



SUBJECT HANDBOOK 2025

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GENERAL INFORMATION

Excellence in Learning and Life

As a student of Shailer Park State High School, you have a number of responsibilities in respect to homework, study habits and general modelling of school expectations to your fellow students and the wider community. At Shailer Park State High School, we value *Excellence in Learning and Life* and this responsibility is to be taken very seriously by you as a student. The habits and behaviours you build in Years 7, 8 & 9 are the foundation from which you can successfully launch into your senior schooling secondary years.

Homework and Study Expectations

Homework is a valuable part of the learning process. In the less structured environment at home, students have the opportunity through focused activities to deepen knowledge, refine a range of skills and develop their thinking processes. Homework also enables time management and organisational skills to be developed.

The Department of Education and Training notes that homework should be relevant to class work, year level, learning needs and skills development, and effective in supporting student's learning. The amount of homework should allow sufficient time for family, recreation, community and cultural activities and not disadvantage students with a lack of access to resources such as computers and the internet outside school.

In Years 7, 8 & 9, it is expected that students should dedicate 1.5– 2 hours per day on any 5 days of the week to homework and personal study. This may increase at peak assessment periods within the term.

In Years 10, 11 & 12, it is expected that students should dedicate 2.5 - 3 hours per day on any 5 days of the week to homework and personal study. This may increase at peak assessment periods within the term.

Homework is defined as any school related work done at home and comprises, but is not restricted to:

- teacher set tasks
- assignments worked on at home, at student pace, by the due date
- reading fiction and non-fiction books, set texts, internet and newspapers
- reviewing, highlighting and summarising daily lessons
- preparing for practical lessons
- organising a study and assignment planner
- revising drafts
- study for specific assessment

Attendance Expectations

Students learn best when at school, in classrooms. Every effort should be made by the student, with the support of their parent, to attend every school day, on time and for the whole day. We acknowledge that some life events occur which require absences from school (such as a very sick relative), however, simply taking a day off because it is your birthday or for a holiday outside of the allocated school term, is not acceptable.

Compulsory School Phase

A child is of compulsory school age if the child is at least 6 years and 6 months, and less than 16 years. This means it is compulsory for students in years 7, 8, 9 and 10 (if under the age of 16), to attend school every day unless they have a justified reason.

Compulsory Participation Phase

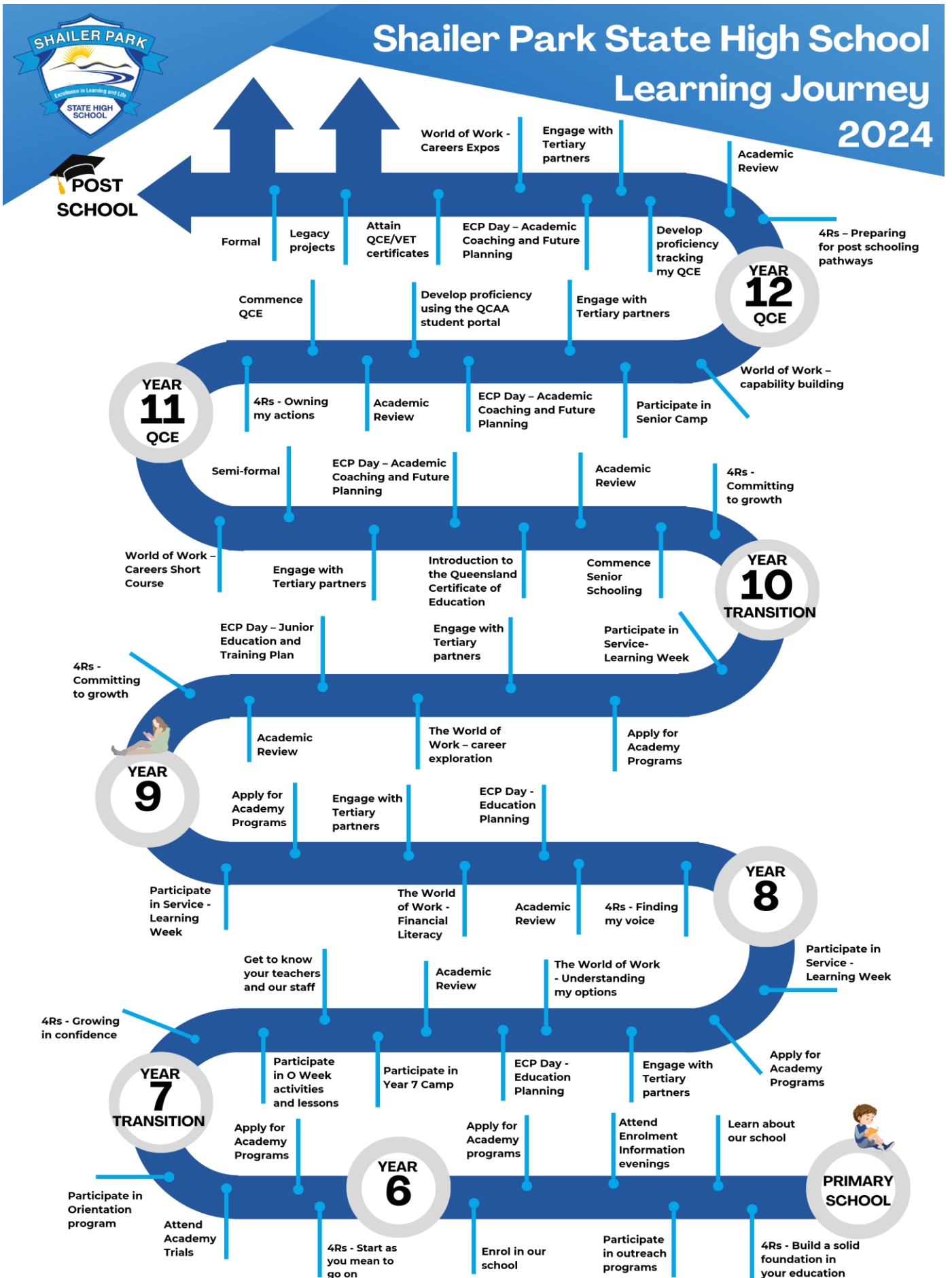
A young person's compulsory participation phase starts with the person stops being of compulsory school age (i.e. turns 16 or completes Year 10, whichever comes first) and ends when the person:

- gains a Certificate of Achievement, Senior Statement, Certificate III or Certificate IV; or
- has participated in eligible options for 2 years after the person stopped being of compulsory school age; or
- turns 17

During the Year 10 SET planning process, students and parents/carers are taken through the compulsory participation phase requirements in the form of a 'Senior School Contract'. This agreement between the student, parents/carers and the school explains the minimum expectations for engagement, attendance and behaviour in continued enrolment at the school. Failure to adhere to these conditions through the compulsory participation phase of learning, may lead to a cancellation of enrolment decision made by the school.

A young person who chooses to not continue in an approved education or training program must be in full time (25 hours) employment or combination of education and employment which totals 25 hours per week.

Shailer Park State High School Learning Journey





JUNIOR SECONDARY

Year 7, 8 & 9

JUNIOR SECONDARY – CURRICULUM INFORMATION

This **Subject Handbook** is designed to assist students in making appropriate subject choices for their studies at Shailer Park State High School during their secondary school years. As shown in the 'Learning Journey,' Year 7 is an important transition year as students move from their primary school experience and settle into their secondary school years. Year 8 and Year 9 are important foundational years for students as they gain confidence and further knowledge as they prepare for the final years of secondary school.

At Shailer Park State High School, we deliver the Australian Curriculum in Years 7, 8 and 9. There are eight (8) distinct Learning Areas within the Australian Curriculum – English, Maths, Science, Humanities, Health & Physical Education, Languages, Arts and Technology – with required time allocations for each year level. Our school timetable is developed to meet these specifications.

All subjects are grouped into these eight distinct Learning Areas. All subjects within each Learning Area are written and assessed according to the Australian Curriculum achievement standards. All classroom teachers are also grouped according to the subjects being delivered within each Learning Area. This group of teachers is called a Faculty and are co-located within dedicated buildings around the school. At Shailer Park SHS, each Faculty is led by a Head of Department who is the curriculum leader for this Learning Area. The Faculty Head of Department is an important person to contact regarding questions relating to the curriculum or assessment items for a particular subject for all year levels. A list of our Faculty Head of Departments can be found on our school website.

To assist in the decision making of subject selections, this Subject Handbook will help to:

- broaden your knowledge of the various subjects on offer in each year level
- explain how these subjects prepare students for senior school subjects

SUBJECT SELECTIONS IN JUNIOR SECONDARY

In Year 7 and 8, all students study the same subjects within all Learning Areas. Their timetable consists of lessons in English, Maths, Science, Humanities, HPE, Arts, Languages and Technology with different amounts of time allocated to each Learning Area. This information is specified below in the Subject Descriptions for each year level.

There are two key junctures for students to select subjects while in the junior secondary years:

- For the start of Year 9 – During Term 3, all Year 8 students complete a **Subject Selection Form** to indicate their preferred elective subjects for Year 9.
- For the start of Year 10 – During Term 3, all Year 9 students complete a personalised **Junior Education Transition (JET) Plan** to indicate their preferred subjects from the Core Subject Selection and the Elective Subject Selection

How to choose your subjects

While students are in Year 7, 8 and 9, it is important that students consider:

- areas that are of interest
- keeping their options open and having an 'exploratory' mindset
- subject prerequisites, if specified in the subject descriptions
- possible career pathways, including subjects that may prepare them for future pathways

When students have an opportunity to choose their subjects, students should not choose a subject based on:

- friends taking it
- the teacher who has taken it in the past
- the possibility of an excursion
- they've heard it's easy
- they have heard they need to do it even though you hate it and haven't passed it previously

JUNIOR EDUCATION AND TRANSITION (JET) PLAN

The Junior Education and Training (JET) planning process is a unique Shailer Park State High School process for current Year 9 students. To create their personalised JET Plan, students participate in a series of lessons, information sessions and advice in regards to selecting subjects that will best suit their skills, interest and future endeavours. The JET planning process culminates in a JET Plan meeting between the student, the parent/carer and a member of our school team. During this meeting, the student's current overall performance is reviewed and subjects will be selected for Year 10 based on a set of readiness criteria.

All Year 10 subjects are designed to prepare students for the final years of their senior secondary experience, Year 11 & 12. The Senior Education and Transition (SET) Planning meeting, also held during Term 3, reviews each student's academic progress during Year 10 before confirming their Year 11 & 12 subject selections.

YEAR 7 – SUBJECT OFFERINGS

In 2025, the subjects for Year 7 students are:

English	4 lessons / week / year
Maths	3 lessons / week / year
Science	3 lessons / week / year
Humanities	3 lessons / week / year
CPA / Technologies	3 lessons / week / semester
HPE / Languages	2 lessons / week / semester
RISE	1 lesson / week / year

In Year 7, all subjects are designed to deliver the Achievement Standard of the Australian Curriculum.

YEAR 8 – SUBJECT OFFERINGS

In 2025, the subjects for Year 8 students are:

English	3 lessons / week / year
Maths	3 lessons / week / year
Science	3 lessons / week / year
Humanities	3 lessons / week / year
CPA / Technologies	3 lessons / week / semester
HPE / Languages	3 lessons / week / semester
RISE	1 lesson / week / year

In Year 8, all subjects are designed to deliver the Achievement Standard of the Australian Curriculum.

YEAR 9 – SUBJECT OFFERINGS

In 2025, the subjects for Year 9 students are:

English	3 lessons / week / year
Maths	3 lessons / week / year
Science	3 lessons / week / year
HPE / History	3 lessons / week / semester
Elective 1	3 lessons / week / year
Elective 2	3 lessons / week / year
RISE	1 lesson / week / year

***ELECTIVE SUBJECT OFFERINGS – Students choose any two (2) of the following subjects.
They will study these elective subjects for the full year.***

Geography (GEO)	Dance (DAN)	Music (MUS)	Design and Technology (DAT)
Civics and Citizenship (CIV)	Drama (DRA)	Media Arts (MED)	Food Specialisations (TFD)
Economics and Business (ECB)	Visual Art (ART)		Digital Technology (DIG)

NB. Elective subjects require a minimum number of students to be included in the 2025 school timetable.

In Year 9, all subjects are designed to deliver the Achievement Standard of the Australian Curriculum.

YEAR 7 & 8 – SUBJECT DESCRIPTIONS

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. In Years 7 and 8, students will engage with a variety of texts for enjoyment and for a variety of purposes. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media texts novels, non-fiction, poetry and dramatic performances. In English, students develop their understanding of how texts are influenced by context, purpose and audience. They will learn how the features of texts may be used as models for creating their own work.

Literary texts that support and extend students in Years 7 and 8 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and/or historical genres. They may involve intertextual references, some challenging sequences and/or non-stereotypical characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and/or represent a variety of perspectives. Informative texts may present technical information and abstract content from credible sources about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.

In Years 7 and 8, students will create a range of texts such as narratives, performances, reports and discussions, literary analyses and reviews for different audiences. Accompanying texts may also be used to deepen student knowledge of a unit.

Across Year 7 and 8, students may engage with these key texts (NB. This is not a finite list and is subject to change):

- *The Diary of Anne Frank* by Anne Frank (ALTUM only)
- *The Interrogation of Ashala Wolf* by Ambelin Kwaymullina (ALTUM only)
- Excerpts of *I Am Malala* by Malala Yousafzai (ALTUM only)
- Excerpts of *Young Sheldon – Season 1* Directed by Chuck Lorre and Steven Molaro (ALTUM only)
- *Black Snake: The Daring of Ned Kelly* by Carolle Wilkinson
- A children’s film on an animal rights issue
- First Nations’ Poetry and Music
- Myths, Legends, Folk Tales and Fables from around the world
- *Sister Heart* by Sally Morgan
- *Spirited Away* Directed by Hayao Miyazaki

MATHEMATICS

In Year 7 and Year 8, learning in Mathematics builds on each student’s prior learning and experiences. Students will engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Mathematics teaches students to be effective problem solvers who use mathematical strategies to make informed decisions and to solve problems efficiently.

In Year 7, students develop proficiency in:

- apply scientific notation in measurement contexts
- work with the real number line as a geometric model for real numbers
- use linear and quadratic functions
- manipulate algebraic expressions
- formulate and solve related linear and non-linear equations
- solve measurement problems
- use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras’ theorem
- investigate probabilities of compound events

In Year 8, students further develop proficiency in:

- extend computation with combinations of the 4 operations
- extend the exponent laws to numerical calculations
- use mathematical modelling to solve problems in a broad range of contexts
- manipulate linear and other algebraic expressions
- interpret and explain demonstrations and proofs of Pythagoras’ theorem and investigate irrational numbers
- select metric measurement units fit for purpose and convert between units
- apply knowledge of the relationships between π and the features of circles to solve problems
- construct and locate objects with reference to three-dimensional coordinates using digital tools
- consider a variety of situations involving complementary and mutually exclusive events

SCIENCE

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. Students will use *Inquiry Learning* to build on problem solving and higher order thinking skills. The curriculum supports students to develop their scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate in science-related careers. In Year 7 & 8, all students study four core areas of Science – Biology, Chemistry, Physics and Earth & Space Science.

In Year 7, students will study:

- *Biology* - flows of matter and energy in ecosystems and the effects of environmental changes.
- *Chemistry* – introduced to particle theory to explain the physical properties of substances and processes that separate mixtures
- *Physics* – the effects of forces acting on objects
- *Earth and Space Science* – cycles in the Earth-sun-moon system and the effects of these cycles on the Earth.

In Year 8, students will study:

- *Biology* – the role of specialised cell structures and organelles in cellular function; the relationship between structure and function at organ and body system levels.
- *Chemistry* – different types of matter and the differences between physical and chemical change
- *Physics* – different forms of energy; transfer and transformation of energy in simple systems
- *Earth and Space Science* – the theory of plate tectonics and rock formations.

Science ensures students develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live.

HUMANITIES

Humanities is the study of human behaviour and interactions in social, cultural, environmental, economic, business, legal and political contexts. Humanities has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world.

Through studying Humanities students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. This requires an understanding of the key historical, geographical, legal, political, economic, business and societal factors involved, and how these different factors interrelate.

The study of Humanities will help students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions, be a responsible and active citizen, make informed economic and financial choices, and reflect on ethics.

In Year 7 and Year 8 students will study a term-long unit for Geography, Civics & Citizenship, Economics & Business and History.

HEALTH & PHYSICAL EDUCATION

In Year 7 and 8, students will study HPE for one semester. They will complete two term-long units that cover the focus areas of games and sports, lifelong physical activities, challenge and adventure activities, relationships, health benefits of physical activity, food and nutrition and alcohol and other drugs.

In Year 7 and 8, HPE plays an important role in maintaining physical activity participation as well as providing enjoyment and a sense of achievement. In HPE lessons, students will practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They will practise techniques that can be used to enhance their own and others' performances.

In Year 7 and 8, students will also learn about factors that influence their perception of themselves and their capacity to be resilient. Students will explore behavioural expectations for different social situations. Students will investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. Students will also continue to refine their health literacy skills as well as their understanding of the sources of support available, to seek early help when they or people around them need it.

LANGUAGES

In Year 7 and 8, students will study a Language for one semester. In our global world, learning a language introduces our students to the diverse array of cultures and languages that make up the world. Additionally, learning another language boosts our brain power, improves our memory and speech, and improves our first language skills. As language learners, our students will become more conscious thinkers and listeners who can communicate clearly, think creatively and gain a broader, more global perspective.

In Year 7 & 8, students will bring to their learning existing knowledge of another language and culture and a range of learning strategies. Students will interact with peers, the teacher and other speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may also access additional cultural experiences through events such as school exchanges, festivals, interschool events or cultural performances.

In this subject, students will:

- be introduced to a new language to share information, experiences and views related to their social worlds
- use rehearsed and spontaneous language
- use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing of this new language
- ask and respond to questions in this new language with additional explanations, if possible
- use the script of the new language to read and write verbs, nouns, and adjectives
- extract, analyse and evaluate information from extended spoken, written and multimodal texts in the new language
- predict the meaning of unfamiliar words and expressions from context
- make connections and comparisons between their own and others' perspectives in this new language.

CREATIVE & PERFORMING ARTS

In Year 7 and 8, students will embark on an exciting journey through the Arts, experiencing a rich variety of subjects: Dance, Drama, Media, Music, and Visual Art. This semester-long exploration will encourage students to actively participate in a diverse array of creative and performance-based activities, enabling them to discover the unique characteristics and techniques of each discipline. Throughout the semester, students will compile a portfolio of their work, documenting their creative processes and achievements across each subject. In this subject, students will study:

Performing Arts	Creative Arts
<p>Dance</p> <ul style="list-style-type: none"> • Learn about safe dance practices • Develop performance skills • Develop choreographing skills <p>Drama</p> <ul style="list-style-type: none"> • Create characters • Perform monologues <p>Music</p> <ul style="list-style-type: none"> • Perform percussion routines using chair drumming and body percussion • Learn the Ukulele 	<p>Media</p> <ul style="list-style-type: none"> • Develop an understanding of photography – camera shots, angles and composition • Develop media production skills <p>Visual Art</p> <ul style="list-style-type: none"> • Use printmaking techniques to create a design that represents themselves • Design and create collage artworks

TECHNOLOGIES

In Year 7 and 8, students will embark on an exciting journey through Technology, experiencing a rich variety of subjects – Design Technology, Food Technology and Digital Technology. This semester-long exploration will encourage students to actively participate in a diverse array of practical and creative activities, enabling them to discover the unique characteristics and techniques of each discipline. Throughout the semester, students will compile a portfolio of their work, documenting their processes and achievements across each subject. In this subject, students will study the following topics:

Digital Technology	Design Technology	Food Technology
<ul style="list-style-type: none"> • Develop computing skills • Learn to code • Understand how computers think 	<ul style="list-style-type: none"> • Develop manual dexterity • Learn the design process • Develop creative thinking skills • Learn how to sketch and prototype 	<ul style="list-style-type: none"> • Develop kitchen knife skills • Learn how to read a recipe • Use design process to develop a recipe

YEAR 9 – SUBJECT DESCRIPTIONS

In Year 9, students study a set of core subjects and choose any two elective subjects from the elective subject offerings.

YEAR 9 – Core Subjects

ENGLISH

In Year 9, students will engage with a variety of texts for enjoyment. They will learn to interpret, create, evaluate, discuss and perform a wide range of literary texts including aesthetic pieces and texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

Literary texts that support and extend students in Years 9 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas. Informative texts are also used to represent a synthesis of technical and abstract information about a wide range of specialised topics.

In Year 9, text structures become more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features used also become more complex and include successive complex sentences with embedded clauses, unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form. In Year 9, students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses and reviews.

In Year 9, students may engage with these key texts (NB. This is not a finite list and is subject to change):

- *The Crucible* by Arthur Miller (ALTUM only)
- *Animal Farm* by George Orwell (ALTUM only)
- War poetry by various poets (ALTUM only)
- *The Happiest Refugee* by Anh Do
- *Twelve Angry Men* – A play written by Reginald Rose
- Speculative short stories and narrative poetry

Accompanying texts may also be used to deepen student knowledge of a unit.

MATHEMATICS

In Year 9, learning in Mathematics continues to build upon each student's prior learning and experiences. Students will engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Mathematics teaches students to be effective problem solvers who use mathematical strategies to make informed decisions and to solve problems efficiently.

In Year 9, students further develop proficiency and positive dispositions towards mathematics and its use as they:

- apply scientific notation in measurement contexts
- work with the real number line as a geometric model; locate different fractions on the real number line, and locate some irrational square roots of natural numbers using Pythagoras' theorem
- use linear and quadratic functions to model a broad range of phenomena and contexts, make predictions, and represent these using tables, graphs and algebra
- manipulate algebraic expressions involving variables, exponents, and the expansion and factorisation of simple quadratic expressions
- formulate and solve related linear and non-linear equations exactly or approximately using numerical, graphical and algebraic approaches
- solve measurement problems about the surface area and volume of objects and apply formulas to solve problems, calculating these and related dimensions of objects as required
- use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem to solve practical problems using given sets of information
- investigate probabilities of compound events from two-step experiments and solve related problems
- compare multiple numerical data subsets in context and analyse their distributions with consideration of symmetry and skew.

SCIENCE

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. Students will use *Inquiry Learning* to build on problem solving and higher order thinking skills. The curriculum supports students to develop their scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate in science-related careers.

In Year 9, all students continue to study the four core areas of Science – Biology, Chemistry, Physics and Earth & Space Science.

In Year 9, students will study:

- *Biology* – how the human body system responds to changes in the external environment; reproductive processes
- *Chemistry* – the notion of the atom as a system of protons, electrons and neutrons and how this system can change; rearrangement of matter and chemical changes; the law of conservation of matter
- *Physics* – the transfer of energy
- *Earth and Space Science* – the spheres of the Earth and the carbon cycle.

Students will develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific methods to plan and conduct experiments and investigations based on ethical principles.

HISTORY

In Year 9, all students study History for one semester. There are two core units within this semester. In these units, they will learn about the historical significance of the early modern world up to 1918. They will learn about the causes and effects of events, developments, turning points in relation to World War 1. Additionally, they will study the making and transforming of the Australian nation from 1750 to Federation and the introduction of democracy.

The study of History builds:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present,
- key historical knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments that shape society
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating

HEALTH & PHYSICAL EDUCATION

In Year 9, all students study HPE for one semester. There are two core units within this semester that cover personal, social and community health and movement and physical activity. During this time, students will have frequent opportunities to participate in physical activities, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Students will investigate a range of health issues relevant to young people, including sexual health, personal and relationship safety. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation. Students will have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They will be given opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

In Year 9, students will practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances. Students will further investigate techniques to assess the quality of movement performances. They will learn to adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Lastly, students will study how to refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

YEAR 9 – Elective Subject Offerings

Students may choose any two (2) of the following subjects. They will study these elective subjects for the full year. Students will consider, discuss and indicate their preferences on the **2025 Year 9 Subject Selection Form** during their interview on ECP Day.

CIVICS AND CITIZENSHIP

In Year 9, students will learn about the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They will study policy development and legislative processes in Australia’s democracy. They will be able to identify the key features and jurisdictions of Australia’s court system and explain the role and processes of courts and tribunals. Students will learn how to identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. Lastly, they will explore the influence of the media on reflections of identity and diversity.

The study of Civics & Citizenship builds:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key civic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of civic values that shape society, influence sustainability and create a sense of belonging
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions, be a responsible and active citizen and reflect on ethics.

DANCE

In Year 9, students will explore both industry-standard dances from popular music videos and contemporary dance forms. They will focus on mastering commercial jazz and hip-hop techniques, refining their expressive skills through dedicated rehearsals while creating original choreography for a music video. Additionally, they will develop analytical skills by dissecting choreographic devices and production techniques in hip-hop routines.

Students will also dive into contemporary dance, honing their techniques and emphasizing diverse relationships—solos, duets, and group pieces—that contribute to narrative and emotional impact. This comprehensive approach not only enhances their performance abilities but also deepens their understanding of both commercial and contemporary dance.

Styles of Dance covered in Year 9 include:

- Hip-hop
- Commercial jazz
- Contemporary

DESIGN AND TECHNOLOGY

In Year 9, students will deepen their understanding of technology through hands-on experiences with hand tools and their first exposure to power tools. This course will provide students with practical skills and knowledge, emphasizing safety, precision, and creativity in their work.

Throughout the semester, students will undertake various projects that will allow them to explore the capabilities of different tools and materials. They will learn to design, create, and evaluate their work, developing a strong foundation in both traditional and modern techniques.

In this subject, students will:

- gain proficiency in using a variety of hand tools.
- have their first exposure to power tools, learning safe and effective usage.
- develop problem-solving and critical thinking skills through project-based learning.
- create a portfolio showcasing their design processes, techniques, and finished projects.

DIGITAL TECHNOLOGIES

In Year 9, students will explore the dynamic world of digital systems, coding, and multimedia. This course will provide students with practical skills and knowledge, preparing them to navigate and create within the digital landscape.

Throughout the semester, students will engage in a variety of projects that emphasize problem-solving, creativity, and critical thinking. They will learn to design, develop, and evaluate digital solutions, gaining a strong foundation in both software and hardware aspects of technology.

In this subject, students will:

- gain proficiency in coding and software development.
- explore digital systems and understand their components and functions.
- develop skills in multimedia creation, including graphics, audio, and video production.
- create a portfolio showcasing their digital projects, processes, and reflections on their learning experiences.

DRAMA

In Year 9, students will develop their acting skills and present a polished scene from *The Girl Who Cried Wolf*, using dramatic languages to enhance their performance. They will effectively block their scenes, rehearse diligently, learn lines, and develop their characters through voice and movement techniques. Students will have the opportunity to write and perform a monologue from the perspective of one of the characters, drawing on the stimulus text *Stones* to communicate ideas and meaning.

Students will also develop devised performances about our community using historical information. They will also create children's theatre that incorporates an educational message, fostering engagement and learning among young audiences. Styles of Drama covered in Year 9:

- Australian Theatre
- Monologues
- Community Theatre
- Children's Theatre

ECONOMICS AND BUSINESS

In Year 9, students will learn about the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. They will explore the interdependence of participants in the global market and the effect on economic decision-making. They will study the reasons for trade and Australia's pattern of trade with Asia. Students will learn why businesses seek to create and maintain a competitive advantage and how individuals and businesses manage consumer and financial risks and rewards.

The study of Economics & Business builds:

- key business and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of economic factors that shape society, influence sustainability and create a sense of belonging
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed economic and financial choices and reflect on ethics.

FOOD SPECIALISATIONS

In Year 9, students will embark on a culinary journey that combines practical cooking skills with an understanding of nutrition, food safety, and culinary traditions. This course will provide students with hands-on experience in the kitchen, encouraging creativity and confidence in their cooking abilities.

Throughout the semester, students will engage in various cooking projects and activities that emphasize the importance of healthy eating, food preparation techniques, and cultural appreciation. They will learn to plan, prepare, and evaluate a variety of dishes, developing a strong foundation in both practical and theoretical aspects of food studies. In this subject, students will:

- gain proficiency in basic cooking techniques and kitchen safety.
- explore nutritional concepts and learn to create balanced meals.
- develop an understanding of food origins and cultural culinary traditions.
- create a portfolio showcasing their recipes, cooking processes, and reflections on their culinary experiences.

GEOGRAPHY

In Year 9, students explore how peoples' activities or environmental processes change the characteristics of places. They will explain the effects of human activity on environments, and the effects of environments on human activity. They will study units that explain the features of biomes' distribution and identify implications for environments. They will analyse the interconnections between people, places and environments. They will identify and explain how these interconnections influence people, and change places and environments. By studying Geography, students will analyse strategies to address a geographical phenomenon or challenge using environmental, social and economic criteria.

The study of Geography builds:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key geographical knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of geographic phenomena that shape society, influence sustainability and create a sense of belonging
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions.

MEDIA ARTS

In Year 9, students explore media representations of Aboriginal and Torres Strait Islander peoples in the Australian media, fostering an understanding of how concepts are used to depict individuals and communities. This unit emphasizes the intentional choices made by media producers, encouraging students to become conscious media consumers. Throughout the year, students will hone their media production and analysis skills, applying them across various media contexts. They will also design their own trailer, skilfully integrating genre-specific codes and conventions to target a specific audience, while considering the impact of advertising and marketing techniques. Styles of Media covered in Year 9:

- Vlog
- Movie genres
- Advertising and marketing materials
- Viral marketing

MUSIC

In Year 9, students will explore their musical interests as they develop their own interpretations of their favourite songs. They will work both as a group and individually to craft performances that communicate a range of meanings and moods. Students will examine how composers use musical elements to engage audiences through performance and composition.

Students will also delve into contemporary compositional practices, learning to write and record music using a range of music technology. They will compose their own music for films and develop skills in producing electronic music. Styles of Music studied in Year 9 include:

- Pop and rock
- Film music
- Electronic

VISUAL ART

In Year 9, students will explore a diverse array of artists and their works, using this inspiration to create their own art pieces with various mediums and techniques. They will analyse how artists convey meaning and utilise the elements of art, gaining insight into artistic expression. Equipped with this knowledge, students will experiment with a wide range of materials to craft their own masterpieces, showcasing their creativity and understanding of artistic principles. Students will document their artistic journey in a visual art journal. Styles of Art covered in Year 9 include:

- Graffiti art
- Clay sculpture
- Printmaking
- Watercolour
- Lead pencil drawing



SENIOR SECONDARY

Year 10, 11 & 12

SUBJECT SELECTIONS IN SENIOR SECONDARY

In Year 10, all students complete a Senior Education and Transition (SET) Plan. The SET Plan is the state-wide process for current Year 10 students to review their course of study to ensure that they are on the best pathway for their final two years of senior schooling, leading to attainment of the Queensland Certificate of Education (QCE) and successful transition to post schooling pathways. Any subject changes for Year 11 are encouraged to be made during the SET planning process as subject changes will be limited once Year 11 has begun due to the restrictions in patterns of study across year 11 and 12.

At Shailer Park State High School, our Year 11 & 12 students are further supported on their Learning Journey (see page 5) through our annual Education and Career Planning (ECP) Day and our Subject Handbook. This annual event and this Subject Handbook are designed to:

- broaden student knowledge about the various subjects on offer
- explain pathways for senior secondary students to prepare for post schooling education and employment
- provide requirements for obtaining a QCE (Queensland Certificate of Education)
- provide requirements for obtaining an ATAR (Australia Tertiary Admission Rank).

How to choose your subjects

In selecting subjects, it is important that students consider:

- Areas that are of interest
- Ability
- Career pathways - university, TAFE, work and prerequisites associated with these
- Job requirements
- Subject prerequisites
- Keeping options open and having a back-up plan

Students should not choose a subject based on:

- Friends taking it
- The teacher who has taken it in the past
- Possibility of an excursion
- They've heard it's easy
- They have heard they need to do it even though you hate it and haven't passed it previously

How can parents help?

- Encourage students in their learning and in developing sound study techniques
- Provide a supportive learning environment in the home showing a daily interest in what their child is doing
- Encourage participation in subject activities
- Being aware of the school's expectations and assessment programs
- Helping children with their time management and encouraging them to begin planning for assessment as soon as it is handed out
- Discussing the topics studied in their child's subjects
- Taking opportunities to meet the teacher to discuss their child's progress
- Encouraging participation in extra-curricular activities
- Supporting school excursions

YEAR 10 – CURRICULUM INFORMATION

As shown in the ‘Learning Journey’ (refer to page 5), Year 10 is an important transition year as students move from their junior secondary school experience and settle into their senior secondary school years. In Year 10, students complete the final year of the Prep–Year 10 Australian Curriculum, which provides the foundation knowledge and skills required for senior schooling. In Year 10 at Shailer Park State High School, we also offer some Value-Added Programs (VAPs) as elective subjects. These additional VAPs are STEM and Innovation and Design (see Subject Descriptions for further details).

In Year 10, schools work with students and their parents to develop a Senior Education and Training (SET) Plan or similar. Your child’s SET Plan will help them:

- structure their learning in Years 11 and 12 around their abilities, interests and ambitions
- decide which subjects and courses they should choose to achieve their learning, further education and training, and career goals.

Refer to the *Subject Selections in Senior Secondary* section in this Subject Handbook for further details.

YEAR 10 – SUBJECT OFFERINGS

In 2025, the subject offerings for Year 10 students are:

English	3 lessons / week / year	
Maths	3 lessons / week / year	
Science	3 lessons / week / year	
Humanities	3 lessons / week / year	<i>*1 Semester of History & 2 subject preferences for a term each</i>
Elective 1	3 lessons / week / year	
Elective 2	3 lessons / week / year	
RISE	1 lesson / week / year	

In Year 10, all subjects are designed to deliver the Year 10 Achievement Standard of the Australian Curriculum and prepare students for a range of senior subjects and post-schooling pathways.

In Year 10, students complete a level of English, Maths, Science and Humanities and select two elective subjects.

Levels of English, Maths, Science and Humanities:

- *Foundation (F)* – Students interested in a VET / TAFE / employment pathway.
- *Core (C)* – Students interested in a university / TAFE / employment pathway; need to achieve a C standard in Year 10 to enrol into General subjects in Year 11 & 12.
- *Extension (X)* – Students interested in a university pathway or specialist employment pathways; need to achieve an A or B on academic reporting in the curriculum area. Students do NOT have to be in the Extension group for all subjects. They may be in one or more Extension classes.

CORE SUBJECT OFFERINGS – Students indicate a preference for a level.

	ENGLISH	MATHS	SCIENCE	HUMANITIES
Foundation (F)	Essential English	Essential Maths	Foundation Science	Foundation Humanities
Core (C)	General English	General Mathematics	General Science	General Humanities
Extension (X)	Literature	Mathematical Methods	Science Extension	Humanities Extension

ELECTIVE SUBJECT OFFERINGS – Students choose any two (2) of the following subjects.

Dance (DAN)	Health and Physical Education (HPE)	Design and Technology (DAT)	STEM (STM)
Drama (DRA)	Media Arts (MED)	Food Specialisation (TFD)	Innovative Design and Entrepreneurship (INO)
Visual Art (ART)	Music (MUS)	Digital Technology (DIG)	

YEAR 10 – SUBJECT DESCRIPTIONS

YEAR 10 – Core Subject Offerings

In Year 10, there are three levels within the core subjects of English, Maths, Science & Humanities. Students indicate a preference for the level they would like to do in Year 10. There are some prerequisites for Core and Extension levels.

ENGLISH

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. English helps students to engage imaginatively and critically with literature to expand the scope of their experience.

In Year 10, students will engage with a variety of texts for enjoyment. They will learn to interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as to inform and persuade. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts.

The range of literary texts for Year 10 comprises of Australian literature, classic literature and contemporary world literature.

In Year 10, students can indicate their preference for the following levels:

Level	Subject Name	Description
Foundation (F)	Essential English	Essential English allows for more student choice and flexibility with students able to choose their focus topic before moving into texts about the 'real world.' Units and texts reflect popular culture, current issues and events. The course texts largely include media articles, blogs, documentaries, advertisements and TED Talks. The course heavily focusses on identifying language and textual features and explaining how they shape meaning in a text. In Semester 2, students will complete the <i>Short Course in Literacy</i> .
Core (C) <i>Prerequisite:</i> C or above in Yr 9 English	General English	General English explores concepts, identities and perspectives that inform the conversations that arise from texts. The course material largely includes novels, poems, plays and documentaries. The assessment items vary from written pieces for magazines and spoken pieces for conference or YouTube audiences. The language choices, organisation and ideas are very audience-specific and change with each assessment. General English requires students to write and speak in real life contexts. General English assesses students in persuasive, analytical and creative genres.
Extension (X) <i>Prerequisite:</i> A or B in Yr 9 English	Literature	General English and Literature share the same assessable objectives. The difference is in the course organisation and assessment types. NB. Literature assesses students in analytical and creative genres only. Students who particularly enjoy analysis and creative writing should consider Literature. In Literature, students will read and interpret more complex and lengthy literature. Assessment undertaken in this course requires students to examine, understand and appreciate the continued relevance of these texts today. Students communicate this understanding in academic, creative and multimodal contexts.

MATHEMATICS

The study of Mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and aesthetic. Mathematical ideas have evolved across cultures over thousands of years and are continually developing. The modern world is influenced by ever expanding computational power, digital systems, automation, artificial intelligence, economics and a data driven society. This leads to the need for a capable Science, Technology, Engineering and Mathematics (STEM) workforce. Mathematics is integral to quantifying, thinking critically and making sense of the world.

Mathematics provides opportunities for students to apply their mathematical understanding creatively and efficiently. It enables teachers to help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences. For Year 10, students can indicate their preference for the following levels:

Level	Subject Name	Description
Foundation (F)	Essential Maths	Essential Maths allows for students to build foundational mathematical skills and knowledge. The course heavily focusses on using maths in ‘real world’ contexts including project management, statistical data analysis, measurements and personal financial management. In Semester 2, students will complete the <i>Short Course in Numeracy</i> .
Core (C) <i>Prerequisite:</i> C or above in Yr 9 Maths	General Maths	General Maths is designed to prepare students for the General Maths in Year 11 & 12. This subject shares the same course organisation, assessment objectives and assessment types as Math Methods. However, the topics studied include connecting simple and compound interest, algebraic and graphical representations and solving linear equations and inequalities.
Extension (X) <i>Prerequisite:</i> A or B in Yr 9 Maths	Math Methods	This subject is designed to prepare students for more rigorous senior school Maths subjects – Math Methods and Specialist Maths. This subject shares the same course organisation, assessment objectives and assessment types as General Maths. However, the topics studied are more complex and include surds, quadratics and polynomial functions.

SCIENCE

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. Students will use *Inquiry Learning* to build on problem solving and higher order thinking skills. The curriculum supports students to develop their scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate in science-related careers.

In Year 10, all students continue to study the four core units of Science – Biology, Chemistry, Physics and Earth & Space Science. In these core units, students will develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific methods to plan and conduct experiments and investigations based on ethical principles. In Year 10, students can indicate their preference for the following levels:

Level	Subject Name	Description
Foundation (F)	Foundation Science	In Foundation Science, students will study the same course content of General Science with some additional support strategies designed to increase student skills, cognitions and engagement. There may be some differences in the assessment objectives and assessment types as General Science.
Core (C) <i>Prerequisite:</i> C or above in Yr 9 Science	General Science	In General Science, students will study: <i>Biology</i> – natural selection and processes of hereditary to understand evolutionary mechanisms <i>Chemistry</i> – atomic theory to explain patterns and relationships within the periodic table <i>Physics</i> – the laws of motion and forces <i>Earth and Space Science</i> – the Big Bang Theory and sustainability.
Extension (X) <i>Prerequisite:</i> A or B in Yr 9 Science	Science Extension	Science Extension shares the same course content, assessment objectives and assessment types as General Science. Students will be extended by developing a year-long project to enter into the <i>Australian Science and Engineering Fair</i> . This competition gives students an opportunity to represent Australia at the annual International Science and Engineering Fair.

HUMANITIES

In Year 10, Humanities is divided into the study of History for one semester and the study of two preferred subjects (see list below) for one semester. All Year 10 students will study History for one (1) semester.

In the Year 10 History units, students will learn about the historical significance of the period between 1918 and the early 21st century. They will learn about the causes and effects of events, developments, and turning points or movements in 20th century Australia, and internationally, leading up to and through World War II, and the post-war world.

In Year 10, the study of History:

- teaches students to consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative
- provides key historical knowledge of people, places, values and systems, past and present, in local to global contexts
- gives students an understanding and appreciation of historical developments that shape society
- enables students to thrive in a dynamic, globalised and knowledge-based world

All students will then complete two subjects from the list of subjects below. Each of these subjects will be a term-long unit.

Level	Subjects	Subject Descriptions
Foundation (F)	Tourism	Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment. This subject is designed to give students a variety of intellectual, technical, creative, operational and work-based skills.
	Social & Community Studies	Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers to students to think critically, creatively and constructively about their future role in society.
	Business Studies	Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts.
Core (C)~ <i>Prerequisite:</i> C or above in Yr 9 History	Business~	Business is multifaceted and relevant to individuals in a rapidly changing, technology-focussed and innovation driven world. Through studying Business, students are challenged academically and exposed to authentic practices for business.
	Geography~	In Geography, students engage in a range of learning experiences that develop their skills and thinking through the exploration of geographical challenges and their effects on people, places and the environments. In this unit, students will explore places in Australia and across the globe to investigate and analyse natural and human-made phenomenon.
Extension (X)* <i>Prerequisite:</i> A or B in Yr 9 History	Legal Studies*	Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. This unit is an introduction to the study of Legal Studies in Year 11.
	Philosophy*	The study of Philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. This unit is an introduction to the study of Philosophy and Reason in Year 11 (being offered in 2026).

YEAR 10 – Elective Subject Offerings

In Year 10, there are a range of elective subject offerings across the Faculties of Arts, Technology, HPE and Science. Each of these elective subjects are year-long subjects that are designed to prepare students for Year 11 & 12 subjects and post-schooling pathways.

In Year 10, all students will complete two (2) elective subjects. Students will consider, discuss and indicate their preferences on the **2025 Year 10 Subject Selection Form** during their interview on ECP Day.

DANCE

Dance in Year 10 offers an engaging exploration of global dance forms, inviting students to discover the rhythms and significance of diverse cultural dances. Through immersive learning, they will investigate the historical and artistic dimensions of various cultural dances, fostering appreciation and empathy. Students will master technical skills while enhancing their literacy through analysis and evaluation of dances, including those performed by Bangarra Dance Theatre.

Students will also focus on how popular dance is used for celebration and how it can communicate Australian identity. They will refine their technical and expressive abilities through intensive rehearsals and create their own dance piece that reflects Australian culture, history, or values, using dance for film to enhance visual storytelling. They will also develop analytical skills by evaluating choreographic devices and production techniques. Ultimately, this unit emphasises the importance of popular dance in building community and shared joy.

Styles of Dance covered in Year 10 include:

- Cultural dance styles (including Salsa, Samba, Bollywood and much more)
- Popular dance (including Charleston, Rock 'n' Roll, Disco, Hip-hop and Commercial Jazz)

DESIGN AND TECHNOLOGY

In Year 10, students will engage in an immersive exploration of four key areas - Furnishing, Engineering, Building and Construction, and Industrial Graphics. This course will provide students with a broad range of practical skills and knowledge, preparing them for further study or careers in these fields.

Throughout the year, students will spend a term focusing on each area, undertaking projects that emphasize both traditional and modern techniques. They will develop problem-solving, design, and technical skills, gaining a comprehensive understanding of each discipline. Students will create a portfolio showcasing their work, documenting their design processes, techniques, and completed projects across each area.

In this subject, students will study:

- *Furnishing* - Learn techniques for designing and creating furniture, focusing on joinery, finishing, and materials.
- *Engineering* - Explore principles of engineering through hands-on projects, learning about mechanics, materials science, and technical drawing.
- *Building and Construction* - Gain practical skills in construction techniques, safety protocols, and project management.
- *Industrial Graphics* - Develop proficiency in technical drawing and computer-aided design (CAD), creating detailed plans and visualizations for various projects.

DIGITAL TECHNOLOGIES

In Year 10, students will engage in an in-depth exploration of modern technological fields through three key units - Arduino Electronics, Coding and Website Creation, and Cybersecurity. This course will provide students with practical skills and knowledge, preparing them for advanced studies and careers in technology.

Throughout the year, students will participate in hands-on projects that emphasize innovation, problem-solving, and technical proficiency. They will learn to design, develop, and secure digital solutions, gaining a comprehensive understanding of each discipline. In this subject, students will:

- *Arduino Electronics* - Gain proficiency in electronics and microcontroller programming, learning to build and control electronic systems using Arduino.
- *Coding and Website Creation* - Develop coding skills in various programming languages and create functional, responsive websites using modern web development tools and techniques.
- *Cybersecurity* - Explore the fundamentals of cybersecurity, learning how to identify and exploit vulnerabilities in systems to understand and improve digital security.

DRAMA

In Year 10, students will engage deeply with the elements of drama through a variety of student-devised and scripted works. They will explore key components such as character, theme, structure, and stagecraft. Throughout the year, students will refine their performance skills by participating in workshops and rehearsals, focusing on voice, movement, and character development. Students will also engage in a number of projects to develop scriptwriting skills and an understanding of the directorial concept. Students will approach the tasks with the purpose of entertaining, empathising, educating, and empowering others. Styles of Drama covered in Year 10 include:

- Realism
- Contemporary
- Absurdism
- Improvisation

FOOD SPECIALISATIONS

In Year 10, students will delve into advanced culinary techniques and broaden their culinary horizons through exciting units such as Cake Design and Multicultural Cookery. This course will provide students with the skills and knowledge to create intricate cake designs and explore diverse cuisines from around the world.

Throughout the year, students will engage in hands-on cooking projects that emphasize creativity, precision, and cultural appreciation. They will learn to plan, prepare, and evaluate a variety of dishes, enhancing their practical cooking skills and understanding of global culinary traditions. In this subject, students will study:

- *Cake Design* - Learn advanced baking and decorating techniques, focusing on cake structure, icing, fondant, and creative design elements.
- *Multicultural Cookery* - Explore the ingredients, techniques, and flavours of various international cuisines, understanding the cultural significance and historical context of different dishes.

HEALTH & PHYSICAL EDUCATION

In Year 10, students complete a year-long program that has four units covering personal, social and community health and movement and physical activity. While the Year 10 curriculum builds on student's prior learning, students will have frequent opportunities to participate in physical activities to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Students will explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity and sustainable strategies for selecting food sources. Practical learning experiences will support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Students will practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They will learn how to apply movement concepts and strategies to evaluate and refine their own and others' movement performances. Students will also study techniques that assess the quality of movement performances. They will adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students will learn how to refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

INNOVATIVE DESIGN AND ENTREPRENEURSHIP

In Year 10, students will embark on a dynamic journey exploring the intersection of design processes and entrepreneurship. This course will empower students to develop creative solutions and products, both physically and digitally, while fostering an entrepreneurial mindset. Throughout the year, students will engage in hands-on projects that emphasize creativity, problem-solving, and business acumen. They will learn to design, prototype, and market their own products, gaining valuable skills in both the technical and business aspects of innovation.

In this subject, students will study:

- *Design Processes* - Explore various design methodologies, from brainstorming and sketching to prototyping and refining ideas, using both traditional and digital tools.
- *Entrepreneurship* - Develop an understanding of business principles, including market research, branding, and financial planning, to bring their products to market.
- *Physical Product Development* - Create tangible products using a range of materials and techniques, learning about manufacturing processes and quality control.
- *Digital Product Development* - Design and develop digital products, such as apps or websites, using modern software and coding practices.

MEDIA ARTS

In Year 10, students will delve into the analysis of social and cultural values and alternative perspectives as portrayed in media artworks they create, engage with, and share. They will learn to critically evaluate how genre, media conventions, and technical and symbolic elements are manipulated to construct representations and convey meaning. By examining the impact of social, institutional, and ethical issues on media artworks, students gain a deeper understanding of the media landscape. They will also produce media artworks that communicate alternative viewpoints, tailored for diverse community and institutional contexts. Through collaborative efforts, students apply design, production, and distribution processes, mastering the integration of genre conventions and technical elements to achieve specific purposes, meanings, and styles. Styles of Media covered in Year 10 include:

- Non-verbal storytelling
- Narrative structure
- Short films
- Soundscapes

MUSIC

In Year 10, students will build on their musicianship skills as they explore how musicians manipulate musical elements to create new music through a fusion of ideas, styles, and genres. They will hone their performance skills, both as part of an ensemble and as solo performers, through rehearsals and a range of performance opportunities. Additionally, students will experiment with compositional techniques to create and record their own songs.

Students will also explore the use of music to communicate a narrative. They will gain a deeper understanding of compositional techniques through an analysis of existing pieces of work. Through this, they will understand how musicians interpret and experience stories from different cultures, culminating in their own musical works that communicate a narrative. Styles of Music studied in Year 10 include:

- Blues
- Jazz
- Western Art Music

STEM

Unlock the mysteries of the universe, delve into the heart of technology, and engineer the future with our new STEM curriculum for Year 10. STEM isn't just about four subjects; it's a gateway to infinite exploration and innovation. By integrating Science, Technology, Engineering, and Mathematics, this subject is designed to ignite curiosity, cultivate critical thinking, and foster creativity within authentic real-world contexts.

Through hands-on learning, students will unravel the secrets of aerodynamics and solve mysteries with forensic science. Students will engage in battling bots in "Robowars" to engineering the twists and turns of rollercoasters. Each unit is designed to spark excitement and engagement. Students will master the art of student experiments and research investigations, learn to engineer solutions, and refine their problem-solving skills through immersive project-based learning experiences. At the heart of STEM lies a commitment to nurturing the next generation of innovators, problem solvers, and change-makers.

This subject will equip students with the knowledge, skills, and confidence to tackle real-world challenges, whether it's designing biotechnological prototypes, exploring the challenges of space exploration, or experimenting with thrust, drag and stability of model rockets. By delving deeper into content knowledge and sharpening critical thinking abilities, this STEM elective subject will support students' future success in Senior Sciences, Mathematics and Engineering.

VISUAL ART

In Year 10, students will delve into a diverse array of artists and their works, drawing inspiration to create their own art pieces using various mediums and techniques. They will explore how specific objects are incorporated into art, how cultural expression is achieved through different mediums, and how art can be a catalyst for change. By studying contemporary, modern, and traditional artists from various cultures, students will explore diverse artistic styles and techniques as inspiration for their own artistic works. Throughout this journey, they will document their progress in a visual art journal, developing practical artistic skills that will prepare them for senior art. Styles of Art covered in Year 10 include:

- Vanitas
- Basket weaving
- Clay sculpture
- Fabric dyeing
- 2D, 3D, and 4D art

YEAR 11 & 12 – CURRICULUM INFORMATION

Year 11 & 12 is an exciting time for senior secondary students. They can choose what to study from a wide range of subjects and courses that count towards their Queensland Certificate of Education (QCE). The QCE is Queensland's internationally recognised senior schooling qualification. Achieving one is a sign of academic and personal success. The QCE is flexible and allows students to design the pathway that's right for them – whether that's heading to university, skilled work, TAFE or other training. This approach supports engagement in learning and helps students to develop skills for success in the future. To achieve a QCE, students must complete the set amount of learning, at the set standard, in the set pattern, and meet literacy and numeracy requirements. A student will be awarded a QCE when they meet all these requirements. This usually occurs at the end of Year 12. Students who haven't achieved a QCE by then can continue to work towards one after they leave school.

In Year 11 and 12, all subjects are written and assessed by the Queensland Curriculum and Assessment Authority (QCAA). The QCAA develops the following senior syllabuses in Queensland:

- General and General (Extension)
- Applied and Applied (Essential)
- Short Courses

Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation. It is expected that most students will complete these courses across Year 11 and 12.

You can find the list of 97 senior subjects on the QCAA website.



All senior syllabuses from the QCAA (subjects in Year 11 & 12) are underpinned by:

- *Literacy* - the set of knowledge and skills about language and texts essential for understanding and conveying content
- *Numeracy* - the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

GENERAL SUBJECTS – Further Information

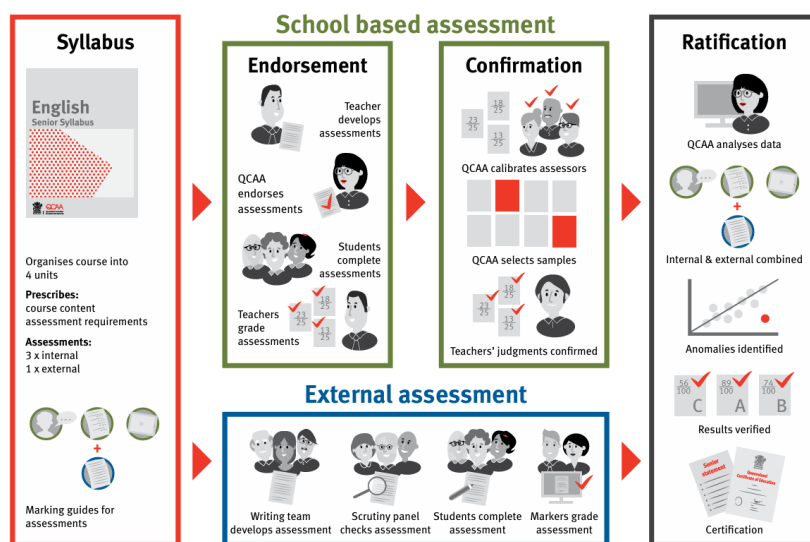
These subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

In addition to literacy and numeracy, General subjects are underpinned by 21st century skills - the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

General subjects may contribute up to four credits per subject towards a QCE. They may also contribute to a student's ATAR. In General subjects, a series of processes are used across all high schools to achieve valid and reliable senior assessment (see image below). In General subjects, students' final results are based on their achievement in three internal assessments (set and marked by schools) and one external assessment (set and marked by the QCAA). In most subjects, internal assessment contributes 75% and external assessment 25% towards a student's final result. In Mathematics and Science subjects, internal assessment and external assessment each contribute 50%. Internal assessment results are not scaled by external assessment results when calculating students' final subject results. Final results in General subjects are reported to students as a mark out of 100 and a grade of A–E.

Students taking General subjects will sit external assessments (set and marked by the QCAA) in Term 4 each year. Students in each subject will sit these pen and paper exams at the same time in schools across Queensland. Most students will sit the exams when they are in Year 12. Practice papers will be available in Term 3 to help teachers prepare students for external assessment. The external assessment timetable is published on the QCAA website early in Term 1 each year.

Valid and reliable senior assessment



APPLIED AND ESSENTIAL SUBJECTS – Further Information

Applied and Essential subjects focus on practical skills and prepare students for further education, training and work. They may contribute up to four credits per subject towards a QCE. One Applied subject may also contribute to your child’s ATAR when combined with four General subjects. Examples include Essential English, Essential Mathematics, Business Studies, Industrial Technology Skills, and Tourism.

In addition to literacy and numeracy, Applied and Essential subjects are underpinned by:

- *applied learning* - the acquisition and application of knowledge, understanding and skills in real- world or lifelike contexts
- *community connections* - the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- *core skills for work* - the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

In Applied subjects, students’ final results are based on four internal assessments (set and marked by schools). In Essential English and Essential Mathematics, one of these internal assessments is a common internal assessment (developed by the QCAA and marked by your child’s school). There is no external assessment in Applied subjects. Final results in Applied subjects are reported to students as a grade of A–E.

VOCATIONAL AND EDUCATION TRAINING (VET) COURSES – Further Information

VET remains an important part of senior schooling and will continue in its current form in 2025. It’s an area in which Queensland leads the country. About 60% of Queensland senior students study for VET qualifications that count towards their QCE. In recent years the most popular courses have been in business, ICT, hospitality, construction, fitness, and sport and recreation. How students are assessed in VET depends on the course. Typical ways include observation, written assessment, questioning, work samples and third-party feedback.

Our Year 11 & 12 students can access a range of VET programs since Shailer Park State High School is a registered training organisation (RTO), has a third-party arrangement with some external providers who are an RTO and offers opportunities for students to undertake school-based apprenticeships or traineeships.

SHORT COURSES – Further Information

Short Courses provide a foundation for further learning in a range of areas. Short Courses may contribute one credit per course towards a QCE. They do not contribute to the ATAR. Examples include Short Course in Literacy, Short Course in Numeracy and Short Course in Aboriginal & Torres Strait Islander Languages.

YEAR 11 & 12 – SUBJECT OFFERINGS IN 2025

In 2025, these are the subject offerings for all Year 11 & 12 students at Shailer Park State High School.

GENERAL SUBJECTS	APPLIED/ESSENTIAL SUBJECTS	VOCATIONAL & EDUCATION TRAINING COURSES	SHORT COURSES
ENGLISH (ENG)	ESSENTIAL ENGLISH (ENE)	CERTIFICATE II HOSPITALITY (VHO)	CAREERS SHORTCOURSE (completed in Year 10)
LITERATURE (LIT) (offered to Yr 11 in 2025 and Yr 12 in 2026)	ESSENTIAL MATHEMATICS (MAE)	CERTIFICATE II KITCHEN OPERATIONS (VKO)	LITERACY SHORTCOURSE (completed in Year 10 Essential English class)
GENERAL MATHEMATICS (MAG)	BUSINESS STUDIES (BSQ)	CERTIFICATE II CONSTRUCTION (VCN)	NUMERACY SHORTCOURSE (completed in Year 10 Foundation Maths class)
MATHEMATICAL METHODS (MAM)	SOCIAL & COMMUNITY STUDIES (SCS)	CERTIFICATE II ENGINEERING PATHWAYS (VEN)	
SPECIALIST MATHS (MAS) <i>*must also study MAM</i>	TOURISM (TOU)	CERTIFICATE II HEALTH & SUPPORT SERVICES (VHE)	
BIOLOGY (BIO)	INFORMATION & COMMUNICATION TECHNOLOGIES (ICJ)	CERTIFICATE II SAMPLING & MEASUREMENT (VSM)	
CHEMISTRY (CHM)	FURNISHING SKILLS (FSK)	CERTIFICATE III BUSINESS (VBS)	
PHYSICS (PHY)	INDUSTRIAL GRAPHICS SKILLS (GSK)	CERTIFICATE III DESIGN FUNDAMENTALS (VDF)	
BUSINESS (BUS)	SPORT & RECREATION (REC)	CERTIFICATE II SKILLS FOR WORK (FSK) <i>*Run as intervention program not subject</i>	
GEOGRAPHY (GEO)		DIPLOMA IN BUSINESS (BDP)	
MODERN HISTORY (MHS)			
LEGAL STUDIES (LEG)			
PHYSICAL EDUCATION (PED)			
HEALTH EDUCATION (HEA)			
VISUAL ART (ART)			
DANCE (DAN)			
DRAMA (DRA)			
MUSIC (MUS)			
FILM, TELEVISION & NEW MEDIA (FTM)			
DESIGN (DES)			
ENGINEERING (EGR)			

YEAR 12 – EXIT QUALIFICATIONS

Australian Tertiary Admission Rank eligibility – ATAR

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.
- the Queensland Tertiary Admissions Centre (OTAC) has responsibility for ATAR calculations.

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of their senior studies. This profile may include:

- Statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Senior Statement

Students are issued with a statement of results in the December following the completion of a QCAA- developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.



QCE requirements

<div style="border: 1px solid #ccc; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="background-color: #76c73a; color: white; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <p style="color: white; font-weight: bold; text-align: center;">Set amount</p> </div> </div> <p>20 credits from contributing courses of study, including:</p> <ul style="list-style-type: none"> • QCAA-developed subjects or courses • vocational education and training (VET) qualifications • non-Queensland studies • recognised studies. 	<div style="border: 1px solid #ccc; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="background-color: #1f4e79; color: white; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <p style="color: white; font-weight: bold; text-align: center;">Set pattern</p> </div> </div> <p>12 credits from completed Core courses of study and 8 credits from any combination of:</p> <ul style="list-style-type: none"> • Core • Preparatory (maximum 4) • Complementary (maximum 8).
<div style="border: 1px solid #ccc; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="background-color: #e67e22; color: white; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <p style="color: white; font-weight: bold; text-align: center;">Set standard</p> </div> </div> <p>Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.</p>	<div style="border: 1px solid #ccc; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="background-color: #009688; color: white; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <p style="color: white; font-weight: bold; text-align: center;">Literacy & numeracy</p> </div> </div> <p>Students must meet literacy and numeracy requirements through one of the available learning options.</p>

