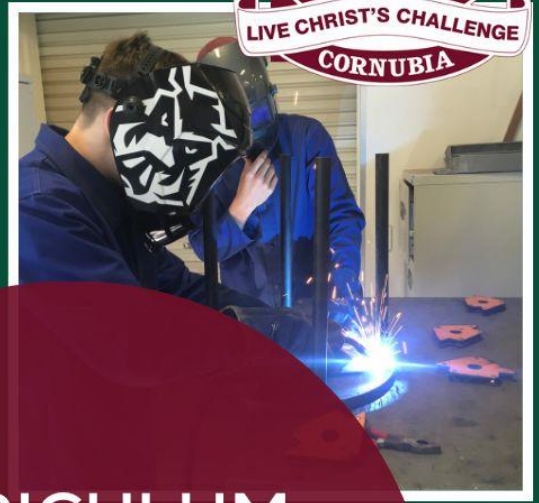




LIVE CHRIST'S CHALLENGE  
CORNUBIA



# CURRICULUM HANDBOOK Year 10



2024



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## From the Principal

Dear Parents and Students,

As students move through secondary schooling, greater specialisation is required in relation to subject choices. The range of subjects offered to Year 10 students have been designed to allow students to experience specific subject disciplines they may not have previously encountered and to continue to consolidate the skills required for the Senior Phase.

Students will complete Core subjects in Year 10 and will be able to also select four (4) Specialisation subjects. Students are therefore advised to choose wisely from a more self-aware understanding of what may interest them as a future pathway.

The selection of 'Specialisation' subjects should employ the same messages that are provided to our Year 11 students who are considering choices for the Senior Phase of Learning:

- *Choose subjects that they are good at*
- *Choose subjects that they enjoy*

Implicit with this is an appreciation that 'good' choices are made when students consider their own strengths, and avoid selections that are based on 'wrong' reasons, such as choosing a subject so as to be with a friend or that it is a 'bludge' subject. Our experience shows that when students follow their passion the outcomes are better. And, there are no subjects that are 'bludge' subjects.

The most significant effort students can make in Year 10 is in better understanding their learning strengths and deliberately working on areas that do not come so naturally. This can be done through conscious focus during daily learning in the classroom and attentiveness to feedback. Students will come to understand when their learning is 'on target' and which areas require further work. Good routines and encouragement to persist with learning at home will support students in becoming more self-reliant and confident in their learning, and more accomplished in meeting the requirements of subject specific assessments.

The process of selecting subjects can be challenging. This Curriculum Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways, and is intended to be used in conjunction with the subject selection process which occurs at home and at the College.

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.



Damian Bottaccio  
**Principal**

## Curriculum Structures

In 2019, the Federal, State and Territory Education Ministers agreed upon a new national declaration on education goals for all Australians. Known as the [Alice Springs \(Mparntwe\) Education Declaration](#) (the Declaration), it sets out the national vision for education and the commitment of Australian Governments to improving educational outcomes.

The Alice Springs (Mparntwe) Education Declaration notes two goals.

1. That the Australian Education System promotes equity and excellence.
2. All young Australians become:
  - confident and creative individuals
  - successful lifelong learners
  - active and informed members of the community.

These goals sit within the Brisbane Catholic Education Vision and Learning and Teaching Framework that notes:

*“As a Catholic Christian community, we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.”*

The Vision for Learning at Chisholm Catholic College is founded on these goals, aiming to provide a holistic education. The curriculum offered consists of knowledge, thinking processes, skills and attitudes.

The following principles underpin the curriculum structures at Chisholm Catholic College.

- a) Continuity through Years 7 - 12 will be promoted via:
  - The Australian Curriculum.
  - The Religious Education program.
  - Catholic Perspectives.
  - Implementation of ACARA Curriculum Guidelines, QCAA Syllabuses (Years 7-10) QCAA Syllabus (Years 11-12).
  - Commitment to the development of the Cognitive Verbs (CV's) for all students 7-12.
  - Collaborative planning processes focused on clearly identified learning outcomes and standards.
  - Authentic and continuous assessment and reporting practices.
  - 'Intra' and 'Inter' school moderation processes.
  - A developmental approach to learning which is student-centered.
- b) Selection of curriculum experiences will:
  - Set high expectations of teachers and students.
  - Utilise innovative, high-quality and evidence-based teaching practices.
  - Provide differentiated learning opportunities.
  - Foster a growth mindset.
  - Celebrate student success.

- c) The curriculum is holistic, balanced and connected to:
- Encourage students to develop a deeper and broader understanding of themselves and their world.
  - Require the learner to access knowledge and strategies across the Learning Areas in a way which replicates operating in the real world.
  - Promote the transfer of knowledge across Learning Areas independently and interdependently.
  - Prepare for a more disciplinary orientation to formal curriculum offerings that are presented to students during the Senior Years.
  - Meet the needs of all students respecting the multiple pathways to tertiary studies, post school education and training, and employment that are available either in the College or through other providers.
  - Promote options for students to participate in community and workplace learning. Access to suitably targeted local community priorities for vocational education and training are provided. Students have opportunities to participate in school-based apprenticeships and traineeships as appropriate.
  - Support the wellbeing and mental health of young people in building their capacity to be resilient; recognising, adapting to, and managing change.
- d) The context of learning will be informed by 'real life' and 'life like' situations and theoretical constructs which, together, form a dynamic and balanced learning program.

### **Learning – Model of Pedagogy**

Chisholm Catholic College incorporates the Brisbane Catholic Education Model of Pedagogy in curriculum planning. The principles and practices arise out of the beliefs and values of the BCE Learning and Teaching Framework and an evidence-base upon which teachers can construct their practice to ensure that all students are progressing in their learning and development.

It provides a consistent set of guidelines to support our teachers in delivering high quality teaching that maximises learning for all students.

### **Assessment of Student Learning**

The assessing of student learning is an integral part of our classroom practice. It provides feedback to students on their learning and informs our teaching. It is the process through which our teachers identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning. The process of assessment involves our teachers in:

- Providing students with opportunities to demonstrate what they know and can do in relation to the identified learning.
- Gathering evidence of students' demonstrations of learning.
- Making judgments about students' demonstrations of learning.
- Using a variety of assessment techniques and sources to gather evidence about students' demonstration of learning. These include:
  - Observation
  - Focused Analysis
  - Consultation
  - Self- and peer- assessment

Evidence of achievement should reflect the knowledge, understanding and skills described in the relevant achievement standards presented in the Australian Curriculum across Year 7 to Year 10, and the QCCA Criteria for Senior Subjects.

### **Reporting**

Reporting is an essential component of the learning process at Chisholm Catholic College. Assessment provides information to students, parents and teachers which allows for celebrating learning achievements, and is an important tool for providing feedback that informs goal-setting and planning for improvement in learning.

The College aims to work in partnership with parents to achieve the best outcomes for students, with open communication channels essential for developing a positive home-school partnership.

Chisholm Catholic College meets the Australian Government legislative requirements related to reporting student progress and achievement, by providing a written report to parents at least twice yearly, written in plain English. We also offer the opportunity for the student and parents to meet with their child's teachers at least twice a year.

Through Chisholm Plus+, we provide students and parents progressive reporting on a regular basis, typically every 3 weeks. The information provided includes updates on Approaches to Learning, results for assessment completed, and homework allocated during that period.

Reporting occurs in a variety of ways including verbal feedback, results from formal assessment items as indicated on criteria sheets, parent information sessions, student progress discussions and interviews, student folios and written reports, learning area summary statements and learning statements.

Assessment against achievement standards, including any available national standards, is made using a five-point scale - A, B, C, D, E - clearly defined against learning standards. There is also available the offer of information on a student's achievement relative to the child's peer group (cohort data).

### **Reconciliation, Respect and Recognition**

The College has a connection with the local Aboriginal and Torres Strait Islander people and acknowledges that Chisholm Catholic College is built on the traditional lands of the Jagera, Yuggera, Quandamooka and Yugambeh people.

We seek to integrate the wisdom and knowledge of Aboriginal and Torres Strait Islander peoples. Priority is given to ensuring Aboriginal and Torres Strait Islander students are able to see themselves, their identities and culture reflected in the curriculum. Whole school practices and protocols reflect cultural awareness including reconciliation, respect and recognition.

## Learning Areas

The Curriculum is based around the Learning Areas managed by the Australian Curriculum Assessment Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA) together with Religious Education which is overseen by Brisbane Catholic Education. These are:

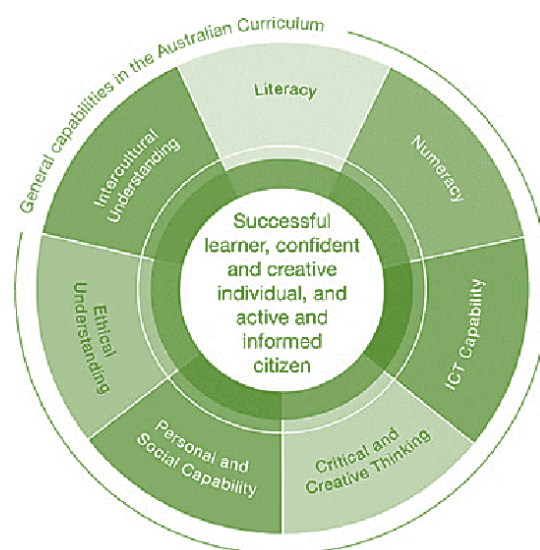
- Religious Education
- Mathematics
- English
- Health and Physical Education
- Science
- History
- The Arts
- Technologies
- Cultural Literacy and Languages

## General Capabilities

The General Capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

In the Australian Curriculum, the General Capabilities are addressed through the content of the learning areas.





## Curriculum Overview

Year 7	Religion	English	Mathematics	Science	HPE	HASS	Elective
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Year 8	Religion	English	Mathematics	Science	HPE	HASS	Specialisation
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Year 9	Religion	English	Mathematics	Science	HPE	Specialisation 1	Specialisation 2
Year 9	Religion	English	Mathematics	Science	History	Specialisation 3	Specialisation 4

Year 10	Religion	English	Mathematics	Science	HPE	Specialisation 1	Specialisation 2
Year 10	Religion	English	Mathematics	Science	History	Specialisation 3	Specialisation 4

Year 11	Religion	English	Mathematics	Specialisation 1	Specialisation 2	Specialisation 3
Year 12	Religion	English	Mathematics	Specialisation 1	Specialisation 2	Specialisation 3

### Electives (Year 7)

Year 7 students will experience one (1) *Elective subject per term* to provide them with a broad education. Students may undertake subjects they did not do in primary school.

In choosing subjects, we encourage students to either pursue their interests or strengths. A prominent message in later year levels is – *Choose subjects that you are interested in, choose subjects that you are good at and choose subjects that may be required for future study*, therefore, students are now asked to *Specialise* in their choice of elective subjects.

### Specialisations (Years 8 to 10)

These are courses for you to focus on specific skills, interests and abilities within Key Learning Areas and are designed for you to deepen your learning within a subject area and across the curriculum. Specializations may assist with future pathways and subject pre-requisites.

Specialisations are not a compulsory Core subject; you have a choice as to which Specialisation course you may study. It allows you to select subjects that interest you.

Year 8 Specialisations are a term-based course of study and students need to choose at least one from The Arts and one from the Technologies courses.

Year 9 and Year 10 Specialisations are a semester-based course of study. Pre-requisites may be used to determine eligibility for further study in particular areas.

Please note – the College reserves the right to not run a class if there is insufficient demand or if staffing is not available.

# Specialisation Subjects

## Year 10 Specialisation Subjects

**HASS**  
(History and Social Studies)

- Economics and Business
- Geography

**TECHNOLOGIES**

- Design Technologies
  - Food and Nutrition
  - Hospitality
  - Textile and Fashion
- Digital Technologies
- Engineering Skills
- Industrial Graphics
- Manufacturing - Woodwork

**CREATIVE ARTS**

- Dance
- Drama
- Media Arts
- Music
- Visual Art

**LANGUAGES**

- Japanese
- Spanish

**SEDA**  
Sporting Excellence and  
Development Academy  
\* By invitation ONLY

**STEM**  
Interdisciplinary subjects  
include

- Science
- Technology
- Engineering
- Mathematics
- By invitation ONLY

## SUBJECTS YEAR 7

### CORE SUBJECTS

Religion  
English  
Health and Physical Education  
Humanities and Social Science (HASS)  
Mathematics  
Science  
Stretch (Personal Development and Pathways)

### ELECTIVE 1 ARTS

Dance  
Drama  
Music  
Visual Art

SELECT 1 ELECTIVE  
FROM THIS LIST

### ELECTIVE 2 LANGUAGES

Japanese  
Spanish

SELECT 1 ELECTIVE  
FROM THIS LIST

### ELECTIVE 3 TECHNOLOGY

Design  
Design Technologies (Food and Materials)  
Design Technologies (Materials and Tech)  
Digital Technologies

SELECT 1 ELECTIVE  
FROM THIS LIST

### ELECTIVE 4

Choose 1 more elective from any of the  
above subject areas  
Or choose SEDA (by invitation only)

SELECT 1 ELECTIVE  
FROM THIS LIST

## SUBJECTS YEAR 8

### CORE SUBJECTS

Religion  
English  
Health and Physical Education  
Humanities and Social Science (HASS)  
Mathematics  
Science  
Stretch (Personal Development and Pathways)

### SPECIALISATION ARTS

Dance  
Drama  
Music  
Visual Art

SELECT ANY 4  
SUBJECTS FROM THE  
LISTS BELOW

### SPECIALISATION LANGUAGES

Japanese  
Spanish

### SPECIALISATION TECHNOLOGIES

Design  
Digital Technologies  
Design Technologies (Food and Materials)  
Design Technologies (Materials and Tech)

### SPECIALISATION

STEM (by invitation only)  
SEDA (by invitation only)

## SUBJECTS YEAR 9

### CORE SUBJECTS

Religion  
English  
Health and Physical Education  
History  
Mathematics  
Science  
Stretch (Personal Development and Pathways)

### SPECIALISATION

ARTS, HASS, LANGUAGE,  
TECHNOLOGIES

Big History  
Dance  
Design Technologies (Food and Materials)  
Design Technologies (Materials and Tech)  
Digital Technologies  
Drama  
Economics and Business  
Film, Arts and New Media  
Geography  
Graphics  
Languages - Japanese Course 1 / Japanese Course 2  
Languages - Spanish Course 1 / Spanish Course 2  
SEDA (by invitation only)  
STEM (by invitation only)  
Visual Art

SELECT ANY 4  
SUBJECTS FROM THE  
LIST BELOW

## SUBJECTS YEAR 10

### CORE SUBJECTS

Religion  
English  
Health and Physical Education  
History  
Maths  
Science  
Stretch (Personal Development and Pathways)

### SPECIALISATION

ARTS, HASS, LANGUAGE,  
TECHNOLOGIES

Dance  
Design Technologies (Food and Nutrition)  
Design Technologies (Hospitality)  
Design Technologies (Textile and Fashion Technology)  
Digital Technologies  
Drama  
Economics and Business  
Engineering Skills  
Geography  
Industrial Graphics  
Japanese  
Manufacturing (Woodwork)  
Media Arts  
Music  
SEDA (by invitation only)  
Spanish  
Visual Art

SELECT ANY 4  
SUBJECTS FROM THE  
LIST BELOW

### VET OPPORTUNITIES

Opportunity for TRADE TASTER open to students in  
year 10 - Apply early limited places available

## SUBJECTS SENIOR

### CORE SUBJECTS

#### Religion

Study of Religion (General)  
Religion and Ethics (Applied)

#### English

English (General)  
Literature (General)  
Essential English (Applied)

#### Mathematics

General Mathematics (General)  
Mathematical Methods (General)  
Specialist Mathematics (General)  
Essential Mathematics (Applied)

### GENERAL SUBJECTS

Accounting  
Ancient History  
Biology  
Business  
Chemistry  
Dance  
Design  
Digital Solutions  
Drama  
Film, TV and New Media  
Food and Nutrition  
Japanese  
Legal Studies

## SUBJECTS SENIOR

### GENERAL SUBJECTS

Modern History  
Music  
Physical Education  
Physics  
Psychology  
Spanish  
Visual Art

### APPLIED SUBJECTS

Arts in Practice  
Engineering Skill  
Furnishing Skills  
Industrial Graphic Skills  
Science in Practice  
Sport and Recreation  
Tourism  
Visual Arts In Practice

### VET

Diploma of Business  
Cert IV Justice Studies  
Cert III Aviation  
Cert III Business  
Cert III Fitness (Incorp Cert II Sport and Rec)  
Cert III Health Services (Incorp Cert II Health Support Services)  
Cert III Hospitality (Incorp Cert II Hospitality)

## Study and Homework Expectations

Teachers ensure that homework is set as part of a balanced lifestyle. This gives students the opportunity to further their classroom learning while leaving enough time for family, recreation and other activities.

### Homework helps students:

- Consolidate classroom learning
- Prepare for and expand on classroom learning
- Involve family members in their learning
- Become independent learners

### When and where should my child do homework?

It is helpful for students to establish routines for homework like:

- Setting a time to complete homework
- Finding a space that is free of distractions

### How can I help?

You can help your child by:

- Encouraging them to take responsibility for their learning and time management
- Supporting them to complete tasks by discussing key questions and directing them to helpful and appropriate resources
- Participating with them in online learning forums
- Reading and playing games with them
- Involving them in tasks; including shopping and cooking
- Encouraging them to read and to take an interest in and discuss local, national and international events
- Discussing homework concerns with your child's teacher



## The 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

Incorporated into Year 10 STRETCH is the preparation for *The Senior Education and Training Plan (SET Plan)* which 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 as part of a meeting in Term 3.



## Year 10 Specialisation Pre-Requisites for Year 11 and 12

Subject	Related Career Area	Pre-Requisite for 11/12 Subjects
<b>DANCE</b>	Choreographer, Professional Dancer, Costume Designer, Casting Director, Teacher, Wardrobe Supervisor, Dance Researcher, Independent Artist, Publicity Manger, Dance Journalist, Community Arts Worker, Stage Manager, Arts Administrator	It is highly recommended that the Year 10 Dance course is completed to a 'C' standard
<b>DESIGN TECHNOLOGIES Food and Nutrition</b>	Nutritionist, Dietitian, Sports Nutrition	NO
<b>DESIGN TECHNOLOGIES Hospitality</b>	Chef, Catering, Events and Functions Operations and Management	NO
<b>DESIGN TECHNOLOGIES Textile and Fashion</b>	Design and Fashion Industry, Interior Design, Consumer Affairs, Lifestyle Magazines	NO
<b>DIGITAL TECHNOLOGIES</b>	Computer Science, Software Engineer, Game Designer, Application Designer, Robotics, Web Designer	YES
<b>DRAMA</b>	Actor, Public Relations, Television, Theatre, Events Technician, Journalist, Stage Manager, Teacher, Stunt Performer, Auctioneer, Producer, Creative Media Developer, Novelist, Scriptwriter, Arts Therapist, Broadcaster, Director, Film Maker, Comedian	It is highly recommended that the Year 10 Drama course is completed to a 'C' standard
<b>ECONOMICS AND BUSINESS</b>	BUSINESS: Accounting, International Business, Advertising Marketing and PR, Entrepreneurship, Economics, Human Resource, Legal Studies, Logistics	NO
	ECONOMICS: Economist, Law Clerk, Importer and Exporter, Parliamentarian, Insurance Broker, Taxation Agent, Investment Banker, Auditor, Political Scientist, Commodities Trader	NO
<b>ENGINEERING SKILLS</b>	Sheet Metal Worker, Metal Fabricator, Welder, Maintenance Fitter, Metal Machinist, Locksmith, Automotive Mechanic	NO
<b>GEOGRAPHY</b>	Geologist, Teacher, Lecturer, Cartographer, Researcher	NO
<b>INDUSTRIAL GRAPHICS</b>	Architectural Drafter, Estimator, Mechanical Drafter, Electrical Drafter, Structural Drafter, Civil Drafter and Survey Drafter	NO
<b>JAPANESE</b>	Translator, Interpreter, Tourism, Linguist, IT, Law, Education, Politics, Finance, Diplomacy	YES



<b>MANUFACTURING Woodwork</b>	Joinery, Cabinet Maker, Furniture Maker	YES
<b>MEDIA ARTS</b>	Director, Cinematographer, Journalist, Animator, Visual Composer, Television, Camera Operator, Teacher	NO
<b>MUSIC</b>	Performer, Entertainer, Teacher, Conductor, Composer, Sound Technician, Music Therapist, Radio Broadcaster, Event Manager, Producer, Music Journalist, Band Manager, Festival Worker, Community Arts Worker. Music Director, Session Musician, Singer/Songwriter, Vocalist, back up Vocalist, Contract Manager, Talent Agent, Recording Engineer, DJ, Booking Agent	It is highly recommended that the Year 10 Music course is completed to a 'C' standard or proficiency in an instrument including voice
<b>SPANISH</b>	Translator, Interpreter, Tourism, Linguist, IT, Law, Education, Politics, Finance, Diplomacy	YES
<b>VISUAL ART</b>	Teacher, Artist, Commercial Artist, Interior Designer, Architecture, Industrial Design, Advertising, Sign Writing, Television, Fashion, Photography, Craftsperson, Curator, Graphic Design, Art Historian, Exhibition Designer, Printmaker, Animator, Fine Artist, Web Design, Set Design, etc.	It is highly recommended that the Year 10 Visual Art course is completed to a 'C' standard



## What could a Year 10 timetable look like?

	CORE	CORE	CORE	CORE	CORE	SPECIALISATION	SPECIALISATION
SEMESTER 1	Religion	English	Maths	Science	HPE	Specialisation 1	Specialisation 2
SEMESTER 2	Religion	English	Maths	Science	History	Specialisation 3	Specialisation 4

What this may look like in practical terms for a student who is interested in

### Humanities:

	CORE	CORE	CORE	CORE	CORE	SPECIALISATION	SPECIALISATION
SEMESTER 1	Religion	English	Maths	Science	HPE	Specialisation	Economics and Business
SEMESTER 2	Religion	English	Maths	Science	History	Geography	Specialisation

### Trade or direct entry to work:

	CORE	CORE	CORE	CORE	CORE	SPECIALISATION	SPECIALISATION
SEMESTER 1	Religion	English	Maths	Science	HPE	Industrial Graphics	Media Arts
SEMESTER 2	Religion	English	Maths	Science	History	Business Education	Food and Nutrition

### The Arts:

	CORE	CORE	CORE	CORE	CORE	SPECIALISATION	SPECIALISATION
SEMESTER 1	Religion	English	Maths	Science	HPE	Dance	Manufacturing / Engineering Skills
SEMESTER 2	Religion	English	Maths	Science	History	Music	Visual Art

## How to Choose Your Subjects

- ✓ Select Subjects you are interested in.
- ✓ Select Subjects you will do well in.
- ✓ Ensure you choose a broad range of subjects; this will keep your future options open.
- ✓ Check for any pre-requisite requirements you may need for tertiary courses.
- ✓ Use this year to explore your choices and interests before you need to limit your choice of subjects.
- ✓ Do your research, read the subject descriptions, talk to teachers and talk to older students who have experienced these subjects, find out as much as possible about the subject.
- ✓ Will I need to choose this subject as it is a prerequisite for Years 11 and 12
- ✓ Make your own choice, don't listen to your sibling or friend. Just because they thought it was boring or didn't like the teacher doesn't mean you will have the same experience.
- ✓ Be Honest about your abilities.
  - Do I have the ability to complete this subject?
  - Do I have the determination and will to work hard enough to achieve the necessary level achievement?
- ✓ Be realistic with your career aims.



# Brisbane Catholic Education Curriculum: Religion

*Future  
Pathway  
Options*



## Course Overview

The purpose of Religious Education is to help students learn how to think critically and ethically, listen empathetically, speak thoughtfully, and write clearly—all skills that will be of great use, no matter what they go on to do in life. It will also help students to better live and work in our increasingly diverse society, as it supports them in developing, and reflecting upon, their values and correct moral judgement.

In addition to the Christian tradition, the Year 10 course explores other World Religions and how they have attempted to answer life's big questions. The answers different religious traditions give to these important questions are many and varied and often contradictory. More importantly, the questions themselves are ones with which humans throughout time have grappled, and probably will continue to grapple with into the indefinite future.

The Year 10 Religious Education course builds upon previous studies and prepares students for the learning required in the Senior courses. There are four units:

### Unit 1 - *Christian Morality and Ethics*

- What is "Good and Evil"?

### Unit 2 - *Introduction to World Religions*

- How do the beliefs of Christians compare with those of the other major World Religions?

### Unit 3 - *The Church Responds to World War II*

- Why do people have the courage to take action for justice and goodness?
- How did the Church respond to the challenges of WWII?

### Unit 4 - *The Mystery of God*

- How can we understand the mystery of God? (This unit directly follows on to Unit 1 in Year 11 Study of Religion / Religion and Ethics.)

## **Future Study Options in Years 11 and 12**

- Study of Religion (General)
- Religion and Ethics (Applied)

## **Recommended Pre-requisites**

- Year 9 Religious Education

## Assessment Technique

### Unit 1

- Analytical Essay Assignment, 700 – 800 words

### Unit 2

- Short Answer Exam, 90 minutes

### Unit 3

- Analytical Essay Assignment, 700 - 800 words

### Unit 4

- Analytical Essay Exam, 90 minutes, 600 - 700 words

# Australian Curriculum: English

Future  
Pathway  
Options



## Course Overview

The Year 10 English course is designed to assist in the preparation for Senior English studies. Organised into four term units, each unit is guided by an overarching Essential question that has students engage with a range of media and literary texts. Assessment has been designed to reflect that of the Senior years, while addressing the Year 10 Achievement Standards, with students utilising analytical, persuasive and imaginative genres.

Unit 1 - *How does a writer's voice shape the meaning making of the reader?*

- Students will consider how an author uses a variety of specific text structures and language features to position an audience.

Unit 2 - *How do purpose, audience and context shape texts?*

- Students will explore how decisions around the purpose, context and intended audience shape representations of war in a range of texts.

Unit 3 - *Is there really anything Shakespeare can teach us?*

- Students will explore representations of key themes in a Shakespearean play e.g. *The Merchant of Venice*, and consider the relevancy of these representations for modern audiences.

Unit 4 - *Why is comedy a successful tool for social commentary?*

- Students will consider why audiences respond positively to comedy and the importance of context and prior knowledge in understanding satire.

## Future Study Options in Years 11 and 12

- English
- Literature
- Essential English

## Recommended Pre-requisites

- Nil

## Assessment Technique

Unit 1

- Written imaginative response e.g., 1<sup>st</sup> person narrative
- Assignment, 700 - 1000 words

Unit 2

- Multimodal presentation e.g., poetry analysis
- Assignment, 5 - 7 minutes

Unit 3

- Written analytical response e.g., literary response essay
- Unseen exam, 600 - 800 words

Unit 4

- Written analytical/persuasive response e.g., literary article
- Assignment, 600 - 800 words

# Australian Curriculum: Health & Physical Education

## Future Pathway Options



### Course Overview

Year 10 Health and Physical Education is a semester-based course, with students completing two units. Students will engage in a range of physical activities to develop movement sequences and movement strategies. The curriculum provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork, and collaboration in a range of physical activities.

#### Unit 1 - *In Unit 1: Tactics, strategies and game sense*

- Students will provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations.
- Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment.
- Transfer understanding from previous movement experiences to create solutions to movement challenges

#### Unit 2 - *In Unit 2: Challenges, risks and promoting healthy communities*

- Students evaluate strategies to manage personal, physical and social changes that occur as they grow older.
- They will access, synthesise and apply health information from credible sources to propose and justify responses to health situations
- They apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of energy and fitness concepts

### Future Study Options in Years 11 and 12

- Physical Education
- Health Education
- Sport and Recreation
- Certificate III in Fitness
- Certificate III in Health

### Recommended Pre-requisites

- Nil

### Assessment Technique

#### Unit 1

- Project Folio
- Written responses, 600 - 800 words
- Spoken or multimodal responses, 3 - 4 minutes, 600 - 800 words

#### Unit 2

- Exam – Short response and extended response



# Australian Curriculum: History

## Future Pathway Options



### Course Overview

History is a pathway to many senior subjects and teaches vital, transferable skills that will set students up for success in Senior subjects. Year 10 History is a semester-based course, with students completing two units.

### **World War II**

Students learn about how the world and its people have changed, as well as the significant continuities that exist to present day from the events of World War II with a specific focus on the events of the Pacific.

### **Rights and Freedoms**

Students investigate a movement of their choice that has been directed at a particular social purpose. These social purposes are often aimed at making the world more inclusive, liberal or equitable through the removal of discrimination based on prejudice.

### **Future Study Options in Years 11 and 12**

- Modern History
- Ancient History
- Legal Studies
- Business
- Accounting
- Geography
- Tourism (applied)

### **Recommended Pre- requisites**

- Nil

### Assessment Technique

#### Unit 1

- Response to stimulus essay
- In class essay

#### Unit 2

- Independent Investigation
- Research Assignment



# Australian Curriculum: Mathematics

## Future Pathway Options



### Course Overview

In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently

#### Unit 1 - Statistics

Students will use statistical analysis to evaluate claims, inferences, and conclusions. Through the consideration of the ethical considerations of using statistics, such as the potential for bias, and identifying potential sources of bias students will compare data distributions, construct scatterplots, two-way tables, plan and conduct statistical investigations, and evaluate and report findings.

#### Unit 2 - Algebra

Students will learn to use algebraic and graphical techniques to solve problems involving multiple variables and inequalities. Using graphs and equations students will learn to solve problems involving exponential growth and decay. As well as how to Formulate problems, choose and modify appropriate models, interpret solutions, and evaluate answers.

#### Unit 3 – Measurement and Number.

Students will learn to solve problems involving surface area and volume of composite shapes, through the practical application of Pythagoras theorem and trigonometry. Using mathematical modelling students will formulate and evaluate problems with proportion and scale and identify the effects of measurement errors on accuracy. In preparation for senior mathematics and science students will investigate and interpret logarithmic scales.

#### Unit 4- Space and Probability

Students will apply deductive reasoning to proofs involving shapes in the plane and use theorems to solve spatial problems. In preparation for senior mathematics, students will learn to interpret networks and use network diagrams to represent relationships in practical situations to demonstrate connectedness. Using the language of probability, students will learn to describe, conduct and interpret situations involving conditional probability using digital simulations.

### Future Study Options in Years 11 and 12

- Specialist Mathematics
- Mathematics Methods
- General Mathematics
- Essential Mathematics

### Assessment Technique

#### Unit 1

- Problem-Solving and Modelling Task – 100-1500 words plus calculations.

#### Unit 2

- Exam two sections, 100 minutes

#### Unit 3

- Problem-Solving and Modelling Task – 100-1500 words plus calculations.

#### Unit 4

- Exam two sections, 100 minutes

# Australian Curriculum: Science

## Future Pathway Options



### Course Overview

In Year 10 the three strands of the Australian Curriculum (Version 9.0): Science Understanding, Science as a Human Endeavour and Science Inquiry are taught in an integrated way. These strands are interrelated and allow students to acquire understanding, knowledge, and skills.

Science Understanding comprises four sub-strands: Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences. In this strand students learn how to select and integrate science knowledge to explain and predict phenomena and apply this knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories, and models that have been established over time.

Science as a Human Endeavour highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision-making and problem-solving. Students learn that through science, humans seek to improve their understanding of and explanations for the natural and physical world, and that science knowledge is refined and revised as new evidence becomes available.

In Science Inquiry students investigate ideas, develop explanations, solve problems, draw valid conclusions, evaluate claims, and construct evidence-based arguments. Students learn the essential practices of science, including identifying and posing questions; planning, conducting, and reflecting on investigations; processing, analyzing and interpreting evidence; and communicating findings.

#### **Unit 1 Biological Sciences**

DNA and genetics  
Natural selection and evolution

#### **Unit 2 Chemical Sciences**

The Periodic Table  
Rates of chemical reactions

#### **Unit 3 – Physical Sciences**

Newton's Law of motion  
Linear motion and force

#### **Unit 4 - Earth and Space Sciences**

Origin and evolution of universe  
Patterns of global climate change

### **Future Study Options in Years 11 and 12**

- Biology
- Chemistry
- Physics
- Psychology
- Science in Practice

### **Recommended Pre-requisites**

- Nil

### Assessment Technique

#### Unit 1

- Examination 90 minutes plus 10 minutes planning

#### Unit 2

- Experimental Investigation 800 - 1000 words

#### Unit 3

- Short and extended responses 90 minutes plus 10 minutes planning


#### Unit 4


- Research Investigation 800 - 1000 words

# **SPECIALISATION**

## **Subject**

## **Descriptions**

<h1>Australian Curriculum: Dance</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>Dance is a unique and intellectually engaging subject which offers practical and theoretical experience otherwise overlooked in private dance institutions. The study of Dance is enriched by experiences in choreography, performance and responding to dance works. In addition, students will have the opportunity to engage with dance practitioners and experience innovative live dance productions that will inspire and ignite their imagination.</p> <p>A diverse range of skills are taught through the study of Dance as students are invited to think critically and creatively when choreographing their own work and evaluating the work of others. In addition, students develop personal and social skills of collaboration, time management, self-awareness, and resilience throughout the course.</p> <p>Year 10 Dance is an expressive and rigorous subject with highly transferable skills which prepares them for a future of unimagined possibilities.</p> <p>Unit 1 - <i>It's Hip to be Hop</i></p> <ul style="list-style-type: none"> <li>• Students will review their knowledge of dance elements and choreographic devices while exploring the unique technical skills associated with the style of Hip Hop</li> <li>• They will investigate the origins of the style and immerse themselves in the purpose and context which makes Hip-Hop a popular dance genre today</li> </ul> <p>Unit 2 - <i>Pushing Boundaries</i></p> <ul style="list-style-type: none"> <li>• Students will build on their previous knowledge of the modern yet progressive style of Contemporary Dance. Students will partake in various workshops designed to develop their technical and expressive skills as dance performers as well as the purpose, context and meaning that can be communicated through Contemporary Dance</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Dance (General)</li> <li>• Arts in Practice (Applied)</li> </ul> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>• Must have experience in Dance at school or Dance studio setting</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Task 1: Performance and Choreography, 3 minutes</p> <ul style="list-style-type: none"> <li>• Students will perform a Hip-Hop routine which encompasses a teacher taught routine and their own choreography</li> </ul> <p>Task 2: Dance Project 1½ - 2 minutes, 300 - 400 words</p> <ul style="list-style-type: none"> <li>• Students will choreograph and perform their own dance work based on a given stimulus and write an accompanying choreograph statement which reflects on the rehearsal process that is accompanied with still images or video excerpt</li> </ul> <p>Task 3: Performance analysis, 600 - 800 words</p> <ul style="list-style-type: none"> <li>• Students analyse and evaluate the use of production and dance elements within a live recorded dance work</li> </ul>	

<h1>Australian Curriculum: Design and Technologies (Food and Nutrition)</h1>	<p>Future Pathway Options</p> 
<p><b><u>Course Overview</u></b></p> <p>This unit provides an introduction to the content of the Senior General subject: Food and Nutrition, while adhering to the Year 10 Design and Technologies standard. The students will develop their understanding of the chemical, physical and functional properties of food and apply this knowledge to develop food solutions to problems, using the design and problem solving processes.</p> <p>Unit - <i>Food &amp; Nutrition</i></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>Food &amp; Nutrition</li> <li>Certificate III Hospitality</li> </ul> <hr/> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>Nil</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <ul style="list-style-type: none"> <li>Design Task</li> <li>Examination</li> </ul>	

# Australian Curriculum: Design and Technologies (Hospitality)

Future  
Pathway  
Options



## Course Overview

To produce a variety of food products using basic hospitality skills and processes from recipes from books or the internet, it is necessary to acquire a number of cooking skills. These cooking skills are known specifically as cooking techniques. By producing a variety of recipes, a bank of skills will be developed, allowing for these skills to be applied in producing other recipes. To work in the Hospitality environment students will need to acquire safety and hygiene knowledge that will be applied in practical situations.

### Unit - *Hospitality*

- Students will gain an understanding of the Hospitality Industry by planning and organising functions according to customer requirements and specifications

## Future Study Options in Years 11 and 12

- Food & Nutrition
- Certificate III Hospitality

## Recommended Pre-requisites

- Nil

## Assessment Technique

- Examination
- Practical Task

# Australian Curriculum: Design and Technologies (Textile and Fashion Technology)

Future  
Pathway  
Options



## Course Overview

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 group work and individual projects. They manage personal projects and are encouraged to work independently on some tasks.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

## **Unit - Fashion**

- Introduction to fashion design through two main topics. Students will explore the history of fashion, examining the social, political, economic, cultural and historical impacts on fashion throughout the 20<sup>th</sup> century. Students will then examine current fashion design, focusing on prominent fashion designers. They will develop skills in fashion design including the application of the elements and principles of design to the creation of products to meet design constraints. The students will complete two design briefs where they will create designed solutions in response to design challenges.

## Future Study Options in Years 11 and 12


- Design
- Fashion

## Recommended Pre-requisites


- Nil


## Assessment Technique


- Design Folio
- Practical Task


<h1>Australian Curriculum: Digital Technologies</h1>	<p>Future Pathway Options</p> 
<p><b><u>Course Overview</u></b></p> <p>The Year 10 Digital Technologies is a semester-based course with students completing two units. Students will engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. The curriculum provides opportunities for students to develop an understanding of computational thinking and to create modular solutions to complex problems using an object-oriented programming language.</p> <p>Unit 1 - <i>Creating with Code</i></p> <ul style="list-style-type: none"> <li>• Create interactive media solutions using Unity 3D software</li> <li>• Learn how to create user experience based upon user needs and accessibility</li> </ul> <p>Unit 2 – Data-driven Innovation</p> <ul style="list-style-type: none"> <li>• Explore the future of technology and the social and ethical implications that might arise from them</li> <li>• Delve into the world of data driven applications and investigate security implications of data</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Digital Solutions</li> <li>• Certificate III Aviation (Remote Pilot)</li> </ul> <hr/> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>• Digital Technologies</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Unit 1</p> <ul style="list-style-type: none"> <li>• Digital solution</li> <li>• 3 - 4 A4 pages</li> <li>• 1 - 2 minute video</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>• Exam, 90 Minutes</li> <li>• Multiple choice, short answer and extended response</li> </ul>	





<h1>Australian Curriculum: Drama</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>A diverse range of skills are taught through the study of Drama as students are invited to think critically and creatively when devising their own work and evaluating the work of others. In addition, students develop personal and social skills of leadership, collaboration, time management, confidence and resilience throughout the course.</p> <p>Year 10 Drama is a unique and meaningful subject which empowers students to be the drivers of change in the world while preparing them for a future of unimagined possibilities.</p> <p>Semester Unit - <i>How can we empower through theatre?</i></p> <ul style="list-style-type: none"> <li>• During this unit, students will lead investigations into social and political issues of their choice to explore how theatre can be used to provoke change in the world</li> <li>• Through exploring these topics in a practical and meaningful way, students are encouraged to be a twenty first century citizen with an empathetic understanding and appreciation for others around them</li> </ul> <p>Across the semester, students will be immersed in a range of contemporary theatrical styles such as Forum Theatre, Physical Theatre and Epic Theatre and their associated conventions and dramatic elements to create dramatic action and communicate dramatic meaning. In addition, students will have the opportunity to engage with theatre practitioners and experience innovative live theatre productions that will ignite their curiosity and imagination</p>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Drama (General)</li> <li>• Arts in Practice (Applied)</li> </ul> <hr/> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>• Year 9 Drama</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Making Task - Dramatic project, 2 - 3 minutes</p> <ul style="list-style-type: none"> <li>• Students create a directorial vision based on a given stimulus. Using a selected directorial vision (or collection of) students work individually or in groups to create a performance.</li> </ul> <p>Responding Task - Performance analysis, 600 - 800 words</p> <ul style="list-style-type: none"> <li>• Students analyse and evaluate the use of dramatic elements and conventions within a live recorded theatre work</li> </ul>	


<h1>Australian Curriculum: Economics and Business</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>The Year 10 Business and Economics course is an excellent pathway for students looking to be exposed to a suite of Business subjects in senior. This is a semester-based course and students will complete 3 units of study.</p> <p><b>Business and Entrepreneurship</b> Students learn about processes that businesses use to manage the workforce and improve productivity, including the role of entrepreneurs.</p> <p>They create their own business concept and produce a business report on the business' viability in the face of contemporary issues facing businesses.</p> <p><b>Economics (mini unit)</b> Students learn about the ways that government intervenes in the economy to improve economic performance and living standards within Australian society.</p> <p><b>Finance (mini unit)</b> Students learn about the importance of Australia's superannuation system and how this system affects consumer and financial decision-making.</p>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Business</li> <li>• Accounting</li> <li>• Economics</li> <li>• Legal Studies</li> <li>• Diploma of Business</li> <li>• Geography</li> </ul> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>• Nil</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Unit 1 Business and Entrepreneurship Business Report</p> <p>Unit 2 Economics News Segment (Video)</p> <p>Unit 3 Finance Statement of Advice (Report)</p>	


<h1>Australian Curriculum: Engineering Skills</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>The Year 10 Engineering Skills is a semester-based course that looks at two core topics. These topics are Industry Practices and Production Processes. This subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering and manufacturing industry. It 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> <p><i>Unit 1 - Industry Practices</i></p> <ul style="list-style-type: none"> <li>• These practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials</li> </ul> <p><i>Unit 2 - Production Processes</i></p> <ul style="list-style-type: none"> <li>• These practices combine the production skills and procedures required to create products</li> <li>• Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Industrial Graphics</li> </ul> <hr/> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>• Nil</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Unit 1:</p> <ul style="list-style-type: none"> <li>• Production and Folio</li> </ul> <p>Unit 2:</p> <ul style="list-style-type: none"> <li>• Practical Demonstration</li> <li>• Metal lathe and welding</li> </ul>	

<h1>Australian Curriculum: Geography</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>The Year 10 Geography course examines some of the most pressing issues facing our world today – environmental change and human wellbeing. Students in Geography engage with these real world issues and engage in problem solving for the future of our planet. It is expected that students who study Geography will become more informed, connected and conscious of their personal impact on the world.</p> <p>There are a number of learning experiences in Geography that create strong links to other subjects and skills. There is a strong emphasis on literacy, numeracy and the use of digital technologies. Learning experiences may include creation and interpretation of a range of data (maps, charts, graphs etc.), use of Virtual Reality to experience and engage in different environments and practical skills like sketching and data collection.</p> <p>Unit 1 - <i>Environmental Change and Management</i></p> <ul style="list-style-type: none"> <li>This unit examines environmental change on a local, regional, national, and global scale. Students investigate the nature and causes of changes and develop strategies to minimise the human impact on places</li> </ul> <p>Unit 2 - <i>Human Wellbeing</i></p> <ul style="list-style-type: none"> <li>This unit focuses on human wellbeing by investigating how wellbeing is measured using different indicators such as literacy rates, infant mortality rates and GDP</li> <li>Students examine spatial inequality and the reasons for economic disparity between places in order to understand how to improve the lives of people globally</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>Geography</li> <li>Science in Practice</li> <li>Applied Tourism</li> <li>Economics</li> <li>Business</li> </ul> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>Nil</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Unit 1</p> <ul style="list-style-type: none"> <li>Environmental Change</li> <li>Presentation, 5 – 6 minutes</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>Human Wellbeing</li> <li>Exam, 600 - 800 words</li> </ul>	


<h1>Australian Curriculum: Industrial Graphics</h1>	<p>Future Pathway Options</p> 
<p><b><u>Course Overview</u></b></p> <p>The Year 10 Industrial Graphics is a semester-based course. The 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. Students will draft illustrations using Autodesk industry standard software.</p> <p>Unit 1 - <i>Introduction to Technical Drawing in Industry 1</i></p> <ul style="list-style-type: none"> <li>• Practices and Drawing Processes in the Engineering and Furnishing Industries</li> <li>• Creating drawings to specifications – Orthographic and Pictorial Views</li> <li>• Using CAD software (Inventor) and Sketching</li> <li>• Presenting drawings to appropriate Standards</li> </ul> <p>Unit 2 - <i>Introduction to Technical Drawing in Industry 2</i></p> <ul style="list-style-type: none"> <li>• Practices and Drawing Processes in the Building and Construction Industries</li> <li>• Creating drawings to specifications for a proposed facility</li> <li>• Using CAD software (Rivet) and Sketching</li> <li>• Presenting drawings to appropriate Standards</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Industrial Graphics</li> </ul> <hr/> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>• Nil</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Unit 1</p> <ul style="list-style-type: none"> <li>• Folio</li> <li>• Multimodal</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>• Folio</li> <li>• Multimodal</li> </ul>	


<h1>Australian Curriculum: Japanese</h1>	<p>Future Pathway Options</p> 
<p><b><u>Course Overview</u></b></p> <p>The Year 10 Japanese course is designed to expand upon material learnt in Junior Japanese and prepare students for Senior. Students who have studied Japanese in Year 9 are well prepared for the Year 10 course. Students who wish to study Japanese in Senior should study Year 10 Japanese.</p> <p>Unit 1 - <i>Foundational Concepts Revisited</i></p> <ul style="list-style-type: none"> <li>• Students will revise and consolidate the material that has been studied so far, providing the foundational basis for study in Year 10</li> </ul> <p>Unit 2 - <i>Food, Culture and Homestay</i></p> <ul style="list-style-type: none"> <li>• Students will explore the knowledge, culture and practices surrounding restaurants, food and hospitality in Japan</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Japanese</li> </ul> <hr/> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>• Year 9 Japanese</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Unit 1</p> <ul style="list-style-type: none"> <li>• Listening Exam</li> <li>• Writing Task</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>• Reading Exam</li> <li>• Speaking Task</li> </ul>	


<h1>Australian Curriculum: Manufacturing - Woodwork</h1>	<p>Future Pathway Options</p> 
<p><b><u>Course Overview</u></b></p> <p>Year 10 Manufacturing is a semester-based course that incorporates a wide range of furniture making skills. Students will engage in 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 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>Unit 1 - <i>Preparing Timber Surfaces</i></p> <ul style="list-style-type: none"> <li>In this unit, students will be introduced to processes and procedures involved in making a small piece of timber furniture, using a variety of tools and equipment. The focus in this unit is on preparing and finishing the timber surfaces effectively and safely</li> </ul> <p>Unit 2 - <i>Making Timber Joints</i></p> <ul style="list-style-type: none"> <li>In this unit students will apply previously developed skills, using advanced processes and procedures, to produce a piece of timber furniture. They will also be introduced to a further range of tools and equipment in order to make timber joints safely and effectively</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>Engineering</li> <li>Industrial Graphics</li> </ul> <hr/> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>Design Technology (Materials and Technologies)</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Unit 1:</p> <ul style="list-style-type: none"> <li>Practical Application (Project)</li> <li>Theory – Power Point Assignment and Theory Test</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>Practical Application (Project)</li> <li>Theory – Power Point Assignment and Theory Tes</li> </ul>	



<h1>Australian Curriculum: Media Arts</h1>	<p>Future Pathway Options</p> 
<p><b><u>Course Overview</u></b></p> <p>The Year 10 Media Arts is a semester-based course with students completing two units. The key concepts investigated in this subject are technologies, representations, audiences, institutions and languages which 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.</p> <p>Unit 1 – <i>Who I am</i></p> <ul style="list-style-type: none"> <li>Students explore film styles and techniques related to documentary (and <i>mockumentary</i>) filmmaking.</li> </ul> <p>Unit 2 – <i>Unique Technique</i></p> <ul style="list-style-type: none"> <li>This unit is a culmination of the editing, filming, lighting and camera techniques that students have studied thus far. The key areas studied are institutions, audiences, representations.</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>Film, Television &amp; New Media</li> <li>English</li> <li>Certificate III Screen and Media</li> </ul> <hr/> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>Nil</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Unit 1: <b>Short Film (Documentary)</b></p> <ul style="list-style-type: none"> <li>Treatment 200-400 words</li> <li>Production 2 – 5 mins</li> </ul> <p>Unit 2: <b>Short Film</b></p> <ul style="list-style-type: none"> <li>Treatment 200-400 words</li> <li>Storyboard</li> <li>Production 2 – 5 mins</li> </ul>	



<h1>Australian Curriculum: Music</h1>	<p>Future Pathway Options</p> 
<p><b><u>Course Overview</u></b></p> <p>In the study of Music, students learn a variety of skills like critical thinking and creativity, which they apply when composing and evaluating music. They also develop personal and social skills, including self-management, cultural awareness, confidence and leadership. Additionally, through regular performances, students will gain valuable experience in stage presence, public speaking, and showcasing their musical talents.</p> <p>Year 10 Music is an exciting subject that stimulates the mind and allows for self-expression. It not only prepares students for a lifelong journey of learning but also equips them to excel in the world of music performance. By regularly showcasing their skills on stage spaces, students build confidence and poise, setting them up for success in future performances and beyond. This subject opens up endless possibilities for future musical endeavors.</p> <p><i>Semester Unit - Music and Culture</i></p> <ul style="list-style-type: none"> <li>• During this unit, student will build upon their prior learning and experiences, enhancing their capabilities and confidence across the practices of Music: listening (aural), composing, and performing. They will actively employ their music knowledge (musicology) and skills in purposeful and creative ways, drawing inspiration from the work of musicians in Australia and around the globe.</li> <li>• Diversity will be celebrated as students explore and respond to music and music practices from a broad spectrum of cultures, historical periods, and geographical locations. Emphasis will be placed on recognizing and appreciating the music created and performed by First Nations Australians, enriching their understanding of musical traditions and heritage.</li> <li>• Students will acquire the valuable skills of self-evaluation, allowing them to assess their own music practices while critically analysing performances and compositions crafted and presented by others.</li> <li>• Throughout the semester, students will revisit essential elements of music, honing their performance style and advancing their overall musical abilities. In an exciting and unique opportunity, they will have the chance to unleash their creativity by composing their own music, channeling their imagination, intellect, emotion and self-expression.</li> <li>• Students will present their performances to specific target audiences, learning the art of engaging with professional music practitioners and experiencing innovative live music productions, which will spark their curiosity and imagination.</li> </ul> <p><b><u>Assessment Technique</u></b></p> <p><b>Making Task:</b></p> <ul style="list-style-type: none"> <li>• Students will perform a song from a specific culture, either individually or in groups.</li> <li>• Individually or in groups, students will explore the art of composing simple melodies, incorporating other elements of music inspired by the culture they have studied.</li> </ul> <p><b>Responding Task:</b></p> <ul style="list-style-type: none"> <li>• Research music from a selected culture and create a multimedia presentation, supported by a 300–400-word music analysis.</li> <li>• Analyse and evaluate the use of music elements and concepts within a variety of genres using the provided stimulus materials in 600-800 words.</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Music (General)</li> <li>• Arts in Practice</li> </ul> <p><b>Recommended Pre-requisites</b></p> <p>Prior music skill in either instrument, voice or application of music content creating (such as looping, Sony Acid, sound effects, etc.) is a requirement to study Music from Year 9 onwards.</p> <p>The College offers an Instrumental Music Program which is a recommended addition to the study of Music.</p>

<h1>Brisbane Catholic Education: SEDA (By Invite Only)</h1>	<p>Future Pathway Options</p> 
<p><b><u>Course Overview</u></b></p> <p>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 and Rugby League.</p> <p><b>Vision</b></p> <p>The sporting Excellence and Development Academy is an established program reflecting our FAMILY values, designed to promote sportsmanship, to holistically develop individuals to reach their potential, and to equip students with life-long skills.</p>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Certificate III Fitness</li> <li>• Sport and Recreation</li> </ul> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>• Applicants must know the rules and have foundation skills</li> <li>• Playing in a club or at representative level will be beneficial</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Students will participate in a range of fitness and training programs to enhance their understanding and ability in their chosen sport.</p>	

<h1>Australian Curriculum: Spanish</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>The Year 10 Spanish course is designed to expand upon material learnt in Junior Spanish and prepare students for Senior. Students who have studied Spanish in Year 9 are well prepared for the Year 10 course. Students who wish to study Spanish in Senior should study Year 10 Spanish.</p> <p>Unit 1 - <i>Foundational Concepts Revisited</i></p> <ul style="list-style-type: none"> <li>Students will revise and consolidate the material that has been studied so far, providing the foundational basis for study in Year 10</li> </ul> <p>Unit 2 - <i>Food, Culture and Homestay</i></p> <ul style="list-style-type: none"> <li>Students will explore the knowledge, culture and practices surrounding restaurants, food and hospitality in Spain and Latin America</li> </ul> <p>Unit 3 - <i>Getting Around and Sports</i></p> <ul style="list-style-type: none"> <li>Students learn how to get around in Spanish and talk about sports – what they like, what they can do, what they are good at</li> </ul> <p>Unit 4 - <i>Worklife and Pop Culture</i></p> <ul style="list-style-type: none"> <li>Students will study Spanish ways of working and interact with Spain's world famous pop culture</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>Spanish</li> </ul> <hr/> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>Year 9 Spanish</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Unit 1</p> <ul style="list-style-type: none"> <li>Listening Exam</li> <li>Writing Task</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>Reading Exam</li> <li>Speaking Task</li> </ul> <p>Unit 3</p> <ul style="list-style-type: none"> <li>Reading Exam</li> <li>Speaking Task</li> </ul> <p>Unit 4</p> <ul style="list-style-type: none"> <li>Listening Exam</li> <li>Writing Task</li> </ul>	

<h1>Australian Curriculum: Visual Art</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>A diverse range of skills are taught through the study of Visual Arts as students are invited to work independently, solve problems and think critically when reflecting on their own work and the work of others. In addition, students develop personal and social skills of adaptability, time management and open-mindedness that equip students for a range of future career pathways.</p> <p>Year 10 Visual Arts is an engaging and innovative subject which empowers students to contribute to the world around them confidently and creatively while preparing them for a future of unimagined possibilities.</p> <p>Semester Unit – <i>Self</i></p> <ul style="list-style-type: none"> <li>• Students will explore how artists communicate and express viewpoints and concepts in Visual Arts. Students produce a series of artworks that are conceptually linked to their own identity which leads them to develop their own artistic intentions and personal style. This exploration will also encourage students to think creatively and expressively to communicate a sense of self in their artworks</li> <li>• Across the semester students will develop visual literacy skills as well as build 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 realise their ideas through different visual representations, practices, and processes</li> <li>• Students are encouraged to refine their personal aesthetic through Making, using materials of their choice and further develop their ability to appraise perceptively and conceptually as an artist and audience through Responding. In addition, students will have the opportunity to engage with professional artists, visit local galleries and experience the exhibition of their own work to inspire and ignite their imaginations</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p>  <ul style="list-style-type: none"> <li>• Visual Arts (General)</li> <li>• Visual Arts in Practice (Applied)</li> <li>• Arts in Practice (Applied)</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Task 1:</p> <ul style="list-style-type: none"> <li>• Resolved artworks</li> <li>• Students are to individually create two resolved artworks based on the theme of <i>Self</i>.</li> </ul> <p>Task 2:</p> <ul style="list-style-type: none"> <li>• Written Report, 400 - 500 words</li> <li>• Students are to write a written report based on their artwork</li> </ul> <p>Task 3:</p> <ul style="list-style-type: none"> <li>• Extended response to artwork, 600 - 800 words</li> <li>• Students respond to, analyse and interpret visual artworks</li> </ul>	<p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>• Nil</li> </ul>

*All students must use the  
Subject Selection Online  
process for selecting subjects  
for 2024.*

*No paper copies will be  
accepted.*