



Year 9 to 10 Subject Selection Information

Dear Students, Parents and Caregivers,

Year 10 is an exciting time in a student's life. At Baringa State Secondary College, year 10 is the opportunity to refine their engagement with the Australian curriculum, and start to align their knowledge and skills with pathway options of choice.

It is an opportunity for students to refine their understanding of their skill strengths, and where their opportunities for development exist as learners, in their learning.

Year 10 is also the opportunity for students to test combinations of subjects, demonstrate capability, and patterns of success prior to Pathway planning and Subject Selection for years 11 and 12.

In this information booklet:

- Information about each subject is available for elective selection. English, Mathematics and Careers Education do not have subject information as they are compulsory and must be selected as part of this process.
- In each subject description there is information about the potential pathways into the range of different senior subjects, the achievement standard (skills and cognitions assessed in the subject), some proposed units of study and type of assessment techniques in each subject.

Subject Selection Model:

- All subject offerings are year-long in duration
- All Students will study English and Mathematics – this is compulsory.
Summit English and Summit Mathematics classes will be offered to students who are currently maintaining an "A" result on their Year 9 report card. Students will be invited into the Summit class by the relevant Head of Department – Ms Zoe Anderson (English) and Ms Kayla Monk (Maths). In 2025, students are able to study Foundation Maths. Ms Kayla Monk, Head of Department for Maths will be contacting families who may need to undertake this Maths offering.
- All students will complete Careers Education and Planning Course – this is compulsory

Students will choose four subject preferences from:

- Science (SCI)
- History (HIS)
- Geography (GEG)
- Business and Legal (BAL)
- Health and Physical Education (HPE)
- Visual Art (ART)
- Drama (DRA)
- Media (MED)
- Music (MUS)
- Engineering Principles and Systems (TES)
- Materials and Technologies Specialisation (TMT)
- Food Specialisation (TFD)
- Digital Technologies (DIG)

All students should consider that some career pathways require the study of specific subjects, for example Science, in year 11 and 12. Our advice is for students and parents to consult the QTAC 2025 Year 10 Guide as a reference point, and consult the information outlined in the Science section of this information booklet.

The QTAC guide is available via the QTAC website, <https://www.qtac.edu.au/> in the school students, Year 10 Career Pathways section.



Our advice remains to all students:

- What subjects do you enjoy?
- What types of learning or subjects are you good at?
- What types of learning or subjects are you willing to work in?
- What types of learning or subjects might you need for your pathway?

Key Senior Phase Terms and information:

The information in this document talks about different types of subjects offered in years 11 and 12. For reference, here are the descriptions of senior subjects from the Queensland Curriculum Assessment Authority (QCAA).

QCAA General subjects – Core category of learning

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

QCAA Applied subjects – Core category of learning

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

QCAA Short Courses – Preparatory or Complementary category of learning, depending on course

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

Vocational education and training (VET) – Core, Preparatory or Complementary category of learning, depending on course

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

VET can also lead to further education and training and may contribute up to eight credits per course to a QCE. The amount of credit will vary, depending on the type of qualification. One VET qualification at Certificate III or above may also contribute to an ATAR.

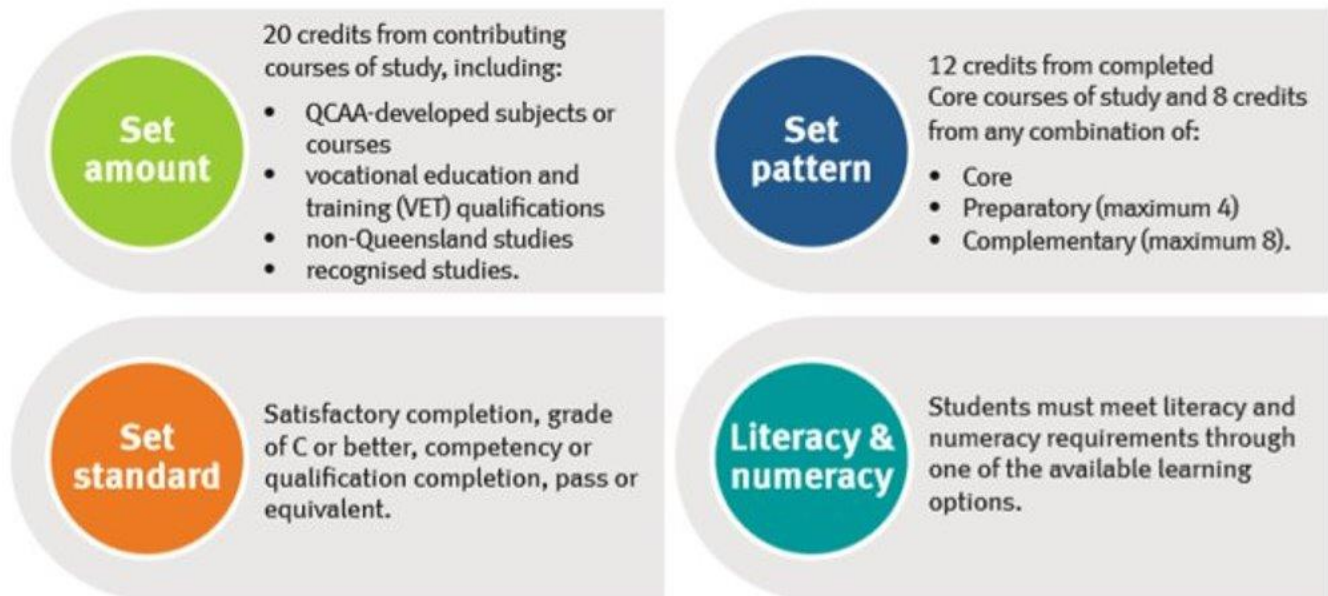
All students in the senior phase work to attain their Queensland Certificate of Education, commonly referred to as a QCE. This is the first qualification students graduate with, and to meet QCE requirements students need to accrue a minimum of 20 QCE credits over the course of their senior learning.

These QCE points must be accrued with a set amount, in a set pattern (meaning students start and finish subjects or courses that bank 12 points. This is often referred to as completed core), at a set standard.

Students must also gain literacy and numeracy capability to obtain their QCE.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



An Australian Tertiary Admissions Rank or ATAR is a rank order from 99.95 to 0.00. This rank is one pathway for students to enter Tertiary Institutions to complete further study.

Students wishing to have the opportunity to work towards getting an Australian Tertiary Admissions Rank or ATAR as it is commonly referred to need to choose subjects in year 10 that allow them to:

- Demonstrate capability and a pattern of success in Year 10 in order to enter Year 11 Subject Selection
- Check QTAC tertiary prerequisites for specific courses to inform subject selection for year 11/12

SCIENCE

Study of this subject in year 10, is the foundation learning for the following Potential Senior Pathways:

Please note; The subjects listed below are not confirmed offerings for Year 11 and 12, they are listed to inform students about potential future pathways options. The comprehensive list of what is on offer and how it will be offered will be communicated to students and families in 2025.

General Subjects

Biology
Chemistry
Physics
Psychology

Applied Subjects

Science in Practice

Students who are receiving an A on their Year 9 Report card may be invited into the Year 10 Summit Science class by the Head of Departments Ms Kasey West. Extension Science will best prepare students who are planning to study Chemistry and Physics in Year 11.

<p>Science</p> <p>Subject Code: SCI</p>	<p>Achievement Standard:</p> <p>By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.</p> <p>Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty.</p> <p>Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.</p> <p>Potential Units of Study:</p> <ul style="list-style-type: none"> • Car Crash Science - Physics • It's just natural selection- Biology • Don't overreact - Chemistry • It all started with the Big Bang – Earth and Space Science <p>Potential Assessment Techniques:</p> <ul style="list-style-type: none"> • Investigation (written report, spoken/signed seminar) • Experimental Investigation (scientific report, record of investigations, multimodal computer-generated simulation) • Examination (short response items, extended response items)
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Senior Science is listed as either a pre-requisite, assumed knowledge and/or recommended study for the following tertiary pathways:

Source: 2024 Year 10 Guide, Published by Queensland Tertiary Admissions Centre (QTAC)

Each university, TAFE and private training college has their own unique information, please consult this guide for further detailed information.

- Some Early childhood and Primary Education Courses
- Some Secondary Education courses
- Science courses
- Health Courses: including but not limited to- Medicine, Physiotherapy, Speech Pathology, Pharmacy, Occupational Therapy, Nutrition and Dietetics, Paramedicine, some Nursing courses
- Exercise and Sport Science courses
- Engineering courses
- Some Defence courses and careers

HUMANITIES

Study of this subject in year 10, is the foundation learning for the following Potential Senior Pathways:

Please note; The subjects listed below are not confirmed offerings for Year 11 and 12, they are listed to inform students about future pathways options. The comprehensive list of what is on offer and how it will be offered will be communicated to students and families in 2025.

General Subjects

Business
Legal Studies
Ancient History

Applied Subjects and Certificate Courses

Subjects listed can be offered as an applied subject or a certificate course. This will be confirmed in 2025.

Social and Community Studies
Cert III Business
Cert IV Crime and Justice

<p>History Subject Code: HIS</p>	<p>Achievement Standard: By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.</p> <p>Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame a historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.</p> <p>Potential Units of Study: World War 2 Building Modern Australia The Globalising World</p> <p>Potential Assessment Techniques: Investigation (analytical essay, podcast) Project (annotated bibliography, interview) Examination (short response items, extended response items, response to stimulus)</p>
<p>Geography Subject Code: GEG</p>	<p>Achievement Standard: By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.</p> <p>Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in of the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal.</p>

	<p>Potential Units of Study: Environmental Change and Management Geographies of Human Wellbeing</p> <p>Potential Assessment Techniques: Investigation (argumentative essay, multimodal presentation) Project (field trip report, digital/interactive map) Examination (short response items, extended response items, response to stimulus)</p>
<p>Business and Legal Studies:</p> <p>Code: BAL</p>	<p>Civics and Citizenship Component Achievement Standard: By the end of Year 10, students compare and evaluate the key features and values of systems of government, and analyse the Australian Government's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. Students evaluate a range of factors that sustain democratic societies.</p> <p>When researching, students evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues. They use appropriate texts, subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts.</p> <p>Potential Units of Study: Government and Democracy Law and Citizens</p> <p>Potential Assessment Techniques: Investigation (argumentative essay, seminar) Project (report, webpage) Examination (short response items, extended response items, response to stimulus)</p> <hr/> <p>Economics and Business Component Achievement Standard: By the end of Year 10, students explain why and how governments manage economic performance to improve living standards. They give explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They explain how businesses respond to changing economic conditions and improve productivity. Students evaluate the effect of organisational and workforce management on business performance.</p> <p>When researching, students develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students generate alternative responses to an issue, taking into account multiple perspectives. They use cost-benefit analysis and appropriate criteria to propose and justify a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts, subject-specific language, conventions and concepts. They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.</p> <p>Potential Units of Study: Productivity, Growth and Living Standards Major Financial Decision Making</p> <p>Potential Assessment Techniques: Investigation (analytical essay, multimodal presentation) Project (report- business plan, graphic, device application) Examination (short response items, extended response items, response to stimulus)</p>

TECHNOLOGIES

Study of this subject in year 10, is the foundation learning for the following Potential Senior Pathways:

Please note; The subjects listed below are not confirmed offerings for Year 11 and 12, they are listed to inform students about future pathways options. The comprehensive list of what is on offer and how it will be offered will be communicated to students and families in 2025.

General Subjects

Engineering

Applied Subjects and Certificate Courses:

Subjects listed can be offered as an applied subject or a certificate course. This will be confirmed in 2025

Certificate I and II Build and Construction Pathways

Certificate II Engineering Pathways

Furnishing Skills

Hospitality Practices

Information and Communication Technology

<p>Food Specialisation-</p> <p>Subject Code: TFD</p>	<p>Achievement Standard:</p> <p>By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> <p>Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.</p> <p>Potential Units of Study: Unit 1: The Convenient Alternative Unit 2: Paddock to Plate - Global Sustainability Unit 3: Food Market Innovation Unit 4: Food Industry Events and Occupations</p> <p>Potential Assessment Techniques:</p> <p>Project (folio, designed solution) Investigation (report, presentation) Examination (short response items, extended response items, response to stimulus)</p>
<p>Materials and Technologies Specialisation -</p> <p>Subject Code: TMT</p>	<p>By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> <p>Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.</p> <p>Potential Units of Study: Unit 1: Plastics Manufacturing and Industrial Graphics Unit 2: Timber Joinery and Furniture Unit 3: Metal Fabrication Unit 4: Multi Materials Project</p> <p>Potential Assessment Techniques:</p>

	<p>Project (folio, designed solution) Investigation (report, presentation) Examination (short response items, extended response items, response to stimulus)</p>
<p>Engineering Principles and Systems-</p> <p>Subject Code: TES</p>	<p>By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> <p>Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.</p> <p>Potential Units of Study: Unit 1: Civil Engineering Launch Tower Unit 2: Engineering Materials Testing Unit 3: Mechanical Engineering Unit 4: Control Systems - Robotic Automation</p> <p>Potential Assessment Techniques:</p> <p>Project (folio, designed solution) Investigation (report, presentation) Examination (short response items, extended response items, response to stimulus)</p>
<p>Digital Technologies-</p> <p>Subject Code : DIG</p>	<p>Achievement Standard:</p> <p>By the end of Year 10, students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation.</p> <p>Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.</p> <p>Potential Units of Study: Unit 1: Game Design Unit 2: Privacy and Data Collection Unit 3: Web Development</p> <p>Potential Assessment Techniques:</p> <p>Project (folio, interactive web application, robotics, simulation) Investigation (report, short response analysis or evaluation) Examination (short response items, extended response items, response to stimulus)</p>

THE ARTS

Study of this subject in year 10, is the foundation learning for the following Potential Senior Pathways:

Please note; The subjects listed below are not confirmed offerings for Year 11 and 12, they are listed to inform students about future pathways options. The comprehensive list of what is on offer and how it will be offered will be communicated to students and families in 2025.

General Subjects:

- Drama
- Music
- Visual Art

Applied Subjects:

- Drama in Practice
- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice

<p>Drama –</p> <p>Subject Code: DRA</p>	<p>Achievement Standard:</p> <p>By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.</p> <p>Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.</p> <p>Potential Units of Study:</p> <p>Unit 1: A Mirror of Society Students study how realistic performance styles manipulate the elements of drama to communicate meaning, with a focus on Australian drama.</p> <p>Unit 2:and a hammer with which to smash it! Students study how non-realistic performance styles and dramatic forms manipulate the elements of drama to communicate meaning (with a focus on documentary drama)</p> <p>Potential Assessment Techniques:</p> <p>Extended Response (annotated photographs, vlog, analytical essay, directorial vision) Practical or performance (scripted or student-devised performance, improvisation) Examination (essay)</p>
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<p>Music –</p> <p>Subject Code: MUS</p>	<p>Achievement Standard:</p> <p>By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.</p> <p>Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.</p> <p>Potential Units of Study:</p> <p>Unit 1: And all that Jazz Students study the origins and developments of Jazz through performance, composition and responding to music.</p> <p>Unit 2: Fusion Confusion Students study the genre of ‘fused’ music styles through performance, composition and responding to music.</p> <p>Potential Assessment Techniques:</p> <p>Extended Response (vlog, analytical essay, artist’s statement) Practical or performance (live or recorded music works, performing using digital devices) Examination (short response items, extended response items, response to stimulus)</p>
<p>Visual Art –</p> <p>Subject Code: ART</p>	<p>Achievement Standard:</p> <p>By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others’ ideas. They identify influences of other artists on their own artworks.</p> <p>Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.</p> <p>Potential Units of Study:</p> <p>Unit 1: Land, Sea and Sky Students study the concept of printmaking and its connection to time, place and culture.</p> <p>Unit 2: Narratives Students study the concept of narratives through painting.</p> <p>Unit 3: Activist Art Students study the concept of social commentary and its representation in 3D art forms and display.</p> <p>Potential Assessment Techniques:</p> <p>Extended Response (annotated illustrations, vlog, analytical essay, artist’s statement) Practical or performance (2D-media, 3D-objects, time-based media) Examination (essay)</p>
<p>Media Arts –</p> <p>Subject Code: MED</p>	<p>Unit Focus:</p> <p>In Media Arts, communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses media practices that represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works. Through the creative use of materials and technologies to convey meaning, students manipulate still and moving images, text, sound and interactive elements. They construct representations and communicate or challenge understandings, ideas and positions.</p> <p>Suggested Assessment:</p> <ul style="list-style-type: none"> • Project – pre production • Project – post production • Extended Response • Examination

HEALTH AND PHYSICAL EDUCATION

Study of this subject in year 10, is the foundation learning for the following Potential Senior Pathways:

Please note; The subjects listed below are not confirmed offerings for Year 11 and 12, they are listed to inform students about future pathways options. The comprehensive list of what is on offer and how it will be offered will be communicated to students and families in 2025.

General Subjects

Applied Subjects and Certificate Courses

Subjects listed can be offered as an applied subject or a certificate course. This will be confirmed in 2025

Physical Education

Sport and Recreation
Certificate III Fitness

<p>Health and Physical Education-</p> <p>Subject Code: HPE</p>	<p>Achievement Standard:</p> <p>By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.</p> <p>Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.</p> <p>Potential Units of Study: Unit 1: Healthy Bodies 1 Unit 2: Healthy Bodies 2 Unit 3: Party Safe Unit 4: Healthy Lives</p> <p>Potential Assessment Techniques:</p> <p>Journal Article (written, analytical, extended response) Examination (short response items, extended response items, response to stimulus) Investigation (analytical essay, podcast) Multimodal Presentation (written, spoken, digital) Performance (practical)</p>
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