



MABEL PARK STATE HIGH SCHOOL

Year 9 into Year 10 ELECTIVE SUBJECT GUIDE

2025



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PRINCIPAL WELCOME



Dear Students and Parents,

Year 10 is a transition year within the Senior Phase of learning. It is a transition from the Compulsory Schooling Phase to the Compulsory Participation Phase.

The Year 10 curriculum offered at Mabel Park State High School is structured to assist in this transition and to cater for the varied pathways that students may choose as they move from Junior Secondary into the Senior School and beyond.

The Year 10 Elective Curriculum Framework is designed around ATAR, Applied & Vocational pathways and is designed to cater for a range of abilities and interests. **Our separate Vocational Education and Training subject guide is also available which outlines all the certificates Mabel Park State High School delivers.**

Students are required to study the Core areas of English, Mathematics, and Science along with a selection of electives. All subjects, including electives, are studied for three periods per week. English, Mathematics and Science are compulsory for the year.

As our electives are designed to be year-long courses, it is important that students choose their subjects with their future pathway in mind. All of our electives offered are in alignment with Senior subjects, therefore allowing students to start exploring subjects that they believe will be beneficial to their future. All electives are designed to cater for the varied interests of students, whilst setting the foundations for future study within that particular curriculum area.

It is important to note that all subjects emphasise the development of literacy, numeracy, critical thinking skills and technology skills.

I encourage students to seek more information about the subjects on offer here at Mabel Park State High School, and the requirements to reach their future career goals and aspirations by talking to their parents and to key Mabel Park State High School staff. It is important to remember that a balanced curriculum keeps future options open.

I trust the following information will be helpful in making your choices in what to study in Year 10. I wish you well in making your decisions.

Mr Trent Cowley
Executive Principal



CREATIVE INDUSTRIES SUBJECTS

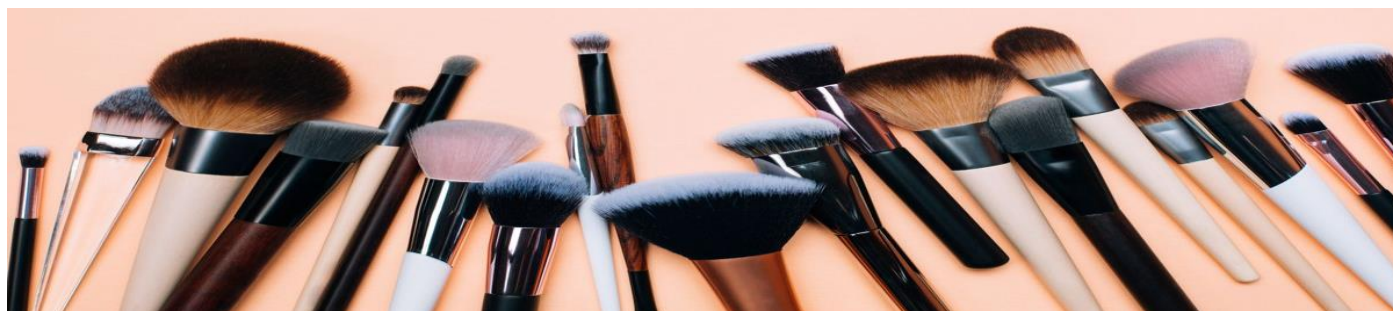
Drama (ATAR pathway preparation)



| | |
|---|--|
| QCE Credits | NA |
| Subject | Australian Curriculum |
| Content | <p><i>The study of Drama covers a diverse range of practical and theoretical components. These include:</i></p> <ul style="list-style-type: none"> • Vocal skills • Movement and basic stage techniques • Play texts and playwrights • Forms, styles and genres of dramatic action • Acting spaces and dramatic conventions |
| This subject can articulate to these as well as other related industry areas | <ul style="list-style-type: none"> • Creative and Performing Arts • Arts Administration • Acting • Media Studies • Teaching • Journalism • Public Relations |
| Specialised Equipment Required | Black shirt/pants recommended for theatre performances. |
| Excursions and/or Subject Costs | This course may include excursions. |
| Additional Information | ATAR preparatory course for Senior Drama |
| Contact | Head of Department – Creative Industries |



Certificate III Beauty Services



| QCE Credits | 8 credits upon completion (three-year course) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------|-------|------------|---------------------------------|------------|--|------------|--------------------------------|------------|-------------------------|------------|--------------------------|------------|--|------------|---|------------|--|------------|--------------------------------------|------------|-----------------------------------|------------|--|------------|---|------------|--|------------|-----------------------------|------------|--------------------------------------|------------|--|------------|--|------------|------------------|
| Subject | Vocational | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Content | <p>This qualification reflects the role of individuals employed as beauticians to provide a range of beauty services including nail, waxing, lash and brow, and during the teaching and learning of this basic make-up services. These individuals possess a range of well-developed technical and customer service skills where discretion and judgement are required and are responsible for their own outputs. This includes client consultation on beauty products and services. Work is typically conducted in beauty, waxing, brow and nail salons.</p> <p>Refer to training.gov.au for specific information about the qualification.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Units | <table border="1"> <thead> <tr> <th>Unit code</th><th>Title</th></tr> </thead> <tbody> <tr><td>SHBBBOS007</td><td>Apply cosmetic tanning products</td></tr> <tr><td>SHBBCCS005</td><td>Advise on beauty products and services</td></tr> <tr><td>SHBBFAS004</td><td>Provide lash and brow services</td></tr> <tr><td>SHBBHRS010</td><td>Provide waxing services</td></tr> <tr><td>SHBBMUP009</td><td>Design and apply make-up</td></tr> <tr><td>SHBBNLS007</td><td>Provide manicure and pedicure services</td></tr> <tr><td>SHBBNLS011</td><td>Use electric file equipment for nail services</td></tr> <tr><td>SHBBRES003</td><td>Research and apply beauty industry information</td></tr> <tr><td>SHBXCCS007</td><td>Conduct salon financial transactions</td></tr> <tr><td>SHBXCCS008</td><td>Provide salon services to clients</td></tr> <tr><td>SHBXIND003</td><td>Comply with organisational requirements within a personal services environment</td></tr> <tr><td>SHBXWHS003</td><td>Apply safe hygiene, health and work practices</td></tr> <tr><td>SIRXOSM002</td><td>Maintain ethical and professional standards when using social media and online platforms</td></tr> <tr><td>SIRXSLS001</td><td>Sell to the retail customer</td></tr> <tr><td>SHBBINF002</td><td>Maintain infection control standards</td></tr> <tr><td>SHBBMUP010</td><td>Design and apply make-up for photography</td></tr> <tr><td>SHBXCCS009</td><td>Greet and prepare clients for salon services</td></tr> <tr><td>SHBBSKS006</td><td>Pierce ear lobes</td></tr> </tbody> </table> | Unit code | Title | SHBBBOS007 | Apply cosmetic tanning products | SHBBCCS005 | Advise on beauty products and services | SHBBFAS004 | Provide lash and brow services | SHBBHRS010 | Provide waxing services | SHBBMUP009 | Design and apply make-up | SHBBNLS007 | Provide manicure and pedicure services | SHBBNLS011 | Use electric file equipment for nail services | SHBBRES003 | Research and apply beauty industry information | SHBXCCS007 | Conduct salon financial transactions | SHBXCCS008 | Provide salon services to clients | SHBXIND003 | Comply with organisational requirements within a personal services environment | SHBXWHS003 | Apply safe hygiene, health and work practices | SIRXOSM002 | Maintain ethical and professional standards when using social media and online platforms | SIRXSLS001 | Sell to the retail customer | SHBBINF002 | Maintain infection control standards | SHBBMUP010 | Design and apply make-up for photography | SHBXCCS009 | Greet and prepare clients for salon services | SHBBSKS006 | Pierce ear lobes |
| Unit code | Title | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBBBOS007 | Apply cosmetic tanning products | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBBCCS005 | Advise on beauty products and services | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBBFAS004 | Provide lash and brow services | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBBHRS010 | Provide waxing services | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBBMUP009 | Design and apply make-up | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBBNLS007 | Provide manicure and pedicure services | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBBNLS011 | Use electric file equipment for nail services | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBBRES003 | Research and apply beauty industry information | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBXCCS007 | Conduct salon financial transactions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBXCCS008 | Provide salon services to clients | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBXIND003 | Comply with organisational requirements within a personal services environment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBXWHS003 | Apply safe hygiene, health and work practices | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SIRXOSM002 | Maintain ethical and professional standards when using social media and online platforms | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SIRXSLS001 | Sell to the retail customer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBBINF002 | Maintain infection control standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBBMUP010 | Design and apply make-up for photography | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBXCCS009 | Greet and prepare clients for salon services | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHBBSKS006 | Pierce ear lobes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Specialised Equipment Required | Not applicable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excursions and/or Subject Costs | <p>\$150</p> <p>This course may include non-compulsory excursions at additional cost</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Additional Information | The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contact | Head of Department – Creative Industries | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Certificate II in Dance



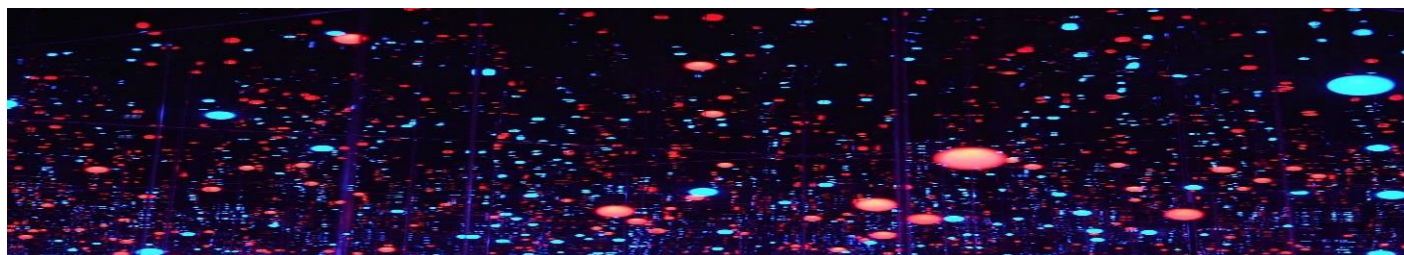
| QCE Credits | 4 credits upon completion (one year course) | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|--|--|--|-----------|-------|-----------|---|-----------|--|-----------|-------------------------------|-----------|-----------------------------|-----------|---|-----------|---|-----------|---------------------------------------|-----------|---|-----------|---|-----------|--------------------------------|
| Subject | Vocational | | | | | | | | | | | | | | | | | | | | | | | | |
| Content | <p>This qualification reflects the role of a person working in a varied context in the live performance industry, using some discretion and judgement and relevant during the teaching and learning of this theoretical knowledge.</p> <p>Refer to training.gov.au for specific information about the qualification.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Units | <table><tr><th>Unit code</th><th>Title</th></tr><tr><td>CUADAN212</td><td>Incorporate artistic expression into basic dance performances</td></tr><tr><td>CUAIND211</td><td>Develop and apply creative arts industry knowledge</td></tr><tr><td>CUAPRF211</td><td>Prepare for live performances</td></tr><tr><td>CUAWHS111</td><td>Follow safe dance practices</td></tr><tr><td>CUAWHS211</td><td>Develop a basic level of physical fitness for dance performance</td></tr><tr><td>CUADAN215</td><td>Perform basic contemporary dance techniques</td></tr><tr><td>CUADAN218</td><td>Perform basic street dance techniques</td></tr><tr><td>CUADAN219</td><td>Perform basic cultural dance techniques</td></tr><tr><td>BSBPEF201</td><td>Support personal wellbeing in the workplace</td></tr><tr><td>CUADAN211</td><td>Develop basic dance techniques</td></tr></table> | | | Unit code | Title | CUADAN212 | Incorporate artistic expression into basic dance performances | CUAIND211 | Develop and apply creative arts industry knowledge | CUAPRF211 | Prepare for live performances | CUAWHS111 | Follow safe dance practices | CUAWHS211 | Develop a basic level of physical fitness for dance performance | CUADAN215 | Perform basic contemporary dance techniques | CUADAN218 | Perform basic street dance techniques | CUADAN219 | Perform basic cultural dance techniques | BSBPEF201 | Support personal wellbeing in the workplace | CUADAN211 | Develop basic dance techniques |
| Unit code | Title | | | | | | | | | | | | | | | | | | | | | | | | |
| CUADAN212 | Incorporate artistic expression into basic dance performances | | | | | | | | | | | | | | | | | | | | | | | | |
| CUAIND211 | Develop and apply creative arts industry knowledge | | | | | | | | | | | | | | | | | | | | | | | | |
| CUAPRF211 | Prepare for live performances | | | | | | | | | | | | | | | | | | | | | | | | |
| CUAWHS111 | Follow safe dance practices | | | | | | | | | | | | | | | | | | | | | | | | |
| CUAWHS211 | Develop a basic level of physical fitness for dance performance | | | | | | | | | | | | | | | | | | | | | | | | |
| CUADAN215 | Perform basic contemporary dance techniques | | | | | | | | | | | | | | | | | | | | | | | | |
| CUADAN218 | Perform basic street dance techniques | | | | | | | | | | | | | | | | | | | | | | | | |
| CUADAN219 | Perform basic cultural dance techniques | | | | | | | | | | | | | | | | | | | | | | | | |
| BSBPEF201 | Support personal wellbeing in the workplace | | | | | | | | | | | | | | | | | | | | | | | | |
| CUADAN211 | Develop basic dance techniques | | | | | | | | | | | | | | | | | | | | | | | | |
| Specialised Equipment Required | Not applicable | | | | | | | | | | | | | | | | | | | | | | | | |
| Excursions and/or Subject Costs | Nil | | | | | | | | | | | | | | | | | | | | | | | | |
| Additional Information | The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. | | | | | | | | | | | | | | | | | | | | | | | | |
| Contact | Head of Department – Creative Industries | | | | | | | | | | | | | | | | | | | | | | | | |

Music (ATAR pathway preparation)



| | |
|---|---|
| QCE Credits | N/A |
| Subject | Australian Curriculum |
| Content | <ul style="list-style-type: none"> • <i>Explore music genres through Performance, Composition and Analysis.</i> • <i>Perform in groups at school events</i> • <i>Create individual, original compositions</i> • <i>Visual and Aural analysis of various music genres.</i> |
| This subject can articulate to these as well as other related industry areas | <ul style="list-style-type: none"> • Performer • Composer • Music Analyst • Teacher • Music Therapist |
| Specialised Equipment Required | N/A |
| Excursions and/or Subject Costs | This course may include excursions and/or additional subject costs. |
| Additional Information | ATAR preparatory course for senior Music |
| Contact | Head of Department – Creative Industries |

Visual Art (ATAR pathway preparation)



| | |
|---|---|
| QCE Credits | N/A |
| Subject | Australian Curriculum |
| Content | This course covers a range of Visual Art units that develop and respond to Contemporary Art, Contemporary Artists and Art making through the use of 2D media (photography, drawing, painting, printmaking, collage / 3D media (sculpture, installations) / Time-based media (video and stop-motion) Throughout the year long course, students will create a folio of works that they are able to take home. |
| This subject can articulate to these as well as other related industry areas | <ul style="list-style-type: none"> • Fine Artist • Animator • Graphic Designer • Photographer • Potter • Sculptor • Teacher |
| Specialised Equipment Required | Visual Diary will be provided |
| Excursions and/or Subject Costs | <p>\$ 50 consumable levy per year</p> <p>This course may include excursions and/or additional subject costs.</p> |
| Additional Information | Subject supports selection to ATAR Visual Art in Year 11 & Year 12. |
| Contact | Head of Department – Creative Industries |

Media Arts



| | |
|---|---|
| QCE Credits | N/A |
| Subject | Australian Curriculum /Applied syllabus |
| Content | This course covers a range of practical aspects of Visual Art such as digital arts, painting, printmaking and ceramics. Throughout the year long course, students will create a folio of works that they are able to take home. |
| This subject can articulate to these as well as other related industry areas | <ul style="list-style-type: none"> • Artist • Animator • Graphic Designer • Photographer • Potter • Sculptor • Teacher |
| Specialised Equipment Required | Visual Diary will be provided |
| Excursions and/or Subject Costs | <p>\$50 consumable levy per year</p> <p>This course may include excursions and/or additional subject costs.</p> |
| Additional Information | Subject supports selection to Certificate III in Visual Art in Year 11 & Year 12. |
| Contact | Head of Department – Creative Industries |



DESIGN AND TECHNOLOGIES SUBJECTS

Design and Technologies



| | |
|---|---|
| QCE Credits | NA |
| Subject | Australian Curriculum |
| Content | This course covers a range of practical contexts including wood work, metal work, design and work place health and safety. Throughout this year long course, students will create a range of projects to take home. |
| This subject can articulate to these as well as other related industry areas | <ul style="list-style-type: none"> • Cabinet maker • Carpenter • Boiler maker • Graphic designer • Welder • Labourer • Project manager |
| Specialised Equipment Required | Leather shoes must be worn at all times as per school rules. Long hair must be tied up during practical lessons. |
| Excursions and/or Subject Costs | \$50 |
| Additional Information | This course is recommended for students looking at choosing Furnishing, Certificate I in Construction, Certificate II in Engineering Pathways in year 11 |
| Contact | Head of Department –Technology |



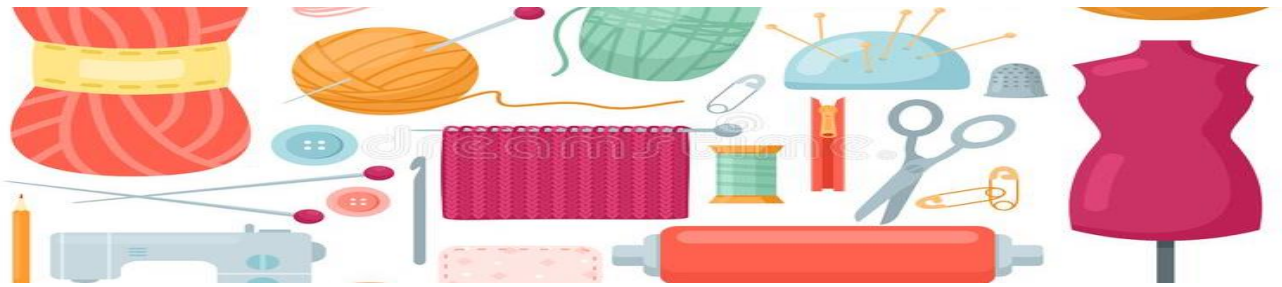
Introduction to Hospitality



| | |
|---|--|
| QCE Credits | NA |
| Subject | Australian Curriculum |
| Content | This course covers a range of practical contexts including cooking, food service and work place health and safety. This course offers an introduction to hospitality and develops skills and knowledge preparing you for your start in the industry. Learn the basic skills to work effectively and safely, discover how to interact with customers, increase your hospitality knowledge and skills and boost your cultural awareness. |
| This subject can articulate to these as well as other related industry areas | <ul style="list-style-type: none">• Chef• Food and beverage attendant• Hotel management |
| Specialised Equipment Required | Leather shoes must be worn at all times as per school rules. Long hair must be tied up during practical lessons. |
| Excursions and/or Subject Costs | \$50 |
| Additional Information | This course is recommended for students looking at choosing Certificate II in Hospitality or Hospitality Practices. |
| Contact | Head of Department –Technology |



Health, Food & Fibre



| | |
|---|---|
| QCE Credits | NA |
| Subject | Australian Curriculum |
| Content | This course covers a range of practical contexts in both textiles and food areas. This includes cooking, food sustainability, hand sewing, machine sewing, applique, sustainable fashion and work place health and safety in both domains. This course offers an introduction to fashion and textiles and food production develops students' practical skills and knowledge. Students will learn the basic skills to work effectively and safely, to create both textiles projects and sustainable foods. |
| This subject can articulate to these as well as other related industry areas | <ul style="list-style-type: none"> • Tailor • Dressmaker • Fashion designer • Chef • Nutritionist |
| Specialised Equipment Required | Leather shoes must be worn at all times as per school rules. Long hair must be tied up during practical lessons. |
| Excursions and/or Subject Costs | \$50 |
| Additional Information | This course is recommended for students looking at choosing Fashion Studies, Hospitality Practices or Certificate II Hospitality. |
| Contact | Head of Department –Technology |



Digital Technologies



| | |
|---|---|
| QCE Credits | N/A |
| Subject | Australian Curriculum |
| Content | <p>This subject focuses on the knowledge, understanding and skills related to engagement with ICT.</p> <p>Topics include:</p> <p>Graphic Design - basic image manipulation techniques to produce digital images.</p> <p>3D Modelling - creating and manipulating digital graphical representations for prototyping.</p> <p>Game Making - plan and produce a digital game using object-oriented programming.</p> <p>Presenting me - focuses on the development of a personal digital presence online.</p> |
| This subject can articulate to these as well as other related industry areas | <ul style="list-style-type: none"> • Game developer • Software developer • Technical officer • Project manager |
| Specialised Equipment Required | USB Earphones |
| Excursions and/or Subject Costs | NA |
| Additional Information | Preparatory course for Certificate III in Information Technology or Industrial Graphic Design |
| Contact | Head of Department – Technology |



Certificate I in Construction

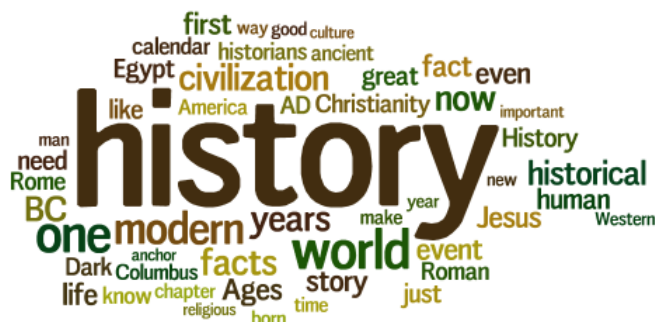


| | |
|---|---|
| QCE Credits | 3 QCE Points |
| Subject | Certificate I in Construction (CPC10120) Course trained by Adapt Education trading as My Industry Training RTO:32452 |
| Content | This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The course has both practical and theory elements. Students will be required to use tools and equipment to construct a project throughout the course. |
| This subject can articulate to these as well as other related industry areas | Competencies assessed within this subject: CPCCCM2004 Handle construction materials CPCCCM2005 Use construction tools and equipment CPCCCM1011 Undertake basic estimation and costing CPCCOM1012 Work effectively and sustainably in the construction industry CPCCOM1013 Plan and organise work CPCCVE1011 Undertake a basic construction project CPCCWHS1001 Prepare to work safely in the construction industry CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry CPCCOM1014 Conduct workplace communication CPCCOM1015 Carry out measurements and calculations CPCCOM2001 Read and interpret plans and specifications |
| Specialised Equipment Required | Safety Boots High Vis Shirt provided by My Industry Training |
| Excursions and/or Subject Costs | If the course is funded through VETiS there is no cost to students. In the case where a student has used their VETiS funding for another course, a fee of \$800 will be charged. |
| Additional Information | The skills and knowledge gained from the Certificate I in Construction are essential for any student seeking employment in the construction industry. Students that successfully transition into a school-based apprenticeship may be able to transfer units from their Certificate I in Construction to the apprenticeship course they are completing. |



HUMANITIES SUBJECTS

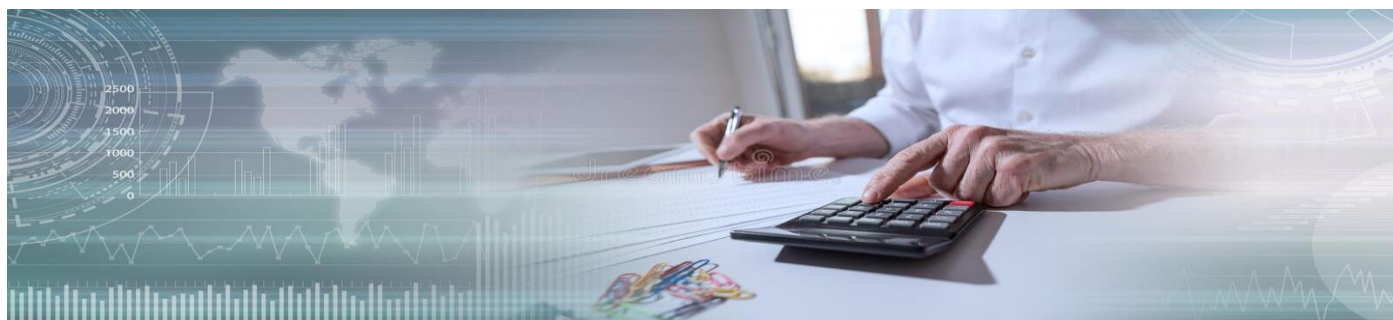
Ancient History



| | |
|---|--|
| QCE Credits | N/A - ATAR preparatory course. |
| Subject | Australian Curriculum - Ancient History |
| Content | <i>In this course students will develop skills in research, source analysis and evaluation and develop an in-depth knowledge of the ancient world and its people. This course will enable students to develop the necessary skills to be successful in their senior subjects as well as in any further study options they choose. It is critical source analysis skills that are so vital in our every changing, always evolving world that has so much information at the click of a button. This subject teaches students to be critical thinkers and lifelong learners.</i> |
| This subject can articulate to these as well as other related industry areas | <ul style="list-style-type: none"> • Archaeologist • Academic Researcher • Sociologist • Tour Guide • Librarian • Teacher • Youth Worker • Public Policy Expert |
| Specialised Equipment Required | NIL |
| Excursions and/or Subject Costs | This course may include excursions and/or additional subject costs. |
| Additional Information | ATAR preparatory course for senior Ancient History aligned with ACARA skills. This subject will be paired with AC History (Compulsory) for the other semester. |
| Contact | Head of Department – Humanities |

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Economics and Business



| | |
|---|---|
| QCE credits | NA |
| Subject | Accounting and Business syllabuses |
| Content | <p><i>This course will be covering a range of accounting and business topics such as:</i></p> <ul style="list-style-type: none"> • <i>starting and growing a business;</i> • <i>what it means to work as an accountant;</i> • <i>what accounting information is used for; and</i> • <i>fundamental accounting concepts.</i> <p><i>This course is a one-year duration aiming to prepare students for further studies in accounting and/or business. You will learn spreadsheet skills that will be beneficial for anyone looking at going into a maths, science or business career. This course is recommended for anyone who might choose Accounting and/or Business (ATAR) in year 11.</i></p> |
| This subject can articulate to these as well as other related industry areas | <ul style="list-style-type: none"> • Business Owner • Business Manager • Entrepreneur • Accountant • Bookkeeper • Business Analyst |
| Specialised Equipment Required | N/A |
| Excursions and/or Subject Costs | This course may include excursions and/or additional subject costs. |
| Additional Information | Preparation course for the General ATAR subjects of Accounting and Business. This subject will be paired with AC History (Compulsory) for the other semester. |
| Contact | Head of Department – Humanities |

Legal Studies



| | |
|---|---|
| QCE Credits | NA |
| Subject | Legal Studies syllabus |
| Content | <i>This course will be covering a range of legal topics such as governance, criminal law, civil law and human rights law. This course aims to prepare students for further studies in law. This course is recommended for anyone who might choose Legal Studies in year 11.</i> |
| This subject can articulate to these as well as other related industry areas | <ul style="list-style-type: none"> • Solicitor/lawyer • Paralegal • Legal clerk • Legal secretary • Police officer • Politician |
| Specialised Equipment Required | NA |
| Excursions and/or Subject Costs | Excursions via public transport to Queensland Parliament house or Supreme Court Brisbane |
| Additional Information | Preparation course for the General ATAR subject of Legal Studies. This subject will be paired with AC History (Compulsory) for the other semester. |
| Contact | Head of Department – Humanities |



Business Enterprise



| | |
|---|--|
| QCE Credits | N/A |
| Subject | Business Enterprise |
| Content | <p><i>This course will cover content and skills relating to the business world.</i></p> <ul style="list-style-type: none"> • <i>Students look at financial decisions and the short- and long-term consequences of these decisions. They discover how businesses respond to changing economic conditions and improve productivity. This part of the course is largely theoretical.</i> • <i>Students develop skills for working in Retail stores and business environments. This part of the course is largely practical and develops students personal skills as a worker.</i> • <i>This business pathway aims to build student's work readiness.</i> |
| This subject can articulate to these as well as other related industry areas | <ul style="list-style-type: none"> • Administrative Officer • Salesperson • Retail Manager • Customer Service Officer • Entrepreneurship • Business owner |
| Specialised Equipment Required | NA |
| Excursions and/or Subject Costs | Potential excursion to retail environments - TBA |
| Additional Information | Preparation course for Applied Business, Cert III in Retail or Cert III in Business. This subject will run for the whole year, separate to the compulsory Humanities program. |
| Contact | Head of Department – Humanities |

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HEALTH AND PHYSICAL EDUCATION SUBJECTS

Physical Education – (ATAR pathway preparation)

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|---|--|
| QCE Credits | N/A |
| Subject | Physical Education |
| Content | <p>Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.</p> <p>Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.</p> <p>Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.</p> <p>Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.</p> <p>Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.</p> |
| This subject can articulate to these as well as other related industry areas | A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching. |
| Specialised Equipment Required | NA |
| Excursions and/or Subject Costs | NA |
| Additional Information | Preparation course for general Health and Physical Education |
| Contact | Head of Department – HPE |

Certificate II in Sports Coaching

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| QCE Credits | 4 credits upon completion |
| Subject | Cert II Sport Coaching |
| Content | This course provides the practical skills to conduct coaching sessions in community-based clubs and organisation. Each class will be focus on a different sport including rugby league, football, basketball and netball. You will receive a range of coaching skills used to engage participants in your sport of choice. |
| This subject can articulate to these as well as other related industry areas | Competencies assessed within this subject: SIRXWHS001 - Work safely SISSSCO002 - Work in a community coaching role SISSSCO001 - Conduct sport coaching sessions with foundation level participants SISXCAI001 - Provide equipment for activities SISSSOF003 - Officiate sport competitions SISSSOF001 - Work as an official in sport HLTAID011 - Provide First Aid |
| Specialised Equipment Required | Sport uniform |
| Excursions and/or Subject Costs | Program fee - \$150 |
| Additional Information | As a program of excellence, students must meet required to be selected into the subject |
| Contact | Head of Department – HPE |

Introduction to Fitness

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| QCE Credits | N/A |
| Subject | Introduction to fitness |
| Content | This course offers an introduction to certificate III in fitness which can be undertaken in year 11 & 12. The subject is practical based and aims to provide a pathway to work as a fitness instructor in settings such as a fitness facility, gym and leisure centres. Students deliver programs within their school community and participate in a range of exercises and fitness sessions. |
| This subject can articulate to these as well as other related industry areas | An introduction to fitness can help gain knowledge and practical experience in the fitness industry. Students will complete the following: <ul style="list-style-type: none"> - Participate in various training programs and activities - Complete a range of exercises and movements - Learn how to write training programs to suit individual clients |
| Specialised Equipment Required | Sport uniform |
| Excursions and/or Subject Costs | Program fee only if selected in year 11 & 12 |
| Additional Information | As a program of excellence, students must meet required to be selected into the subject |
| Contact | Head of Department – HPE |