



# CURRICULUM HANDBOOK Year 10



2025

**PLEASE NOTE**

**The College reserves the right to  
not run a class if there is  
insufficient demand or if the  
staffing is not available.**

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## From the Principal

Dear Parents and Students,

As students move through secondary school, greater specialisation is required in relation to subject choices. The range of subjects offered to Year 10 students has 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 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 any 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<sup>+</sup>, 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:

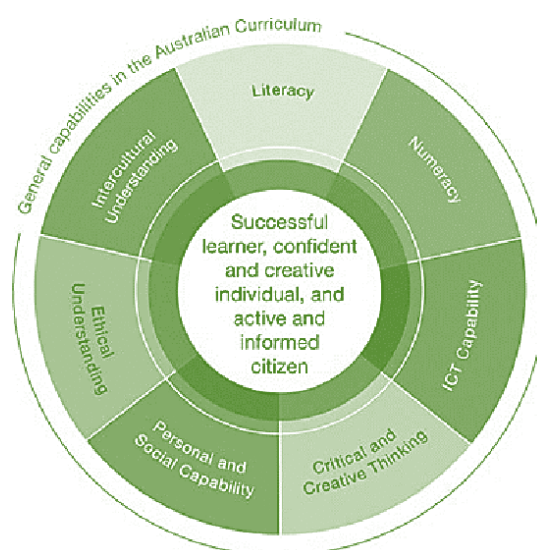
- Religious Education
- Mathematics
- English
- Health and Physical Education
- Science
- History
- The Arts
- Technologies
- Cultural Literacy and Languages

## 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, behaviors 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	Humanities	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	HPE	Science	Specialisation 1	Specialisation 2
Year 10	Religion	English	Mathematics	HPE	Humanities	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 semester-based courses of study. Pre-requisites may be used to determine eligibility for further study in particular areas. In Year 10, students may select a Humanities specialization and a Science specialization.

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

# Specialisation Subjects

## Year 10 Specialisation Subjects

### HUMANITIES

(History and Social Studies)

- Economics and Business
- Geography
- Civics and Citizenship
- History

### TECHNOLOGIES

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

### CREATIVE ARTS

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

### LANGUAGES

- Japanese
- Spanish

### SEDA

Sporting Excellence and  
Development Academy

\* By invitation ONLY

### Science

Biology  
Chemistry  
Physics/STEM  
Earth & Space/Physics  
Science in Practice



## SUBJECT SELECTION YEAR 9 INTO 10 2025

### CORE

Every student **MUST** study

- Religion
- Maths
- English
- HPE
- Stretch



### SCIENCE

Students **must** select at least 1:

Earth & Space/Physics  
Biology  
Physics/STEM  
Chemistry  
Science in Practice

Note: Students wishing to do a school based apprenticeship or ADFA will need to complete 2 Science electives



### HUMANITIES

Students **must** select at least 1:

History  
Business  
Geography  
Civics

### SPECIALISATIONS

Students can select up to 4 Specialisations:

Industrial Graphics  
Food and Nutrition  
Hospitality  
Textiles (Fashion)  
Digitech  
Engineering Skills  
Woodwork  
SEDA (invite)

Visual Arts  
Dance  
Drama  
Media  
Music  
Japanese  
Spanish

## 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 the 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.



## 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

<h1>Australian Curriculum: English</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>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.</p> <p>Unit 1 - <i>How does a writer's voice shape the meaning making of the reader?</i></p> <ul style="list-style-type: none"> <li>Students will consider how an author uses a variety of specific text structures and language features to position an audience.</li> </ul> <p>Unit 2 - <i>How do purpose, audience and context shape texts?</i></p> <ul style="list-style-type: none"> <li>Students will explore how decisions around the purpose, context and intended audience shape representations of conflict in a range of texts.</li> </ul> <p>Unit 3 - <i>Is there really anything Shakespeare can teach us?</i></p> <ul style="list-style-type: none"> <li>Students will explore representations of key themes in a Shakespearean play (e.g. <i>Romeo and Juliet</i> or <i>MacBeth</i>) and consider the relevancy of these representations for modern audiences.</li> </ul> <p>Unit 4 - <i>Why is comedy a successful tool for social commentary?</i></p> <ul style="list-style-type: none"> <li>Students will consider why audiences respond positively to comedy and the importance of context and prior knowledge in understanding satire.</li> </ul>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>English</li> <li>Literature</li> <li>Essential English</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>Written imaginative response Assignment, 700 - 1000 words</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>Multimodal presentation Assignment, 5 - 7 minutes</li> </ul> <p>Unit 3</p> <ul style="list-style-type: none"> <li>Written analytical response Unseen exam, 600 - 800 words</li> </ul> <p>Unit 4</p> <ul style="list-style-type: none"> <li>Written analytical/persuasive response Assignment, 600 - 800 words</li> </ul>	

# 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. Possible units include:

#### 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, synthesis 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


### Suggested 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

<h1>Australian Curriculum: Mathematics</h1>	<h2>Future Pathway Options</h2> 
<p><b>Course Overview</b></p> <p>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</p> <p><b>Unit 1 - Statistics</b></p> <p>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.</p> <p><b>Unit 2 - Algebra</b></p> <p>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.</p> <p><b>Unit 3 – Measurement and Number.</b></p> <p>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.</p> <p><b>Unit 4- Space and Probability</b></p> <p>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.</p>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Specialist Mathematics</li> <li>• Mathematics Methods</li> <li>• General Mathematics</li> <li>• Essential Mathematics</li> </ul>
<p><b>Assessment Technique</b></p> <p>Unit 1</p> <ul style="list-style-type: none"> <li>• Problem-Solving and Modelling Task – 100-1500 words plus calculations.</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>• Exam two sections, 100 minutes</li> </ul> <p>Unit 3</p> <ul style="list-style-type: none"> <li>• Problem-Solving and Modelling Task – 100-1500 words plus calculations.</li> </ul> <p>Unit 4</p> <ul style="list-style-type: none"> <li>• Exam two sections, 100 minutes</li> </ul>	

# **HUMANITIES**

**Students  
MUST select 1  
Humanities  
offering**

# Australian Curriculum: History

## Future Pathway Options



### Course Overview

This subject delves deeply into the Second World War and the globalising world, encompassing the Cold War and conflicts in the Asia Pacific. History serves as a foundational pathway to senior subjects, imparting essential, transferable skills crucial for academic success. Year 10 History is structured as a semester-based course where students undertake two units.

The course offers a comprehensive study of global and Australian history from 1918 to the present, emphasising Australia's role in a global context during the 20th century. This period was pivotal in shaping Australia's social, political, economic, cultural, and environmental landscape.

Inquiry questions guide students in developing their knowledge, understanding, and skills:

- What were the perspectives of individuals during historical events, and how did these perspectives evolve?
- What are the contested debates and varied historical interpretations?

### **Unit 1: The Second World War**

Students explore the causes and consequences of the Second World War and analyse how these consequences shaped the modern world. They critically examine the use of the Atomic Bomb as a military action.

### **Unit 2: The Globalizing World**

This unit investigates how global conflicts evolved throughout the 20th century and explores their impact on Australian society. Students analyse significant global events and transformations during this period.

Students with a keen interest in History may also opt to study Civics and Citizenship, which includes the Building Modern Australia unit as an integral component of its curriculum.

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

- Modern History
- Ancient History
- Study of Religion

### **Recommended Pre- requisites**

- Nil

### Assessment Technique

Unit 1: Extended response essay

Unit 2: Short response examination



# Australian Curriculum: Business

## Future Pathway Options



### Course Overview

#### **Unit 1: Business Fundamentals**

This subject focuses on the Business component of the Economics and Business curriculum. Students investigate a range of factors that influence individual, financial and economic decision-making. They study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce. Students apply inquiry skills to understand how businesses and organisations adapt to Business environments.

- Why is a continuing focus on workforce efficiency and productivity important for the success of business?
- What factors influence decision-making within consumer and financial contexts, and how are participants impacted?

#### **Unit 2: Entrepreneurship**

This unit immerses students in the entrepreneurial process of conceptualizing and developing innovative products. Students delve into the essential stages of entrepreneurship, including identifying market needs, ideation, prototyping, and commercialisation strategies. They explore the principles of product innovation, market research, and the integration of sustainability and ethical considerations into product development.

Students apply their inquiry skills to simulate the entrepreneurial journey, focusing on the creation of innovative products and solutions in response to contemporary market demands and opportunities.

- What are the critical steps involved in creating and launching an innovative product as an entrepreneur?
- How can entrepreneurs effectively identify market gaps and consumer needs to drive product innovation and success?

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

- Business
- Diploma of Business
- Accounting
- Tourism (applied)

### **Recommended Pre-requisites**

- Nil

### Assessment Technique

Unit 1: Business Report  
Unit 2: Innovative Project

# Australian Curriculum: Civics and Citizenship

## Future Pathway Options



### Australian Curriculum: Civics and Citizenship Course Overview

This subject provides a comprehensive framework for students to deeply engage with legal studies and civic responsibilities, fostering a nuanced understanding of rights, equality, and social justice in Australia's recent history and evolving legal landscape. Integrated with the Building Modern Australia unit of History, the subject offers students a choice of topics for in-depth study.

#### Unit 1: Rights and Freedoms: Building Modern Australia

Students explore transformative events and movements that have shaped Australian society since World War II, focusing on civil rights. They investigate key concepts such as immigration, women's rights, and Indigenous rights, analysing their significant contributions to contemporary rights and freedoms. Students examine how these events and individuals have advocated for change, particularly impacting marginalised groups.

#### Unit 2: Legal Studies

In Unit 2, students delve into the legal dimensions of rights in Australia, with a specific focus on a specific area of their choice. They participate in a Q&A-style assessment forum addressing pivotal questions related to these rights. Topics include the legal protection of First Nations people, the advancement of women's rights in the workplace and society and the rights of migrants. Students explore diverse perspectives to gain a comprehensive understanding of current legal frameworks and their impact on marginalized groups. This unit emphasizes critical thinking, legal analysis, and the practical application of knowledge to contemporary issues of rights and citizenship in Australia. Choices for inquiry include:

- To what extent do current government policies promote a resilient democracy?
- To what extent does the law protect the rights of First Nations people in Australia?
- To what extent do Australian governments' policies adhere to international legal obligations and promote global solidarity?
- To what extent is Australia responding to emerging global and local issues affecting young Australians?

### Future Study Options in Years 11 and 12

- Modern History
- Legal Studies
- Business
- Study of Religion

### Recommended Pre- requisites

- Nil

### Assessment Technique

Unit 1: Research essay

Unit 2: Q&A Panel

# Australian Curriculum: Civics and Citizenship

## Future Pathway Options



### Course Overview

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.

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.

### **Unit 1: Environmental Change and Management**

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.

### **Unit 2: Human Wellbeing**

This unit focuses on human wellbeing by investigating how wellbeing is measured using different indicators such as literacy rates, infant mortality rates and GDP. Students examine spatial inequality and the reasons for economic disparity between places in order to understand how to improve the lives of people globally.

### **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: News Segment – Video

Unit 2: Response to stimulus examination


**SCIENCE**


**Students  
MUST select 1  
SCIENCE  
offering**


<h1>Australian Curriculum: Science - Biology</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>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.</p> <p>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. In Science Inquiry students investigate ideas, develop explanations, solve problems, draw valid conclusions, evaluate claims, and construct evidence-based arguments.</p> <p>Year 10 Biology in the Australian Curriculum delves into heredity, evolution, and the diversity of life. Students explore genetic inheritance, natural selection, and the evidence supporting evolutionary theory, fostering a deep understanding of biological processes and scientific inquiry.</p>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Psychology</li> <li>• Science in Practice</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>• Examination 50 minutes plus 10 minutes planning</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>• Experimental Investigation 800 - 1200 words</li> </ul>	

<h1>Australian Curriculum: Science - Chemistry</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>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.</p> <p>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. In Science Inquiry students investigate ideas, develop explanations, solve problems, draw valid conclusions, evaluate claims, and construct evidence-based arguments.</p> <p>In Year 10 ACARA Science - Chemistry , students explore chemistry by analysing the periodic table, predicting element properties, and understanding chemical reactions. They learn how reactions produce specific products and how various factors influence reaction rates. This curriculum fosters scientific inquiry and critical thinking skills.</p>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Psychology</li> <li>• Science in Practice</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>• Examination 50 minutes plus 10 minutes planning</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>• Experimental Investigation 800 - 1200 words</li> </ul>	




<h1>Australian Curriculum: Science – Physics/STEM</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>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.</p> <p>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. In Science Inquiry students investigate ideas, develop explanations, solve problems, draw valid conclusions, evaluate claims, and construct evidence-based arguments.</p> <p>In Year 10 ACARA Science - STEM/Physics, students engage in STEM by exploring physics concepts such as forces, motion, and energy transformations. They also develop critical thinking and problem-solving skills through scientific inquiry and real-world applications. This curriculum prepares students for future STEM opportunities.</p>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Psychology</li> <li>• Science in Practice</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>• Examination 50 minutes plus 10 minutes planning</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>• Experimental Investigation 800 - 1200 words</li> </ul>	


<h1>Australian Curriculum: Science – Earth &amp; Space/Physics</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>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.</p> <p>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. In Science Inquiry students investigate ideas, develop explanations, solve problems, draw valid conclusions, evaluate claims, and construct evidence-based arguments.</p> <p>In Year 10 ACARA Science, students explore Earth and space sciences, including the Big Bang theory and global systems like the carbon cycle. They also delve into physical sciences, understanding forces, motion, and energy transformations. This curriculum fosters scientific inquiry and critical thinking skills.</p>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Psychology</li> <li>• Science in Practice</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>• Examination 50 minutes plus 10 minutes planning</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>• Experimental Investigation 800 - 1200 words</li> </ul>	

<h1>Australian Curriculum: Science – Science In Practice</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>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.</p> <p>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. In Science Inquiry students investigate ideas, develop explanations, solve problems, draw valid conclusions, evaluate claims, and construct evidence-based arguments.</p> <p>In Year 10 ACARA Science and Applied Science in Practice, students explore how changing circumstances and paradigms drive scientific progress. Topics include crises, global change, individual contributions, technological advancements, and new frontiers. This curriculum fosters critical thinking, problem-solving, and practical skills, preparing students for future scientific endeavours.</p>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Psychology</li> <li>• Science in Practice</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>• Examination 50 minutes plus 10 minutes planning</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>• Experimental Investigation 800 - 1200 words</li> </ul>	

# **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 that offers practical and theoretical experiences often overlooked in private dance institutions. The study of Dance is enriched by hands-on experiences in choreography, performance, and critical response to dance works. Students will have the opportunity to engage with professional 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. Students are encouraged to think critically and creatively when choreographing their own work and evaluating the work of others. Additionally, students develop personal and social skills such as collaboration, time management, self-awareness, and resilience throughout the course.</p> <p>Year 10 Dance is an expressive and rigorous subject that provides highly transferable skills, preparing students for a future filled with unimagined possibilities.</p> <p><b>Unit 1 - <i>It's Hip to be Hop</i></b></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><b>Unit 2 – <i>Identity in motion</i></b></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> <li>They evaluate how dance is used to celebrate and challenge perspectives of Australian identity</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 in a studio setting</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p><b>Task 1: Performance and Choreography, 3 minutes</b></p> <ul style="list-style-type: none"> <li>Students will perform a Hip-Hop routine which encompasses a expert-taught routine and their own choreography</li> </ul> <p><b>Task 2: Dance Project 1½ - 2 minutes, 300 - 400 words</b></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 choreographic &amp; evaluative statement which reflects on the rehearsal process that is accompanied with still images or video excerpt</li> </ul> <p><b>Task 3: Performance analysis, 600 - 800 words</b></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>	

<b>Australian Curriculum: Design and Technologies (Food and Nutrition)</b>	<b>Future Pathway Options</b> 
<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><i>Unit - 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> <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>	





<b>Australian Curriculum: Design and Technologies (Hospitality)</b>	<b>Future Pathway Options</b> 
<p><b><u>Course Overview</u></b></p> <p>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.</p> <p>Unit - <i>Hospitality</i></p> <ul style="list-style-type: none"> <li>Students will gain an understanding of the Hospitality Industry by planning and organising functions according to customer requirements and specifications</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>
	<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 Tasks</li> <li>Practical Tasks</li> </ul>	

# 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- History Repeating***

- 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>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>This exciting semester-long course is designed to ignite your passion for problem-solving and digital innovation through two action-packed units. Get ready to embark on a journey of problem-based learning where you'll explore and develop groundbreaking ideas, create cutting-edge digital solutions, and evaluate their real-world impacts. Dive deep into the fascinating realm of computational thinking, where you'll master the art of crafting modular solutions to tackle complex problems using powerful object-oriented programming languages.</p> <p>This course is not just about learning; it's about unleashing your creativity, enhancing your technical skills, and preparing you for the future of technology. Join us and discover the thrill of transforming ideas into reality in the ever-evolving digital landscape.</p> <p><b>Unit 1 - Creating with Code</b></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><b>Unit 2 – Data-driven Innovation</b></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><u>Future Study Options in</u></b></p> <p>Years 11 and 12</p> <ul style="list-style-type: none"> <li>• Digital Solutions</li> <li>• Certificate III Aviation (Remote Pilot)</li> </ul>	<p><b><u>Future Study Options in</u></b></p> <p>Years 11 and 12</p> <ul style="list-style-type: none"> <li>• Digital Solutions</li> <li>• Certificate III Aviation (Remote Pilot)</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 evoke change 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 empathise with and understand differences in society by 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 and Epic Theatre and Image 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> <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 pitch and then perform their visions.</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: 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> <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: Industrial Graphics</h1>	<h2>Future Pathway Options</h2> 
<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 architectural and built-environment industries and product design. Students will draft illustrations using Autodesk industry standard software.</p> <p>Unit 1 – <i>Lego Man Project</i></p> <ul style="list-style-type: none"> <li>• Presenting Design Processes in the Product Design Industries to show knowledge and understanding.</li> <li>• Creating Lego Man drawings for a themed Lego Person market</li> <li>• Using CAD software (Fusion 360) and Sketching</li> <li>• evaluation and reflection of the Design Process.</li> </ul> <p>Unit 2 – Residential <i>House Project</i></p> <ul style="list-style-type: none"> <li>• Presenting Design Processes in the architectural and built-environment industries to show knowledge and understanding.</li> <li>• Creating house designs and floor plan drawings for a proposed building such as a 3-bedroom residential house</li> <li>• To build an actual visually appealing 3D model of the residential house</li> <li>• Using CAD software (Revit)</li> <li>• Undertaking evaluation and reflection of the Design Process.</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> <p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>• Nil</li> </ul>

<h1>Australian Curriculum: Japanese</h1>	<h2>Future Pathway Options</h2> 
<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>
	<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>	

# Australian Curriculum: Design and Technologies - Materials

Future  
Pathway  
Options



## Course Overview

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.

### Unit 1 – Jewellery Box project

- In this unit, students will be introduced to processes and procedures involved in making a small piece of timber item such as a jewellery box, using a variety of tools and equipment. The focus in this unit is on preparing and finishing the timber surfaces effectively and safely

### Unit 2 - Sustainable Game Entertainment

- In this unit students will apply previously developed skills, using advanced processes and procedures, to produce a piece of timber item. They will also be introduced to a further range of tools and equipment in order to make timber joints safely and effectively for a sustainable board game.

## Future Study Options in Years 11 and 12

- Engineering
- Industrial Graphics

## Recommended Pre-requisites

- Design Technology (Materials and Technologies)

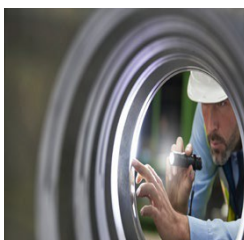
## Assessment Technique

### Unit 1:


- Design Folio - PowerPoint
- Practical Application (Project)
- Written Evaluation.


### Unit 2


- Design Folio – Power Point
- Practical Application (Project)
- Written Evaluation








<h1>Australian Curriculum: Media Arts</h1>	<h2>Future Pathway Options</h2> 
<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>English</li> </ul>
	<p><b>Recommended Pre-requisites</b></p> <ul style="list-style-type: none"> <li>Year 9 Media</li> </ul>
<p><b><u>Assessment Technique</u></b></p> <p>Unit 1:</p> <p><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:</p> <p><b>Short Film</b></p> <ul style="list-style-type: none"> <li>Treatment 200-400 words</li> <li>Production 2 – 5 mins</li> </ul>	

<h1>Australian Curriculum: Music</h1>	<h2>Future Pathway Options</h2> 
<p><b>Course Overview</b></p> <p>In the study of Music, students acquire a variety of skills such as critical thinking and creativity, which they apply when composing and evaluating music. They also develop important personal and social skills, including self-management, cultural awareness, confidence, and leadership. Through regular performances, students 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 fosters self-expression. It prepares students for a lifelong journey of learning and equips them to excel in the world of music performance. By regularly showcasing their skills on stage, 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>Semester Unit - <i>Music and Culture</i></p> <ul style="list-style-type: none"> <li>During this unit, students will enhance their capabilities and confidence in listening (aural), composing, and performing music. They will apply their music knowledge creatively, drawing inspiration from Australian and global musicians.</li> <li>The unit celebrates diversity by exploring music from various cultures, historical periods, and locations, with a focus on the music of First Nations Australians. Students will develop self-evaluation skills, assessing their own practices and critically analyzing others' performances and compositions.</li> <li>Throughout the semester, students will revisit essential elements of music, refining their performance style and advancing their abilities. They will have the unique opportunity to compose their own music, expressing their imagination, intellect, and emotions.</li> <li>Students will present their performances to specific audiences, learning to engage with professional music practitioners and experiencing innovative live productions to spark their curiosity and imagination.</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>Assessment Technique</b></p> <p><b>Presenting and Performing</b></p> <ul style="list-style-type: none"> <li>Students will perform a song from a specific culture, either individually or in groups.</li> </ul> <p><b>Creating and Making</b></p> <ul style="list-style-type: none"> <li>Students will explore the art of composing simple melodies and graphic notation, incorporating elements of music inspired by the culture they have studied, either individually or in groups.</li> </ul> <p><b>Exploring and Responding:</b></p> <ul style="list-style-type: none"> <li>Students will research music from a selected culture and create a multimedia presentation, supported by a 300–400-word music analysis.</li> <li>They will aurally analyse and evaluate the use of music elements and concepts within a variety of genres using the provided stimulus materials in 600-800 word response.</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>

<b>Brisbane Catholic Education: SEDA (By Invite Only)</b>	<b>Future Pathway Options</b> 
<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 &amp; Development Academy is committed to fostering an environment where athletes not only excel in their physical pursuits but also cultivate a strong moral compass. Ambition is the driving force behind our pursuit of excellence through sport, encouraging students to set lofty goals and work tirelessly towards achieving them. We believe in the power of commitment, not only to one's sport but to personal and academic growth. The Academy strives to instil pride in the College, our SEDA community and their team.</p>	<div data-bbox="1187 450 1378 546"> <b>Future Study Options in Years 11 and 12</b> </div> <ul data-bbox="1171 618 1358 882" style="list-style-type: none"> <li>• Physical Education</li> <li>• Certificate III Fitness</li> <li>• Sport and Recreation</li> </ul> <div data-bbox="1195 994 1362 1055"> <b>Recommended Pre-requisites</b> </div> <ul data-bbox="1171 1128 1382 1487" 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 or sport psychology strategies 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>In Year 10, students continue to expand their Spanish language skills, building on their cumulative learning and experiences. They use Spanish to communicate more fluently and effectively, sharing detailed personal and global experiences. The focus is on developing advanced skills in listening, speaking, reading, viewing, and writing to interact with Spanish speakers in various contexts, both locally and globally. Students participate in authentic community and online events, enhancing their real-world communication abilities.</p> <p>They access and create a wide range of spoken, written, and multimodal texts using authentic and purpose-developed resources, with increased independence in selecting materials. These may include textbooks, audio and video clips, magazines, online and print articles, and social media. Students deepen their understanding of how diverse cultural influences affect communication and identity, recognizing the impact on their own beliefs and values.</p>	<p><b>Future Study Options in Years 11 and 12</b></p> <ul style="list-style-type: none"> <li>Spanish</li> </ul>
	<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>Creating Texts:</p> <ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> </ul> <p>Understanding Texts:</p> <ul style="list-style-type: none"> <li>Listening</li> <li>Reading</li> </ul>	

<h1>Australian Curriculum: Visual Art</h1>	<h2>Future Pathway Options</h2> 
<p><b><u>Course Overview</u></b></p> <p>During Year 10, students develop the skills necessary for successful completion of the senior Visual Arts course. Students refine and resolve their understanding techniques and processes that extend their practice to reflect a personalised style and meaning. Students will find inspiration through personalised experiences and a focus on Australian identity to inform their artmaking practice. Students investigate and evaluate how artists from across time and cultures represent and challenge ideas and meaning as a basis for understanding.</p> <p>Students begin the semester with a focus on 'Portraiture' where they experiment across a range of styles and techniques in order to express their personalised style and identity. They then continue their studies, working through the surrealist style where they explore and communicate dream-like experiences and the subconscious. Throughout the duration of the course, students continue to develop their visual literacy skills in order to communicate meaning and evaluate artists practice, responding in essay style, in preparation for senior syllabus.</p>	<div data-bbox="1158 461 1318 645">  </div> <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> <div data-bbox="1193 1151 1366 1218"> <p><b>Recommended Pre-requisites</b></p> </div> <ul style="list-style-type: none"> <li>• Year 9 Visual Art</li> </ul>
<p><b>Assessment Type:</b></p> <ul style="list-style-type: none"> <li>• In-class Essay</li> <li>• Resolved Artwork &amp; Exhibition</li> <li>• Artist Statement</li> <li>• Visual Diary</li> </ul>	

*All students must use the  
Subject Selection Online  
process for selecting subjects  
for 2025.*

***No paper copies will be  
accepted.***