

CHISHOLM CATHOLIC COLLEGE

Year 10 Subject Handbook 2019



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FROM THE PRINCIPAL

Dear Parents & Students

As students move through secondary schooling, greater specialisation is required in relation to subject choices. Students will complete core subjects in Year 10 and will be able to also select 6 elective units.

These electives should be chosen, in consultation with parents, based on areas of interest, achievement levels and to explore future options. I ask that these electives are considered carefully and discussed with parents. Our experience shows that when students follow their passion the outcomes are better.

Our aim at Chisholm Catholic College is to provide multiple options and pathways for our students. This booklet provides additional information for parents and students when considering these options. Should you experience difficulty with subject choices or seek clarification I ask that you contact staff at the College to assist with the selection process.

I wish you all the best with this process.



Ms Martina Millard
Principal



MISSION STATEMENT

CHISHOLM CATHOLIC COLLEGE'S MISSION IS: "LIVE CHRIST'S CHALLENGE"

We strive to pursue excellence in education - an education that reflects quality in teaching and quality in learning.

We do this:

IN FAITH: We work with families towards being a Christian community where faith and life are integrated.

IN LOVE: We seek to show Christ's love in our policies, structures and relationships, tolerating failings and being committed to forgiveness and reconciliation.

IN HOPE: We strive to develop the confidence and self-esteem of all to achieve their full potential spiritually, intellectually, morally, physically, emotionally and socially.

IN JUSTICE: We try to show compassion for those in need, tolerance for those who are different and actively working for justice for all.

INTEGRITY: We aim to develop a desire for truth, an ability to think critically and to act honestly. Self-discipline, responsibility, accountability and openness will guide our actions.

We believe each person in our community has the ability to influence positively the lives of others

YEAR 10 CURRICULUM

The curriculum in Year 10 consists of **CORE** subjects which all students study and **ELECTIVES** which are chosen by students depending upon their interests and abilities.

CORE

All students in Year 10 study a compulsory **core** of subjects. Core subjects ensure that all students achieve a **broad general education** and are exposed to the cognitive verbs used to assess learning in Years 11 and 12. The following subjects are studied by all students in Year 10:

- ◆ English or Essential English
- ◆ Religious Education and Theory of Knowledge
- ◆ Mathematic Methods or General Maths or Essential Maths
- ◆ Health and Physical Education

ELECTIVES

The elective subjects provide students with a range of choices. Students choose **six elective subjects**. These are normally chosen for one semester.

Various elective subjects are explained in detail in this booklet. Whether a subject is finally offered will depend upon demand. **If insufficient students wish to study a particular subject, then that subject will not be offered.**

Students are required to record their **six** preferred electives in order of preference (one being their first preference), together with three alternative preferences should they not be able to fit into any of their preferred electives, for a total of nine.

THE NEW SENIOR SYSTEM

The Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's school-based senior schooling qualification awarded to eligible young people at the completion of the senior phase of learning, usually at the end of Year 12. The QCE records achievement of a significant amount of learning, at a set standard and pattern in contributing studies, while meeting literacy and numeracy requirements.

A wide range of learning can contribute towards the QCE, including:

- ◆ Senior school subjects
- ◆ Vocational education and training (VET)
- ◆ Workplace learning recognised by the QCAA
- ◆ University subjects undertaken while at school.

Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE.

Planning for a QCE

The Senior Education and Training Plan (SET Plan) helps each student plan and structure their senior learning around their abilities, interests and ambitions. The SET Plan is a map of what, where and how a student will study during their senior phase of learning completed in Year 10 and is agreed between the student, their parents or carers and the school.

Monitoring progress

When a student is registered with the QCAA, an individual learning account is opened for them. The learning account records:

- ◆ All eligible learning undertaken during the senior phase of learning
- ◆ Where and when learning takes place, and
- ◆ Results achieved upon completion.

QCAA legislation can be viewed on the QCAA's Legislation webpage: www.qcaa.qld.edu.au/14596.html

Students can use their learning account to track their progress towards a QCE, vocational certificate or Queensland Certificate of Individual Achievement (QCIA) through the Student Connect website: <https://studentconnect.qcaa.qld.edu.au>

The Queensland Government will introduce new senior assessment and tertiary entrance systems with Year 11 students in 2019. Your child will be the first to experience the changes.

Some Key changes include:

- ◆ An introduction of common external assessment.
- ◆ Strengthening the quality and comparability of school-based assessment.
- ◆ Replacing the Overall Position (OP) with the Australian Tertiary Admission Rank (ATAR).

The changes will help to:

- ◆ Strengthen the Queensland Certificate of Education (QCE).
- ◆ Equip school leavers with the 21st century skills they need to succeed in work and life.
- ◆ Ensure school leavers are innovators, entrepreneurs, valued employees, life-long learners, and responsible global citizens.

Why the new systems are being introduced?

- ◆ Queensland's current senior assessment system began in the early 1980s. The OP system was introduced in 1992.
- ◆ In a 2014 report, the Australian Council for Educational Research (ACER) said these arrangements were fair and reliable but would not be sustainable in the long term.
- ◆ ACER recommended changes to achieve greater rigour and simplicity.

A new senior assessment process

This system comprises of:

- ◆ Combining school-based and external assessment to derive final subject results.
- ◆ Four assessments (3 school-based + 1 external) per subject.
- ◆ School-based assessment will generally contribute 75% to a student's final subject result; 50% in maths and science.
- ◆ QCAA will endorse and confirm school-based assessments; and ratify subject results.
- ◆ Students will receive a numerical and A–E final subject result (A–E only for applied subjects).

Tertiary entrance

If students are intending on undertaking further study:

- ◆ QTAC is responsible for tertiary entrance from 2020.
- ◆ ATAR will replace the OP.
- ◆ Students must satisfactorily complete an English subject (Sound Achievement) to be ATAR-eligible.
- ◆ English will only count if it is one of a student's best five subject results.
- ◆ ATARs are to be calculated from a student's best 5 subject results, one of which may be: a VET Cert III or above, or an applied subject result.
- ◆ Students at catholic schools must choose a Religious Education subject in their senior years.

**The first students to receive an ATAR instead of an OP
will graduate from Year 12 in 2020.**

Implications and How Are We Preparing Students at Chisholm

Despite the changes, it is still important to do the subjects you enjoy and are good at. Not all students go on to further study. Currently across Queensland, 40% of students sit for an OP and 60% undertake VET, traineeships, direct to work and apprenticeships. This will not change and providing different pathways and opportunities is essential at Chisholm Catholic College.

The new Senior System is based around students learning and demonstrating *Cognitive Verbs*. These *Cognitive Verbs* are essential to our teaching and student learning and will be a focus throughout schooling. (Please refer to pink booklet).

The structure of the new Senior System will make changing subjects more difficult for students undertaking ATAR due to the nature of assessment. Therefore, choosing wisely for Year 11 is important. In order to help students experience a range of subjects and to prepare them for the new system, Chisholm has restructured Year 10 to look like the following:

	CORE	CORE	CORE	CORE	ELECTIVE	ELECTIVE	ELECTIVE
SEMESTER 1	Maths	English	Religion & Theory of Knowledge	HPE	Elective 1	Elective 2	Elective 3
SEMESTER 2	Maths	English	Religion & Theory of Knowledge	HPE	Elective 4	Elective 5	Elective 6

Mathematics, English, Health and Religion will be CORE and students will be able to experience a subject as they would in Year 11 and 12 with 9 lessons during a ten-day cycle.

Mathematics will consist of General Mathematics, Mathematical Methods, Essential Mathematics and Specialist Mathematics, increasing in difficulty.

Students will cover the same content in English and Essential English however, assessment will vary.

Religious Education links directly to the Senior Study of Religion and Religion and Ethics courses. Religion will also include Theory of Knowledge learning.

HPE will be a combination of practical activity and health theory for 4 lessons per cycle.

At Chisholm we have prepared students for Senior through focusing on explicit teaching of the Learning Skills required to succeed. A change in Year 10 occurred to enable students to gain a wide range of expertise, with subjects and assessments mirroring Years 11 and 12.

Electives.

Students will have the opportunity to experience senior subjects as they will be undertaken in Year 11 and 12. This will occur for a semester only so as to give students the opportunity to experience a range of subjects. Therefore, students will select 9 electives and do 6 of them over the course of the year. Assessment conditions and type will mirror those encountered in Years 11 and 12.

What will a year 10 timetable look like?

	CORE	CORE	CORE	CORE	ELECTIVE	ELECTIVE	ELECTIVE
SEMESTER 1	Math Essential General Methods	English or Essential English	Religious Education & Theory of Knowledge	HPE	Elective 1	Elective 2	Elective 3
SEMESTER 2	Math Essential General Methods	English or Essential English	Religious Education & Theory of Knowledge	HPE	Elective 4	Elective 5	Elective 6

What this may look like in practical terms for a student:

Interested in doing further study at university focusing on Science and Math:

	CORE	CORE	CORE	CORE	ELECTIVE	ELECTIVE	ELECTIVE
SEMESTER 1	Math Essential General Methods	English or Essential English	Religious Education & Theory of Knowledge	HPE	Elective 1 Chemistry	Elective 2 Ancient History	Elective 3 Design Technologies
SEMESTER 2	Math Essential General Methods	English or Essential English	Religious Education & Theory of Knowledge	HPE	Elective 4 Specialist Mathematics	Elective 5 Health Education	Elective 6 Digital Solutions

OR for a student interested in Humanities:

	CORE	CORE	CORE	CORE	ELECTIVE	ELECTIVE	ELECTIVE
SEMESTER 1	Math Essential General Methods	English or Essential English	Religious Education & Theory of Knowledge	HPE	Elective 1 Accounting	Elective 2 Ancient History	Elective 3 Modern History
SEMESTER 2	Math General	English	Religious Education & Theory of Knowledge	HPE	Elective 4 Food and Nutrition	Elective 5 Health Education	Elective 6 Geography

OR for a student interested in a trade or direct entry to work.

	CORE	CORE	CORE	CORE	ELECTIVE	ELECTIVE	ELECTIVE
SEMESTER 1	Math Essential General Methods	English or Essential English	Religious Education & Theory of Knowledge	HPE	Elective 1 Industrial Graphics	Elective 2 Food and Nutrition	Elective 3 Film Television and New Media
SEMESTER 2	Math Essential	Essential English	Religious Education & Theory of Knowledge	HPE	Elective 4 Textile and Fashion Technology	Elective 5 Business Education	Elective 6 Visual Art

Vocational Education

At Chisholm College we have a variety of **Vocational Education** Programs that prepare students for challenges and opportunities beyond high school. Students can tailor their learning pathway using a range of different school-based options available to them.

Vocational Education and Training (VET) in schools enables students to gain nationally recognised qualifications (Certificates) whilst still completing their High School Education. As a Registered Training Organisation, we deliver the following qualifications on-site to students in Grade 11 and 12:

- ◆ Diploma in Business
- ◆ Cert III in Business
- ◆ Cert III Screen & Media
- ◆ Cert III Music Industry
- ◆ Cert III Fitness (includes Cert II Sport & Recreation)
- ◆ Cert II Hospitality
- ◆ Cert II Tourism
- ◆ Cert II Visual Art
- ◆ Cert II Furniture Making Pathways
- ◆ Cert III Health Services Assistance (Includes Cert II in Health Support Services & Cert II in Community Services)

Courses Delivered Off-Site

The College, in partnership with other Registered Training Organisations (for example, TAFE Queensland) offers students in Years 10 to 12 the opportunity to undertake specific Certificate courses (which are not available at the College) to assist with and make a head-start to their career pathways. Students must be aware that these courses are off-site and they will be required to attend classes one day per week.

School Based Apprenticeships and Traineeships

School based apprenticeships and traineeships provide students in Years 10 to 12 the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification and gain valuable work skills and experience through paid employment at a work place. This is offered to students who want to start their first year in a trade or non-trade area whilst still at school. Students must be aware that these school based options will require students to be in attendance at the work place one day per week.

**For more information, please contact our Vet Program Leader
Ms Mala Nair at the College.**

YEAR 10 ELECTIVES

SUBJECT	RELATED CAREER AREAS	PRE-REQUISITE FOR 11/12 SUBJECT
JAPANESE (2 SEMESTERS)	Translator, Interpreter, Tourism, Linguist, IT, Law, Education, Politics, Finance, Diplomacy	Yes
SPANISH (2 SEMESTERS)	Translator, Interpreter, Tourism, Linguist, IT, Law, Education, Politics, Finance, Diplomacy	Yes
SEDA (2 SEMESTERS)	Elite Competition Opportunities	N/A
ACCOUNTING	Book Keeping, Accounting, Forensic Accounting, International Business Entrepreneurship, Superannuation & Wealth Management	NO
ANCIENT HISTORY	Researcher, Teacher, Archaeologist, Anthropologist, Lecturer	NO
BUSINESS EDUCATION	Accounting, International Business, Advertising Marketing & PR, Entrepreneurship, Economics, Human Resource, Legal Studies, Logistics	NO
DESIGN TECHNOLOGIES	Architecture, Digital Media Design, Fashion Design, Graphic Design, Industrial Design, Interior Design and Landscape Architecture	YES
DIGITAL SOLUTIONS	Computer Science, Software Engineer, Game Designer, Application Designer, Robotics, Web Designer	YES
DRAMA	Acting, Public Relations, Life Skills - Confidence, Television, Theatre Operation, Events Technician, Journalism	NO
ECONOMICS	Economist, Law Clerk, Importer and Exporter, Parliamentarian, Insurance Broker, Taxation Agent, Investment Banker, Auditor, Political Scientist, Commodities Trader	NO
FILM TELEVISION AND NEW MEDIA	Director, Cinematographer, Journalist, Animator, Visual Compositor, Television, Camera Operator, Teacher	YES
FOOD AND NUTRITION	Nutrition & Dietetics, Design & Fashion Industry, Interior Design, Consumer Affairs, Lifestyle Magazines, Teacher	YES
GEOGRAPHY	Geologist, Teacher, Lecturer, Cartographer, Researcher	NO
HEALTH EDUCATION	Health Science, Public Health, Health Education	It is highly recommended that the Yr 10 Health course is completed if you wish to pursue Health in Years 11 & 12

HOSPITALITY (INTRODUCTION TO)	Hotel Manager, Chef, Food & Beverage Attendant, Barista, Bartender	YES
INDUSTRIAL GRAPHICS	Architectural Drafter, Estimator, Mechanical Drafter, Electrical Drafter, Structural Drafter, Civil Drafter and Survey Drafter	YES
LEGAL STUDIES	Law & Justice, Government & Politics, Criminal Justice Studies, Psychology, Media & Journalism	NO
FURNITURE MAKING (INTRODUCTION TO)	Bricklayer, Carpenter, Furniture Finisher, Painter, Plasterer, Roof Tiler, Stonemason, Cabinet Maker, Floor Coverer, Glazier, Joiner, Shopfitter, Wall and Floor Tiler and Wood Machinist	YES
MODERN HISTORY	Teacher, Researcher, Politician, Historian	NO
MUSIC	Performing, Entertaining, Teaching, Instructing, Conservatorium, University, Industry Recording	It is highly recommended that Yr 10 Music course is completed to a sound standard or proficiency in an instrument including voice
PHYSICAL EDUCATION	Allied Health, Psychology, Teaching, Sport Journalism, Sport Marketing & Management, Sport & Sport Promotion, Sport Development & Coaching	It is highly recommended that the Yr 10 PE course is completed if you wish to pursue PE in Years 11 & 12
SCIENCE – BIOLOGY	Medical, Food & Marine Sciences, Agriculture, Biotechnology, Environmental Rehabilitation, Biosecurity, Quarantine, Conservation and Eco-tourism	NO
SCIENCE – CHEMISTRY	Forensic Science, Environmental Science, Engineering, Medicine, Pharmacy & Sports Science, Agricultural Science and Food Technology	NO
SCIENCE – IN PRACTICE	Animal Welfare, Food Technology, Recreation and Tourism, the Pharmaceutical Industry, Research and the Resources Sector	NO
SCIENCE – PHYSICS	Physical Science, Engineering, Medicine, Pharmacy and Technology	NO
SPECIALIST MATHEMATICS	Computer Scientist, Financial Planner, Engineering, Mathematics Teaching, Mathematician, Statistician, Economist	It is highly recommended that this course is completed to a sound standard for entry into Specialist Mathematics in Years 11 & 12
TEXTILE AND FASHION TECHNOLOGY	Design, Personal Styling, Costume Design, Production Manufacture, Merchandising, Fashion Designer, Seamstress, Stylist and Retail	NO
VISUAL ART	Teaching, Artist, Commercial Artist, Interior Design, Architecture, Industrial Design, Advertising, Sign Writing, Television, Fashion, Photography, Craftsperson, Curator	Yes It is highly recommended that the Year 10 Art course is completed to a sound standard.

NOTE: Students who have not completed a pre-requisite subject may seek Special Arrangements for entry into the Senior Subject by consulting with the Assistant Principal – Senior Studies.



CORE SUBJECT DESCRIPTIONS

*CORE
Subject
Descriptions
Yr 10 - 2019*

Religious Education
and
Theory of Knowledge

English
or
Essential English

Mathematical Methods
or
General Mathematics
or
Essential Mathematics

Religious Education	ATAR Course Type	SOR / General R& E / Applied

The Religious Education course challenges students to be a religious voice in the world. The course seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture. Students become religiously literate as they develop the knowledge, skills and dispositions to interpret and use language confidently in and for faith contexts and the wider society.

In Religious Education classes, students will be involved in a wide range of learning activities, including reading, writing, viewing of multimodal resources, debating, and collaborating with others. They will develop their critical reasoning and research skills.

This course prepares students for the study of ethics required in many business, medical, social science, environmental and science fields.

Year 10 OVERVIEW

	Course Outline
Semester 1 Unit Structure	Morality In this unit, students will investigate a range of moral issues and consider the teachings of the Catholic Church in response to these issues. Introduction to World Religions Students will explore the nature of God. They will also be introduced to the beliefs, history, Sacred Texts and rituals of Hinduism, Buddhism, Judaism, Christianity and Islam.
Semester 2 Unit Structure	Christian Life Students will investigate how the Church provides care and compassion. Sacred Text This unit explores the mystery of God as expressed in the Bible. Students will learn about ways of interpreting Sacred Text and the writings of Church fathers.

ASSESSMENT

	Assessment Technique
Semester 1	Extended Analytical Essay Assignment – investigation of the Church teaching towards a moral issue. Short Answer Exam – responses requiring sentences, paragraphs and short essays.
Semester 2	Extended Analytical Essay Assignment – investigation of Church response to an issue of care. Extended Analytical Exam – writing an argumentative essay about Sacred Text.

Theory of Knowledge (Religion)	ATAR Course Type	Philosophy / General

Theory of Knowledge (TOK) is a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge. TOK is composed almost entirely of questions. The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

In Theory of Knowledge, the ways of knowing are how we acquire knowledge about the world around us and figure out our relationship with it. TOK identifies eight different ways of knowing, each one involving a different method of gaining knowledge, but just like with the areas of knowledge, they are often intertwined and dependent on each other.

The Year 10 Theory of Knowledge Course links to the Senior Subject of Philosophy and Reason.

Year 10 OVERVIEW

	Course Outline
Semester 1 Unit Structure	Thinking about Thinking Students will consider their own life and study goals. They will then learn about the various ways of thinking about issues and developing an argument.
Semester 2 Unit Structure	Ways of Knowing Students will learn about the eight ways of knowing and they will consider issues from each of these approaches.

ASSESSMENT

	Assessment Technique
Semester 1	Class Folio Students will be required to complete a number of class work tasks which comprise a folio.
Semester 2	Class Folio Students will be required to complete a number of class work tasks which comprise a folio.

English	ATAR Course Type	English / General Literature / General

In the English course, students will be given 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 experiences. Students are able to develop their ability to be literate in a variety of mediums and at the same time draw upon a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes.

The course helps to develop the students' capacity to use language in its various modes (**speaking, listening, reading, writing and viewing**) and to gain knowledge about language including its use in literature and mass media. Students will engage with a variety of texts that will cover the following genres: **persuasive, informative, imaginative, analytical and reflective**.

Year 10 OVERVIEW

	Course Outline
Semester 1 Unit Structure	Unit 1 – Shaping meaning making through the writer's voice Unit 2 – Representations in texts
Semester 2 Unit Structure	Unit 3 – Shaping texts through purpose, audience and context Unit 4 – Texts as social criticism

ASSESSMENT

	Assessment Technique
Semester 1	Unit 1 – Extended written imaginative Unit 2 – Unseen analytical paragraph responses to literature
Semester 2	Unit 3 – Multimodal persuasive presentation Unit 4 – Analytical paragraph writing

Essential English	ATAR Course Type	Applied

Taking a more functional approach, Essential English develops and refines students' understanding of language, literacy and literature to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and to enable them to understand, accept or challenge the values and attitudes in these texts.

This course helps to develop the students' capacity to use language in its various modes **(speaking, listening, reading, writing and viewing)** and to gain knowledge about language including its use in literature and mass media. Students will engage with a variety of texts that will cover the following genres: **persuasive, informative, imaginative, analytical and reflective**.

Year 10 OVERVIEW

	Course Outline
Semester 1 Unit Structure	Unit 1 – Shaping meaning making through the writer's voice Unit 2 – Representations in texts
Semester 2 Unit Structure	Unit 3 – Shaping texts through purpose, audience and context Unit 4 – Texts as social criticism

ASSESSMENT

	Assessment Technique
Semester 1	Unit 1 – Written imaginative Unit 2 – Unseen analytical paragraph responses to literature
Semester 2	Unit 3 – Multimodal persuasive presentation Unit 4 – Analytical paragraph writing

Mathematical Methods	ATAR Course Type	General

Mathematical Methods' major domains are trigonometry, algebra, geometry, functions and their graphs and statistics. It enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, become critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection. They build on trigonometry, algebra, statistics and linear relations of the P – 9 Australian curriculum studied in previous years.

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), most fields of engineering, computer science (including electronics and software design), psychology and business.

Year 10 OVERVIEW

	Course Outline
Semester 1 Unit Structure	Term 1: Pythagoras' theorem and trigonometry, statistics, index laws Term 2: Algebra, linear relations and inequalities, probability
Semester 2 Unit Structure	Term 3: Quadratic relations, graphing parabolas Term 4: Non-linear relations including exponential functions, polynomials and powers, graphs of relations

ASSESSMENT

	Assessment Technique
Semester 1	Term 1 Supervised Assessment Problem Solving and Modelling Task (PSMT) Term 2 Supervised Assessment Semester 1 Supervised Assessment
Semester 2	Term 3 Supervised Assessment Problem Solving and Modelling Task (PSMT) Term 4 Supervised Assessment Semester 2 Supervised Assessment

General Mathematics	ATAR Course Type	General

General Mathematics' major domains are number and algebra, measurement and geometry statistics and networks. It enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, become critical thinkers, innovators and problem-solvers.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear expressions, use of networks to solve authentic problems, use of trigonometry and earth geometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Year 10 OVERVIEW

	Course Outline
Semester 1 Unit Structure	Term 1: Pythagoras' theorem and trigonometry, earth geometry Term 2: Linear relations, statistics
Semester 2 Unit Structure	Term 3: Measurement, networking Term 4: Consumer arithmetic, geometry

ASSESSMENT

	Assessment Technique
Semester 1	Term 1 Supervised Assessment Problem Solving and Modelling Task (PSMT) Term 2 Supervised Assessment Semester 1 Supervised Assessment
Semester 2	Term 3 Supervised Assessment Problem Solving and Modelling Task (PSMT) Term 4 Supervised Assessment Semester 2 Supervised Assessment

Essential Mathematics	ATAR Course Type	Applied

Essential Mathematics' major domains are number, data, location and time, measurement and finance. It benefits students because they develop skills that go beyond the traditional idea of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

A course in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on mathematics used by various professional and industry groups.

Year 10 OVERVIEW

	Course Outline
Semester 1 Unit Structure	Term 1: Financial mathematics, linear relationships and graphs Term 2: Pythagoras' theorem, trigonometry, measurement
Semester 2 Unit Structure	Term 3: Probability and statistics Term 4: Number (including rates, ratios, percentages), representing data and graphs.

ASSESSMENT

	Assessment Technique
Semester 1	Problem Solving and Modelling Task (PSMT) Term 2 Supervised Assessment
Semester 2	Term 3 Supervised Assessment Problem Solving and Modelling Task (PSMT)

Health and Physical Education	ATAR Course Type	

The Year 10 Health and Physical Education course provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. The course will aim to enhance students own and others' participation and performance in physical activity. It will enable them to make decisions, apply skills and take action to promote their own and others' health and safety. The Health and Physical Education course will develop and refine personal and interpersonal skills and strategies to promote positive relationships. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Year 10 OVERVIEW

	Course Outline
Semester 1 Unit Structure	Term 1: Looking after myself and others Term 2: Teenage Challenges Various physical activities throughout the Semester
Semester 2 Unit Structure	Term 3: Systems of the body Term 4: Growth and development Various physical activities throughout the Semester

REQUIREMENTS

	Requirements
Safety	Students are required to wear full sports uniform to every practical HPE lesson. This includes the school hat, sport shirt, shorts, hat and appropriate sport shoes. Students should have a separate sports bag to store their uniform.



ELECTIVES

2 Semesters

(12 months)

***Subject
Descriptions***

Yr 10

2019

Japanese	ATAR Course Type	General

In the Japanese language course, students participate in a wide range of learning experiences in which they exchange meaning, develop intercultural understanding and create and understand written, spoken and visual texts. Students interact with texts and people from Japanese speaking communities in social and cultural settings and acquire language skills to effectively negotiate meaning. They will demonstrate their understanding of linguistic structures, intercultural knowledge and their ability to evaluate and create Japanese texts for a range of purposes in both exams and assignments.

Year 10 OVERVIEW

	Course Outline
Semester 1 Unit Structure	Topic 1 – Fashion Culture in Japan Topic 2 – Restaurant and Food Culture in Australia and Japan
Semester 2 Unit Structure	Topic 1 – Student Life in Japan & Exchange Programs Topic 2 – Travelling in Japan and Australia

ASSESSMENT

	Assessment Technique
Semester 1	In class exams & assignments
Semester 2	In class exams & assignments

Spanish	ATAR Course Type	General

In the Spanish language course, students participate in a wide range of learning experiences in which they exchange meaning, develop intercultural understanding and create and understand written, spoken and visual texts. Students interact with texts and people from Spanish speaking communities in social and cultural settings and acquire language skills to effectively negotiate meaning. They will demonstrate their understanding of linguistic structures, intercultural knowledge and their ability to evaluate and create Spanish texts for a range of purposes in both exams and assignments.

Year 10 OVERVIEW

	Course Outline
Semester 1 Unit Structure	Topic 1 – Fashion Culture in Spanish speaking communities Topic 2 – Restaurant and Food Culture in Australia and Spanish speaking communities
Semester 2 Unit Structure	Topic 1 – Student life in Spain & Exchange Programs Topic 2 – Travelling in Spanish Speaking Countries and Australia

ASSESSMENT

	Assessment Technique
Semester 1	In class exams & assignments
Semester 2	In class exams & assignments

Sporting Excellence & Development Academy (SEDA)	ATAR Course Type	

The Sporting Excellence and Development Academy (SEDA), allows our athletes to achieve a balance between their academic and sporting pursuits. SEDA provides our students with the opportunity to compete and perform at the highest level possible both on and off the sports field.

Sports include:

- Football
- Netball
- Basketball
- Rugby League.

Aims:

- To assist the SEDA attendees to reach their full potential on the sporting field and in the classroom.
- To provide a supportive educational environment that will allow talented athletes to develop career pathways.
- To provide opportunities to develop our athletes skills to a highly competitive level.
- To promote a culture of excellence that will allow our students to focus on their sporting, academic and personal development.
- To develop strong community partnerships for the benefit of SEDA, and the overall student body at Chisholm Catholic College.
- To provide high level coaching, elite competition and state of the art training methods for our participants.
- To develop the facilities of the college for the betterment of SEDA and the College as a whole.

Year 10 OVERVIEW

	Course Outline
Semester 1 Unit Structure	Term 1 – Injury Prevention and Rehabilitation Techniques Term 2 – Plan and Deliver Coaching Sessions
Semester 2 Unit Structure	Term 3 – Performance Analysis Term 4 – Match Analysis and Statistics

ASSESSMENT

	Assessment Technique
Semester 1	Term 1 – Research Report Term 2 – Completed Session Plan and Implementation of Session
Semester 2	Term 3 – Visual Analysis of Sporting Performance Term 4 – Research Article

For more details or to download an application form go to
<http://www.chisholm.qld.edu.au> (SEDA Link),].
THERE ARE PRE-REQUISITES FOR THIS SUBJECT.

ELECTIVE (1 SEMESTER ONLY) SUBJECT DESCRIPTIONS

ELECTIVES
1 Semester ONLY

(6 months)

Subject
Descriptions
Yr 10
2019

Accounting	ATAR Course Type	General

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Year 10 OVERVIEW

	Course Outline
Unit Structure	Unit 1: The Accounting Environment Unit 2: Foundations of Accounting

ASSESSMENT

	Assessment Technique
Unit Structure	Unit 1: Exam Unit 2: Exam

Ancient History	ATAR Course Type	General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Year 10 OVERVIEW

	Course Outline
Unit Structure	Unit 1: Investigating the Ancient World – Weapons and Warfare in Egypt Unit 2: Personalities in their Time – Alexander the Great

ASSESSMENT

	Assessment Technique
Unit Structure	Unit 1: Short Response Exam Unit 2: Response to Stimulus Exam

Business Education	ATAR Course Type	General

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Year 10 OVERVIEW

	Course Outline
Unit Structure	Unit 1: Business Foundations Unit 2: Business Life Cycle

ASSESSMENT

	Assessment Technique
Unit Structure	Term 1: Short Response Test (Business Foundations) Sem 1: Short Response, Extended Response (Unit overview)

Design Technologies	ATAR Course Type	General

The Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practiced and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Year 10 OVERVIEW

	Course Outline
Unit Structure	<p>In Topic 1: Experiencing design, the teacher will provide well-constrained problems that introduce students to the develop phase of the design process. Students learn to devise ideas and apply drawing and physical low-fidelity prototyping skills used by designers.</p> <p>In Topic 2: Design process, students are introduced to the importance of defining problems, writing design briefs and criteria. They gain a deeper experience of the nature and complexity of design problems, how designers work and the importance of users as stakeholders in the design process. Students will devise ideas using thinking strategies and apply digital low-fidelity prototyping skills (interactive or sequential).</p>

ASSESSMENT

	Assessment Technique
Unit Structure	<p>Topic 1: Design Challenge Topic 2: Human-Centered Design Project Exam: Design Challenge</p>

Digital Solutions	ATAR Course Type	General

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Year 10 OVERVIEW

	Course Outline
Unit Structure	<p>In this unit students will explore the creative and technical aspects of developing interactive digital solutions. They investigate algorithms, programming features and usability principles to generate small interactive solutions using programming tools and gain a practical understanding of programming features. This allows them the opportunity to explore existing and developing trends involving digital technologies. Students are required to engage with and learn subject matter through the use of the various phases of the problem-solving process in Digital Solutions: explore, develop, generate and evaluate.</p> <p>Students will be creating digital solutions using:</p> <ul style="list-style-type: none"> - Unity 3D - C# - PHP

ASSESSMENT

	Assessment Technique
Unit Structure	Technical Proposal Project Exam

Drama	ATAR Course Type	General

In the Drama course, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

The objectives of the Drama course are to develop students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

Year 10 OVERVIEW

	Course Outline
Unit Structure	<p>Term 1: Clowning and Theatre for Young People Students will review the Elements of Drama and learn about the conventions of this style of theatre, including different types and levels of clown. They will collaborate to develop and realise on stage, a contemporary clowning performance. Students will keep a Drama Journal to document the forming and devising process and will write to analyse a relevant playtext. In exploring themes for performances, students will consider audiences and how they react and engage with performers and texts.</p> <p>Term 2: Verbatim Theatre and Directing Students will learn about Verbatim Theatre, including the history and process of creating these texts. They will experiment with using sources to create Drama and investigate the ethics of using shared stories publicly. Students will also explore the principles of directing and various diverse performance styles, such as interactive and promenade theatre and understand how these can be applied to immerse audiences and create particular effects.</p> <p>During the course, students will attend a live theatre performance and respond to this.</p>

ASSESSMENT

	Assessment Technique
Unit Structure	<p>Task 1: Group Devised Script and Performance Task 2: Extended Written Response Exam Task 3: Directing Seminar and Workshop</p>

Economics	ATAR Course Type	General

Economics is based on possibility and optimism. It is essentially a study of how to use resources in the best way possible. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connection to economic forces. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates.

In the economics course, students will be exposed to key economic principles, concepts and models. Students are introduced to key economic principles in the foundational unit. This unit focusses on basic concepts in economics such as needs and wants, as well as the production possibility curve. Students will use relevant, current and real-world examples to consolidate their understanding. The second unit draws upon these key ideas further using Australia as a case study.

Year 10 OVERVIEW

	Course Outline
Unit Structure	Unit 1: Foundations of Economics Unit 2: Australia in the World Economy

ASSESSMENT

	Assessment Technique
Unit Structure	Unit 1: Extended Response to Stimulus Unit 2: Combination Exam

Film Television and New Media	ATAR Course Type	General

Film, Television and New Media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities. Moving-image media enables us to understand and express ourselves and engage meaningfully in local and global participatory media cultures. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts.

Year 10 OVERVIEW

	Course Outline
Unit Structure	<p>In this unit, students develop their understanding of the foundational concepts and processes used in Film, Television & New Media by learning to use available technologies to select, construct, manipulate and structure moving-image media. They learn about technical, symbolic and narrative codes and conventions used in the construction of moving-image media products and should be able to demonstrate an understanding of signs and symbols that denote and connote meaning in specific contexts of production and use.</p> <p>Students study these concepts in relation to popular culture and music videos.</p>

ASSESSMENT

	Assessment Technique
Unit Structure	<p>Treatment Production Folio Exam</p>

Food and Nutrition	ATAR Course Type	General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching concepts that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. This includes: exploring problems; developing ideas; generating, communicating and testing solutions; and evaluating the process and solutions. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Year 10 OVERVIEW

	Course Outline
Unit Structure	In this unit, students explore sectors of the food system and the nutrient elements that make up our food. They explore fundamentals of food science through practical investigation of the nutritional and scientific properties of vitamins, minerals and protein in foods. Students use the Food & Nutrition problem-solving process to build knowledge and develop and test ideas using a range of experimental techniques to create solutions. Students solve problems for consumer markets by defining and analysing the problem, developing ideas, and generating and evaluating a solution.

ASSESSMENT

	Assessment Technique
Unit Structure	Project Folio Exam

Geography	ATAR Course Type	General

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include planning for population change and responding to environmental change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Year 10 OVERVIEW

	Course Outline
Unit Structure	Unit 1: Human Wellbeing Unit 2: Coastal Change

ASSESSMENT

	Assessment Technique
Unit Structure	Unit 1: Data Report Unit 2: Response to Stimulus Exam

Health Education	ATAR Course Type	General

In the Health course, students will use an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. They will define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health- educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Year 10 OVERVIEW

	Course Outline
Unit Structure	<p>Unit 1: Students are introduced to and explore the broad notion of health, focusing on resilience as a personal health resource. In this introductory unit of Health, students will learn how to apply a socio-critical lens to develop a ‘critical’ perspective of health and to gain an understanding of how health is socially constructed. Students develop their understanding of the overarching approaches, frameworks and resources used to understand and critique health topics and issues.</p> <p>Unit 2: Students develop their skills to plan, implement, evaluate and reflect on an action strategy to advocate, mediate and/or enable change in relation to homelessness, road safety or anxiety in a community health context. An inquiry approach is used to define and explore the broad health-related topic before students reframe the chosen topic into a narrow-contextualised health issue. Students investigate the risk factors and protective factors, individual and socio-ecological resources that are needed for a target group in their local or regional community.</p>

ASSESSMENT

	Assessment Technique
Unit Structure	<p>Unit 1: Investigation or Analytical Exposition</p> <p>Unit 2: Exam</p>

Hospitality (Introduction to)	ATAR Course Type	VET

The Introduction to Hospitality course is designed to provide students with an introduction to the nationally recognised qualification, Certificate II Hospitality, which students will have the option to undertake in Grade 11 and 12.

Students will gain an understanding of the Hospitality Industry by planning and organising functions according to customer requirements and specifications. This will include planning events for members of the school community which includes students, staff, parents and guests.

Year 10 OVERVIEW

	Course Outline
Unit Structure	<p>Students will gain foundation skills in the following areas:</p> <ul style="list-style-type: none"> ◆ Food Safety ◆ Workplace Health and Safety ◆ Serving Customers ◆ Coffee Preparation ◆ Food Preparation and Presentation

ASSESSMENT

	Assessment Technique
Unit Structure	<p>A range of assessments will be used during the course, including both theoretical and practical aspects of the course. Students will be assessed on knowledge and understanding, skills and processes.</p> <p>Assessment techniques:</p> <ul style="list-style-type: none"> ◆ Online Training - this involves students using online training programs to develop their knowledge of workplace health and safety procedures. ◆ Practical Demonstration - this involves students demonstrating food and beverage service skills in a practical environment. ◆ Planning and Implementing Functions - this involves the students working through the various stages of the organization of events. The students will generate ideas and produce functions such as Tapas and High Tea at industry standards. ◆ Field Visits - Students will be introduced to the Hospitality Industry through a site visit to a hotel or restaurant in the Brisbane area.

Industrial Graphics	ATAR Course Type	Applied

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

Year 10 OVERVIEW

Course Outline	
Unit Structure	<p>Students will study industry practices and drafting processes used by enterprises to manufacture products from raw materials.</p> <p>Learning will include:</p> <ul style="list-style-type: none"> - The study of manufacturing enterprises - Product quality - Drawing skills and procedures - Specifications, tools and materials <p>Students will study the core of this subject through industry-based electives. Each elective relates to a common industry area of specialisation.</p> <p>The range of possible electives includes building and construction drafting, engineering drafting and furnishing drafting.</p>

ASSESSMENT

Assessment Technique	
Unit Structure	<p>Design Folio 1</p> <p>Design Folio 2</p> <p>Exam</p>

Legal Studies	ATAR Course Type	General

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. 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.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Year 10 OVERVIEW

	Course Outline
Unit Structure	Introduction to Legal Systems Criminal Law Civil Law - Negligence

ASSESSMENT

	Assessment Technique
Unit Structure	Term 1: Short Response Test (Introduction to Legal System) Sem 1: Short Response; Extended Response (Unit Overview)

Manufacturing (Introduction to Furniture Making)	ATAR Course Type	VET

Introduction to Furniture Making prepares students who wish to complete the nationally recognised qualification Certificate II Furniture Making in Grade 11 and 12.

The visual characteristic of timber products as well as environmental considerations of materials used will provide opportunities for planning, creating and implementing project work.

Year 10 OVERVIEW

	Course Outline
Unit Structure	<p>Students will be involved in a wide range of Furniture Making activities, such as, learning to select and use appropriate tools, equipment and materials to produce simple pieces of furniture or furnishing components. They will use basic furniture making tools and machinery and they will develop skills that reflect industry standards. Furnishing products can be manufactured from a range of materials such as textiles, timber, polymers, composites and metals.</p> <p>This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.</p>

ASSESSMENT

	Assessment Technique
Unit Structure	<p>Assessment will give students the opportunity to develop and demonstrate their knowledge, understanding and skills in this course.</p> <p>Assessment instruments include:</p> <ul style="list-style-type: none"> ◆ Project Building – these provide authentic opportunities for students to demonstrate their learning in both industry practices and production processes, e.g. Plan and create an indoor table to technical drawing specifications. ◆ Practical Demonstration – this involves students demonstrating production skills and procedures over a set period of time, e.g. A wood turning task. ◆ Written Exams, e.g. Short Response test. ◆ Online Training <p>During the semester long course, students will be provided the opportunity to complete at least 2 of the 12 competencies for the Certificate II Furniture Making course.</p>

Modern History	ATAR Course Type	General

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Year 10 OVERVIEW

	Course Outline
Unit Structure	Unit 1: Rights and Freedoms Unit 2: The Globalising World

ASSESSMENT

	Assessment Technique
Unit Structure	Unit 1: Response to Stimulus Unit 2: Research Task

Music	ATAR Course Type	General

Music and Social Justice:

In the Music course, students will be involved in a wide range of learning activities, including listening to music, deconstructing music, composing and performing. They will appreciate music's powerful ability, through song, to connect people to history, politics and events that have shaped the world over the past 50 years or so.

Students will better understand the impact music has on forming opinions and attitudes of all generations.

Year 10 OVERVIEW

	Course Outline
Unit Structure	<p>This course will enable students to:</p> <ul style="list-style-type: none"> • Select and analyse relevant repertoire discovering the protest message associated with different event/issues/political movements from the early 60s to the present (e.g. war/terrorism, civil rights/race, addictions/drugs, domestic violence, etc). • Understand history and music's impact to express definitive points of view that may significantly influence our attitudes and the way we think. • Identify, explain, and evaluate the elements of music within the context of social justice to be presented. • Compose, using a diverse range of elements of music, a song with a social justice intention. • Perform, demonstrating a diverse range of elements of music, repertoire related to social justice issues, individually and/or in groups.

ASSESSMENT

	Assessment Technique
Unit Structure	<p>Integrated Project Performance or Composition Exam</p>

Physical Education	ATAR Course Type	General

In the Physical Education course, students will engage in a range of physical activities to develop movement sequences and movement strategies. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Year 10 OVERVIEW

	Course Outline
Unit Structure	<p>In the Physical Education course, students will engage in a range of physical activities to develop movement sequences and movement strategies. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.</p> <p>Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.</p>

ASSESSMENT

	Assessment Technique
Unit Structure	Unit 1: Project-Folio (multi-modal presentation) Unit 2: Exam

Science - Biology	ATAR Course Type	General

Biology provides opportunities for students to engage with living systems. In Unit 1, students explore the ways biology is used to describe and explain the cellular processes and mechanisms that ensure the continuity of life. They develop skills in modelling processes to describe and explain inheritance and population genetics.

In Unit 2, students examine the genetic basis of the theory of evolution through natural selection to analyse the use of predictive models in decision making. Through the research investigation, they interpret data and provide evidence for the theory of evolution.

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work.

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability

Year 10 OVERVIEW

	Course Outline
Unit Structure	Unit 1: Genetics Unit 2: The Theory of Evolution

ASSESSMENT

	Assessment Technique
Unit Structure	Unit 1: Data Test Unit 2: Research Investigation

Science - Chemistry	ATAR Course Type	General

Chemistry is the study of materials and their properties. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They conduct investigations to develop their understanding of patterns in the properties and composition of materials. Participation in a range of investigations allows students to progressively develop their suite of science inquiry skills.

In Unit 2, students learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. They develop skills in observation and data analysis to describe and explain rates of reactions. Collaborative experimental work helps students to develop communication, interaction, and self-management skills.

Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Year 10 OVERVIEW

	Course Outline
Unit Structure	Unit 1: Chemical Fundamentals – structure, properties and reactions Unit 2: Rates of Chemical Reactions

ASSESSMENT

	Assessment Technique
Unit Structure	Unit 1: Data Test Unit 2: Student Experiment

Science In Practice	ATAR Course Type	Applied

Science in Practice is practical, with experiments and hands-on investigations at its heart. In Unit 1, students investigate procedures in making common food and drink products that use microorganisms in their production. They create non-alcoholic ginger beer to learn about useful application of microorganisms, and the importance of recognizing and following safe work practices and industry standards.

In Unit 2, students acquire a variety of laboratory skills that are commonly utilized during forensic investigations to solve a crime through the selection of different practical methods such as the analysis of DNA, fingerprints and determining unknown substances. Students also visit the Police Museum.

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Year 10 OVERVIEW

	Course Outline
Unit Structure	Unit 1: Microorganisms in Food Production Unit 2: Forensics

ASSESSMENT

	Assessment Technique
Unit Structure	Unit 1: Project Unit 2: Forensic Investigation

Science - Physics	ATAR Course Type	General

Physics provides opportunities for students to engage with the classical and modern understandings of the Universe. In Unit 1, students describe linear motion in terms of displacement, velocity, acceleration and time data, and examine the relationships between force, work and energy for interactions in one dimension.

In Unit 2, students develop a deeper understanding of motion and its causes by using Newton's laws of motion and the gravitational field model to analyse motion on inclined planes. They also develop skills in relating graphical representations of data to quantitative relationships between variables, and continue to develop skills in planning and conducting investigations and interpreting the results.

Physics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Year 10 OVERVIEW

	Course Outline
Unit Structure	Unit 1: Linear Motion and Force Unit 2: Gravity

ASSESSMENT

	Assessment Technique
Unit Structure	Unit 1: Data Test Unit 2: Student Experiment

Specialist Mathematics	ATAR Course Type	General

Specialist Mathematics' major domains are vectors and matrices, real and complex numbers, trigonometry, statistics and calculus. In Year 10, students will study a number of these areas (for example vector, permutations and combinations) as an introduction to studying Specialist Mathematics in Years 11 and 12.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on work covered in Mathematical Methods and introducing new areas of study. Learning experiences range from practicing essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Year 10 OVERVIEW

	Course Outline
Unit Structure	Term 3: Probability and Polynomials Term 4: Vectors, Permutations and Combinations

ASSESSMENT

	Assessment Technique
Unit Structure	Term 3 Supervised Assessment Problem Solving and Modelling Task (PSMT) Term 4 Supervised Assessment

Textile and Fashion Technology	ATAR Course Type	Applied

Through undertaking this course, students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts. Students undertake individual projects with some group work in the learning activities. They manage personal projects and are encouraged to work independently on most tasks.

The subject Fashion explores what underpins fashion culture, technology and design. It incorporates the study of three core topics — ‘Fashion culture’, ‘Fashion technologies’ and ‘Fashion design’. Fashion culture explores fashion history and trends. Fashion technologies examine textiles and materials and the technical skills required for garment, accessory and adornment construction. ‘Fashion design’ focuses on the design process and visual literacies.

Year 10 OVERVIEW

Course Outline	
Unit Structure	<p>In this unit there is a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items. Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. This course of study is designed to develop in students:</p> <ul style="list-style-type: none"> ◆ An understanding of the design process ◆ Skills in design and production ◆ An understanding of the impact of technology in the textile industry ◆ An appreciation of textile culture

ASSESSMENT

Assessment Technique	
Unit Structure	<p>Design Folio 1 Design Folio 2</p>

Visual Art	ATAR Course Type	General

In the Visual Arts course, students will build upon their experiences from Year 9 to further develop their visual literacy, an understanding of materials and processes across a range of art forms, styles and viewpoints. The course aims to increase students' awareness of how and why artists realize their ideas through different visual representations, practices and processes. Students are encouraged to refine their personal aesthetic through the study of the Making dimension and to further develop their ability to appraise perceptively and conceptually as an artist and audience in the Responding dimension.

The study of Visual Art in Year 10 is designed to support students' transition into the study of Visual Art and / or Certificate II in Art in Year 11 and 12.

Year 10 OVERVIEW

	Course Outline
Unit Structure	In the Making dimension, the course begins with an exploration of Graffiti and its evolution towards the art form of Street Art. The 'classical' forms of art making studied include relief printmaking processes such as etching, screen print, and relief block printing. As students' progress through the course their artmaking becomes 'contemporary' in its focus and the art forms of spray painting, stenciling, stamping and image transfers are studied.

ASSESSMENT

	Assessment Technique
Unit Structure	A series of etching and lino prints A Feature Article A series of spray painting, stencils, stamping and screen prints Short Answer Response Exam

EXAMPLE OF TIMETABLE

Please fill in and highlight your preferred options:

	CORE	CORE	CORE	CORE	ELECTIVE	ELECTIVE	ELECTIVE
SEMESTER 1	Math Methods or General Maths or Essential Maths	English or Essential English	Religious Education	HPE	Elective 1 _____	Elective 2 _____	Elective 3 _____

SEMESTER 2	Math Methods or General Maths or Essential Maths	English or Essential English	Religious Education	HPE	Elective 4 _____	Elective 5 _____	Elective 6 _____
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YEAR 10 2019 SUBJECT SELECTIONS

Students will be advised when subject selection choices will be available on the My Subject Selection website.

CORE SUBJECT		CORE SUBJECT	
RELIGIOUS EDUCATION and THEORY OF KNOWLEDGE	✓	English	
		Essential English	
		Mathematical Methods	
		General Mathematics	
HPE (Wednesday LB 5 & 6)	✓	Essential Mathematics	
ELECTIVE		ELECTIVE	
Japanese (2 Semesters)		Hospitality (Intro to)	
Spanish (2 Semesters)		Industrial Graphics	
SEDA (2 Semesters)		Legal Studies	
Accounting		Manufacturing (Intro to)	
Ancient History		Modern History	
Business Education		Music	
Design Technologies		Physical Education	
Digital Solutions		Science – Biology	
Drama		Science – Chemistry	
Economics		Science in Practice	
Film, Television & New Media		Science – Physics	
Food and Nutrition		Specialist Mathematics	
Geography		Textile and Fashion Technology	
Health Education		Visual Art	

Choose 1
English Subject

Choose 1
Maths Subject

Please choose 6 Elective Subjects and 3 Reserve Subjects

PLEASE NOTE THAT THE COLLEGE RESERVES THE RIGHT NOT TO RUN A CLASS IF THERE IS INSUFFICIENT DEMAND OR IF STAFFING IS NOT AVAILABLE