spanish to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this learning influences their ideas and ways of communicating.

HEALTH AND PHYSICAL EDUCATION



Subject Structure

Term 1	Term 2
Teach Us Consent • Sexual Relationships • Consent • Online safety • Safe Sex • Movement skills and strategies	Reaching Out • Identity, influence and change • Mental Health • Help seeking strategies • Leadership and collaboration • Community-based physical activity interventions
Assessment	
1. Folio 2. Folio	

Costs: Nil

Achievement Standards:

By the end of Year 10, students propose and evaluate personal strategies to manage their identities, emotions and responses to change. They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk. They synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. Students evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations. They adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes. Students propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others. They apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.

EXCELLENCE DISCIPLINES



Subject Structure

Term 1	Term 2	Term 3	Term 4
World Dance Fusion • Cultural and traditional dances • How different cultural dances have impacted Australian dance • Professional dance companies • Workshops with professional dance companies	World Dance Fusion • Identification of genre and style-specific technique and/or movement • Creative choreographic activities to fuse movement • Key choreographers—fusing dance genres	Dance on Digital Platforms • Digital platforms where dance is prevalent • Dance adapted for digital forms • Authenticity and quality of dance on digital platforms • Camera angles and film techniques	Dance on Digital Platforms • Dance genres and styles • Use of movement to advertise a product • Potential to collaborate with film students to develop final product
Assessment			
Responding: World dance genre Making—Performance Making—Choreography		Making—Performance Responding: Exam Making—Choreography	

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 10, students analyse how and/or why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills are manipulated in dance they create and/or experience. They evaluate how dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how dance is used to celebrate and challenge perspectives of Australian identity.

Students select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning when performing dance for audiences.

Subject Structure

Term 1	Term 2	Term 3	Term 4
Theatre Transformation • Drama activities and collaboration exercises • Transformation of Shakespeare • Introduction to working with scripted text • Analyse and respond to live performances • Develop and apply scriptwriting skills • Perform dramatic work		Comedy • Exploration of the stylistic conventions of Commedia Del Arte • Develop skills for performing and writing scripted comedy • Application of Elements of Drama to own performance and devised works	
Assessment			
Responding – Live theatre essay Making—Scripted performance Making—Scriptwriting		Making – Performance of scripted text Making – Devised Commedia Del Arte performance Responding – Essay response to live performance	

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 10, students analyse how and why the elements of drama, performance skills and/or conventions are manipulated in drama they create, perform and/or experience. They evaluate how drama in a range of styles and/or from a range of contexts communicates ideas, perspectives and/or meaning. They evaluate how drama is used to celebrate and challenge perspectives of Australian identity.

Students work individually and/or collaboratively to shape and manipulate use of the elements of drama, conventions and/or dramatic structures to communicate ideas, perspectives and/or meaning. They use performance skills relevant to style and/or form to sustain belief, roles and characters in performances of improvised, devised and/or scripted drama for audiences.

Subject Structure

Term 1	Term 2	Term 3	Term 4
Feelin' Blue - learn that over time there has been further development of different traditional and contemporary styles as they explore the Blues - explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music - evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform - build on their understanding of the roles of artists and audiences as they engage with Blues music	R & B - study the genre RnB and how it has evolved over time - analyse and evaluate how the elements of music are manipulated differently to blues music - engage in learning/refining skills on an instrument.	Folk Music - Investigate folk music from countries around the world. - Explore music by popular musicians of the genre and style - Develop knowledge of different musical genres and styles - Apply knowledge to performance and written tasks - extend technical and expressive skills	Singer-Songwriter - Explore composer and artist intent in music - Learn how to express individual narrative through song - Use compositional devices to manipulate the elements of music - Develop basic audio skills for recording own music
Assessment			
Responding: Blues vs RnB essay Making—Performance Making—Blues composition		Making—Performance Responding: Extended response Making—Composition	

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 10, students analyse ways composers and/or performers use the elements of music and compositional devices to engage audiences. They evaluate how music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how music is used to celebrate and challenge perspectives of Australian identity.

Students demonstrate listening and aural skills relevant to the styles and/or contexts in which they are working. Students manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation. They notate, document and/or record their music. They apply knowledge of styles and/or forms when performing their own and/or others' music. They demonstrate appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences.

Subject Structure

Term 1	Term 2	Term 3	Term 4
Sexual Health - What is good sexual health? - Influences on sexual health decisions - Analysing data and proposing courses of action to enhance health of self and others <i>Basketball specialisation</i> <i>Athletic development</i>	Respectful Relationships & Safe Partyng - Resilience and rights - Respectful relationships Nutrition - Analysing impact of contextual factors on nutrition choices - Barriers to making healthy decisions <i>Basketball specialisation</i> <i>Athletic development</i>	Biomechanics - Video analysis - Balance and stability - Force production <i>Basketball specialisation</i> <i>Athletic development</i>	Sports Psychology - Team culture - Team cohesion - Goal setting - Motivation <i>Basketball specialisation</i> <i>Athletic development</i>
Assessment			
1. Research task 2. Inquiry investigation			

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 10, students [critically analyse contextual factors](#) that influence [identities](#), relationships, decisions and behaviours. They [analyse](#) the impact attitudes and beliefs about [diversity](#) have on [community](#) connection and [wellbeing](#). They [evaluate](#) the outcomes of emotional responses to different situations. Students [access](#), [synthesise](#) and [apply health](#) information from credible sources to propose and [justify](#) responses to [health](#) situations. Students propose and [evaluate](#) interventions to improve fitness and [physical activity](#) levels in their communities. They [examine](#) the role [physical activity](#) has played historically in defining cultures and cultural [identities](#).

Students [demonstrate](#) leadership, fair [play](#) and cooperation across a range of movement and [health](#) contexts. They [apply](#) decision-making and problem-solving skills when taking action to [enhance](#) their own and others' [health](#), [safety](#) and [wellbeing](#). They [apply](#) and transfer [movement concepts and strategies](#) to new and challenging movement situations. They [apply](#) criteria to make judgements about and [refine](#) their own and others' [specialised movement skills](#) and movement performances. They work collaboratively to design and [apply](#) solutions to [movement challenges](#).

Subject Structure

Term 1	Term 2	Term 3	Term 4
Sexual Health - What is good sexual health? - Influences on sexual health decisions - Analysing data and proposing courses of action to enhance health of self and others <i>Football specialisation</i> <i>Athletic development</i>	Respectful Relationships & Safe Partyng - Resilience and rights - Respectful relationships Nutrition - Analysing impact of contextual factors on nutrition choices - Barriers to making healthy decisions <i>Football specialisation</i> <i>Athletic development</i>	Biomechanics - Video analysis - Balance and stability - Force production <i>Football specialisation</i> <i>Athletic development</i>	Sports Psychology - Team culture - Team cohesion - Goal setting - Motivation <i>Football specialisation</i> <i>Athletic development</i>
Assessment			
1. Research task 2. Inquiry investigation			

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 10, students [critically analyse contextual factors](#) that influence [identities](#), relationships, decisions and behaviours. They [analyse](#) the impact attitudes and beliefs about [diversity](#) have on [community](#) connection and [wellbeing](#). They [evaluate](#) the outcomes of emotional responses to different situations. Students [access](#), [synthesise](#) and [apply health](#) information from credible sources to propose and [justify](#) responses to [health](#) situations. Students propose and [evaluate](#) interventions to improve fitness and [physical activity](#) levels in their communities. They [examine](#) the role [physical activity](#) has played historically in defining cultures and cultural [identities](#).

Students [demonstrate](#) leadership, fair [play](#) and cooperation across a range of movement and [health](#) contexts. They [apply](#) decision-making and problem-solving skills when taking action to [enhance](#) their own and others' [health](#), [safety](#) and [wellbeing](#). They [apply](#) and transfer [movement concepts and strategies](#) to new and challenging movement situations. They [apply](#) criteria to make judgements about and [refine](#) their own and others' [specialised movement skills](#) and movement performances. They work collaboratively to design and [apply](#) solutions to [movement challenges](#).

Subject Structure

Term 1	Term 2	Term 3	Term 4
Sexual Health - What is good sexual health? - Influences on sexual health decisions - Analysing data and proposing courses of action to enhance health of self and others <i>Rugby league specialisation</i> <i>Athletic development</i>	Respectful Relationships & Safe Partyng - Resilience and rights - Respectful relationships Nutrition - Analysing impact of contextual factors on nutrition choices - Barriers to making healthy decisions <i>Rugby league specialisation</i> <i>Athletic development</i>	Biomechanics - Video analysis - Balance and stability - Force production <i>Rugby league specialisation</i> <i>Athletic development</i>	Sports Psychology - Team culture - Team cohesion - Goal setting - Motivation <i>Rugby league specialisation</i> <i>Athletic development</i>
Assessment			
1. Research task 2. Inquiry investigation			

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 10, students [critically analyse contextual factors](#) that influence [identities](#), relationships, decisions and behaviours. They [analyse](#) the impact attitudes and beliefs about [diversity](#) have on [community](#) connection and [wellbeing](#). They [evaluate](#) the outcomes of emotional responses to different situations. Students [access](#), [synthesise](#) and [apply health](#) information from credible sources to propose and [justify](#) responses to [health](#) situations. Students propose and [evaluate](#) interventions to improve fitness and [physical activity](#) levels in their communities. They [examine](#) the role [physical activity](#) has played historically in defining cultures and cultural [identities](#).

Students [demonstrate](#) leadership, fair [play](#) and cooperation across a range of movement and [health](#) contexts. They [apply](#) decision-making and problem-solving skills when taking action to [enhance](#) their own and others' [health](#), [safety](#) and [wellbeing](#). They [apply](#) and transfer [movement concepts and strategies](#) to new and challenging movement situations. They [apply](#) criteria to make judgements about and [refine](#) their own and others' [specialised movement skills](#) and movement performances. They work collaboratively to design and [apply](#) solutions to [movement challenges](#).

Subject Structure

Term 1	Term 2	Term 3	Term 4
Sexual Health - What is good sexual health? - Influences on sexual health decisions - Analysing data and proposing courses of action to enhance health of self and others <i>Netball specialisation</i> <i>Athletic development</i>	Respectful Relationships & Safe Partyng - Resilience and rights - Respectful relationships Nutrition - Analysing impact of contextual factors on nutrition choices - Barriers to making healthy decisions <i>Netball specialisation</i> <i>Athletic development</i>	Biomechanics - Video analysis - Balance and stability - Force production <i>Netball specialisation</i> <i>Athletic development</i>	Sports Psychology - Team culture - Team cohesion - Goal setting - Motivation <i>Netball specialisation</i> <i>Athletic development</i>
Assessment			
1. Research task 2. Inquiry investigation			

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 10, students [critically analyse contextual factors](#) that influence [identities](#), relationships, decisions and behaviours. They [analyse](#) the impact attitudes and beliefs about [diversity](#) have on [community](#) connection and [wellbeing](#). They [evaluate](#) the outcomes of emotional responses to different situations. Students [access](#), [synthesise](#) and [apply health](#) information from credible sources to propose and [justify](#) responses to [health](#) situations. Students propose and [evaluate](#) interventions to improve fitness and [physical activity](#) levels in their communities. They [examine](#) the role [physical activity](#) has played historically in defining cultures and cultural [identities](#).

Students [demonstrate](#) leadership, fair [play](#) and cooperation across a range of movement and [health](#) contexts. They [apply](#) decision-making and problem-solving skills when taking action to [enhance](#) their own and others' [health](#), [safety](#) and [wellbeing](#). They [apply](#) and transfer [movement concepts and strategies](#) to new and challenging movement situations. They [apply](#) criteria to make judgements about and [refine](#) their own and others' [specialised movement skills](#) and movement performances. They work collaboratively to design and [apply](#) solutions to [movement challenges](#).

Subject Structure

Term 1	Term 2	Term 3	Term 4
Sexual Health - What is good sexual health? - Influences on sexual health decisions - Analysing data and proposing courses of action to enhance health of self and others <i>Rugby league specialisation</i> <i>Athletic development</i>	Respectful Relationships & Safe Partying - Resilience and rights - Respectful relationships Nutrition - Analysing nutrition choices - Barriers to making healthy decisions <i>Rugby league specialisation</i>	Biomechanics - Video analysis - Balance and stability - Force production <i>Rugby league specialisation</i> <i>Athletic development</i>	Sports Psychology - Team culture - Team cohesion - Goal setting - Motivation <i>Rugby league specialisation</i> <i>Athletic development</i>
Assessment			
1. Research task 2. Inquiry investigation			

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 10, students [critically analyse contextual factors](#) that influence [identities](#), relationships, decisions and behaviours. They [analyse](#) the impact attitudes and beliefs about [diversity](#) have on [community](#) connection and [wellbeing](#). They [evaluate](#) the outcomes of emotional responses to different situations. Students [access](#), [synthesise](#) and [apply health](#) information from credible sources to propose and [justify](#) responses to [health](#) situations. Students propose and [evaluate](#) interventions to improve fitness and [physical activity](#) levels in their communities. They [examine](#) the role [physical activity](#) has played historically in defining cultures and cultural [identities](#).

Students [demonstrate](#) leadership, fair [play](#) and cooperation across a range of movement and [health](#) contexts. They [apply](#) decision-making and problem-solving skills when taking action to [enhance](#) their own and others' [health](#), [safety](#) and [wellbeing](#). They [apply](#) and transfer [movement concepts and strategies](#) to new and challenging movement situations. They [apply](#) criteria to make judgements about and [refine](#) their own and others' [specialised movement skills](#) and movement performances. They work collaboratively to design and [apply](#) solutions to [movement challenges](#).

Subject Structure

Term 1	Term 2	Term 3	Term 4
Sexual Health - What is good sexual health? - Influences on sexual health decisions - Analysing data and proposing courses of action to enhance health of self and others <i>Volleyball specialisation</i> <i>Athletic development</i>	Respectful Relationships & Safe Partyng - Resilience and rights - Respectful relationships Nutrition - Analysing impact of contextual factors on nutrition choices - Barriers to making healthy decisions <i>Volleyball specialisation</i> <i>Athletic development</i>	Biomechanics - Video analysis - Balance and stability - Force production <i>Volleyball specialisation</i> <i>Athletic development</i>	Sports Psychology - Team culture - Team cohesion - Goal setting - Motivation <i>Volleyball specialisation</i> <i>Athletic development</i>
Assessment			
1. Research task 2. Inquiry investigation			

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 10, students [critically analyse contextual factors](#) that influence [identities](#), relationships, decisions and behaviours. They [analyse](#) the impact attitudes and beliefs about [diversity](#) have on [community](#) connection and [wellbeing](#). They [evaluate](#) the outcomes of emotional responses to different situations. Students [access](#), [synthesise](#) and [apply health](#) information from credible sources to propose and [justify](#) responses to [health](#) situations. Students propose and [evaluate](#) interventions to improve fitness and [physical activity](#) levels in their communities. They [examine](#) the role [physical activity](#) has played historically in defining cultures and cultural [identities](#).

Students [demonstrate](#) leadership, fair [play](#) and cooperation across a range of movement and [health](#) contexts. They [apply](#) decision-making and problem-solving skills when taking action to [enhance](#) their own and others' [health](#), [safety](#) and [wellbeing](#). They [apply](#) and transfer [movement concepts and strategies](#) to new and challenging movement situations. They [apply](#) criteria to make judgements about and [refine](#) their own and others' [specialised movement skills](#) and movement performances. They work collaboratively to design and [apply](#) solutions to [movement challenges](#).

